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VERMITY CAMPUS HERDE WINTERHET CAMPUS
ON 17 JULY 1913 AS OP 12 JULY 1913 GEOPEN
CONGRATULATIONS DEUR SY EDHEIT
G. J. VORSTER G. J. VORSTER
GOVERNOR OF THE REESE WINTERHET CAMPUS
SOUTH AFRICA VERREKEN VAN SUID AFRIKA



fiat lux

Volume 8

No. 5

Junie / Julie

1973

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Front Cover: The Prime Minister, Mr B. J. Vorster unveiling the plaque at the official opening of the University of Durban-Westville.

Inside Front Cover: A pictorial record of the opening ceremonies.

Back Cover: An aerial view of the Campus.

Inside Back Cover: Activities in and around the Campus.

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gateway to knowledge

THE SECOND WEEKEND of May, 1973 was of exceptional importance to the University of Durban-Westville when three of the most colourful ceremonies held in Natal in many years took place in the new main hall. Attended by nearly 5 000 guests from all parts of the Republic as well as a number of distinguished overseas visitors, the functions were the climax of years of building operations on the one hand and on the other the reward for years of dedication to studies. The three functions which took place on Friday, May 11 and Saturday, May 12, 1973 were the installation of the University's second Chancellor, the official opening of the University campus and the Graduation Ceremony.

Mr A. M. Moolla garlanding the Prime Minister, Mr B. J. Vorster.

Mrs Olivier, wife of the Principal of the University of Durban-Westville, pinning a corsage on Mrs Vorster.

Entrance to the Administrative Block of the University of Durban-Westville.



THE OFFICIAL OPENING

The Official Opening of the campus by the Honourable B. J. Vorster, Prime Minister, was performed in the presence of a large number of dignitaries among the 2 000 guests. After being introduced to the audience by Chancellor Senator the Honourable Professor Horwood, Mr Vorster was garlanded by a leading member of the Indian Community, Mr A. M. Moolla, who also serves on the University's Advisory Council and the South African Indian Council. Professor Horwood was garlanded by Mr Jack Naidoo, Director of Development and also a member of the Advisory Council.

HISTORY OF THE FOUNDING OF THE UNIVERSITY

The Prime Minister sketched the history of the University and paid high tribute to the dedicatory service of Professor S. P. Olivier, the Principal since its establishment in 1961. He said that he had been personally involved with the establishing thereof. It was not common knowledge that the various Commissions which had reviewed the desirability of extended university opportunities for all the peoples of South Africa after the present Government came into power in 1948, were unanimous that more such facilities should be made available to overcome any timelag caused by World War II. They were not all unanimous as to how these should be provided. Initially it was therefore decided to extend such facilities for the White groups at the existing institutions and to watch its growth, but to make special provisions for Indians, Coloureds and Bantu, who, it was felt were not getting a fair deal in the tertiary education programme of the country. The University College of Fort Hare

was already overcrowded. The existing universities at that time catered in the first instance for the Whites and with the exception of the University of South Africa, the Natal Medical School and the extramural division for non-Whites at Natal University relatively few non-Whites were admitted to residential universities in South Africa. The main problems, no doubt, were the almost complete lack of facilities for any such student to enrol for the basic Science courses and to share in a full University social and academic life.

Apart from the recommendations by these various commissions that additional university facilities should be made available to the Bantu by the establishment of the University College for the Northern Sotho and others in that area, and for the Zulu people who fully justified such a development, it was at first conceived that there would be one additional university for the Coloured and Indian communities combined. In other words — this particular university did not originally form part of the Government's immediate programme for extended tertiary education.

But then the 1960 Commonwealth Conference took place where South Africa decided to withdraw from the Commonwealth. Up to this time the question of the Indians in South Africa had been regularly discussed at these Commonwealth conferences, where the opinions were often divided as to their exact place in the South African population structure. The one thing that had never changed during their century's sojourn in South Africa from 1860 to 1960 was the possibility or feasibility of their return to India. This possibility of repatriation — which the South African Government was prepared to assist financially — had always been a thorny problem for all the successive Governments of this country.

The then Prime Minister, the late Dr. Verwoerd, and the Cabinet, left to their own devices, took the only reasonable and logical decision: That since repatriation did not work and since so many Indians had already been born in South Africa that a more correct but legally more difficult scheme would have been expa-

triation rather than repatriation — the Indian community would henceforth be accepted as a permanent part of the population structure of South Africa and that the South African Government would assume full responsibility for them. Mr Vorster said it was needless to say that such a drastic decision met with a lot of opposition, doubt and even — as usual — criticism.

Mr Vorster continued: In pursuance of this remarkable decision, it was further decided that a Ministry of Indian affairs should be created, and that an independent University College for them should immediately be created somewhere near Durban, and having no further link with the University for the Coloured community. Within a matter of weeks the decisions were made, and Mr Vorster as Deputy Minister of Education was charged with the task of implementing this new dynamic development within the next few months, so that the University could start at the beginning of 1961, as it was realised that the upward mobility of the community should be accelerated and that this could best be done by creating a solid middle class of university educated citizens, who could in the decades to come, provide the leadership both upwards and downwards to the whole community over its total horizontal structure.

"I was fortunate", Mr Vorster said, "in finding the Naval Barracks on Salisbury Island empty after the Hungarian Refugees had been dispersed through the country and to constitute a very willing and able Council under the chairmanship of that eminent educationist — Professor A. J. H. van der Walt, who had retired as Principal of the University of South Africa. The Department of Education, Arts and Science took the new fledgling under its wings and the Department of Public Works promised full co-operation in any reconstruction required on Salisbury Island. By October 1960 I had asked Professor S. P. Olivier who was then the Dean of the Faculty of Education at the University of Cape Town, whether he would be prepared to assume the Principalship of this new Institution and shortly afterwards we were able to advertise the essential

posts, to arrange for the interviews and to ensure that, as far as humanly possible the University College would start on March 1, 1961. This was duly done, and I doubt whether this achievement has ever been equalled by any other University Institution in the world.

Although a piece of land, some 20 hectares had been offered as a site for the future University, the Rector, Professor Olivier, immediately informed me that as this had to be a first class university and a university for all times, and since he was familiar with this particular problem at the University of Cape Town, that we needed at least 500 acres in an acceptable area for this new University. He was then given carte blanche to look for a site, and after inspecting between 30 and 40 areas, and with the co-operation of the Borough of Westville, it was decided by the Council and the Departments concerned, that there could hardly have been a better site — although its accessibility problems caused some concern, and I wish to thank the Municipality of Westville for allowing the main access road to the University to be named "University Road" instead of the old "Skeet Road". However, even this aspect has duly received the attention of the authorities and by December of this year, the University should have its own subway and access road from the existing National Road — which brings the University to within a stone's throw from the city.

THE NEW CAMPUS

This then brings me to the present campus. It is a super structure and quite fabulously conceived and I must congratulate all those who had anything to do with the planning and the execution of this campus. It is almost inconceivable how any structure of this nature, including the playing fields and roads, could have been built for the relatively small sum of approximately R15 million. And yet here it stands: a monument of triumph and pride to the architects, the Department of Public Works, the contractors, to our Indian community, to Westville, to Durban and to the whole of South Africa. The magnificence of its views, the beauty of its split level constructions,

its compactness on the one hand and yet its central spaciousness, its effective entrance steps up to its unique Science Lecture Theatre structure, its fine intimate Drama theatre, probably the best planned in South Africa, the magnificent Hall, the very special spacious Library, the covered or open passageways along which students could walk from one end of the campus such as the Education Block to the other — including the Library, the Hall and the Cafeteria — are indeed features which strike one in their efficacy and their beauty.

It is indeed, as the Rector had asked of me in 1960, a first class institution and one that is to last for all times. And I trust that the accommodation etc. will compensate for the 12 years at Salisbury Island, while this first phase of the University was being completed.

We know that universities tend to grow and expand and this is because tertiary education is no longer the privilege only of the small intellectual elite that it has been in the past. The demand for tertiary education comes as an inexcusable corollary of the success of any secondary school education — and this rung of the ladder has been rapidly reached also by our Indian community. Therefore, this University will have continually to review the needs of our Indian community and see to it that it supplies the best men and women in all walks of life that the community and South Africa and the wider world would need. In this respect I wish to ensure them of our sincere co-operation.

I would, on this occasion, like to pay tribute to the wonderful guidance and assistance supplied to this University during its College status, by the University of South Africa from 1960 to 1971. Their standards have set a standard for this University which will and must be jealously guarded.

LAUNCHING OF UNIVERSITY'S DEVELOPMENT FUND

However, two other points must also be mentioned. The first is that it is traditional for every university in South Africa, when it moves from its College status to an autonomous University (a really much misunder-

stood and misinterpreted word) to look for ways and means to supplement the basic grant of the State. Universities obtained about 85 per cent of salaries and a fairly high percentage for building expansions from the State. So far the State has carried this Institution 100 per cent, but I am happy to announce today that the Council of this University has decided to launch its own Development Fund as from today. And that, apart from a donation of R18 000 already received for a sports pavilion, various promises have already been made by the Indian community towards the Development Fund — and I can only hope that its growth will be so phenomenal and contributions from all sectors of the public be so liberal, that this Fund will just be another example of proving the uniqueness of this University that where there is a WILL there is a WAY.

CO-OPERATION NECESSARY

The second point I would like to make is that brick and mortar might build a house but it does not make a home. The magnificent structures around us are the bare bones — the flesh, and the spirit must be put into them by the students and the Indian community in particular. I know this is being done by the quality of teaching and research done at this University, and by the reputation this Institution and its staff enjoy in the eyes of their colleagues at all the other South African universities.

But much more needs to be done and far closer co-operation must develop between all the parties concerned with this University — between staff, students and community. As far as the latter is concerned, legislation has been introduced doing away with the present Advisory Council and having only one Council on which the Indian community is directly represented. Their numbers and responsibilities will increase, but I would like to pay tribute in this regard to the assistance of the Advisory Council of the past and notably its Chairman, Mr Rajab.

Progress and prosperity not only bring greater challenges but of necessity also greater demands to maintain the rate of growth and prosperity. However, every challenge is

regarded as an opportunity to turn it into success.

CHALLENGES AND ADAPTATIONS

During the past decade numerous opportunities have come our way and I make bold to say that I do not think that any country in the world has accepted as many challenges as the Republic of South Africa and it is with gratitude that I add, have turned and are still turning them into success.

It is imperative that every country with its different peoples must adjust themselves to the adaptations which the new changes demand. The extent to which we succeed in making or not making these adaptations will determine to what extent we constitute or help to perpetuate them. When one considers the tremendous changes over the globe, it is evident that the relative isolation of South Africa has undergone radical changes. The safety and security brought about by our so called isolation has suddenly been threatened from all sides. Although we have become used to it over the years, we suddenly found ourselves as the focal point of the world — the only country in which the whole of the outside world seems to be interested in; the only country in which they would like to see changes but still one of the few countries which has not and will not bow to outside interference and outside domination. We, the peoples of South Africa will continue to do our best for the advancement and harmonious co-existence of our peoples and no trade and sports boycotts, threats and the world's anti-South African press will force us to alter our course.

We are at times literally forced into isolation but strangely enough no isolation has become the target of our opponents. Just as the outside world has become increasingly aware of our existence so have we kept abreast with its numerous shortfalls and deficiencies; its hypocritical attitudes and its double standards towards South Africa. We are regarded as an anomaly in the southern tip of Africa but Egypt, Libya, Zambia, Uganda, etc. are countries with no problems at all!

As least no problems worthy of

the interest of the rest of the world! The only thing we have in common with those countries is that we belong to the same continent. Our biggest transgression in the eyes of the outside world is that we are trying to work out our own solutions without their help — without bloodshed and terrorism, without vindictiveness and annihilation: without starvation and repatriation, as was so tragically illustrated in the lives of the Indian community in Uganda recently.

TASK OF UNIVERSITIES AND UNIVERSITY TRAINED YOUTH

Our universities and our university trained youth have special privileges and tasks which perhaps other countries and other universities have never thought of. Coming from homes where they have been taught the traditional way of life our students must realise that peace and harmony can only exist where there is order, for without order there cannot be progress and chaos is bound to result. As a former Minister of Justice I can speak with some authority on this particular aspect.

The university has many tasks. It must teach, do research, test the truth of what has been taught or discovered, add to our reservoir of knowledge, build character etc. But it must realise that all these developments can only take place if there is, in the first place, respect for the necessary order or authority — the authority which is or should at all times be positive, constructive and creative. The only two alternatives are the chaos of dictatorship, on the one hand and a "free for all" on the other. In both cases it leads to exploitation of the weak by the strong. No doubt this facet receives enough attention at some of our universities. No university can flourish without order, and can therefore afford to escape or delay the opportunities for a realistic study of the insidious forces of negative and destructive ideologies which are out to destroy the university and our society from within and without. And the leadership in a community must give the guidance and get their priorities right.

It has during the past few months become topical to refer to the Schlebusch Commission at nearly every occasion and the findings of this

Commission have received much prominence. It is only natural because the State has acted against the young and their youthfulness is held out as an excuse for alleged irresponsible actions and harmless attitudes. But why have so many so called freedom fighters come to the defence of certain student leaders? Because the young are at times being led, maybe unwittingly, by forces and individuals who are trying to steal a march on the existing system or the traditional institutes of education of society like the home, the church, the school, the State etc. These forces want the relatively innocuous students to be turned into dangerous and irresponsible revolutionaries.

And since the young always constitute the front line of a nation's defence, negative ideological forces have been hard at work to get a grip on the mind of the young men and women at our universities. For the major attack on our system of values is no longer concerned with the agrarian proletariat or the labour proletariat of the past — but with the intellectual sector of today — and with their State-supported focal point, the UNIVERSITIES. This is where they want to get a foothold and this is where they will keep up the pressure.

The time is long overdue for our universities to devote more time and attention to this determined and organised diabolic but well-covered up scheme, as well as to our philosophic policy of and requirements of harmonious co-existence and collateral development in this country. With regard to the latter, understanding and acknowledgement of each group's dignity must enjoy greater prominence in the curricula of certain subjects. The future and happiness of each people in South Africa depend on the future and happiness of the other peoples and there are enough common components on which we can all agree to ensure the kind of co-existence which we must accept as a fact of history and of life, but also as a challenge and opportunity few countries are privileged to enjoy or share. It might be true of Western Tertiary Education that the university is no longer the unique place for the intellectual elite. But,

firstly, as far as our non-White peoples are concerned we are still in the process of changing over from a monolithic structure where a few individuals were accorded the opportunity of continued education but the broad masses were left out in the cold or had a poor and uneconomical education. In the process of supplying our ever-widening range of educational opportunities, the result is a narrowing of the basis of the pyramidal structure where everybody would have an opportunity of reaching the top. This is a slow and expensive process to which everybody should contribute, both inside and outside each community. Fortunately this is no new experience and challenge to our Indian University.

But secondly, while it might be true that the university might not be the only institution for the intellectual elite of the community and that perhaps extensions of our new types of tertiary education opportunities must be considered, it must remain a *sine qua non* that no university should ever lose its primary task of **academic elitism**. No university can afford to allow other interests but **academic** ones to occupy its teaching, its research, its character, motivations, etc.!

It is my sincere wish that this academic elitism will remain the ideal of this as well as of every other university in South Africa as long as it wishes to have this nomenclature to it.

STANDARDS

I see that the English speaking newspapers now refer to this University as a "Nat" University. It was of course the National Party that provided this opportunity and I certainly make no apologies for having done that. But these critics have added not one iota to the furthering of the academic nature of this Institution and can hardly claim any credit where no credit is due. Let me assure them however that the personal political views of members of staff at this University are entirely their own affairs and that the so called "Nats" constitute only a small minority of the staff. And if it had not been for so many young Afrikaners who came forward to serve in spite of opposition and attacks from the

Mr B. J. Vorster, the Prime Minister delivering his address.



To commemorate the occasion Mr A. Howard, Secretary for Public Works, makes a presentation to the Prime Minister.



Mr H. E. Joosub, Chairman of the South African Indian Council paid high tribute to the Prime Minister's contribution in establishing the University.



A section of the large audience at the opening ceremony.

ment **not** to proceed with these educational institutions because it would only create Anti-White solidarity. Of course, the Whites have their weaknesses as much as any group and Western Society does not only have the prerogative for all norms of society and life, and this Government would rather do what it considers **morally** right than what might be considered expedient by many.

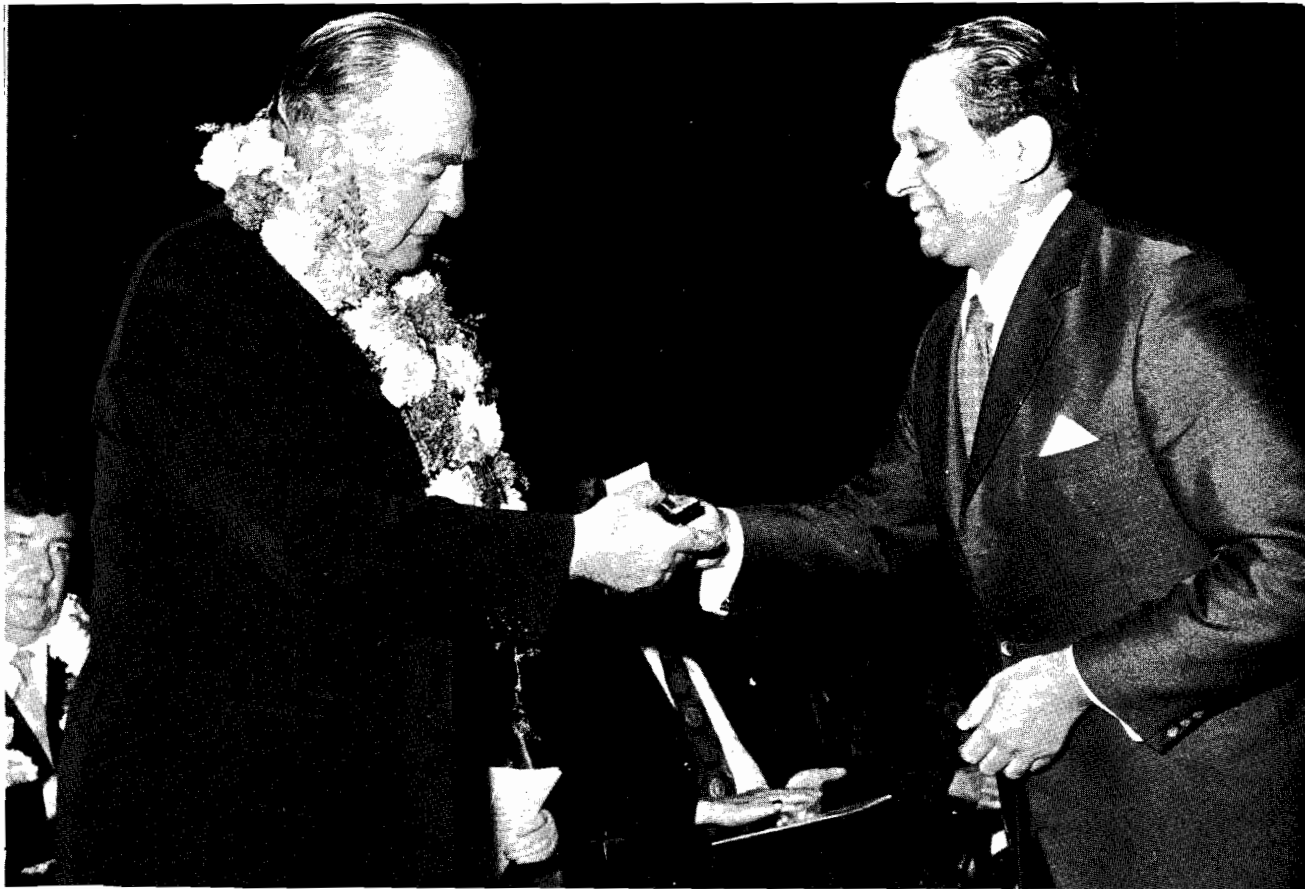
CULTURAL ATTACHMENTS

Your Indian heritages — both Muslim and Hindu — have not only their own significant sub-cultures or root-cultures, but they have or could harness these for the benefit also of South Africa. And I would appeal to our Indian Community to endeavour in this fast-changing world to adhere to those norms in their own culture which not only enhance their own dignity, as I have said, but which could be sharpened in its contact with these facets of Western culture on which the academic planning and discipline of this University must, in terms of its South African context and in view of the fact that the Indian constitutes an integral part of the South African way of life, of necessity be based.

In conclusion, may I say what a special honour it has been for me to have been invited to come and — if not to christen or baptise — then at least to open this young infant University with which I was so closely associated from the first and I shall now formally remove the cloth covering this plaque announcing the opening of these University buildings and will thereby declare them to be officially opened and may the Blessings of the Almighty for ever rest upon and inspire this the University of Durban-Westville."

TRIBUTES TO PRIME MINISTER

Mr. H. E. Joosub, Chairman of the South African Indian Council proposed a vote of thanks to Mr Vorster and paid high tribute to the Prime Ministers' contribution in establishing the University. He said it was a great source of encouragement to the Indian Community to know that the South African Government had their interests at heart. Mr Joosub expressed the hope that the day would not be too far away for the University of Durban-Westville to have a



Mr J. B. Patel, a member of the University's Advisory Council presenting Mr Vorster with a gift from the Indian community.

Mrs Vorster was presented with a gift from the community by Mrs Joosub.



A Chancellor is installed. Mr B. J. Vorster robes the new Chancellor.



Prof. F. E. Stock, Vice-Chancellor and Principal of the University of Natal delivering his address at the Graduation Ceremony.



The Prime Minister's autograph was eagerly sought by guests after the Installation Ceremony.

Medical and Dental School. The Indian Community was extremely thankful for the considerable narrowing of the wage gap of University academics as compared with their White colleagues and the salary increases. They would be happy when there would be complete parity. Mrs Joosub presented the Prime Minister's wife with a gift on behalf of the University's Advisory Council.

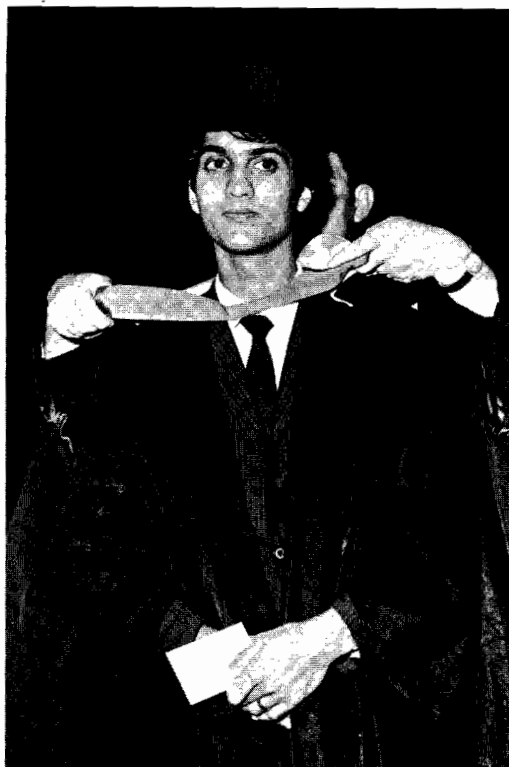
Mr J. B. Patel, a leading member of the Indian Community and a member of the Advisory Council presented Mr Vorster with a pair of golden cuff links on behalf of the Council. Mr Patel said it was a historic occasion because it was the first time in the history of South Africa that any University had been officially opened by a Prime Minister of this country and it was befitting that this honour should be bestowed upon Mr Vorster. Mr Patel said the Indian Community were mindful of the fact that even whilst Mr Vorster was the Deputy Minister of Education, Arts and Science, he had the vision and the foresight to plan a University for Indian South Africans and it was a well known fact that he had Indian Education close to his heart at all times. With determination and oneness of purpose that was so characteristic of the Prime Minister, he proceeded to make what one might call a dream into a reality despite opposition from a section of the Indian Community in the early stages.

Mr Patel said that this magnificent campus which was now nearing completion was not only a living monument of the Prime Minister's vision and sincerity of purpose but it was also a clear demonstration of his sense of fairplay and justice that this University in the planning, buildings and equipment was equal to in every respect to any other University in the Republic. A fine tradition was already being built up in the short life of this University and Mr Patel was sure that this growing tradition would match the magnificence of the brick and mortar that have gone into the creation of the University of Durban-Westville. He said Indian South Africans had never failed to meet the challenge that have confronted them. And he saw a great challenge here



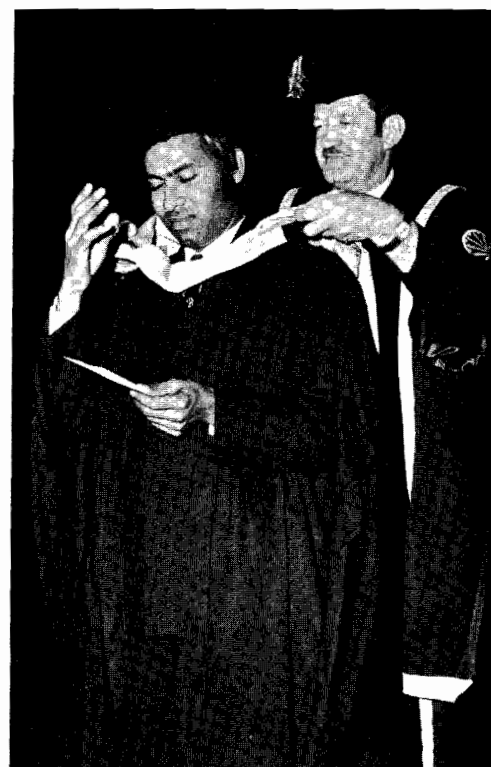
Mrs R. Singh is seen being capped. She was awarded the M.A. degree (Cum Laude) in Philosophy and is the first Indian in South Africa to record this achievement.

Mr S. Govender, B.Div., is seen receiving his hood after having the degree of Bachelor of Divinity conferred upon him. He obtained several distinctions.



The degree of M.Sc. (Cum Laude) was conferred upon Mr H. Baijnath.

The illuminated address presented to the University of Durban-Westville by Prof. Stock on behalf of the University of Natal.



to the youth of his community who were studying at the University to build up a great academic tradition that would stand out as a shining beacon for all the world to see. He added that Mr Vorster's outstanding

contribution in various fields and particularly in the field of Education would be remembered by posterity. Mr Vorster's name would be enshrined in the hall of fame as one of South Africa's greatest sons.



The UNIVERSITY OF NATAL, on the occasion of the Installation of the Chancellor of the University of Durban Westville, takes pride and pleasure in sending greetings & good wishes to her younger sister. Our two Universities owe an allegiance to a common parent on account of the years spent as constituent colleges of the University of South Africa, and together we strive to provide for the peoples of South Africa opportunities for study and critical thought in many diverse fields.

We congratulate your new Chancellor, at one time our own Principal and Vice-Chancellor, on the high office he now holds and it is our hope and belief that the University of Durban Westville will continue to grow in strength and influence in the universal world of learning.

Kenneth E Stock
Vice-Chancellor

11 May 1975

INSTALLATION OF THE CHANCELLOR

The installation of Senator the Honourable Professor O. P. F. Horwood as Chancellor by Mr B. J. Vorster, Prime Minister and Chancellor of the University of Stellenbosch was an academic occasion which attracted much interest. Originally scheduled to take place in the Main Science Lecture Theatre the interest in this function was so great that the venue had to be changed at the last minute to accommodate the large number of guests.

RESPONSIBLE BEHAVIOUR OF STUDENTS

In his inaugural address the Chancellor said he took a serious exception to the activities of people at the country's universities who, often on the flimsiest and most doubtful pretexts, made a fetish of demonstration and protest, and thereby disrupt the "even tenor" of the ways of the great majority of students and staff who desired to concentrate their attention where it properly belonged, on intellectual pursuits.

Professor Horwood said: "The substitution of force — be it violent or non-violent — for rational persuasion had no part in the great scheme of learning, and must be suppressed, if institutions of higher education were to fulfil their true purpose and destiny. This did not at all mean that university men and women were not free to dissent and protest, in a civilised and orderly manner, if their consciences moved them to do so. He said South Africa's universities, and their members (staff and students alike), had a far greater measure of freedom to run their affairs according to their own lights and discretion than many universities throughout the world. But such freedom did not exempt any of them from the general obligations of responsible behaviour, and the need to abide by the established law of the land and, what was more, the rules and regulations of their own universities. The right of dissent was a cherished right in civilised nations.

and was upheld in South Africa, but academic qualification was not a passport to licence, and no responsible university and no responsible Government could allow it to become so."

Concluding his address Professor Horwood said:

FAITH

"Mr Prime Minister. I express my sure conviction tonight that the great hope for the future for all of us, and specifically for the staff and students of the University of Durban-Westville, lies in faith and the daily performance of the task at hand. Faith, in a sense, is all-embracing, and involves faith in your God, faith in your country, faith in your University, and faith in yourselves. Do not, as the cynics like to do today, decry the need for faith in your country. Pericles, the greatest of all the Athenians of old, expressed what I am trying to tell you in these stirring and moving words:

"I would have you, day by day, fix your eyes upon the greatness of your country, until you become filled with the love of heré and, when you are impressed by the spectacle of her glory, reflect that it has been acquired by men who knew their duty, and had the courage to do it."

THE GRADUATION CEREMONY

The guest speaker at the Graduation Ceremony was Professor F. E. Stock, Vice-Chancellor and Principal of the University of Natal. He congratulated Senator Horwood on his installation as Chancellor and referred to his devotion to duty at all levels. Professor Stock presented the Chancellor with an illuminated address in which reference was made of the close ties which the Senator had with the University of Natal, particularly as its Vice-Chancellor and Principal, from 1965 to 1970.

CO-OPERATION BETWEEN UNIVERSITIES

In his address Professor Stock expressed his thanks to the Rector of the University for the invitation to speak at the first Graduation Ceremony to be held in their fine new buildings which were officially opened a few hours previously. He believed that the University of Durban-Westville in common with the other fourteen residential universities of the

Republic, had a tremendous part to play in the training of young men and women for their future life in this country, whether in the professional field, in commerce, in public or in private life. Professor Stock said the universities knew they must work together and that they had the same goal. There was a need for greater co-operation. There was room for mixing, especially among students at post graduate level — a view which had recently been expounded by the Rector of the Rand Afrikaans University and with which he fully concurred. There was much that a young university like the University of Durban-Westville could teach the University of Natal, just as they hoped that there was something which the University of Durban-Westville may learn from them. The University of Natal looked forward to even greater co-operation in the future.

IMPORTANCE OF A DEGREE

Professor Stock continued: "Next I must turn to those of you who are the cause of today's meeting, the new graduates of the University of Durban-Westville. There is a lot of talk about the purpose of universities at the present time and there are some who try to play down the importance of obtaining a degree. There are some who say scathingly of students that they just want this bit of paper and are not interested in real life.

I am not one of these. While I do believe that a university offers many things to its members, I also believe that if you go away without having obtained the degree or diploma for which you entered, you go away marked as a failure and to be marked as a failure at the beginning of your adult life is a bad thing. If you go away only with a degree or diploma, then this is a pity for the University has more to offer but, at least, you will have achieved success, of which you and your parents can be proud. So I now congratulate all of you today who receive your degrees — that accolade of academic success for which you have striven against financial and other difficulties through the years and which you have managed to overcome. You can be proud of the University of which

you are now full members.

INCENTIVES

In your academic career, the first and most obvious requirement is academic ability — but this alone is not enough. Quite a number of students with good academic qualifications do not succeed in the University and yet are quite capable of further study. Selection of students on academic grounds alone, therefore, is clearly insufficient. The second requirement is a clear incentive. One incentive is obviously financial. A man takes a university career as a means to an end to improve his status in the world and thus his earning capacity. Alternatively, the financial incentive may not be a bait but a goal. A student who knows that his financial support, parental or State, will be promptly withdrawn if he fails a course is likely to apply himself even more assiduously to the task in hand and if he has the basic ability, he is not likely to fail. I'm all in favour of the maximum possible financial help for students who are academically well qualified, but I believe that parents and teachers render a disservice to students when they continue to provide support for students with poor academic performance.

After academic ability and adequate incentives, particularly financial ones, we come to the main requirement of success, which is direction, for without this failure is almost inevitable.

OBJECTIVES

In an autobiography dealing with the first part of his life, Winston Churchill — that great war-time leader of Britain — recalls a conversation that he once had with Lord Balfour. Churchill said that he had asked: "What is the most important quality for a man who desires a successful life?" Balfour's instant reply was "Direction. Most men fail because they do not know what the goal is that they desire to reach. This is as true today as it was then and, indeed, it is probably one of those unchangeable truths of all time. At any one moment, each one of us has to have an objective, a star to guide and follow, or to use a more homely metaphor, to which to hitch you wagon. Your immediate objective has been to complete your

course satisfactorily and obtain a degree and you are now graduates. Every country needs graduates — educated people who can lead and serve their fellow men; especially do they need graduates who can be employed productively. Countries need teachers and doctors, engineers and technicians, scientists. University education ought to be linked to opportunities for employment, but in a country like South Africa the opportunities for employment in certain fields are almost unlimited. The educational system is pyramidal with a broad base for primary schools, a narrower centre for secondary education and an apex in the university. You, today's graduates, are the elite. If you are to be teachers, you have to be prepared to teach in primary or secondary schools — you cannot all teach in the University, even if you would want to. One of the problems of this country and I think it affects the African section most is the lack of adequate primary and secondary educational facilities, not the lack of university facilities.

People talk about the lack of doctors in the country, but this is not because there is only one medical school in the country devoted mainly to Indian and African students, but because that school has the greatest difficulty finding suitable qualified candidates to fill its places. Numbers have increased substantially this year, but it is still true that the majority of candidates admitted there would be rejected even for first year in most medical schools in the United Kingdom.

REQUIREMENTS FOR SUCCESS

I have deviated a little from my theme and I want to return to it. The requirements for success in a university undergraduate career are academic ability, some form of incentive and direction. In life as a whole we need much the same sort of thing, but they are extended further. We certainly need direction — a goal at which to aim. The second additional quality required for a successful life is, I think, a spirit of service. There are, unfortunately, many people in many countries whose primary aim in life seems to be to obtain the maximum reward for the maximum effort and so we have, at the

present time, constant industrial unrest, inflation spirals, unbalanced budgets and so on. In modern jargon, the remedy for all this is increased productivity. In the older language in which many of us were brought up, it was just called conscientious service. Many of you will know the motto of Rotary International which is 'Service above self' and there are other organisations with similar ideals. Unless you are doing your job to the best of your ability, it can never give you satisfaction, whatever its financial reward.

A university course is short and life is long. What you plan to do at the beginning is not necessarily what you will do at the end. Your goals will change. The third quality, therefore, which you will need for a successful life is an ability to recognise opportunities. There are very few of us who from the beginning plan exactly what we will do with our whole lives. David Livingstone planned to be a doctor and a missionary and it was only after many years at mission stations that he discovered that his real metier lay in geographical exploration. He was a good doctor and missionary first. He had a high degree of motivation. He served people well and eventually, when the opportunity offered, he was an outstanding explorer. Albert Schweitzer was an organist and a theologian first and good at both. Before the opportunity offered and he became a doctor and a medical missionary in the Congo, he was a dedicated man who served people well in each of his chosen careers.

There are many other examples of men and women whose careers have changed during the course of their lives because they have first had motivation or direction and have then served conscientiously in their own field of activities, but always have remained awake to opportunities which offered.

I suggest, therefore, that you, today's graduates, pursue your new careers to the best of your ability. Whatever you are doing, you must not always be looking around you for ways to improve your own status and position, but must be endeavouring to serve those around you. You must strive constantly, but you must be

awake to seize opportunities. In a lifetime, opportunity may knock many times, each time offering you a better chance to serve others. The opportunities may be unexpected and may lead in strange ways, or they may be more ordinary arising out of your day to day work. They are likely to arise in proportion to your own diligence and quality of service. You are a privileged group and I hope you will always live in such a way that those around you can look up to you as an example. I hope that throughout your lives you will show this quality of conscientious service and also awareness as opportunities open up around you. On your graduation day, once again I congratulate you on what you have achieved so far and exhort you to even greater things for yourself and in the service of your fellow men in the years which lie ahead."

After the Chancellor had conferred 206 degrees and 75 diplomas were awarded, Mr M. E. Sultan, a prominent industrialist and member of the University's Advisory Council conveyed the thanks of the University and the Indian Community to Professor Stock for his challenging and thought-provoking direction and guidance to students. He emphasised the fact that the University was not an ivory tower but that students and staff formed the nucleus in advancing research, study and knowledge which led to the progress of humanity.

He appealed to the students who were the future leaders of the Indian community to make full use of the excellent facilities available at the University to ensure that their training and study would equip them to meet the requirements of a changing world much influenced by the advances made in science, technology and human endeavour. In congratulating the graduates Mr Sultan expressed the hope that they would continue with advanced work in their respective fields and would make a positive contribution towards the enhancement of those ideals for which the entire Indian community aspire.

the man at the helm

PROFESSOR S. P. Olivier is the longest serving principal of all universities in the Republic and has been associated with this institution since its inception. The Honourable, B. J. Vorster, Prime Minister paid high tribute to professor Olivier's devotion to duty and dedication to his task when he officially opened the new University Campus on May 12th 1973.

Mr J. P. Gokool, Director of the Orient Art Gallery is seen presenting a replica carved in India of the Asoka Column (embodied in the University's Coat of Arms) to Professor Olivier, Vice-Chancellor and Principal of the University of Durban-Westville.



Prof. Olivier was born on the 21st January, 1915 in the district of Pearston, Cape Province, and had his schooling in Pearston and Gill College, Somerset East. He graduated (cum laude) from Stellenbosch University in 1936 where he also took a Secondary Teacher's Diploma. He then taught in Rhodesia till 1946 obtaining in the meantime his M.Ed. degree through the University of South Africa. In 1948 he obtained his D.Phil. degree at the University of Potchefstroom and was appointed Lecturer in Education at the University of Cape Town where he was promoted to Senior Lecturer and Professor of Education (1957). In the meantime he had also spent the academic year 1953/1954 at the University of London where he obtained the Associate of the Institute of Education. Other Scholarships which were offered to him included one from the

Carnegie-Corporation, the British Council, U.S.S.A.L.E.P. and D.A.A.D. In addition to several visits to universities in Europe, Britain, the United States, Canada, he also visited universities in the Middle East, India and the Far East.

Professor Olivier is keenly interested in cultural and human relations and serves on the councils of numerous educational organisations.

Besides several book publications, he is a regular contributor to scientific and cultural journals.

Despite a serious setback to his health in October, 1972, Professor Olivier has persevered with his challenging task and the magnificent campus stands as a constant reminder of his idealistic belief in his fellowman, trust and faith in the community.

When installed as the first Vice-Chancellor of the University of Dur-

ban-Westville on May 5, 1972, he expressed some of his views, i.e. as follows:

"We have of course our aspirations for this Institution, but we also realise that universities, like people, must define themselves by their acts, and that we must discipline ourselves to remain true to the triads of any university: teaching, research and service. We would like to be able to say to our students: You have offered voluntarily to be our disciples and to obey and endure the academic disciplines. We buy nobody and we cannot be bought. We cannot compromise. If you do not like our words, tasks or assignments, you are at liberty to go when it pleases you. We want nothing from you except your own advancement and improvement. Stay as long as you feel benefited."



public relations and development

TWO of the youngest departments of the University which are very closely related to each other were established at the beginning of 1972 and 1973. Each is headed by a director with considerable experience in his particular field.

The rapid development of the University and the considerable number of visitors, requests for information, offers of bursaries and other donations made it imperative that Departments of Public Relations and Development should be created.

Mr Nico Nel, Director of Public Relations, spent nearly 20 years in Radio-Journalism after graduating from the University of Natal in Pietermaritzburg. For six years he was in charge of extra-mural Afrikaans classes for Indians at the Nizamia Technical Institute in Pietermaritzburg. As editor of the South African Broadcasting Corporation's News Service in Natal for 10 years he broadcast many features on Indian affairs and launched the regular news bulletins for Indian radio listeners. A born and bred Natalian he has been associated with the progress of the Province in many fields. During the past 18 months the Department entertained nearly 500 visitors from overseas and all parts of the Republic. Numerous addresses to societies and clubs of all races have been given and many functions have been arranged by the Public Relations Section at the University.

Mr Jack Naidoo, veteran educationist, a graduate of the University of Natal and prominent leader in his field, is the Director of Development. His wide educational experi-

ence and service to his community at all levels has made him eminently suitable for this challenging position.

After spending 36 years in primary, secondary, technical and university education and educational administration, he rose to the rank of education planner in the Department of Indian Affairs before taking on the important post of Director of Development at this academic institution. Ranking equal to professorate status, Mr Naidoo, who has been the recipient of a Carnegie Fellowship, a Fulbright Scholarship and the Smith-Mundt Award for his educational services, has had vast experience of tertiary education in this country and overseas in the western world.

As a foundation member of the University's Advisory Council, he has gained valuable insight into the many facets of University training. His main task will be to guide and assist in the development of future projects, both physical and academic.



His knowledge, interests, close association and involvement with and participation in the activities of the Indian Community make him the ideal person to head the University's newly launched **Development Fund**, the main objects of which are:

1. Extensions and erection of additional buildings;
2. Foster, encourage and develop educational, literary and scientific facilities;
3. Establish research projects;
4. Develop and extend activities and educational programmes;
5. Establish educational aid programmes;
6. Provide grants, scholarships, travel grants, etc.;
7. Establish or assist in the establishment of any chair or course of study at the University; and
8. Further the interests of the University in all spheres and extend educational facilities for our Indian community.

□



Students having their registrations checked.

enrolment rises rapidly

THE STUDENT ENROLMENT FIGURES of the University has this year show the largest increase since the second year of its establishment when the first year figure for 1961 leaped from 114 to 433 — nearly 400 per cent. This year the enrolment has risen by about 15 per cent. After exceeding the 2 000 mark for the first time in 1972 with an enrolment of 2 003, the figure has this year risen to 2 302.

A most encouraging feature is the steady rise in the number of students from 2 other provinces i.e. the Transvaal and the Cape. Five years after its establishment the number from the Cape had risen from 1 in 1961 to 19 in 1965. Last year this figure exceeded 80 and this year the 100 mark has been topped.

The Transvaal has definitely not been found wanting when it comes to providing students making use of hostel accommodation. Starting in 1961 with 12 boarders the figure rose after 5 years to 59 and in 1966 it rocketed to 100. Five years later it doubled to more than 200 and last year it stood at 273. This year the Transvaal has more than 300 hostel students.

The table below shows the division of students from three provinces from 1961 to 1972. (There are no Indian students in the Orange Free State.)

Year	Natal	Transvaal	Cape	Total
1961	101	12	1	114
1962	407	21	5	433
1963	561	44	9	614
1964	771	59	17	847
1965	895	59	19	973
1966	990	100	39	1 129
1967	1 118	103	37	1 258
1968	1 242	118	47	1 407
1969	1 406	163	52	1 621
1970	1 437	164	53	1 654
1971	1 455	203	52	1 710
1972	1 649	273	81	2 003
1973	Analysis to be made on June 30, 1973)			2 302

commerce — those formative years

by J. BUIJS
(Senior Lecturer and Head of the
Department of Business Economics)

AT THE BEGINNING OF 1973, thirteen years after the enrolment of the first Commerce students on Salisbury Island, one out of every four students on the campus of the University of Durban-Westville was enrolled in the Faculty of Commerce and Administration, one of the five Faculties comprising the University.

The casual observer may consider this to be normal in view of the general belief that "most Indians are in Business". Both these concepts contain, however, only an element of truth and generalisation of this nature are entirely misleading. While it does not fall within the scope of this article to investigate the general occupational situation of the Indian community it will be most revealing to turn back some of the pages in the history of the institution created specifically for the tertiary education of Indians.

From a humble and slow start the Department of Commerce, initially in the Faculty of Arts, the Faculty of Commerce and Administration has grown steadily, even spectacularly over the last few years, not only in number of students but also in the variety of courses of study offered to these students.

GROWTH IN STUDENT NUMBERS

The less than 3 per cent of the total enrolment in 1961 grew to an encouraging 20 per cent in 1972 as the following table indicates.

TABLE 1
COMPARISON OF TOTAL STUDENT ENROLMENT * AND THAT OF COMMERCE STUDENTS

	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972
University												
Full time	103	310	417	564	661	745	812	967	1073	1119	1109	1492
Part time	11	123	197	283	312	384	446	496	547	535	591	511
TOTAL	114	433	614	847	973	1129	1258	1463	1621	1654	1710	2003
% ANNUAL INCREASE	—	280	42	38	15	16	11	16	11	2	3	17
Commerce												
Full time	3	14	23	27	29	52	90	102	187	212	264	348
Part time	—	—	—	—	—	9	22	42	54	61	58	83
TOTAL	3	14	23	27	29	61	112	144	241	273	322	431
% ANNUAL INCREASE	—	366	64	17	7	110	84	29	68	13	18	34

* As on 1st Tuesday of June in each year.

At the end of February 1973, the position had further improved as 534 students out of a total enrolment of 2 302 (26%) were registered in the Faculty of Commerce and Administration. The full extent and significance of this growth is better grasped when the annual percentage increase in student enrolment at the University and in the Faculty is compared. It will be noted that in each year, with the exception of 1964 and 1965, the annual percentage increase in student numbers in the Faculty was far in excess of that of the University in general.

The reason for the increased interest in the courses offered in the Faculty probably lies in the fact that the possession of a B.Com-degree has now become the stepping stone to a professional field which was formerly hardly accessible to Indians, viz. that of public accountant and auditor. Ever since the first graduate from the then University College for Indians obtained articles from a Transvaal firm of auditors in 1965 and similar opportunities were being created in Durban and elsewhere some three or four years later, there has been a distinct increase in the interest displayed for particularly the B.Com. (Accounting) degree. The overwhelming majority of first year students opt for this curriculum and express the desire of later studying for the Certificate in the Theory of Accountancy which is a prerequisite for the qualifying examination of the Public Accountants' and Auditors' Board.

An interesting side-light on student enrolment concerns the number of female students on the campus and their distribution in the faculties.

TABLE 2
NUMBER OF FEMALE STUDENTS ENROLLED

YEAR	Number at University	Percentage of Total Students	Percentage of Total Students	Number in Commerce
1965	142	15	2	7
1966	195	18	3	5
1967	248	20	1	1
1968	303	21	2	0,5
1969	348	21	10	4
1970	387	24	16	6
1971	397	23	33	10
1972	530	21	39	9

When the first students were enrolled in 1961 nearly 10 per cent of those who presented themselves were female. It was only in 1965 that the all-male stronghold of Commerce on the campus was graced by a member of the fairer sex. Table 2 above shows that whereas the numbers of female students in the Faculty has in recent

years increased considerably, the increase is disproportionate to both total student numbers and the overall proportion of female students at the University.

INCREASE IN NUMBER OF COURSES OFFERED

Initially provision was made for the basic courses of the B.Com degree starting with five first courses and with the intention of adding additional and later courses as required in the curriculum. It was soon realised that apart from the students who had gained full exemption in the Matriculation examination and many more who for technical reasons did not qualify for exemption and many more who had gained conditional exemption but were desirous of furthering their education. A two-year diploma course in commerce and a three-year Commercial Teacher's Diploma course were then instituted to this end as from 1963.

The Commercial Teacher's Diploma was later superseded by a teaching degree in commercial subjects (B.Paed.Com.) in order to raise the standard of teaching qualification and also to comply with the latest legislation on education. The two year diploma course has also been ceased because other institutions now adequately cater for training on sub-university level.

Degree and diploma courses in Public Administration were also instituted to provide for training in this field which offered much scope for employees in all levels of government.

To stay abreast of developments a Bachelor of Business Science degree, a four-year course, was instituted to offer greater specialisation in the field of Business management.

As the number of graduands becoming employed as articled clerks in the accountancy profession in Durban was increasing, provision for their further training had to be made by offering teaching towards the Certificate on the Theory of Accounting in the evenings.

To cater for the needs of graduate executives in business and industry courses leading to the M.B.A. degree will also be offered part-time as from the beginning of 1974.

The University recognized from the beginning of its existence that there were many teachers and persons in other occupations wishing to continue their studies on a more personal contact basis rather than by correspondence. Extra-mural or part-time lectures were therefore offered whenever the staff position made this possible. As from 1966 a limited number of courses in the Faculty of Commerce and Administration were also added to those already being taught in the late afternoon and early evening. The limitations of time necessitated that an extra-mural student would take a minimum of five years to complete his degree. This imposes a tremendous challenge and self-discipline on these students. The first of them to complete all the requirements



Mr M. A. E. Asmal, the first B.Com. graduate of the then University College, is now a lecturer in the Department of Accounting and Auditing.



Mr C. Sookraj, who gained an honours degree in Industrial Psychology in 1972, is now a Personnel Officer in the Tongaat Group of Companies.

were rewarded for their perseverance and diligence at the 1973 graduation ceremony of the University.

The table below indicates the spread of courses offered in the Faculty.

TABLE 3
COURSES AND NUMBER OF STUDENTS
ENROLLED IN SUCH COURSES

YEAR	Hons. B. Com.	B. Com.	B. Paed. Com.	B.Bus. Sc.	C.T.A.	Dip. Com/ C.T.D.	B. Adm.	Dip. Adm.
1961		3						
1962		14						
1963		21				2		
1964		23				4		
1965		24				5		
1966 F/T	1	41				9		
P/T	—	10				—		
1967 F/T	1	69				20		
P/T	—	22				13		
1968 F/T	—	89				2		
P/T	—	40				19		
1969 F/T	—	169				2		
P/T	—	52				12		
1970 F/T	—	200				1		
P/T	—	60				7		
1971 F/T	—	246	6	1	—	—	—	4
P/T	2	56	—	—	—	—	—	—
1972 F/T	—	329	8	2	—	3	3	—
P/T	3	72	—	—	11	—	—	—

THE GRADUANDS

Because of the small number of students enrolled in the first few years, the stream of graduates remained only a trickle until 1970 when in one year nearly as many students graduated as in the previous years put together. In 1972 the figure doubled again.

TABLE 4
NUMBER OF STUDENTS COMPLETING DEGREE/
DIPLOMA RELATIVE TO TOTAL ENROLMENT
IN FACULTY

	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972
Total No. of Students	3	14	23	27	29	61	112	144	241	273	322	431
B.Com.	—	—	—	1	4	2	2	4	7	19	17	36
Hons. B. Com.	—	—	—	—	—	—	1	—	—	—	—	1
Diploma Com.	—	—	—	—	1	—	1	2	2	1	2	1
Com. Teachers Dip.	—	—	—	—	—	1	—	—	1	2	—	1
Other 2nd degree/dip. U.E.D.	—	—	—	—	—	—	—	1	—	—	—	1

A comparison of the number of students graduating relative to the number enrolled indicates that a considerable number are not completing the courses for which they have enrolled. This matter bears closer investigation although enquiries tend to show that the economic conditions in the homes of many students and the position of the labour market tend to draw students away from the University.

While it is impossible to relate here what all the graduands from the Faculty are doing, it will nonetheless be interesting to note a number of "first":

Mr M. A. E. Asmal is the first B.Com. graduate of the University College for Indians in 1964. He took articles with a firm of accountants in Johannesburg, completing his C.T.A. with the University of South Africa. He is also the first past student of the Faculty to be appointed as a member of the University's teaching staff.

Mr W. J. Naicker, who for technical reasons was not eligible to enrol for the B.Com. degree completed the Diploma in Commerce in 1965 and the Commercial Teacher's Diploma in 1966. He is the first qualified teacher of Commercial subjects graduating from the College.

Mr P. R. Lodhia, who obtained his B.Com. in 1965 is the first post-graduate in the Faculty (Hons. B.Com. 1967). He then studied at EMEDE, Lausanne, Switzerland and Stanford University, U.S.A., where he was awarded the M.B.A. degree. He is currently working in the United States.

Mr M. Rajab (B.Com. 1965), the first student from this Faculty to be awarded the LL.B. degree (1968). He is Secretary of the family group of companies.

Mr B. Ramlathan (B.Com. 1968, U.E.D. 1969) is the first graduate teacher in commercial subjects.

Mr S. Sabdia (B.Com. 1968) who took his C.T.A. with the University of South Africa while articled in the Transvaal, is now practising as public accountant and auditor in Durban — the first student of Faculty to set up in practice and the second Indian to qualify in South Africa.

Mr P. Algu (B.Com. 1969, U.E.D. 1970) is Secretary of the New Republic Bank Ltd. in Durban.

Mrs R. M. Haffajee (B.Com. 1970) is the first lady-graduate.

Mr C. Sookraj (B.Com. 1970) gained an honours degree in Industrial Psychology in 1972, the first to do so, and has been appointed as Personnel Officer in the Tongaat group of companies.

Mr L. Govender (B.Com. 1970) is the first student to obtain the Certificate in the Theory of Accountancy at the University of Durban-Westville. □

A view of the auditorium of the theatre showing a portion of the stage.



theatre in the hills

THE ROMANTIC RINGING of a ship's bell summons audiences into a new theatre of unique design at the University of Durban-Westville. From the well protected open patio they move into a fully glass-fronted foyer glistening with ceramic tiles. Once in the auditorium audiences view a wide expanse of heavy velvet curtaining in rich deep gold.

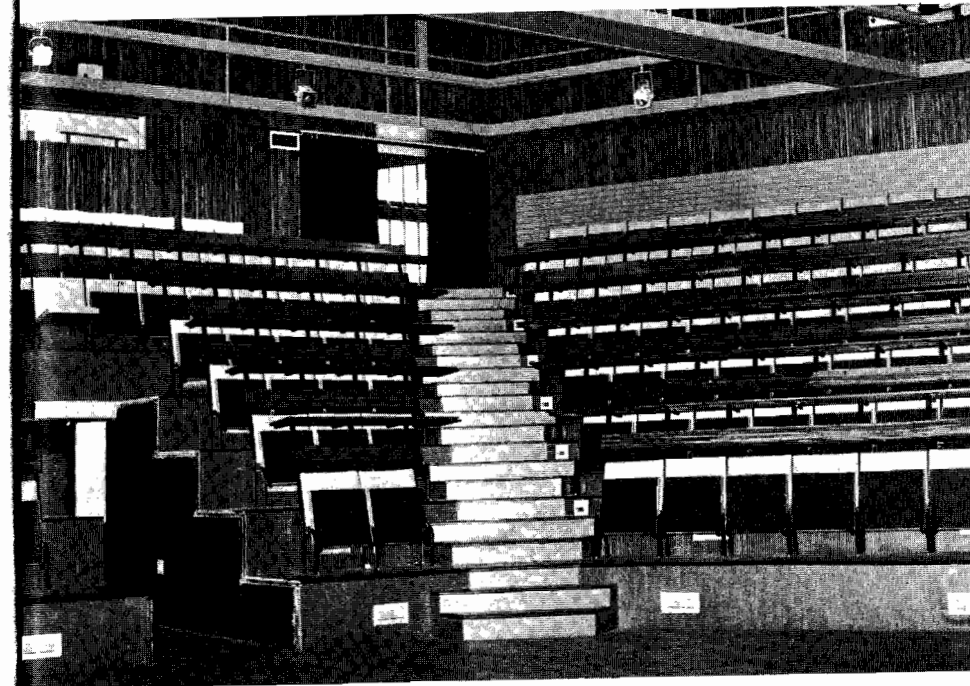
Housed in the Department of Speech and Drama the design of the theatre is unique in Africa, with audiences sitting on three sides of an apron stage which extends in front of the actual stage. Over 200 spectators can be seated in only seven rows with the seating steeply raked in rising tiers, which means that every member of the audience will be able to see, and feel drawn into the action. The longest row seats almost 40 people and they view a stage picture that could be 12,20 metres wide at its maximum opening. With air-conditioning, special acoustic treatment, and excellent lighting and sound facilities, patrons enjoy a high standard of comfort and theatrical fare.

The Department of Speech and Drama has presented over 20 varied productions on the Salisbury Island Campus since its inception in 1965. They included plays by Shakespeare and Sophocles, as well as a children's musical and Schools poetry programmes. With the move to the exciting new theatre complex on the Westville Campus, the Department should settle down to an interesting programme of activities in the performing arts in years to come. The theatre's technical facilities are excellent for both teaching and performing purposes with a thirty-way thyristor dimmer board to control the lighting, and stereo loudspeakers with individual channel control. This year the students are using closed-circuit television to observe their own work progress.

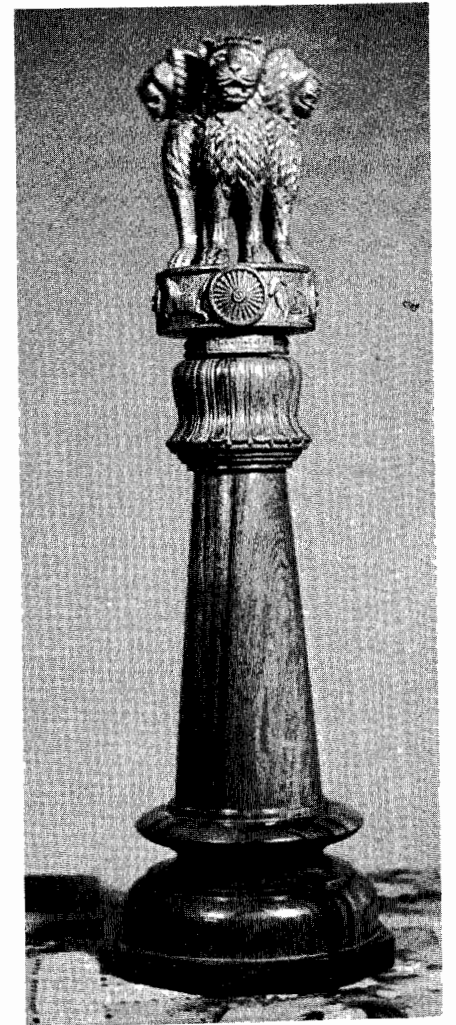
The use of space and movement flow in the building has been designed to make for maximum human activity and participation, with a minimum of effort. For example the entire floor throughout the lower level of the building is at the same level as the stage, so performers never go up or down steps while walking from dressing rooms to wings, and on to the stage. The costume and properties rooms are also on this same level neatly placed under the tiered auditorium seating so that the best use has been made of the space available.

Modern movement, drama, and Indian Dancing are all part of the syllabus so the students experience a range of activity in the performing

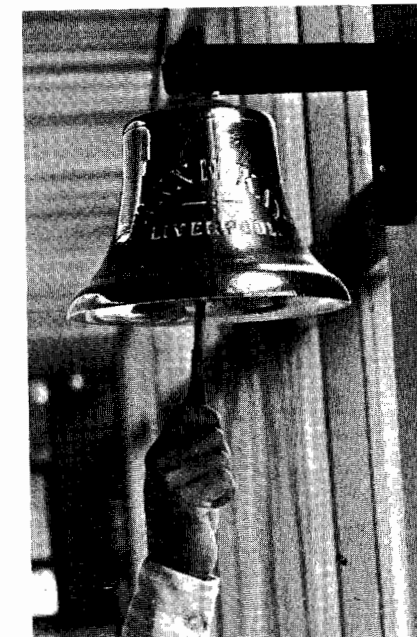
The Auditorium of the University's Asoka Theatre.



The Asoka Column after which the theatre has been named.



The commencement of performances is announced by the ringing of this ship's bell.

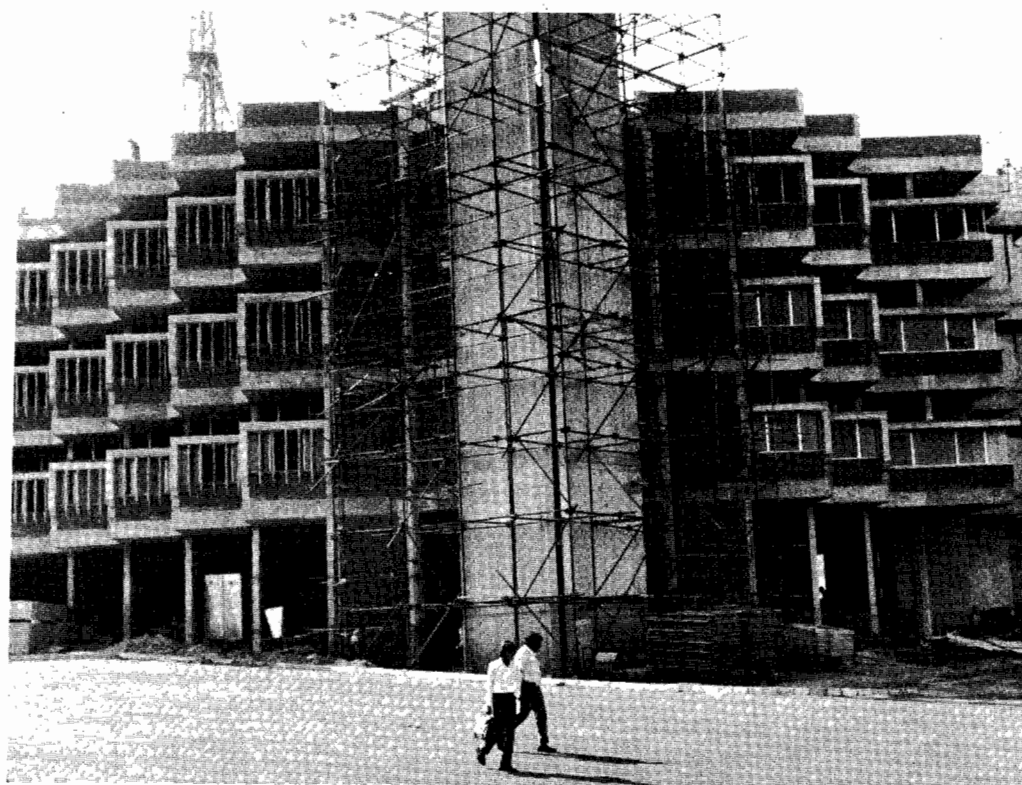


arts, apart from their studies in communication, the history and theory of design, literature and public speaking.

In a review of the first programme presented at the theatre by the Speech and Drama Department of the University published in a Durban newspaper, the reviewer commented as follows: "... A very pleasing sort of revue in theatrical art which made it clear above all that David Horner, Head of the Department, and his staff, are doing first rate work in a fairly new field. I was tremendously impressed by the eagerness of the students and their patent shedding of inhibition which has resulted in a freshness to their work and enjoyment in it which conveys itself to the

audience. Undoubtedly the comfort and the high functional efficiency of the Asoka Theatre adds pleasure to any performance there but this programme should not be missed as an example of specialised work which is different from anywhere else and has the promise of real quality."

The theatre, which is the first new theatre to open in Durban for many years is called the Asoka Theatre. Asoka was a famous Buddhist emperor of India more than 200 years B.C. and the lions on the famous Asoka columns which can still be seen in India are the device at the head of the University's coat of arms. These lions form part of the programme design for performances in Durban's "Theatre in the Hills". □



A UNIQUE LIBRARY

WHEN THE NEW LIBRARY building is occupied towards the end of the year, it will in a certain sense be the end of the road, but also the fulfilment of a long cherished ideal. Few libraries in South Africa can boast the incorporation of many of its ultra-modern features.

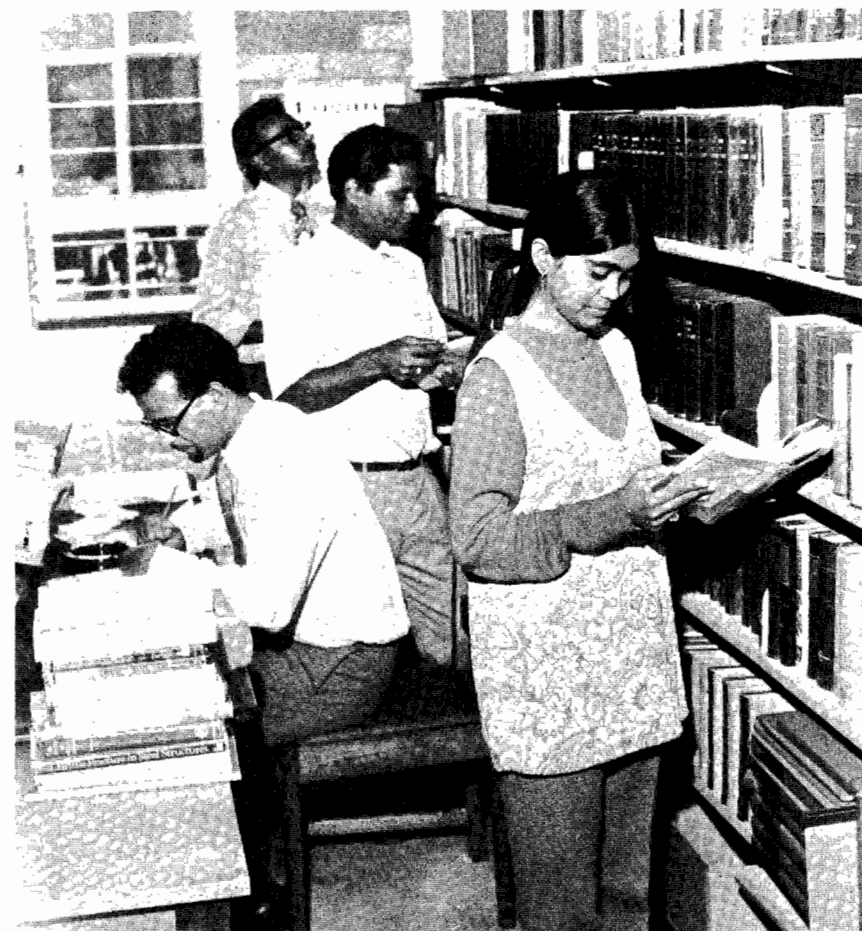
Starting with a limited number of books in 1961, the 1962 report of the librarian, Mr P. Oeschger, revealed that at the end of 1961 there was a book stock of 4 368. This increased rapidly during 1962 to 14 000. At that stage the library staff numbered 10, and 3 154 loans were recorded. During the first year the post of librarian was held by Mr P. Aucamp, who together with a library committee under the chairmanship of Rev. William Arnott, undertook the difficult spade-work as founder members of the new library.

Initially situated in a single block

adapted to function as a library, the growing collection after a number of years encroached to such an extent on the reading area that an additional hall had to be occupied in 1967. The library at Salisbury Island thus gained a dual character: a general stack and administrative section on the one side of the road, and a well-frequented and air-conditioned reading cum reference room on the other side. The provision of adequate library facilities for extra-mural students also received early attention, and was solved by making books available at the Gandhi-Desai High School, where

these were finally housed in a library room at the Orient High School which fulfilled a vital function for these students.

The accommodation proved adequate till the time of departure from the Island early in 1972. At this stage the shelves were nearly filled to capacity by approximately 70 000 volumes; subscriptions to current journals approached the 1 500 mark and more than 12 000 books were issued from the open shelves not including use of the reserve collection. Meanwhile the staff had more than doubled. As is the case with rapidly ex-



The new library building in course of construction.

panding departments the challenges and problems also increased: One of the difficult problems the library staff will never forget is the replacement of the catalogue which was destroyed by fire during 1968.

Occupation of the temporary premises in the basement of the cafeteria on the new campus early in 1972 provided welcome relief as an intermediate measure because it meant additional space for staff, students and books.

In its present setting the library has experienced much increased use of its facilities, a situation to which easier accessibility and the transfer of extra-mural classes to the campus must have contributed. The library now also remains open on Saturday mornings and in the evenings.

It is expected that the new library building, a three storey concrete structure, resting on columns, will be

completed in 1973. The protrusion of study cubicles which surround the exterior walls on three levels, lends a pleasing aspect to the architecture.

Situated to the southern side of the campus, it is yet easily accessible from all other amenities and departments by way of a ramp and a pathway approaching the concourse on the first floor from the northwest and the east respectively. To the north of the concourse is situated a 150 seater lecture theatre and to the south one approaches the issue desk and lending administration area. Offices for ordering and preparation of books are also provided on this floor, whilst administrative offices are situated on the second floor.

Eventually the stacks will be capable of housing nearly 250 000 volumes, or more than three times the present stock. Future expansion by addition of extra floors is envisaged

to enable further growth to half a million volumes. The capacity can be further increased by the installation of compactus shelving, and by utilising microfilm which is today becoming a more and more feasible proposition especially for lesser used materials.

Built-in study desks surround the book stacks. Reading tables will also be made available in the wide passage which separates the study desks from the cubicles in the outer walls. The advantage of this arrangement is that students will be able to choose seating close to the relevant subject-collections.

Among the special collections the History of Arts collection is one of the strongest and includes valuable sets such as Pope's "A survey of Persian Art", Creswell's "Early Muslim Architecture", "A Catalogue of the Persian Manuscripts and Miniatures" in the Chester Beatty Library edited by A. J. Arberry and "Ars Islamica", a series which is still in continuation.

In Oriental Studies the library has fine sets such as "The Ocean of Story" by Somadeva (10 volumes), "A Handlist of Arabic Manuscripts" by A. J. Arberry (8 volumes) and the "Rig-Veda-Samhita" with the commentary of Sayanacharya, edited by F. Max Muller. Among the reference works are the "Vijnana Sarvasvamu" (an encyclopaedia) and the "Index India".

An Indiana Collection concentrating on South Africa, is also envisaged. The available material is not abundant and it is hoped that donations of documents, journals and pamphlets pertaining to the history of the Indian community will be forthcoming.

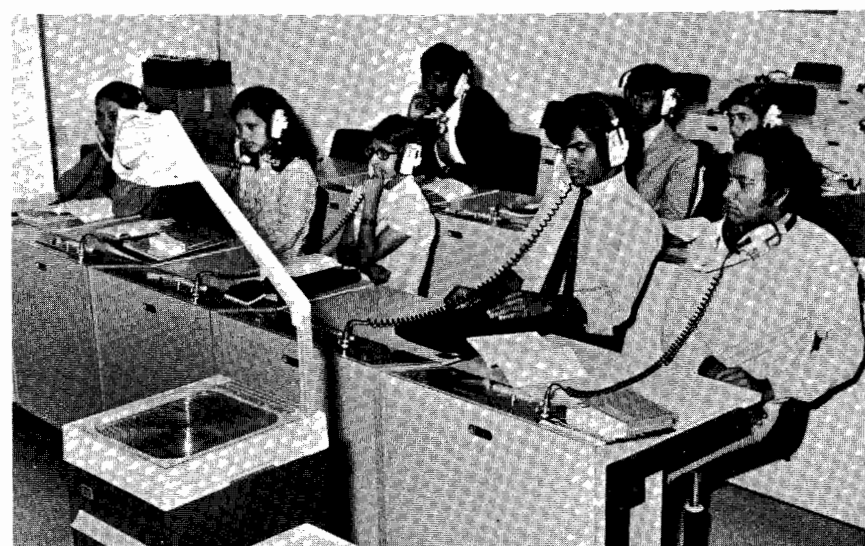
The collected works of Mahatma Gandhi also form part of this collection.

Finally, the inclusion of air-conditioning throughout the building, although contributing substantially to bringing the final cost in the region of one million rand, is a well-warranted feature. Not only from the point of view of users and staff alike will this prove an invaluable asset, but also with a view to preservation of the books and their protection from pests, excessive heat and dampness. □



Prof. A. L. Behr.

A reading corner
in the Resources
Centre.



The language
laboratory.



A music group
at practice.



Speech therapy.

the role of university in teacher education

by PROF. A. L. BEHR
(Dean, Faculty of Education)

I. INTRODUCTION

The University has since its inception come to play an important part in the training of teachers in a variety of ways. Liberal financial support by the State, and frequent visits overseas by those responsible for initiating and planning developments here have made it possible for the Faculty of Education to stake a claim to a place in the forefront of teacher education in this country.

Much of what is being done in teacher training at the University has been inspired by post-war trends in Europe and North America. In Great Britain the publication of the McNair Report in 1944 marked the beginning of the establishment of Institutes of Education as an integral part of the university structure. In Canada all the major universities have schools or faculties of education which provide initial training for teachers of pupils of all age ranges. The University has been the first to implement the main provisions of the National Education Policy Amendment Act No. 73 of 1969.

II. SOME PROPOSITIONS RELATING TO THE ROLE OF THE UNIVERSITY IN THE PREPARATION OF TEACHERS

In planning the initial teacher training courses at the University certain propositions have been postulated as guide lines.

1. The University must prepare teachers for all facets of the school system.
2. The structure of courses for the training of primary and secondary school teachers should be in broad outline the same.
3. The initial training course should extend over four years. On completion of the course the candidate should be awarded a degree in education, e.g. B.Paed (Science), B.Paed (Prim. Ed.).

It needs to be pointed out that a degree lends status to a profession. An **integrated degree**, such as the B.Paed, leads to academic and pro-

fessional competence. "The emphasis at a university on inquiry, experiment and discussion is fundamental to the improvement of the quality of the teachers and to the search for solutions to the problems which confront contemporary education", says a recent Government Commission Report. Prof. P. H. Hirst of London University comments thus: "The introduction of the four-year degree course (the B.Ed in England) ... enabled the study of education to be truly academic, through its contributory disciplines of philosophy, psychology, sociology and history."

The University is presently offering the Bachelor of Pedagogics degree in a number of fields, viz.: arts, commerce, home economics, humanities, science and technology. In the preparation of graduands in these various fields, there is close collaboration with other faculties and departments of the University. Thus, for example, in the case of B.Paed (Technology), the Department of Engineering provide the necessary tuition in mechanics, technical drawing and design, and allied subjects.

4. Teacher education must be concerned primarily with the management of learning rather than with the art of instructing.

In designing its training courses, the University has looked at teaching not only in terms of the curriculum, school organisation, or subject methodology, but also in terms of social interaction between pupils and teacher, and pupil and pupil, i.e. in terms of the social psychology of the classroom.

Practice teaching is an important ingredient of the professional education of the student, and in this regard close collaboration and liaison with schools have been

established. As students progress through their training course, they are given gradually more and more responsibility in taking over classes. Furthermore, they are given guidance in the complex skill of observing and perceiving the on-going problems with which the teacher is faced, and how he attempts to cope with these. Various innovations have been introduced to enable students to assess analytically and critically their own teaching prowess. These include the use of "micro-teaching" techniques, the use of videotapes and simulated classroom situations.

5. **Feedback through regular conferences of graduates in practice is essential if stagnation is to be avoided.**

To this end a Teachers' Centre has been established. The Centre serves as a venue for bringing together from time to time for purposes of discussion and exchange of ideas groups of teachers who have a common interest in some specific educational problem. Short courses normally of an afternoon's duration or single lectures by eminent educationists from abroad and from elsewhere in the Republic constitute part of the regular programme of the Centre. Attached to the Teachers' Centre is an information room with educational periodicals, school textbooks, and a variety of commercially produced or teacher-made teaching aids. The Centre also exhibits from time to time displays of work produced by pupils in the classroom.

6. **The professional education of teachers is never complete and should be buttressed by regular in-service courses.**

No teacher can at the beginning of his career be equipped for all the responsibilities he is going to face.

Through the provision of regular in-service refresher and orientation courses, the continued education of the teacher is envisaged. These courses do more than extend the personal education and professional competence of teachers; they serve also to keep them abreast of new developments, and improve their understanding of educational principles and techniques. Some in-service courses enable selected teachers to branch out into new specialisms, especially in fields which require expert specialised training within a specific classroom context.

Specialised in-service courses currently being offered by the University prepare selected teachers for school counselling, remedial education, physiotherapy, and for educating children handicapped in speech and hearing, or who are mentally retarded or suffer from some physical or neurological impairment.

The need for teachers of handicapped children is very great. Although there has been no survey of the incidence of handicapping conditions among Indian children in South Africa, recent investigations, such as the National Child Development Study and the Isle of Wight Study in the United Kingdom, as well as other studies in Scandinavia, U.S.A., and elsewhere show that about 14 per cent of children of school-going age require Special Education of some kind or other. In respect of the Indian population of South Africa, the percentage is likely to be higher. It can be assumed on a conservative basis that at present some 25 000 pupils are in need of Special Education, requiring some 1 600 specially trained teachers.

The University Faculty of Education regards the training of these teachers as a priority.

The teachers enrolled for the various courses in Special and Remedial Education receive part of their practical training in the **Child Guidance and Research Centre** of the University. This Centre was established in 1968 as an outgrowth of the Meyrick Bennett Children's Centre. Children are referred to the Centre by social workers, school principals, the head of the psychological services of the Education Department, medical practitioners, parents, and welfare agencies. The referrals include children who are scholastically retarded but of average intelligence; children with behaviour problems; children responding to stress with physical symptoms; children who are anxious, apathetic, depressed, or withdrawn; children with speech or hearing defects, and so on. Educational psychologists, social workers, speech therapists, and other personnel drawn from the staff of the University help in the diagnosis and remediation. Various techniques, depending upon the nature of the case are employed. Facilities for play therapy are provided. For research and teaching purposes, the testing and interviewing rooms have been fitted with one-way mirrors and sound recording apparatus, so that observations can be made without the child being aware of the observer. Acoustically sound proof booths for audiometric testing have been erected.

The Child Guidance and Research Centre in addition to its specialist services, promotes lectures to disseminate the principles of child guidance throughout the community, and has launched a programme of research covering reading techniques, language comprehension, learning pro-

cesses, etc. in the field of Special Education. In addition, the Centre provides unlimited possibilities for individual research by students of education, psychology, sociology, and social work.

III. **OTHER FACETS OF THE FACULTY OF EDUCATION**

1. **Physical education**

A sub-department of the Faculty concerns itself with courses in physical education. In these courses the focus is on man in movement. Study and research in this area of education concentrate on the following:

- the physiological, psychological and sociological effects of physical activity on man.
- The physical abilities of people at the different levels of maturity.
- The physical prowess of mentally retarded children and the therapeutic value of physical activity for the handicapped children in general.

2. **Educational Closed Circuit Television**

Yet another facet to the work of this Faculty is the increased use being made of closed circuit television. Certain basic portable equipment has been in use for some two years which has enabled short stimulus programmes to be developed as well as the taping of student performances in the schools. A studio equipped with several cameras and sophisticated mixing and electronic editing facilities is being erected. The studio has been planned for extreme flexibility and for use in a wide variety of situations and for a large number of purposes. Based on the experimental C.C.T.V. studios of Goldsmith College, University of London, it will permit operation either by a team or by even one or two individuals.

3. **Language laboratories**

For the many language courses being offered, two language laboratories (one of them being of the most modern and sophisticated of its kind) are in constant use.

IV. **DIPLOMAS AND DEGREES AWARDED IN THE DECADE 1963 TO 1972**

Although the Faculty prefers the four-year integrated degree course referred to earlier, provision is also made for a three-year course leading to a diploma in education.

Details of the diplomas and degrees awarded during the period 1963-1972 are given in the table below:

DIPLOMAS AND DEGREES AWARDED IN THE FACULTY OF EDUCATION, 1963 - 1972

Nature of qualification	Number
Primary Education Diploma	371
Secondary Education Diploma	162
Post-graduate Education Diploma	229
Special Education Diplomas	27
Education degrees, B.Ed and M.Ed	61

V. **THE FUTURE**

With the introduction of compulsory school attendance in Indian Education from 1973 and the implementation of the policy of differentiated education, coupled with a birth rate of the order of approximately 2.9 per cent, a marked and steady increase in the school population can be expected.

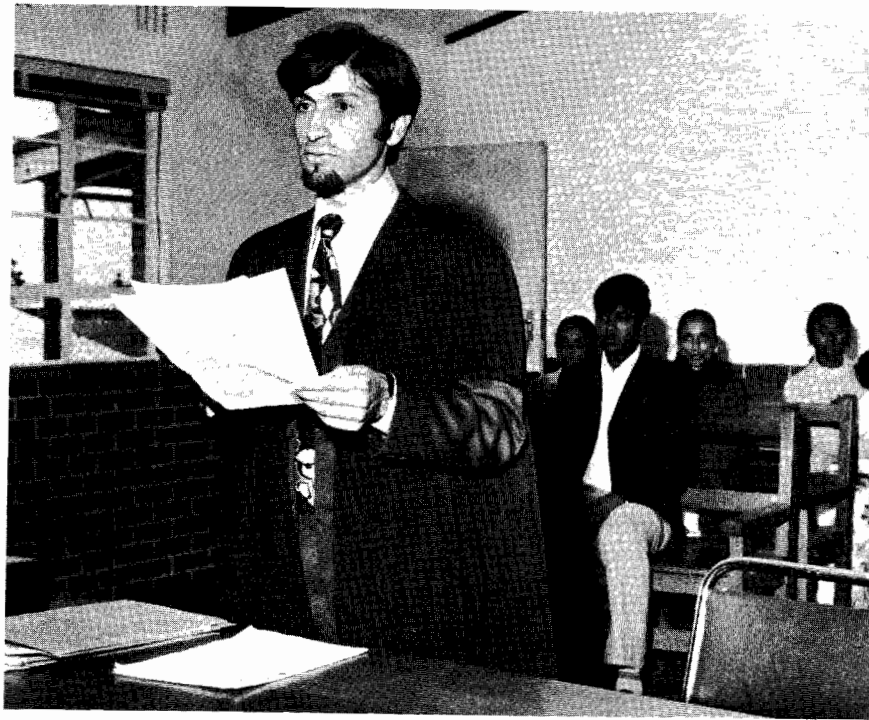
Details of the anticipated school enrolment up to 1990 are given in the table below.

ANTICIPATED INDIAN SCHOOL POPULATION 1975 - 1990

Year	Junior Primary Phase	Senior Primary Phase	Junior Second. Phase	Senior Second. Phase	Total
1975	37 000	101 800	39 900	8 700	187 400
1980	37 200	108 100	48 000	10 700	204 000
1985	37 500	113 500	56 000	12 700	219 700
1990	37 700	118 200	64 000	14 700	234 600

Programmes of teacher education should be forward looking. While the University is geared to future expansion, cognisance should also be taken of the excellent contribution of the colleges of education. Closer co-operation between the University and the Colleges is being sought through the establishment of an Institute of Education on lines similar to the British system. □

law as a career



Mr Aboo Baker J. N. Mohamed, a LL.B graduate of the University has been appointed South Africa's first Indian public prosecutor.

THE FACULTY OF LAW at any University is a very important if not vital part of the Institution. It provides a training for future leaders of a community, irrespective of political or professional leanings.

A Law School (or Faculty) must consist in an efficient and dynamic unit of brother-lawyers on the staff on one hand, and of a diligent, industrious body of students on the other. The collective unit must function for the general good of the University as a whole.

The Faculty of Law at the University of Durban-Westville believe that they have achieved such a unit; and that it is a dynamic unit cannot be gainsaid.

The Faculty of Law commenced in

1962 with twenty-four students ... today the enrolment is 730.

In 1968 the first batch of LL.B. graduates proceeded into the outside world. Every year the number of LL.B. graduates grows, and it is with a certain modest pride and joy that the faculty, without fear of contradiction can report to the world generally and to the Indian community in particular that all their graduates have either been absorbed into first-class business concerns or found excellent positions with attorneys or have been admitted as advocates of the Supreme Court of South Africa.

The fact that the graduates are being absorbed by the legal profession as fast as they can qualify bears

witness to two significant and gratifying facts: viz. that the legal fraternity like and want what the Faculty have to offer, and that there is a mutual respect and friendship between the practising profession of South Africa (and in Natal in particular) and the Faculty of Law at the University of Durban-Westville.

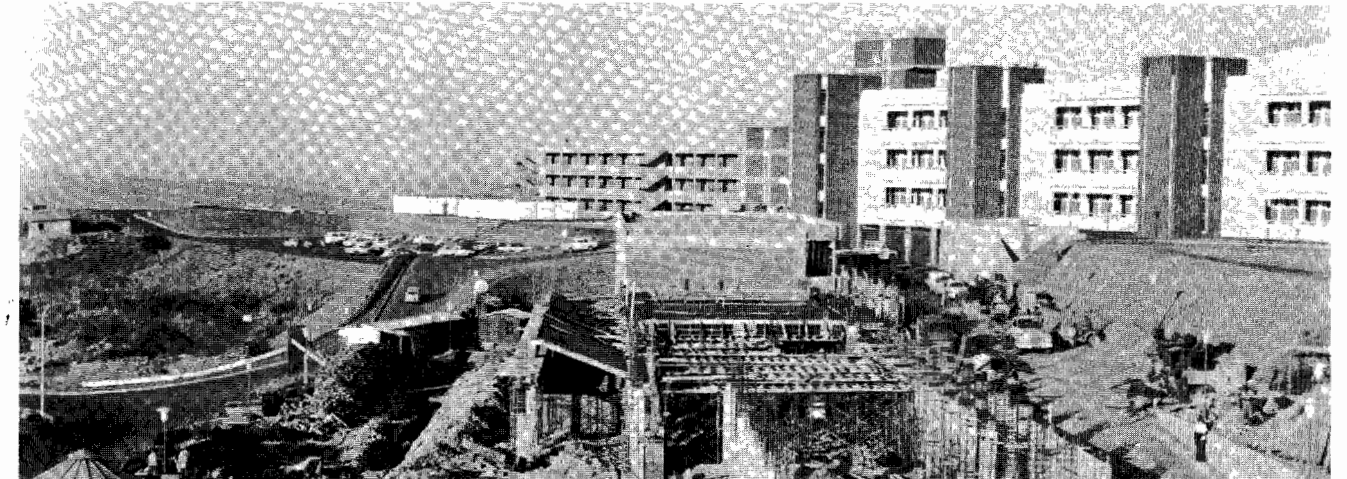
A notable "first" occurred last year when one of the University's LL.B. graduates, Mr Aboo Baker J. N. Mohamed was appointed South Africa's first Indian public prosecutor, attached to the Pinetown Magistrate's Court which controls the District Court in the huge Chatsworth Indian housing complex. But then the Indian makes an excellent law student and practitioner because he has a prodigious memory and an exceptionally analytical mind; both of which are pre-requisites of a lawyer. The Law Faculty offers three degrees: the B.Luris, the B.Proc. and the B.A. (Law), LL.B.

The Law Faculty encourages its students to enrol for the B.Proc. or LL.B. degrees, with either a B.A. or B.Com. precedent. It advises the lawyer of the future not to undertake the courses leading to the B.Luris as this degree is being phased out as a qualification for admission as an attorney. It is therefore advisable for the intending law student to inscribe for the B.Proc., if he wishes to practise only at the side-bar or for the LL.B. which entitles him to practise at either the side-bar or at the bar (the choice is open to him subject to a period of articles of clerkship).

A word of advice to aspirant law students is to see to it that they come to the University with a matriculation pass in both Latin and Afrikaans. Both are essential subjects for the law student, both statutorily and practically. Language is the tool of the lawyer, be so whatever language. Latin and English and Afrikaans are by law essential. The Faculty of Law is fully confident that its graduates will achieve success in their careers. The Law Faculty is not young. They have had the time to know and respect the Indian Law Student; and their conviction of his inevitable success is based on a long and happy relationship. □

ENGINEERING—YOUNG, VIGOROUS AND WELL-EQUIPPED

TWO YEARS AGO, at the Fifth National Conference on Engineering Education it was estimated that South Africa needed about a thousand engineers to fill all existing vacancies and meet the country's needs in this particular field. When one examines the limited number of engineering graduates emerging each year from South African universities the dire need for engineers from the Indian community is appreciated and accentuated.



A view of the new engineering building under construction.

This year the Department of Engineering entered its fourth year and its student numbers have swollen from two in 1970 to 19. This is a mere fraction of the country's needs considering the industrial growth rate and the fact that a further two years will elapse before the first graduate engineer emerges from the university. However, the egg has cracked and the first few unsteady steps have been taken towards alleviating this shortage of manpower.

The Department is at present housed temporarily in the giant Science complex but the shell of the new R700 000 Engineering Block is rising visibly each day. The new building will comprise laboratories, offices, lecture rooms, stores, workshops and a computer centre and will be capable of accommodating an estimated two hundred students.

The Department was designed to offer a thorough training in the four disciplines, chemical, civil, electrical and mechanical engineering. At the outset it was appreciated that this aim could be met only through a realistic and adequate budget in addition to a highly qualified lecturing staff. High on the list of priorities at the University was equipment for the Department which now has of the

best and most up-to-date teaching and research facilities. The Department has an extremely high staff-to-student ratio brought about by the wide spectrum of courses which have to be offered in the engineering field. It is anticipated that the number of staff will have to be increased in the near future as more advanced and specialist courses are to be taught.

For the civil engineering section the new building will include an enormous concrete pad by means of which it will be possible to apply loads of up to 100 tons to full-sized concrete or steel girders, columns or slabs. For certain structural shapes, loads of up to 400 tons will be possible.

These structural parts could be brought in by crane, or they could be made in situ on the test pad, since it will incorporate a 400 ton prestressing bed. The large hydraulic jacks for the pads have been delivered and the building work is now underway.

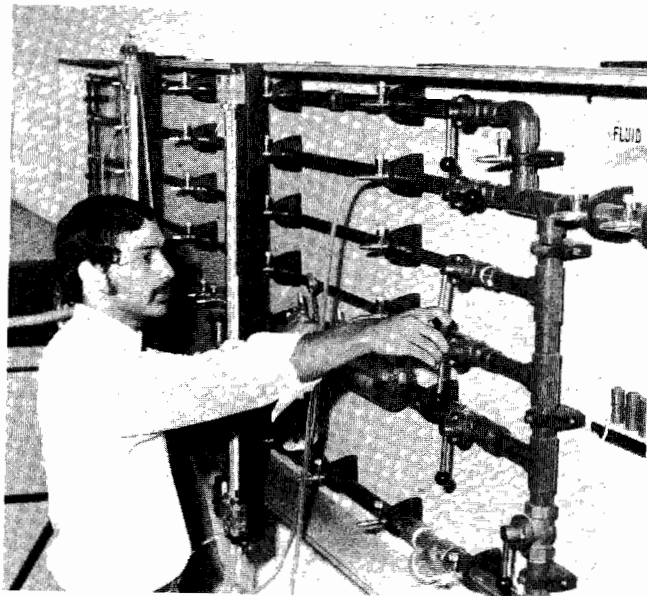
Other equipment recently delivered to the campus for civil engineering includes a set of light structural test apparatus, together with equipment for concrete and soil technology. The latter includes equipment which can

reproduce the stresses occurring in soft soil far beneath a heavy building. A 40 ton compression testing machine especially designed for the testing of building materials has also been received.

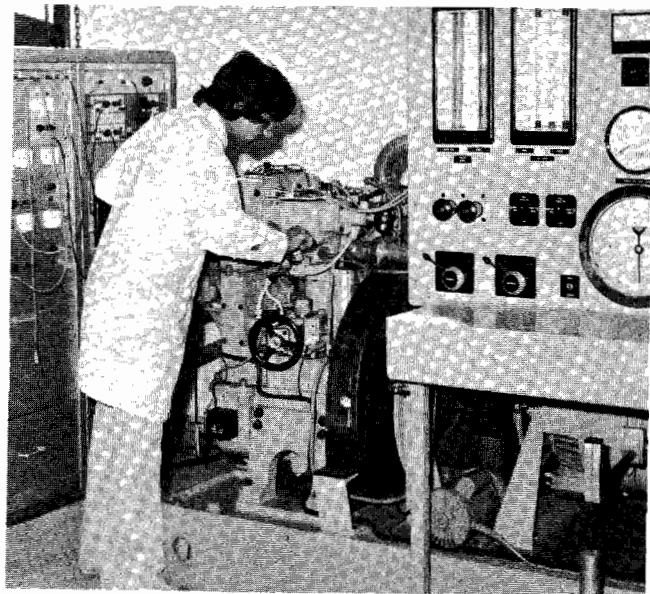
A recognised definition of chemical engineering is "that part of engineering concerned with processes which change the composition or properties of matter in bulk". To do justice to the training of chemical engineers on a broad front much of the students training must be through a highly co-ordinated practical school in industry. This is in the process of being organised and will also afford an ideal opportunity for promoting in industry the image of the emergent Indian engineer. Chemical engineering is increasingly becoming an inter-disciplinary science and much of the students' training will be common with that of the mechanical engineering students.

Among the more interesting and unusual items of mechanical engineering equipment is the Varimax Variable compression engine. This engine may be run either as a diesel or as a petrol engine. It is completely instrumented and fully adjustable even to variable valve timing.

There is also a small gas turbine



A fourth year student, Mr M. H. Kathrada, measuring the friction of fluid in pipes.



Mr G. H. Mahomed, a first year student, adjusting the varimax engine.

which is so arranged that all parts of the cycle may be clearly separated and measurements made. The maximum speed of the turbine is 90 000 r.p.m. The Department has a set of air-cooled engines, two-stroke petrol, four-stroke petrol, diesel and Wankel rotary engines.

In the aerodynamic and fluid mechanics field there is a three-stage axial flow compressor, a two-stage conventional reciprocating compressor, various centrifugal fan test rigs and several pumps and turbine demonstration test sets. There are also heat exchanger demonstration units and a large air conditioning unit for teaching the principle of temperature and humidity control.

The Department boasts further of a well equipped metallurgical laboratory, equipment for testing materials and will shortly have a complete steam laboratory.

There is an extremely well equipped mechanical workshop and part of the students' training includes the use of the machine tools which are encountered in practice.

The Department has some excellent modern electronics equipment and a variety of electrical machines. The electrical machinery is temporarily installed in a large laboratory

above the machine workshop and most of the practical work done to date has been the installation and commissioning of these machines. Various switchboards and instrument panels have been manufactured in the engineering machine workshop and these have now also been wired and connected up.

Circuit Theory laboratory classes are already in progress and the first electrical machines laboratory course will start in August.

Among the Department's other noteworthy machines is a Ward Leonard demonstration set, complete with electronic control equipment and regulated field supply, speed and load indication.

There is also a students' machine demonstration set which enables the student to acquire a sound understanding of the principles of basic machine types. One outstanding feature is that the demonstration machine is readily convertible between salient and non-salient forms in any of its modes of operation.

With thyristor control being very evident in industry, the three phase thyristor demonstration unit will provide students with a practical understanding of thyristor rectifier configurations.

At present the D.C. power supply to the laboratory is provided by a regulated three phase thyristor unit capable of delivering 100 amps at 250 volts on three outputs and one 50 volt 100 amp output. Although modern semiconductor technology is dominant in industry, the students are also made aware of old equipment which is still encountered in industry. An example is the mercury rectifier, a demonstration unit of which will be installed in the new building.

Students learn to use oscilloscopes, function generators and digital instruments during their first laboratory classes. The Department has an internal impedance meter and a vector impedance meter which enable students to "see" the theory in practice.

The Department is active in three research topics. These are "Intelligibility in Acoustic Situations in the Presence of Noise", "Alternators and System Stability" and "Exhaustion of Cane Final Molasses".

With the exceptionally modern facilities available, coupled with a highly qualified and dedicated staff, it is clear that the Engineering Department is destined to play an important part in the training of Indian Engineers. □



A very successful exhibition of German Art under the sponsorship of the Rembrandt van Rijn Art Foundation was held in the exhibition hall of the Department of Fine Arts. Members of the Community are seen admiring Barlach's fine sculpture, "The Avenger" on the opening night.

The plan of the department has been developed around two courtyards which, with their green lawns and long arcades, provide a congenial, friendly atmosphere of quiet seclusion reminiscent somewhat of mediaeval cloisters. The department has its own exhibition hall opening off the larger courtyard. Although it is not very large, it is the newest and one of the best in the Durban area. Its folding doors which open up the side leading to the grassed courtyard to make this an ideal venue for exhibitions of sculpture, both under cover and in the open.

On the lower level of the department one finds, also, the life drawing and painting studios at one end of the wing and a spacious ceramics studio at the opposite end. Through the centre of the building is a handsome stairway leading to the upper level where design, graphic art and

textile printing studios are situated. The design room is fitted with black-out facilities so that it may be used for the projection of films and slides, and this room and the graphic art studio are fully air conditioned. When one enters any of the studios one is immediately struck by the superb quality of the lighting which is achieved through the use of clerestory windows down the length of the rooms. In fact, it is hard to believe that the lighting, both by day and night, could be better in any art school.

The special facilities of the art school include a well equipped dark-room which is used both for photography and the making of silk-screens by the photographic method, equipment for textile printing, electric wheels and both electric and gas kilns for the firing of ceramic articles.

A special feature incorporated in

fine arts

A DEPARTMENT which attracts a great deal of interest and is also extremely popular with visitors is that of the Department of Fine Arts which was established in 1972. This Department occupies a prominent position on the campus and is built on two levels on the south-easterly slope. It has a panoramic view of Westville in the foreground and Durban stretching out beyond.



A view of the Department of Fine Arts Block.

Examples of the type of ceramic articles produced by students.

the plan of the buildings was that adjacent to, and opening off, each studio for students was a lecturer's office-studio. This arrangement is working very satisfactorily and is greatly appreciated by the staff who have easy access to their reference material.

The exhibition hall was the venue for a number of very interesting exhibitions during 1972 which were visited by a large number of people. The first was an exhibition of contemporary graphic art, with work by some of South Africa's leading graphic artists. The opening was combined with an exciting slide show set to music, entitled, "An hour with Larry Scully", at which there were nearly four hundred visitors present. This exhibition was followed by the display of the Rembrandt Tobacco Company's collection of bronzes and drawings by Barlach and Kollwitz, two of the leading German expressionist artists at the beginning of the century. During the latter months were four exhibitions — 17th Century Netherlands Prints, Olympic Posters, work from four South African Art Schools and our own students' work.

Fine buildings make attractive areas in which to work, but it is the work which is produced in them, which comes from the students' endeavours, that gradually establishes a tradition. The original aim of the art school was to train graduate teachers for high schools, but changes in the policy of Indian education vis-a-vis the introduction of art as a senior school subject, has turned the interest of students in other directions. One of the strongest traits which has shown itself in the students who have been through the art school so far is their sensibility to pattern and colour. Few have shown any special ability as painters, but in their applied designs in textiles and ceramics, and in graphics, they have produced work of great charm and character.

Three years ago it was decided to concentrate the design work into the two fields of textiles and ceramics, two types of applied design in which there are unlimited markets for work of high quality. All students, whether enrolled in the B.A. (F.A.) or Diploma in Fine Arts course, do a first year of basic design. In the second and



Professor J. Grossert, Head of the Department of Fine Arts examining one of the many works exhibited by students in the Fine Arts exhibition hall.

subsequent years, design is applied directly to the problem of producing ceramic articles and textiles. First the students make "tie and dye" patterns which is one of the oldest techniques of applying pattern to material. It is still one which produces materials of exquisite beauty and delicacy. Batik, or resist, methods of producing patterns follow next and then block and silk-screen printing and, finally, combinations of "tie and dye" or batik and silk-screen printing. A textile class is always a hive of activity of students excited by the prospects of seeing their work as a finished, useable product.

The ceramic studio is so arranged that the various processes, from the preparation of the clay to the fired product, are followed through from

one end of the room to the other. The clay is mixed with water and then spread out on plaster-of-Paris tables until it has dried to the right consistency. When ready, it is kneaded into balls and stored in airtight containers until it is required. The first pots are always hand built, using the coil method. This, of course, is an ancient method used the world over, and one by which many beautiful vessels have been constructed. It is used for the largest pots which are too big for throwing, and is the best way of bringing the beginner into contact with the plastic qualities of clay. From hand-built pots of various kinds the students progress to working on electric wheels, an activity which all find very absorbing. There is almost a touch of magic in the

way the soft ball of clay is pressed down and then drawn up into a delicate shape between the fingers, in a matter of minutes.

Once the clay vessels are dry they are given a biscuit firing which fuses the clay and makes it impervious to water. In fact, it is then in the same state as a brick. In the glaze room, various ingredients are carefully weighed and mixed and these are then applied to the surface of the pots. When fired a second time glazes of different colours are produced, completing the production of the vase.

Another branch of ceramics is sculpture. A vast field of ceramic sculpture opens up when one explores the possibilities of relief and three dimensional work. By the use of assembled pieces the scale is unlimited and the scope for personal expression is infinite.

Graphic art is a two-year course commencing in the second year. It is the name given to work produced by any printing technique, such as the wood-cut blocks used to illustrate the early printed books, engravings, etchings and mezzotints of the eighteenth and nineteenth centuries. Any technique which gives a multiple edition is included under graphics, but where work is produced for pictorial purposes, the number of prints is limited to twenty or thirty, but seldom more than a hundred.

In the art school, students learn the techniques of making lino-cuts, etchings, dry points, lithographs and silk-screen prints. The various processes of graphic art demand craftsmanship of the highest standard in the preparation of the block, plates and screens, as well as in the making of the prints. No ambivalence of standards is admissible and the good graphic conveys the same sense of sureness as the incision's scalpel.

All students must do a two-year course in drawing from life. This is a basic discipline for an artist in any field and one which no art student can neglect. Painting is done as a compulsory course in the first year but it could be selected as a major instead of design by anyone who so desired it. □



language study

THE LANGUAGE MEDIUM of all tuition at the University of Durban-Westville is English. Apart from courses in English and Afrikaans offered for its students by the Faculty of Education, most language instruction falls under the ambit of the Faculty of Arts.



The University of Durban-Westville is the only institution in the Southern Hemisphere to offer Persian as a subject. Dr H. Spencer, Head of the Department of Arabic explains details of a Persian script to a student.

Of the 22 Departments in this Faculty, nine offer courses in 15 different languages. The students may study Afrikaans and Dutch under the Department of Afrikaans and Nederlands; Arabic, Persian, and Urdu under the Department of Arabic; Latin, Greek (Ancient), and Hellenistic Greek under the Department of Classical Languages; English, French, and German under the Departments of English, French, and German; Hindi and Telugu under the Department of Hindi; Sanskrit under the Department of Sanskrit; and Classical Hebrew under the Department of Theology. In addition, a Linguistics Department is planned, which will offer courses in those language Departments that want them on the nature of language in general.

Many of the language Departments offer introductory courses in addition to the three-course major for the Bachelors degree. Courses in

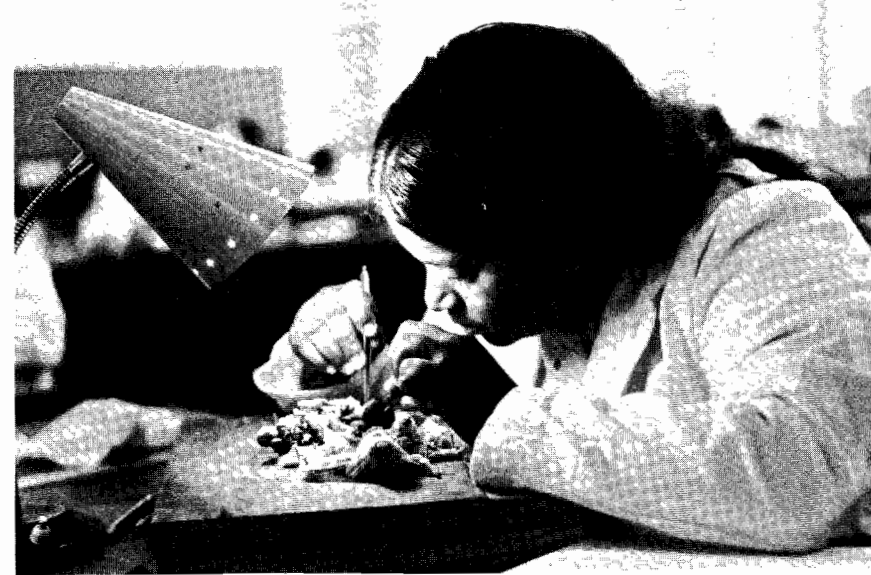
Afrikaans and Nederlands, Urdu, Latin, English, French, German, and Hindi can be taken from this introductory level right up to the post-graduate level. Extramural students can study Afrikaans and Nederlands, Arabic, Urdu, Latin, English, French, Hindi, and Sanskrit in the evenings.

The English Department, with a staff of nine, is the largest Department in the Faculty of Arts. Over 700 students take English currently, and this figure may well approach 1 000 next year. In addition to a full coverage of the literature from its pre-literature origins to the contemporary period, there are special sections devoted to a study of the sounds of the language, the history of the language, and the teaching of English to students whose home language is not English. A new Honours course, which will be more comprehensive than any similar course offered by South African Universities, is at present under discussion.

The Department of Afrikaans and Nederlands is in at least one respect a step ahead of other Departments in South Africa. Characterised by a strong linguistic emphasis, the Department has for the past six years been teaching a transformational and generative approach to grammar. At a recent meeting of the Heads and the staff of Afrikaans Departments of the South African Universities at Rand Afrikaans University, it was decided that this approach was essential to the teaching of the subject. The Department started with six students, but has today 255 students taught by a staff of five.

Considering its size, the University of Durban-Westville offers a remarkably broad range of languages at all levels. All the major European languages which are taught in most other South African Universities are taught, and in addition special coverage is given in the major languages of India and the Arab world. □

A first year student is seen dissecting a rat.



zoology - the science of life

Students examining a human skeleton in the museum of the Department of Zoology.



ZOOLOGY is one of the many scientific disciplines offered at the University of Durban-Westville. It is a compulsory subject, albeit only at first year level, for students wishing to proceed to Medicine, Pharmacy, Physiology, Microbiology, Dentistry, and the many paramedical disciplines. However, Zoology as a three year major course, will not only allow students entry in the above applied direction, but will open up the avenue for them to become teachers.

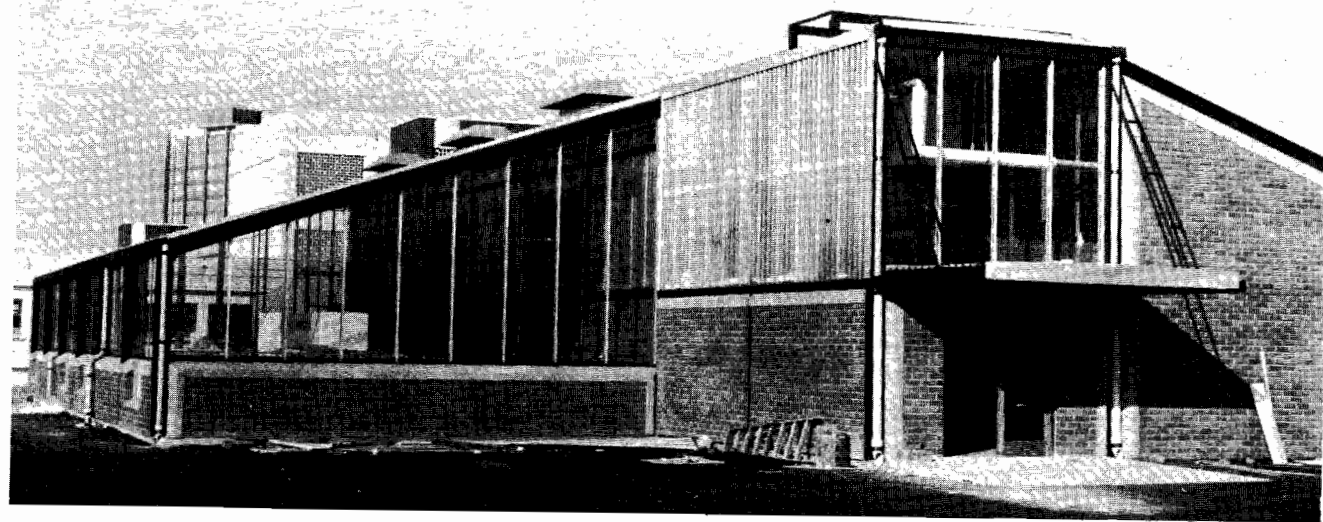
The subject, for its own sake, is extremely fascinating and students with a love of nature will find it very rewarding. Those who wish to further their studies in Zoology beyond the B.Sc level will find that there is a wealth of unknowns to be discovered in the fauna of Natal, be it marine or terrestrial.

The Department is spacious, and more than adequately provided with the most up to date equipment. Its staff is highly qualified, experienced and dedicated to the subject and equally dedicated to their students at all levels of training.

Possibly one of the most exciting proposed developments is the building of a Marine Study Centre which will represent an extension of study and research into the ever expanding fields of Biology. Such a centre will, amongst others, provide opportunities for post graduate students to be usefully employed as researchers in one of the many branches of Biology and will as a result enable them to contribute to the reservoir of knowledge in the field of their choosing.

A further development in the Zoology Department will be the introduction of closed circuit colour T.V. as an invaluable instructional teaching aid. It is confidently anticipated that this equipment will be installed during 1974.

Active research is underway in the Department and involves a fairly wide spectrum of interests. Such research has, in the moderately short life of the University, yielded very interesting results particularly in the fields of embryology and taxonomy. In the latter instance some 4 new species of animals living in the intertidal zone of the Natal Coast have been found and described. □



The new glass house complex nearing completion. When completed this will be one of the best in any Botany Department in South Africa.

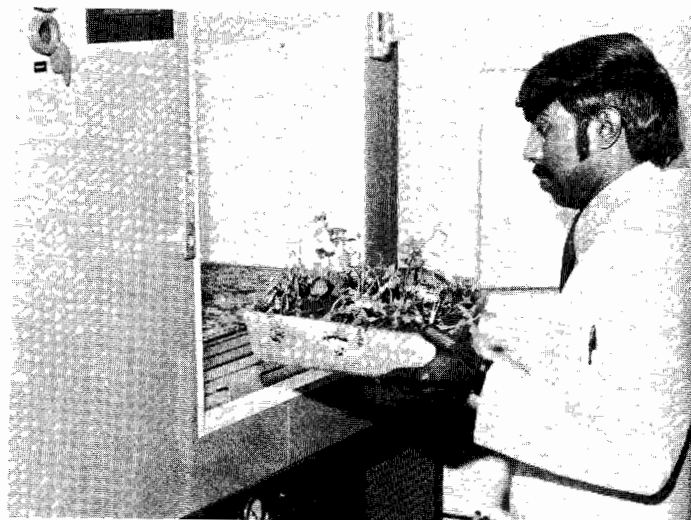
Mr S. Kasavan placing a tray of plants in a growth cabinet. In this cabinet any climatic condition can be simulated.

A senior student examining samples of a bracket fungus under a dissecting microscope.



BOTANY KEEPING ABREAST OF NEW DEVELOPMENTS

THE DEPARTMENT OF BOTANY at the University of Durban-Westville is well equipped to provide a training in all branches of the subject. Of the lecturing staff two have Ph.D degrees from overseas universities, while the remainder have M.Sc degrees. All staff members have had considerable lecturing experience.



At the head of the Department is Prof. T. D. Steinke, a plant physiologist who has specialised in the physiology of grasses and of mangroves. The two senior lecturers are Mrs E. F. Hennessy and Mr C. J. Ward. Mrs Hennessy is a morphologist whose main interests lie in the ferns and certain flowering plants. Mr Ward's field is ecology. Other members of the lecturing staff are Dr F. M. Getliffe, Mr A. D. Barnabas, and Miss G. Lambert whose specialist fields are taxonomy, anatomy and algology respectively. In addition to the academic staff, there are a number of technical staff members who play a vital part in the smooth functioning of the Department.

There is an impressive range of teaching and research facilities in the Department. Practical classes for undergraduate students are conducted in large, well-equipped laboratories, while there are also research laboratories for post-graduate students. Some of the excellent facilities should be mentioned here.

Probably the most outstanding feature of these facilities is the controlled environment complex which ranks among the best in a botany department in this country. This complex comprises air-conditioned glasshouses, a fernhouse, growth cabinets and rooms, and seed germinators. This sophisticated equipment plays an important role in teaching and

research. Although the herbarium has only recently been established, it already houses approximately 8 500 specimens mainly from Natal. Many of these specimens were collected by students as part of their training programme. They have thus made a significant contribution towards providing better facilities which will benefit future generations of students. There is a comprehensive range of radioisotope equipment which has proved an important tool in plant physiological research. The translocation of substances within plants, the uptake of nutrients by roots, and photosynthesis are some of the studies which have been conducted with the aid of this equipment. Students of ecology are

in the extraordinarily favourable position of having both the unspoiled University campus and adjacent Palmiet Nature Reserve within a stone's throw of the Department. Adequate modern camping equipment and a Land Rover enable staff members to arrange several trips for senior students each year to parts of Natal remote from Durban. Students are thus able to acquire first-hand knowledge of different vegetation types, and to observe both plants and animals in their natural habitats. The University has taken delivery of an electron microscope which will enable postgraduate students to study the

ultrastructure of cells. In Miss Lambert the Department has an accomplished electron microscopist who will be able to provide a training in this field which has seen rapid and exciting advances in recent years. Excellent facilities also exist for studies on taxonomy, fungi, algae, and anatomy. In providing a training with these facilities the University is ensuring that our graduates will be able to hold their own with graduates from other universities both in South Africa and overseas.

So far more than 70 students have majored in Botany for their B.Sc degree, and of these six have proceeded

ed to postgraduate study. Of the three who have been awarded an M.Sc degree two passed with distinction. A number of Botany graduates are making their mark in the teaching profession.

In recent years the staff of this Department has produced many articles for internationally recognised scientific journals based on their research. Mention must be made here of Mrs Hennessy's book, "South African Erythras", which has received very favourable comment from overseas. In addition to publications, several staff members are sufficiently well known to have been invited by outside organisations, other universities, etc. to deliver lectures on their subjects.

To ensure that the Department keeps abreast of new developments in Botany a number of the staff members have visited or will be visiting overseas institutions. Prof. Steinke spent the 1971/72 academic year at the Grassland Research Institute, Hurley, where he studied aspects of photosynthesis in swards of perennial ryegrass. Mrs Hennessy spent December, 1972, examining herbarium material at the Royal Botanic Gardens, Kew, and the British Museum (Natural History). Mr Ward is presently on a study tour of research institutes and universities in Great Britain, France, and Germany. During August, Dr Getliffe will visit the U.S.A. where she will attend an international symposium on taxonomy.

Several members of staff serve as representatives on various bodies outside the University. Prof. Steinke and Mr Ward are members of several committees dealing with conservation of our natural resources, while on several occasions the latter has also acted in an advisory capacity on ecological problems in different parts of Natal. Dr Getliffe is the only Natal member of the Council of the S.A. Association of Botanists, of which Mrs Hennessy is the Natal Regional Liaison Officer.

All members of staff are actively involved in at least one research project. Research efforts are concentrated on the vegetation along the coast-belt of Natal — the area of greatest interest to our Indian community. □

pharmacists in the making

THE FIFTEETH PHARMACIST to graduate from the University of Durban-Westville is expected to complete his studies this year. He is one of the eight final year students and is likely to follow the example of his former colleagues and start his own business.

The Department of Pharmacy is still a relatively young one. Established in 1967, a Chair of Pharmacy was created in 1971. At present it functions as three closely-united subdivisions, viz.:

1. Pharmaceutical Technology and Administration;
2. Pharmacology and Clinical Pharmacy;
3. Pharmaceutical and Medicinal Chemistry.

The Student Body was but a handful in 1967 when two B.Sc. (Pharmacy) graduates were capped. Since 1968, 43 graduates have qualified as pharmacists, and this year the student numbers are some 70, of which 20 per cent are young women.

The B.Sc. (Pharmacy) degree is being phased out and the new Bachelor of Pharmacy degree will take its place. The first B.Pharm. graduates will receive their degrees and their own differentiating degree hood in 1974.

That Indian students are eminently suited for Pharmacy is borne out by the fact that graduating students have shown a gratifying number of distinctions in their final subjects. Mrs. Hassim who graduated on May 12 obtained four distinctions in five subjects.

General trends in Pharmacy Education at the University of Durban-Westville *inter alia* emphasise the fact that chemistry, technology and pharmacology of drugs and dosage-

forms of drugs receive a fundamental approach. The study of drugs, which is what Pharmacy education is mainly concerned with is now moving to a critical appreciation of the bio-characteristics of the drug and its dosage-form. That is, the behaviour of the drug and its dosage-form inside the body. Since the "body" referred to is that of the patient the concept of "Clinical Pharmacy" has now emerged and is being implemented at this university. Clinical Pharmacy refers to a closer and more direct contact between the pharma-

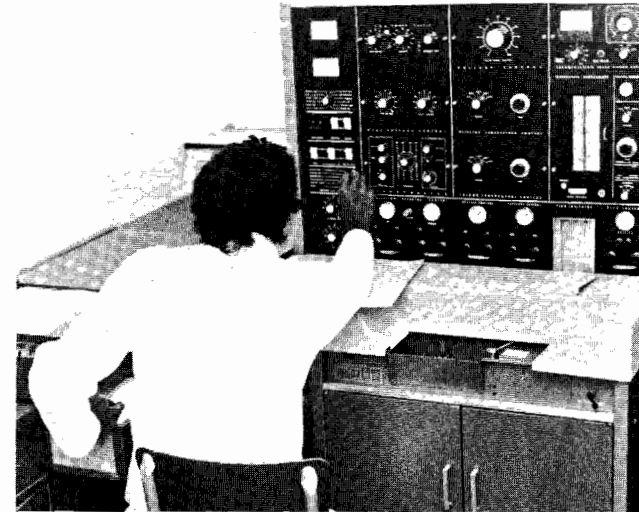
cist, physician and patient, with particular bearing on drug-therapy involved. Clinical Pharmacy, as defined above, calls for a study of the use of drugs in patients under medical treatment.

Indeed, Mr Jogessar, who will write his Honours Course this year is attending ward rounds at a local hospital with this end in view. This is probably the first time in the Republic that a Pharmacy student is attending hospital ward rounds as part of his formal study. □



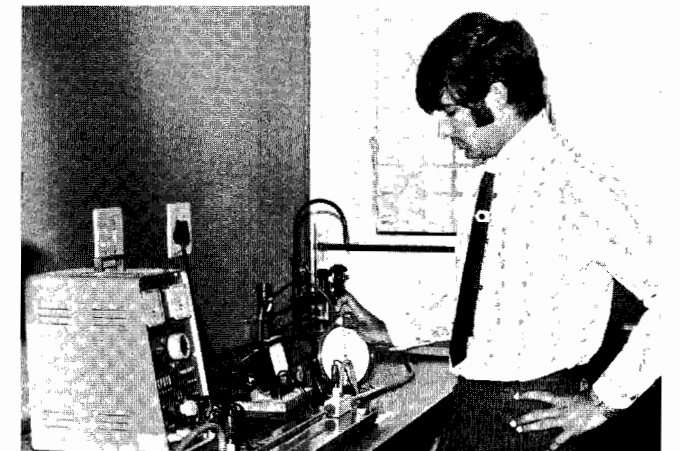
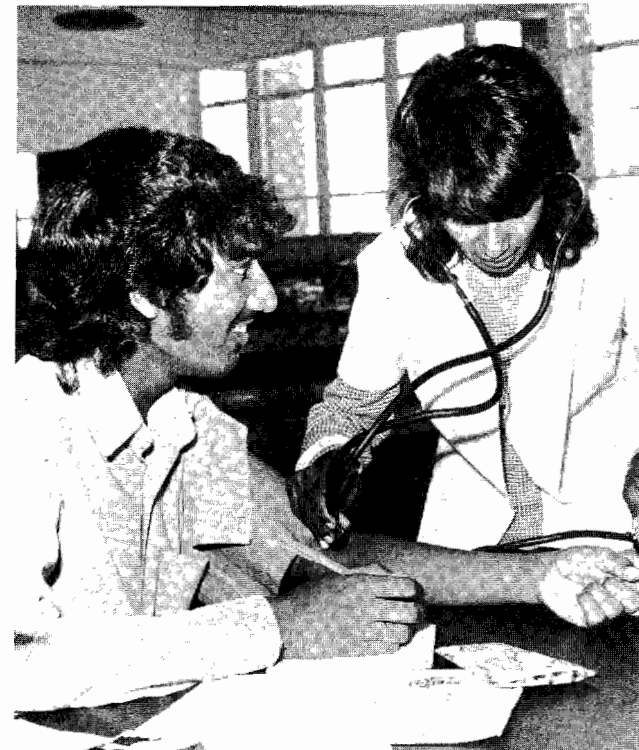
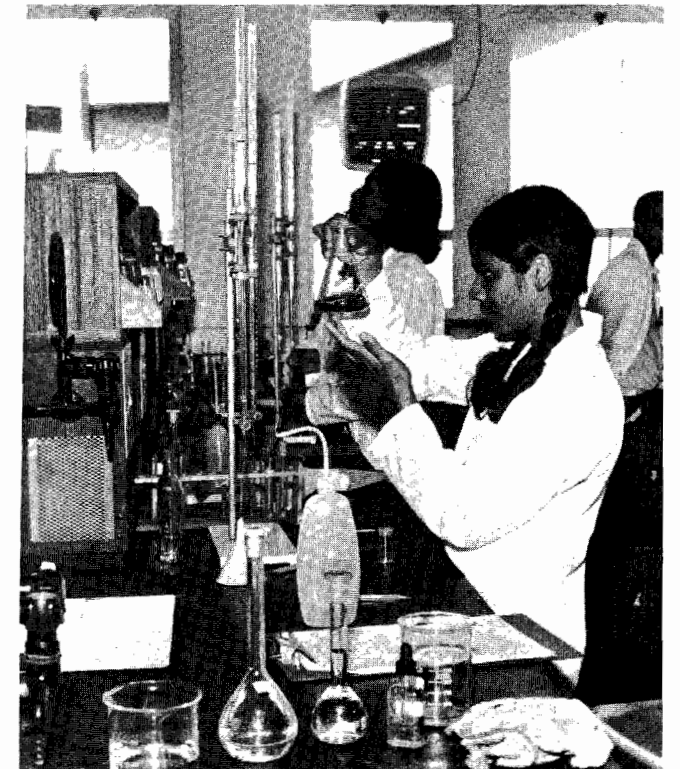
Mr Y. E. Manjoo, a practising pharmacist who qualified at the University of Durban-Westville.

photoflashes from the faculty of science



Department of Chemistry: A recent addition to the sophisticated equipment acquired by the University is the gas chromatograph which is provided with both flame and conductivity systems, and an automatic temperature device which can handle temperatures of up to 800 K.

Department of Chemistry: Students analysing by titration.



Department of Physics: A student determining the mechanical equivalent of heat.

Department of Physiology: Students taking blood pressure recordings.

social work: a project as a training aid

DESIROUS of providing practical training for their students under ideal conditions, in the various methods of treatment of social work including casework, group work, community organisation, administration and research, the Department of Social Work, in collaboration with the Durban City Council, has established a community and research centre in a sub-economic area of Chatsworth, comprising over 700 housing units. The purpose of this scheme is twofold in nature.

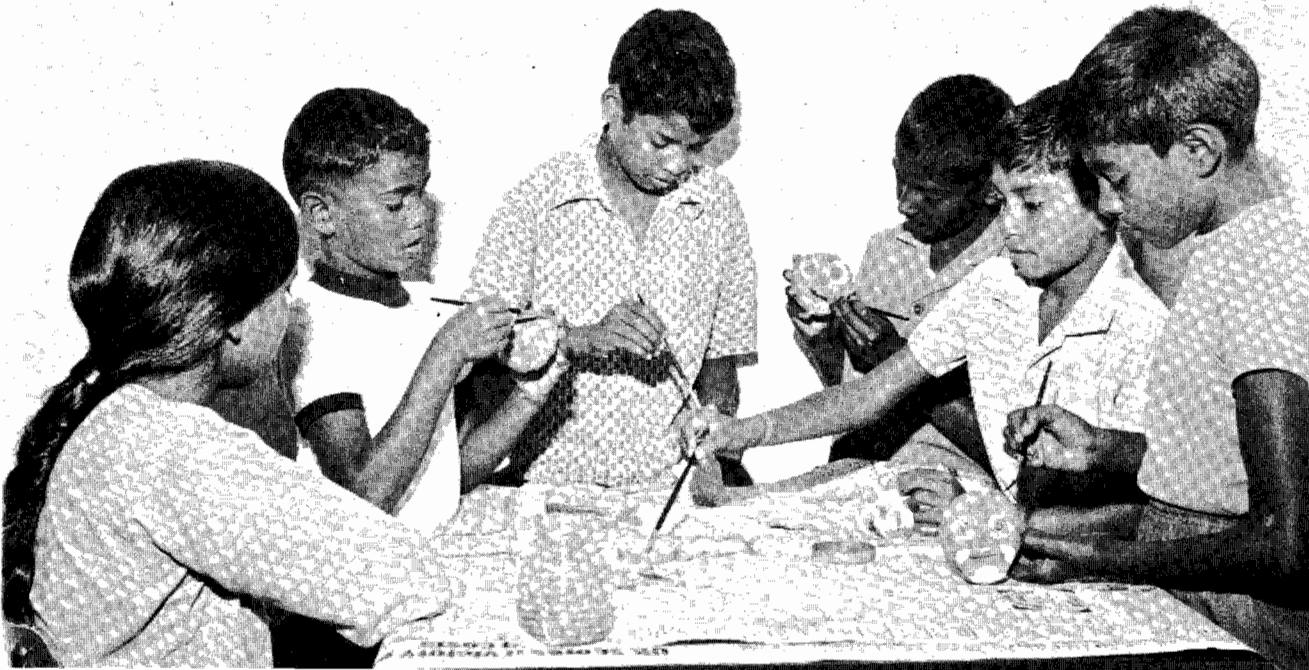


Mrs J. I. Roberts, a lecturer in Social Work, is seen supervising a student in respect of casework rendered to the residents of Westcliff, Chatsworth.

A social work student is seen conducting a group work session.



In determining the needs and social problems of the residents of Westcliff, Chatsworth, research is necessary. Miss M. D. Maharaj (Social Worker) is seen checking and processing the questionnaires in respect of a socio-economic survey recently completed.



1. FROM THE STAND-POINT OF THE UNIVERSITY:

At present there is little opportunity for students to obtain practical experience in community organization in existing welfare agencies, where social workers, of necessity, have to concentrate on services to people in crisis situations. There is no specific training for community organization in the Housing Sections of Local Authorities and there is at the present time, no opportunity to arrange practical field experience in order to equip a student for the task of community organiser. The policy of the University is that because students are being prepared for professional services, they should be given a thorough scientific training in all the basic methods of treatment in the welfare field. A prerequisite for training a person to be able to take up a post as a community organiser in a Housing Section or any other field, is to provide facilities for obtaining experience under the supervision of properly qualified persons. This project amply provides the facilities for the training programme. In addition to this, social work research also features as an important function of the project, providing the scientific data for future planning and a wider scope of training facilities.

2. FROM THE STAND-POINT OF THE COMMUNITY:

Lecturers and students from the Department of Social Work, attached to the Community and Research Centre, give assistance to the tenants of the housing scheme in the undermentioned ways:

- Tenants of sub-economic housing schemes are usually those moved from poor housing conditions in slum areas. They are moved into better housing, but constitute a heterogeneous community, coming from different areas and conditions. They are brought together in a new neighbourhood and they are helped to adapt to their new environment.
- When rehousing is undertaken without supplementary services to assist the tenants in their resettlement, it is found that there is no positive identification with the community. People often do

not show a community spirit or even personal responsibility so far as their payment of rents or the maintenance of their homes, according to modern standards of hygiene, are concerned. Various pathological problems can and do develop, affecting the community life and ultimately reflecting on the work undertaken by the authorities.

- Through constant group work services, community organisation and research, together with the maintaining of close contact with all tenants by qualified or partly qualified persons, much is achieved in combating social problems. In this manner people are helped to a better adjustment and better living standards are being created, leading to a

In rendering services, Community Resources are utilised. A social work student is seen conducting a group work session in a classroom of a nearby school.



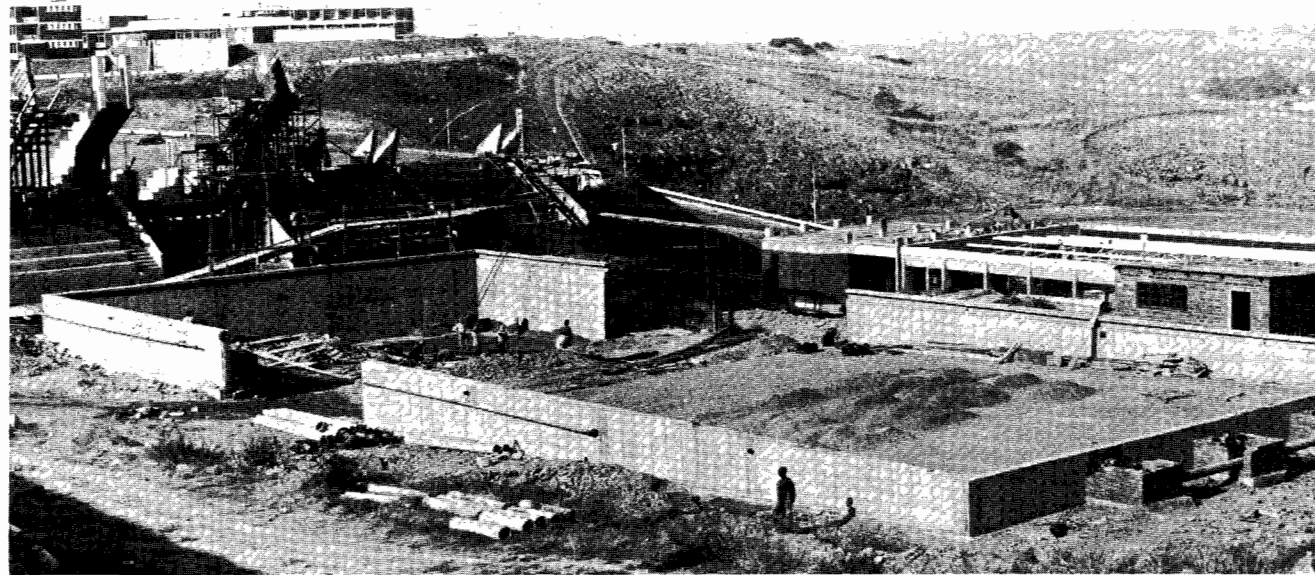
richer community life.

- Preventive services aimed at educating the tenants in hygiene, health home and child care are organised through group discussions and further community services. Many such services are already being rendered by other interested bodies, and these together with the work being undertaken by existing welfare organizations, will eventually be co-ordinated through a central office in the area.

Lecturing staff as well as second year, third year and honours students of the Department of Social Work are involved in this project concentrating at present mainly on casework and group work services. □

sport and recreation

SITUATED on a magnificent campus of 450 acres with panoramic views, the University of Durban-Westville provides for a full range of indoor and outdoor sports and recreational facilities for both full-time and part-time students.



The stadium, swimming-pool and new gymnasium in course of construction.

A student undergoing tests on the treadmill.

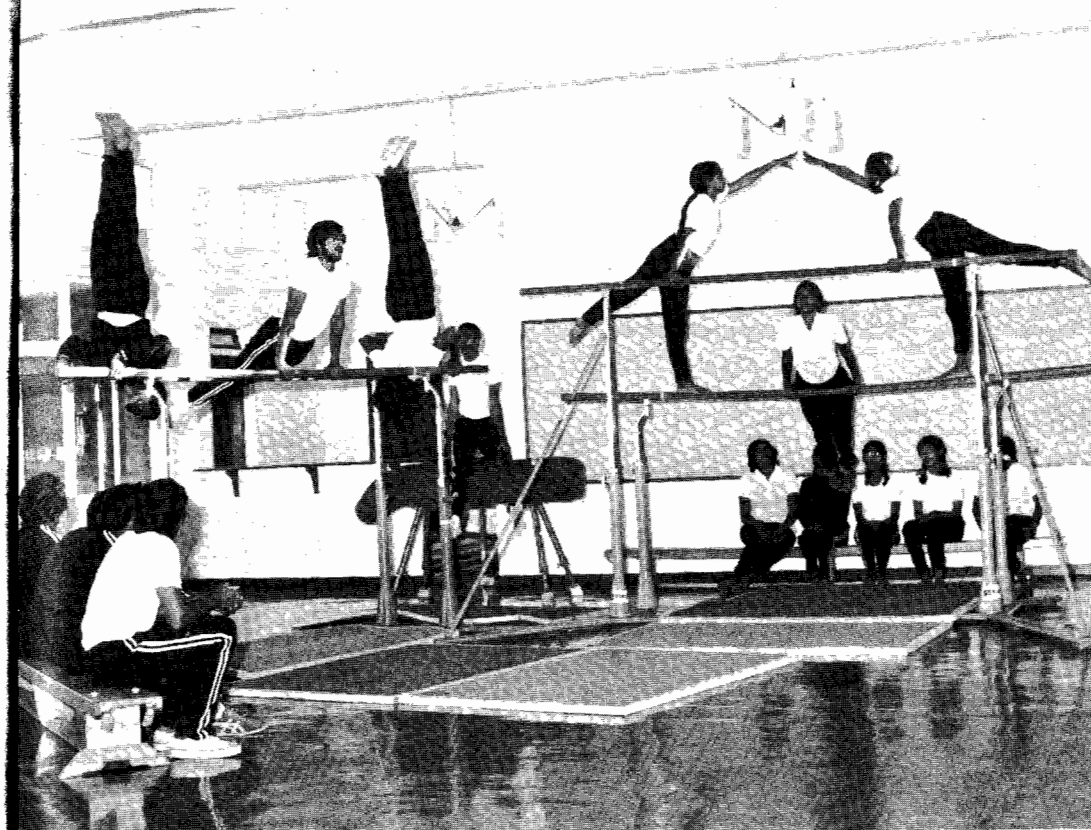


Nearing completion is the imposing sports pavilion erected out of funds partially donated by the M.L. Sultan Charitable and Educational Trust. This pavilion, overlooking both the cricket and hockey fields and the Olympic-sized swimming-pool, will be called the "M.L. Sultan Stadium" in honour of the founder of the aforementioned Trust. Adjacent to this pavilion, there is a full-sized track for athletics and a soccer field. All-weather tennis courts are available for the tennis-playing enthusiasts.

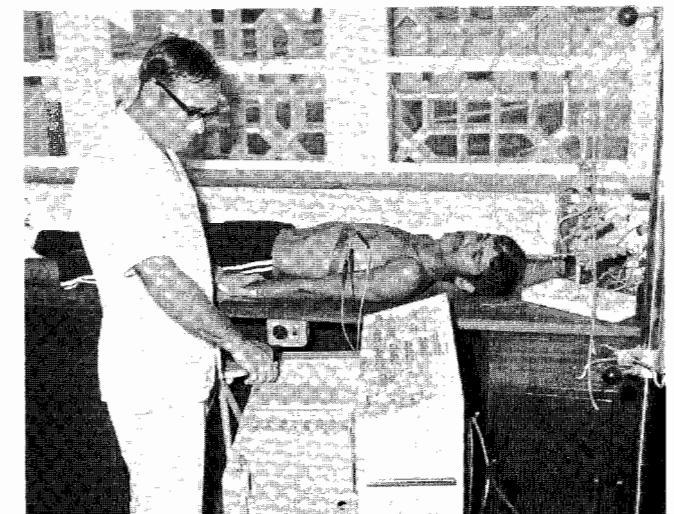
Ample facilities are being provided for indoor sports and games which include badminton, basketball and table tennis.

The Department of Physical Education with its own well-equipped gymnasium co-ordinates sports activities at the University.

There are thus available the most modern sports facilities and it is anticipated that with the provision of these facilities, the University will become a sporting and recreational centre for our Indian community. □



Students making use of some of the apparatus in the gymnasium.



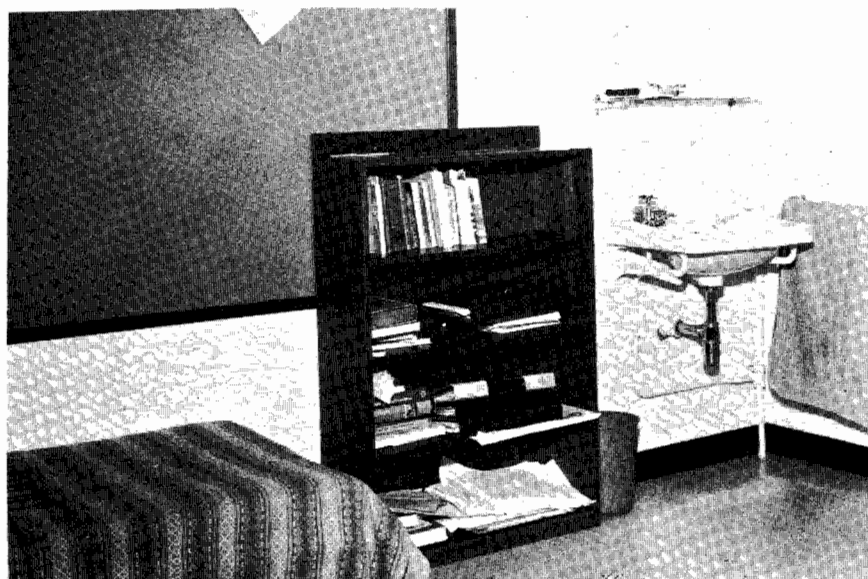
Student and lecturer working on a multi-channel cardiograph recorder.

Students enjoying a game of volley ball.



The women's dining-room.

university residences



A corner of a single room.

THE UNIVERSITY provides separate hostel accommodation for some 200 women students and 450 men students.

Housed in the most modern buildings, these residences provide not only a homely atmosphere, but offer the most up-to-date facilities for the comfort and well-being of students who come from the different parts of the Republic of South Africa. The rooms are well lit and airy as well as ensuring privacy and quietness for rest or study. Senior students are normally assigned single rooms while the juniors are required to share a room. Ample recreational facilities are available, both indoor and outdoor.

Each hostel is under the supervision of a house warden who is responsible for the efficient and smooth functioning and who is easily accessible to students who require advice and guidance.

Good, well prepared meals are served at these residences.

In comparison with other educational institutions, the fees charged are very moderate, these being as follows:

1. R240 per annum which includes the washing and ironing of personal clothing.
2. R225 per annum which excludes the washing and ironing of personal clothing. □



Dr Dorothea Behr giving a student expert guidance.

student counselling services

COUNSELLING services are recognized as an essential part of the total educational programme and it is generally accepted that these services are necessary at a University to assist students in self-understanding, vocational choice, educational planning and personal growth.

Most universities overseas and in South Africa provide these services to help students cope with academic and personal problems.

Towards the end of 1972 a student counselling centre was established at the University of Durban-Westville. The approach to student counselling at this University is that the counselling service should be a team effort and therefore a counsellor, assisted by a panel consisting of senior members from the disciplines of education, religion, law, sociology, social work, psychology and physiology was appointed.

Judging from the number of students who have visited the centre up

to date it is clear that they are finding the services valuable.

Apart from helping students with the choice of suitable courses and with personal problems, the counsellor is concerned with keeping up to date with occupational information and making contact with personnel managers in the field of commerce and industry in order to be aware of employment opportunities for Indian graduates.

The student counselling service is under the direction of Dr Dorothea Behr, Head of the Department of Industrial Psychology. □

the historical society

THE Historical Society of the University is one of the most active societies on the campus. Launched in 1970 this body has provided a valuable forum for the students of history to express their extra-curricular fervours and aspirations. It functions with the valuable guidance of the members of staff of the Department of History.

At the beginning of 1971, while still on the old campus on Salisbury Island, members of the Society went on an historical tour to Ladysmith — about 250 kilometres from Durban. However, the bus broke down at Mooi River, but the students managed to turn the occasion to good account and thoroughly enjoyed themselves.

This was followed by one of the highlights of the Society's activities: a symposium at the Orient Hall when four of the leading historians in the country delivered papers. The historians were Prof. C. F. J. Muller, Professor F. A. van Jaarsveld, Professor D. J. P. Haasbroek and Mr C de B. Webb. A display in the foyer of the Orient Hall of the Indiana collection of the Department of History of the University coincided with the symposium.

The students showed up very well in a history quiz contest.

The year 1971 witnessed further milestones for the Society. In the latter part of the year students conducted a two-day excursion to Northern Natal to visit places of historical interest. The trip was thoroughly enjoyed by both students and members of the Department.

Towards the end of 1971 the Historical Society held a premiere film show of "The Two Kennedys" at a plush Durban cinema in aid of its funds. This event proved a "gala" and was a singular success. The film



Some of the students who visited Dingaanstat are seen at the monument erected in honour of the Voortrekker leader Piet Retief.

show was preceded by the presentation of prizes by the Rector of the University, Professor S. P. Olivier, to the best performing history students of 1971 at all course levels.

In 1972 the Society continued with its stimulating activities. Once again a two-day tour of the places of historical interest in Northern Natal was undertaken. This was followed by a one-day trip to Dingaanstat in Zululand. The students were fortunate to be accompanied by Mr George Chadwick, an authority on Natal's landscapes and their historical associations. A stimulating lecture was delivered by the well known historian Mr S. S. Singh. The subject was "The Indians in South Africa".

The academic year 1973 witnessed concerted efforts by members of the Society to raise funds to be used to undertake trips to historical places and to invite prominent speakers in the field of history. Consequently a dance was held at a local nightclub

in the middle of April. This event was a tremendous success and as a result the Society was in a position to make a contribution to the Mayor of Durban's Indian Market Relief Fund.

On May 19th, about fifty members of the Society once again undertook an organized tour to Dingaanstat. They were again fortunate in having the services of Mr Chadwick who lectured to them en-route as well as at Dingaanstat. From all accounts, this was yet another inspiring, informative and an educative excursion.

This Historical Society still has a few more items to complete its programme for 1973. In August of this year, it will hold another symposium of historians, including a paper by Professor E. A. Nelson, Vice-Principal of the University of Cape Town, and an accredited historian of African history. The Society also has plans for more films and educational tours.

□

degrees and diplomas awarded

WITH more than 206 degrees conferred and 75 diplomas awarded at the graduation ceremony on May 12th 1973, the total number of students who have been rewarded for their studies by the University of Durban-Westville is now nearing the 2 000 mark. Nearly 1 198 degrees have been obtained and 720 students have received diplomas and certificates.

The largest number, 735, have been awarded by the Faculty of Arts and 286 by the Faculty of Science. The following table shows the rise in the number of degrees and diplomas awarded in each faculty since 1964 when the first 10 students of the University College of Durban were capped:

YEAR	ARTS		SCIENCE	COMMERCE		EDUCATION		LAW
	Degree	Dip. & Cert.	Degree	Degree	Dip. & Cert.	Degree	Dip. & Cert.	Degree
1964	3	—	6	—	—	—	1	—
1965	11	1	14	1	—	—	23	—
1966	31	—	30	4	1	6	32	—
1967	56	2	28	2	—	5	45	—
1968	86	3	30	3	1	8	90	—
1969	95	4	26	4	2	7	121	2
1970	118	3	32	7	2	12	102	1
1971	135	8	41	19	1	4	126	3
1972	89	9	44	17	2	7	66	5
1973	111	10	35	39	2	11	63	10
	735	40	286	96	11	60	669	21

□

THE UNIVERSITY AS A CHALLENGE: RETROSPECT AND PROSPECT

By Prof. C. RAMFOL
(Head of the Department of Psychology)

INDIAN SOUTH AFRICANS have inherited from their motherland an ancient civilisation in which reverence for learning is a central feature. In the South African situation, this attitude became intensified and acquired pragmatic elements when it became clear that progress and, indeed, survival, depended on rapid adaptation to a Western milieu with its emphasis on competition and individual achievement. Education came to be regarded as the road to salvation in the new society.

While the early missionaries laid the foundations, Indians themselves,

in spite of their poverty, soon took over the task of building and expanding the educational structure. This resulted in a display of self-help in the fields of primary, secondary, and technical education, rarely equalled in this country.

While at these lower levels, Indian education, in spite of its Western orientation, developed along ethnically separate lines, education at the highest level — that of the university — was still open to all groups. With the termination of this state of affairs by legislation in 1960, there was near panic among the Community.

Although segregated schooling had been tolerated at the lower rungs, together with all its inequalities relative to European education, it was feared that the establishment of ethnic colleges would be accompanied by a lowering of standards and indoctrination of the prevailing politico-philosophical ideology.

The University College for Indians took birth in improvised naval premises on Salisbury Island, Durban, under most unpromising circumstances. Within a decade, however, it became clear that the two basic fears of the Indian community were not to be



Professor Dr C. Ramfol was the first Indian Academic Staff member of the University and assumed duty as Senior Lecturer on January 1, 1961. He was promoted to professor on January 1, 1964.

held too seriously. A phenomenal increase in student and staff enrolment, multiplication of departments and faculties, a snow-balling in the number of graduates turned out annually and a rapid thawing in the relations between the College and the Community, were some of the evidence for drawing this conclusion.

With the establishment of the now academically autonomous University of Durban-Westville in all its structural magnificence on a campus that must surely rank as one of the most beautiful in the world, the time has arrived for the Community to assess and utilize its potentialities for communal and, through it, national upliftment. Although, by the circumstances of its creation, its activities are at present limited largely to one ethnic group, there is little, as in all comprehensive academic undertakings, to prevent its influence from generalising, even at this stage of its development, from an Indian "sample" to national and international levels.

One can immediately call to mind a variety of undertakings, both applied and "pure" or basic, that merit immediate attention but only one of each in the field of the social sciences will be selected for comment.

The first concerns the problem of training for leadership in the Indian community. While the University will be producing highly qualified men and women in increasing numbers from year to year to serve the needs of a complex technological society at the highest levels, it should and could, at the same time, identify leadership material from among its mass of graduates and nurture and train such students for top-level leadership in all the recognised fields — academic (as in research and discovery), technical (as in construction), social (as in welfare and politics), and creative (as in art, literature, and drama). Up to now, and this is true of most countries, leaders have merely "emerged", often against the dead-weight of inhibiting circumstances. Such an uncertain process

is uneconomical and wasteful in terms of human talent and has to be supplemented by direct and deliberate methods.

A second example, and this time of a basic or fundamental type, that calls for in-depth investigation is the development of the cognitive abilities of Indian children. It is known, for instance, that, on an average, Indian subjects (in common with the other Blacks of South Africa and the United States) score appreciably lower on intelligence tests than do Europeans. In the absence of direct and conclusive evidence for a racially genetic basis for such differences, inequalities have been attributed to inhibiting environmental factors. A great amount of overseas research has revealed how such factors hinder the growth of full potential but these have not been fully investigated in South Africa. The Indian situation itself has scarcely been touched, with the exception of three highly revealing studies.

This country, with its four major identifiable population groups forms an ideal human laboratory for comparative studies that would shed light not only on the causative factors but also on the effects of remedial programmes. The problem is of national importance because individual or group potential that is avoidably being wasted, must diminish, by that much, the potential of the society of which the individual or group is part.

Only two of the many possible responsibilities of the University for the future have been mentioned. The fact that complete Indianisation of the University is envisaged, from cleaners to Council level, implies that the discharge of these responsibilities will pass eventually into Indian hands. Will we be able to meet the demands of research, study, and research-based action by international standards in a twentieth century world? It may be true that the University has been conceived to serve within a limited framework but it is equally true that within that framework lies the potentiality for an unlimited expansion of the originally prescribed limits, for knowledge and research recognise no frontiers. Herein lies the challenge of the future. □

