PERCEPTIONS OF WITS

TOMORROW BEGINS AT WITS TODAY

THE ROLE OF THE UNIVERSITY IN A CHANGING SOUTH AFRICA
TOMORROW BEGINS AT WITS TODAY?

The Role of the University in a Changing South Africa

PERCEPTIONS OF WITS

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This project was initiated in November 1985 by a group of academics at Wits concerned about the role of the University in a changing South Africa. We have surveyed the views of communities who have previously not participated in shaping University policies and structures.

We hope this project will succeed in its main aim of stimulating debate. Further, we hope that it will provide elements of an agenda for wide-ranging discussion and consultation, ultimately forming part of the negotiation process about a democratic educational future for all in South Africa.

We would like to thank the University of the Witwatersrand for funding the project. The Counselling and Careers Unit and Safiya Fredericks provided valuable administrative and secretarial facilities.

A special thanks to all those people and organisations who, often under difficult circumstances, gave up their time to speak to us.

Many people encouraged this initiative. We are most grateful. The following deserve special thanks: Professor F. Sellischop, Dr. Beyers Naude, Professor Peter Hunter, Ms. Sebolelo Mohajane, Derrick Young and the Perceptions of Wits general membership.
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CHAPTER ONE

INTRODUCTION

Our Point of Departure

This report is intended to contribute to the debate on the role of our university in a changing South Africa. As the education crisis deepens the need for such a debate becomes more important. However, towards the end of 1985 it seemed to a group of us that a crucial factor missing from this debate was "the view from below": the opinions of people presently excluded from decision making but who will be influential in shaping the South Africa of the future. We therefore decided to explore systematically the views about Wits current among three different "excluded communities". We believe that the value of our report lies in allowing their voices to be heard.

Many of those people whose views we have tried to record and represent as honestly and completely as possible are members of the wider black community. We believe that Wits must address itself more directly to their needs, not only because they constitute the majority of South Africa's people but because their views have been neglected in the past.

Our point of departure was a statement by Dr Beyers Naude made in an address to the University of Cape Town in May 1985:

Educational institutions have become a target area for political action and debate. Universities need to respond to this challenge. Universities do not belong to privileged white minorities. They belong to all the people of this land. Academic freedom must become a basis for freedom from the injustices both on and beyond the campus. This means that universities which affirm academic freedom are obliged to reach beyond the customary debate on who shall teach, who shall be taught, and on what shall be taught. There is a need for an alliance between those universities, trade unions, and political groups which affirm justice and equality for all people before the law.

The historical concept of universities will have to be reviewed in order to make them universities of the people for the people in the full sense of the word. This would require that universities which claim to uphold and defend the ideals of justice and freedom would have to enter into in-depth discussion with those organizations, which, in their specific fields, subscribe to the same ideals, to find common ground for joint or co-operative action to achieve these goals. This would imply an active and ongoing debate between university and trade union movements, between university and political groups, between university and educational groups operating on the grassroots level. Unless universities expose themselves much more to the initiatives emanating from such groups and organizations they will find themselves increasingly being regarded as irrelevant or even as resisting the struggle for liberation. If the universities claiming to espouse the ideals of justice do not open their door to the people who are seeking justice and freedom, the people will close their hearts to such institutions.
In order to further such a debate between the university and different groupings we decided to interview a sample of people from three different "constituencies" to identify their perceptions of Wits at present and elicit suggestions as to how our university may play a more constructive and creative role in the future.

The Community Participants

The community participants consisted of organizations from the disadvantaged or black communities in the PWV area. When we use the term "disadvantaged community" we mean to refer to these groups of people who are deprived of equitable access to the resources of the country and of equitable access to the decision-making processes of the country. In South Africa these groups constitute the majority of the population. A community usually consists of individuals grouped into a variety of organizations. For this reason we thought it would be much more fruitful to interview a broad range of organizations, rather than survey selected individuals. Interviews with these organizations first involved open-ended discussions around five themes: Wits' image in the community; the question of access to the institution; the relevance of our curriculum; the question of control of the university and its relation to the wider community. Our forty seven informants' responses to these themes were then consolidated into a questionnaire which was administered to most of these organizations.

The Overseas Participants

The views of the international academic community are clearly important and are increasingly surfacing around the issue of an academic boycott. As one of our members was visiting Britain in early 1986 and it is to that society that we often look for educational models, it was decided to try to tap some of the understandings current among British academic and educational organizations on the role of the University in a changing South Africa. Our 23 interviews were suggested by "strategic informants" and their views cover a wide spectrum.

Both the overseas and the community sample were drawn from extremely heterogeneous groupings, and any research strategy we could think of could be subject to real criticisms. In each case we were primarily concerned to act as a kind of channel for the voices of those excluded from the mainstream of South African academic life.

Clearly it was important to know how our own community - Wits University - views the ideas suggested by those interviewed so they formed our third sample.

The University Participants

On the basis of some of our interviews with informants from the domestic and overseas communities, a questionnaire was constructed which was sent to 8 000 staff and students and Wits. The formulation of most of these questions reflected not our own opinions but those of people we had interviewed. We received a very high response rate from academic staff (39.8%) and a relatively poor response from administrative staff (8.2%) and from students (9.1%).
The reasons for the research strategy followed in each survey are discussed in detail at the opening of each chapter. In addition to the questionnaire, the views of non-academic staff were obtained by means of interviews with the three staff associations.

Problems

Three problems emerged in the course of the research that require specific mention. The first of these lies at the core of the project and relates to what is meant by the University. The Oxford philosopher Gilbert Ryle illustrates this problem in his famous anecdote in the introduction to his book, *The Concept of Mind*.

A foreigner visiting Oxford or Cambridge for the first time is shown a number of colleges, libraries, playing fields, museums, scientific departments and administrative offices. He then asks 'but where is the University? I have seen where the members of the Colleges live, where the Registrar works, where the scientists experiment and the rest. But I have not yet seen the University in which reside and work the members of your University'. It has then to be explained to him that the University is not another collateral institution, some ulterior counterpart to the colleges, laboratories and offices which he has seen. The University is just the way in which all that he has already seen is organized. When they are seen and when their coordination is understood, the University has been seen. His mistake lay in his innocent assumption that it was correct to speak of Christ Church, the Bodleian Library, the Ashmolean Museum and the University to speak, that is, as if 'the University' stood for an extra member of the class of which these other units are members. He was mistakenly allocating the University to the same category as that to which the other institutions belong.

The second problem arose from the time constraints imposed on the project. In order to complete the project within the time allocated it was necessary to conduct the three surveys almost simultaneously rather than consecutively. As a result the questions posed in the University survey do not always and invariably reflect the concerns of the community survey.

The final problem arises from the collective nature of this project. Each of the surveys was coordinated and written by a different person: the community survey by Jo Muller, the University survey by Clive Fullagar, the overseas survey by William Cobbett and the non-academic staff survey by Nico Cloete. As a result the report reflects the different styles and methods of the respective authors.

The results of our research are reproduced in five separate chapters in the report. Chapter 2 consists of the community survey. This contains the heart of the report and is our main preoccupation. The overseas survey follows in Chapter 3. The aim of the university survey was to gauge the response of various constituencies on campus to some of the ideas that emerged in the community and overseas survey. Chapter 4 consists of two parts: Part 1 contains the results of the questionnaire administered to staff and students and Part 2 of the staff associations. In the conclusion Chapter 2, 3, and 4 are briefly summarized. We have a select bibliography of readings on the role of universities.
A Process of Re-Examination

We are very aware of the pioneering work being done within the University at present to contribute to a process of social change, (see appendix 2). An example that comes to mind is the highly successful Centre for Applied Legal Studies which produces invaluable action-oriented research. Another example is the efforts of the Wits History Workshop to "popularize" their discipline in a way that deepens working people's understanding of the structures and processes that have shaped their lives. The enormous popularity of their 'Open Days' - the last one attended by over 3 000 people - point to both the hunger for knowledge among working people, and how the university's resources in terms of physical infrastructure as well as academic expertise may be utilized to meet this need. The FOSATU Labour Studies Course launched in 1980 is another example of the University reaching out into the black community in a constructive way. The closure of this course in 1982 resulted in a good deal of criticism being levelled against Wits along the lines that it only serves the interests of the white and wealthy sections of our society.

These are the interests which many people perceive to dominate our university. This is hardly surprising, for the institution itself originated from the South African School of Mines established in Kimberley in 1896, to provide key personnel for the mining industry, (Murray, 1982). The Chamber of Mines indeed remains the largest private donor to the University. While Wits can be justifiably proud of the leadership position it has taken amongst South African universities in endeavouring to de-racialize higher education, a closer examination of its historical role shows that record to have been more ambiguous than is commonly believed. It was not until the 1940's that black students were admitted in any significant numbers, and throughout the 1940's and 1950's, black students were subjected to strict social segregation on campus. The first black academic staff member, Dr. B.W. Vilakazi, was poorly treated, being refused a lectureship and confined to the position of language assistant, despite his distinction as a scholar of African languages. These and many other instances of racist practices at Wits during the 40's and 50's are documented in a paper by the University's official historian Professor Bruce Murray, which is attached as appendix five. While Wits has tended to forget these distasteful aspects of its history, this history as we show in the report, is very much alive in black perceptions of the university.
CHAPTER TWO

THE COMMUNITY SURVEY

Aim

The main aim of this part of the research is to ascertain from a broad cross-section of the disadvantaged community how Wits University is presently viewed and what could be expected from it in future.

The report that follows below is compiled from two kinds of information: qualitative information obtained through in-depth interviews with community people; and quantitative information obtained by means of a questionnaire. We will describe briefly below the rationale for our method and the way we went about it.

Sampling the Community

We used as our broad sample 'universe' the list of community organisations that had been given delegate status at the National Education Conference organised at Wits University in December 1985 by the Soweto Parents Crisis Committee (SPCC). We took from this list the organisations we could identify as coming from the PWV area.

We added a number of organisations to this list, such as civic organisations, cultural groups, unions and service organisations involved in community work.

Next we obtained from the University's Management Information Systems Unit a printout of the geographical areas from which Wits presently draws the highest concentration of disadvantaged students. We tried to ensure that we had a reasonable number of organisations on our list from the most important areas.

Our list was pared down to more or less fifty organisations. We then submitted our list to 'expert scrutiny' by showing it to three people whom we considered to be knowledgeable about community movements on the Rand: Dr. Tom Lodge in Political Science at Wits; Dr. Beyers Naude, general secretary of the South African Council of Churches; and Mrs Sebolelo Mohajane, Chairperson of the SPCC. With their help we arrived at a target list which we also showed to Professor Friedel Sellingshop, deputy Vice Chancellor for research at Wits.

The final sample was decided in the field. Many organisations were simply unable to participate because of the unstable, difficult and dangerous period during which we conducted our survey, January through May 1986. Not one organisation refused in principle to speak to us. Our original estimated target of thirty organisations was well exceeded: we did in-depth interviews with forty seven organisations and we received questionnaires from twenty nine organisations (see appendix two for a full list of organisations).
Consulting the Community

The first issue that had to be dealt with in choosing a method was the fact that our interviewees were not necessarily going to have ready-made, fully worked out opinions about Wits. Indeed, Wits probably features rather low down on their list of priorities. What we needed was a method of engagement that would be a spur to articulating what might be strongly felt but un-worked out feelings about Wits and universities in general. We decided on a two-stage strategy.

a) In-depth Qualitative Interviews

The first step was in each case a more or less elaborate contact procedure where organisational participation was discussed and agreed to. Where possible, we tried to arrange for two project members to interview two people nominated by each organisation (see Appendix two for a list of participants). In this way we hoped to minimise one-sidedness. The interviewers, postgraduate social science students or staff members, all participated in a training workshop where we standardised the interviewing strategy. The interviewing strategy was to proceed in as open a way as possible. We tried to avoid imposing any structure on the responses apart from the five broad areas that we wished to probe, and which we had distilled from a set of preliminary open-ended interviews with community people. Interviews lasted on average between one and two hours. In each case, the aim was to start with the general perceptions of the interviewees, and then to probe for concrete suggestions. This movement from description to prescription we also tried to capture in the report below.

b) The Community Questionnaire

From issues frequently mentioned in the interviews we constructed a seventy eight item 'community questionnaire' (see Appendix Three). The questionnaire information is a useful summary of general community views of the University. Nevertheless, it cannot replace the detailed information we got in the interviews. In any case, the widely differing sizes of the organisations represented (from less than a hundred members to hundreds of thousands) makes direct comparability meaningless. In addition, full understanding of certain positions is simply not able to be captured in a questionnaire item. It is for this reason that some of our interviewees felt disinclined to complete the questionnaire.

There are two points to be noted here. The first is that we report the questionnaire information in terms of percentage agreement or disagreement only. For finer gradations of opinion please refer to appendix three. The second is that we use the term 'respondent' to refer only to those who answered the questionnaire; we use the term 'interviewee' to refer to those whom we interviewed.

Processing the Information

Comprehensive written notes were taken by the interviewers during every interview. These notes constitute a vast amount of information. They were processed and analysed in the following way.
The interviewers were de-briefed by the survey co-ordinator after each interview, consolidating their notes into a single interview report.

These interview reports were then analysed by the POW committee members according to a set of coding categories derived from the interviews.

This coded information was then processed further by a three-person coding team into coding schedules. The final report was written from these schedules.

Inevitably a great deal of the richness and originality has been lost in this process. Nevertheless, there was still too much rather than too little information. We were repeatedly impressed by the thoughtful, detailed and practical way in which the interviewees responded to the interviews. This final report does not represent the views of any one community organisation, but rather the collective view of the organisations that participated in our survey.

The Results

1. The Image of Wits

When we asked people for their overall impression of Wits, they generally responded in the following way: Firstly they made fairly specific observations about the way Wits seemed to them. These observations tended to reflect their particular experience of, and interest in Wits. Secondly, they offered a number of accounts of how these particular impressions originated. Thirdly, they moved on to make specific recommendations of what Wits could do to improve its image.

We will firstly report on the general impressions and subsequently discuss the recommendations.

General Impressions of Wits

There is a range of impressions from completely negative to fairly positive. Most impressions fall between these two points and many contain both favourable and unfavourable elements.

Negative Impressions

The negative impressions include the following: Wits is believed to represent mainly groups which are opposed to the interests of the majority of South Africans. These groups include big business(89.3% : Q3), the government, and the white community(92% : Q2). As a result the University does not cater to the needs of members of disadvantaged communities and is isolated from the experience of ordinary people. Wits is also seen by unionists as a place where whites are trained as managers to exploit workers.
Racism at Wits

There is a significant body of opinion that sees Wits as racist, in both overt and subtle ways. Indications of this are seen in the small number of black academic staff appointments, even in those departments with radical reputations. This leads to the conclusion that race and ideology and not only merit are criteria for employment. Other indications are seen in the lack of representation of black students in decision-making. Even where the ethnocentrism is not directly racist it is seen as being embodied in the "white" values and culture of the institution. Consequently, Wits comes to be seen as alien to both black students and black visitors to the campus. "To me Wits is just a big white institution and what goes on in there is not my business."

Co-operation with the Government

This alien "white" image of Wits is seen as being produced in part by the historical minority of black students at Wits. But it is more importantly seen as being a result of co-operation with the government in general, and especially with regard to certain apartheid laws in particular. Wits is seen, for instance, as having accommodated itself to government policies, and even as having used government regulations as an excuse for its own ethnocentrism and racism.

The collusion with the government is seen as direct in some cases - e.g. Wits is seen as enforcing racial quotas. It is seen as indirect in others - e.g. Wits is seen as being unjustifiably over-reliant on widely discredited Department of Education and Training (DET) matric results. Wits' silence on the recent series of DET matric scandals and Wits' more general silence on matters relating to education and apartheid is also viewed as telling evidence of accommodation with the state.

In short, in this negative view, Wits is seen at worst as politically expedient, paternalistic, hypocritical and biased, at best as well-intentioned, but structurally hamstrung. It cannot advance fundamental social change. It is therefore irrelevant to more important struggles. Wits is, in this view then, large, expensive and irrelevant.

Wits a Liberal Institution?

A significant body of opinion was concerned with the liberal character of Wits. While some see Wits as being genuinely liberal, others see Wits as being only apparently liberal.

In the first view, Wits is seen as more liberal than other South African universities, to an institution to look up to with high standards, where more and more black students wish to come. For instance, there is fair support for the feeling that Wits has a reputation for opposing apartheid (77.8% : Q4) and that it has a reputation for defending academic freedom (82.7% : Q5) which is not undeserved (Q6).
In the second view, Wits is seen as merely having a liberal facade, which serves to mask an essentially conservative institution. There is thus a body of opinion that perceives that Wits enjoys a liberal reputation that it does not entirely deserve. Many black students find that their experience at Wits does not bear out the non-racial expectations they bring to the University. Alternatively, the liberal character of Wits is called into question when it makes liberal statements but is believed not to act on them. For some, the conflicts between the university administration and Wits students in 1985 contradicted its liberal image.

For another body of opinion, Wits' claim to be a liberal institution is called into question by a perceived style of reacting to social injustices. This style is behind-the-scenes, covert, and non-confrontationist, which leads some observers to conclude that Wits avoids taking a clear position on injustice (65.5%: Q9). It is suggested that Wits says it opposes apartheid, but that it refuses to oppose apartheid publicly. A comment which captures this view is "Rather than oppose apartheid publicly they try to whisper in Botha's ear." A disjuncture is also identified by some between the proclaimed liberal values of the University and certain of its arrangements and actions. For instance, Wits is seen as accepting inferior facilities for blacks at its Alexandra clinic, where babies are still said to be delivered on newspaper. Some therefore conclude that Wits is no more liberal than other South African universities.

Wits Contains Diverse Tendencies

There is another body of opinion which sees that Wits has diverse tendencies within it. Some of these promote a negative image while others, perhaps a minority, give it a good image (75.9%: Q8). As examples of this minority, interviewees point to the attendance of Wits staff and students at the Alexandra funeral, and to the protest actions of Wits students.

Wits Does Not Challenge Social Injustice

Some respondents give an historical dimension to the disjunction between Wits' liberal reputation and its perceived present passivity. It is seen as having been outspokenly liberal and committed to protesting injustices in the 1960s, but considerably less so at present. Some suspect that Wits has "done a deal" with the government in order to accept more black students, agreeing to keep a low profile. Others perceive Wits to be confused as to whether it wants to be a first or third-world university (see Q's 10-12). Either way, Wits' present low profile regarding social injustices is widely perceived as a lack of commitment at the very time that Wits should be seen to be speaking out. Consequently, Wits is seen as failing to fulfil its role as a university in society because it is not seen to be in the forefront of calls for change.

In short, for those who have an ambiguous image of Wits, the institution is seen at best as a liberal institution with a good international reputation, and at worst, as an institution that has lost its liberal values.
Recommendations and Suggestions

When people consider what Wits could or should do in order to improve its image, the suggestions fall into one of two broad strategic positions. The first is a largely pessimistic position. It sees that Wits is imprisoned in a larger set of economic and political relations and concludes therefore that nothing, or very little, can be done by the University to change prior to fundamental social change. In this view, Wits is also seen as having an insignificant role in the wider process of transformation.

The second is a more optimistic position. It too sees that Wits is implicated in larger structures, but concludes that despite this, there are things that Wits can do prior to fundamental social change. This is the majority position in the interviews. It embraces a continuum, from those on the one hand who feel that the opportunities for internal restructuring are limited, to those on the other hand who feel that Wits not only can, but must, make internal changes. The latter argue that Wits is part of a general process of transformation which in certain specific respects it can and should lead. "I am arguing for a different conception of the University. We need not wait until we have major social change. We can start the process right now."

It is fair to say that all those community interviewees who went on to make specific recommendations about what Wits should and could be doing, both in terms of its image but also more generally throughout this report, implicitly shared this second position to a greater or lesser extent.

Interviewees accepted that Wits wished to improve its relationship with the community. However, a minority cautioned against being concerned with public image rather than dealing with substantive issues.

For the majority of our interviewees "doing something" seemed to mean some kind of practical orientation towards the crisis in the country. Indeed, universities in general are seen as needing to be accountable to the larger society in some or other way, not simply to special interest groups. This accountability should lead a university like Wits to be in the "forefront of change" There were four main suggestions as to how Wits could practically address this.

Suggestions for Change

Many people began by considering the specific terms of involvement appropriate to universities. On the one hand, there is a widespread feeling that Wits should become more involved in what was called "political issues" (93.1% : Q15). On the other hand, it is less widely but significantly felt that Wits should not align itself explicitly with any political organisation (62.1% : Q16), that it should be "ideologically free from organisational constraints". However it is probable that
the 62.1% response to Q16 would have been considerably higher had we phrased our question more exactly. In our phrasing, we conflated 'political organisation' and 'political movement'. Our interviews show that practically no-one thinks that Wits should simply tie itself to a political organisation. But many do feel that Wits could provide greater intellectual support for the "broad democratic movement", or for specific community organisations.

That this fine distinction between non-alignment and active political involvement has significant support is seen in the large number of respondents (96.5%: Q14), who thought that Wits should openly defy apartheid laws where they interfere with its role as a university. Others felt that it was also important for Wits' overall social involvement to protest about apartheid injustices (like the SADF in the townships, or police harassment of community activists) even where these did not directly affect Wits. It was also felt that Wits should cut its links with government departments (like the DET, for example).

A related point sees Wits as having a responsibility to encourage its staff and students to participate in protest action against apartheid. Some felt that staff as well as students could participate in actions like marches, citing the positive effect of participation by the vice-chancellor elect, Professor J.Gerwel of UWC in such action.

There seemed to be a general understanding that Wits should respond to the crisis in a way directly relating to its nature as a university.

Wits should gear itself to being a forum for rational debate around key issues. "The role of the university is not in structural change but in the realm of rational articulation and debate." Too frequently in the past the major Wits debates have been about issues of "abstract ethics" and not about important current issues.

Wits should enter the debate on the education crisis, encouraging active debate and involvement in helping to put pressure on the government on the one hand, and producing practical proposals on the other. One suggestion in this regard is that Wits should monitor particularly the standards of Bantu education.

In conclusion, there seemed to be a general understanding that Wits as a university should attempt to bridge the perceived distance between it and wider community concerns. Most of the recommendations for Wits to improve also stemmed from the view that the university should be broadly accountable to society as a whole.
2. Access to Wits

When we asked people to consider the difficulties that disadvantaged students have in coming to a place like Wits, they generally responded in the following way: first they made general comments about difficulties of access. They then went on to make constructive suggestions of what Wits could do to alter its admission procedures, and suggested accompanying changes in the form of support offered to students by the University.

Admission

Necessity for Selection and the Question of Standards

There is general understanding for the fact that Wits is a meritocratic institution and is entitled to be selective in its admission. Indeed, for some, entry standards are not only necessary but desirable. Vista University is perceived, for instance, to be failing in its task as a university because it seems to be relatively unselective. But respondents are not saying that the existing entrance criteria are correct, or that the selection tests are adequate. A distinction seems to be drawn between students on the one hand who have a "probability of qualifying" and on the other hand student "potential" or "ability" or "capability". Most current selection procedures, say our interviewees, select on the basis of the former criteria instead of the latter. It is probable that this distinction is conflated in our phrasing of Q17, which asks respondents whether it is important for Wits to select students of "high academic ability", to which only 50% agreed. That academic standards per se are not at issue can be seen in the rather more positive response of 79.3% to Q13, that Wits should "maintain an international reputation for high academic standards".

Some felt that "the fences must not be lowered". But others felt that the entrance norms were pitched too high for the educational standards of the average matriculant. Both views see the problem lying principally with the DET and its matric system, and the temporary solution lying principally with some form of support.

Overemphasis on the DET and its Matric Results

There is general dissatisfaction with the educational provision of the DET and the subsequent matric qualification. While only 53.8% felt dissatisfied with matric results as the main criteria for admission to Wits (Q21), and 68% felt that it should be one of the admissions criteria (Q22), 92.6% felt that students coming out of Bantu education needed some kind of programme to prepare them for university (Q26). It is agreed that students are systematically underprepared and the series of scandals that have rocked the DET and its lack of credibility have all contributed to the general view that the DET matric qualification is worthless. Wits is seen as being insufficiently sensitive to this problem. Its perceived continued reliance on a point system based on matric is viewed as discriminating against black candidates.
Furthermore, the lack of subject choices in the DET, or the subject combinations many students are forced to take, means that they often do not have the requirements to register at university for the courses they wish to study. The maths pre-requisite for a B.Com degree, for example, is seen as a particular problem. It is argued that this partly explains why Wits has a black student body that is completely disproportionate to the proportion of black people in South Africa and it is to this problem that respondents point when they say that Wits should increase its number of black students (84% : Q 18).

Similarly the respondents felt that students from working class families (75% : Q19) and to a lesser extent female students (65.2% : Q20) should be more proportionately represented at Wits. For most interviewees, a major, if not the major, role for Wits lay in trying to "bridge the gap" between school and university, between academic potential and academic performance, and above all between the race, class and gender ratios at Wits and those in the wider society. Most of the recommendations they make address themselves to aspects of this "gap".

Recommendations For Admission

For some, the distorted race, class and gender ratios could only be addressed by some or other form of positive discrimination, or affirmative action, with perhaps even a quota placed on privileged groups. For others, simply increasing the number of disadvantaged students would be a hollow gesture if wider social inequalities remained entrenched and would not necessarily make the University a less elitist institution.

For most of our interviewees, the issue was a more practical one of which mechanisms could promote a more equitable admission and distribution of students.

Mechanisms of Selection

The overall issue seemed to be that whatever form of selection was used, it should aim explicitly to test for potential rather than for current levels of achievement.

From that point of view, 68% of the respondents feel that matric has some sort of validity (Q.22), provided that it is not the main admission criterion (supported by only 38.4% of respondents (Q 21). The main contenders to supplement matric in a battery of admission measures include the following:

There is significant support for tests measuring ability, aptitude or potential (84.6% : Q.23) like the American Student Aptitude Test, for example. It is further felt that everyone should do these tests, not only disadvantaged students. There are two reasons for this:

The first is that the reliability of Transvaal Education Department's matric results is also believed to be questionable. The second is that
the test should not become simply another hurdle for black students to clear.

Community service or commitment is seen by some as being an important criterion (61.5% : Q24), especially in public service professions like medicine.

Work experience is seen by some as an important criterion (62.5% : Q25), especially in courses like teacher training, for instance, where teaching experience could be counted in lieu of matric.

Some feel that a more individual approach could be used, perhaps by means of selection interviews. There is some appreciation for the Arts faculty procedures, which it is felt should be formalised for all, and more widely publicised. It is also felt that the selection or interview panels might have community representatives as well as academics serving on them.

In conclusion, there are two considerations which inform all of these proposals for admission. The first is that whatever new measures are arrived at should be developed in some or other form of consultation with relevant educational groups in the community although a number of interviewees did say that the technical task of developing the tests would appropriately be done by the 'experts' at Wits. The second is that if Wits did adapt its admission criteria to select on the basis of potential, then it would be incumbent on Wits to ensure that those candidates received the appropriate kind of support. Without it, students risk having their confidence undermined through an unrealistic encounter between a second class education and the standards of a university with an international reputation. It is to the issue of support that the report now turns.

Academic Support

There is a general consensus that academic support (AS) of some or other kind is both valuable and necessary for students at Wits. Having said that, there is some feeling that Wits' present AS programmes are somewhat patronising, that they are based on "white" western norms and standards, but above all, that Wits does not take academic support seriously enough, especially for disadvantaged students: "The scale of support and the scale of disadvantage is disproportionate"

In the first place, it is felt that support should be conceived of as something that is open to both white and black. In this view, most if not all students coming out of the inadequate and dislocated school system in SA need some kind of training in study skills. Furthermore, AS should not become a mechanism that separates black students from the student body, but one that re-integrates them (96.2% : Q31). In this view then, AS provision should be for all in-coming students to Wits.
There is an alternative, or perhaps complementary view which has considerable support that sees the necessity for different provision for black and for white students. The programme for black students should be academically compensatory as well as helping those students to adapt to a new educational and social environment. (92.6% of respondents feel that "students coming out of Bantu education need programmes to prepare them for university": Q 26). The programme for white students should be one that helps them to develop a "social awareness" of the debilitating effects of apartheid in SA. (96.4% of respondents to Q 32 feel that "white students need some programme to overcome the disabling effects of a racially segregated and uncritical education").

All suggestions relating to the content and format of AS that follow presuppose either an integrationist programme for all students, or a two-stream programme - a "second chance" and adaptive program for black students and an awareness program for white students. These two programmes need not exclude one another.

Format

Three main forms of AS are proposed in the interviews. Each form has considerable advantages as well as disadvantages attached to it. The fact that not one of the forms generated overwhelming support is therefore less an indication of lukewarmness than of a nuanced understanding of the issues involved, a complexity which the categorical nature of the questionnaire cannot capture.

A Junior College Format

There is moderate support for the idea of a junior college (62.2% : Q 30). The main features include the following:

* an off-campus location;
* an admission test for entrance into the first year;
* a reduced number of first year courses which have additional study skill content;
* first year credits that entitle students to enter second year courses at university;
* alternatively, students would go on to a second year at the junior college, with some form of qualification at the end;
* the junior college should be independent of but affiliated to Wits.

The major advantage of the junior college - its off-campus location - is also its major disadvantage. The advantage is that it enables students to gain confidence in a facilitative and non-threatening environment. The disadvantage is that it will separate black students from the main student body once again, and it will deprive them of the "academically motivating atmosphere of Wits". Many of our interviewees saw both the advantages and the disadvantages.
A Pre-University Bridge Format

There is a fair degree of support from the respondents for the idea of a pre-university bridging course (68% : Q 29), although this is quite distinctly the preferred format in the interviews. Like the junior college idea, students would also enter the course via an admissions test of some sort, do a reduced-load first year with increased study skill content and be admitted to the university proper on the basis of first year results. The bridge courses could either be pre-first year courses, or first year courses.

The bridge format differs from the junior college format in that it will be on-campus and also therefore more practicably open to all students.

Concurrent Academic Support

There is the largest amount of support in the questionnaire (77,7% : Q 28) for the idea of AS presented to students within their conventional university courses. This indicates some measure of support for the present Wits programme. It has been pointed out also that this concurrent support should not just be limited to first year or undergraduate students. There is also a general understanding that this form of AS runs the risk of overloading just those students who at the outset of their university careers are already heavily burdened.

Content

Whatever the format, there is general agreement that AS should involve study skills linked to existing course content. These would include reading, writing, speaking, presentation and critical comprehension skills.

Limitations of Academic Support

It is fair to say that most interviewees see some limits to what AS can achieve at Wits under the present circumstances. The first and most serious limitation is that AS addresses the symptoms but not the cause of disadvantage. In this view, Wits at the same time ought to be campaigning vigorously for a free and equal education system in order for its concern about the quality of education to seem more than token.

The other limitations relate more specifically to the bridging format. The first is that the bridging provision should not be taken to imply that the harmful effects of the DET can be eliminated in one year. If this issue is not tackled then the bridge course could all too easily become simply another "course for blacks".
The second limitation is that bridging would only pay dividends if it was implemented at other universities as well as at Wits. For one university unilaterally to address the ills of a general system can never be more than of limited usefulness.

Material Support

There is a widespread feeling that Wits does not have sufficient appreciation for the material problems of black students. Certainly, our respondents overwhelmingly felt that Wits should re-allocate its resources to offer disadvantaged students assistance with transport (96.5% : Q 33), accommodation (100% : Q 34) and bursaries (100% : Q 35). This kind of opinion does not however do justice to the range of concerns felt by our interviewees in this regard, nor to the complexity of the issues involved.

Accommodation

It is generally felt that there should be some form of increased accommodation provision for black students. There are two main reasons offered for this. The first is that "a critical university needs residential students because students cannot develop anything individually". In other words, the kind of student interaction available in residence is essential to intellectual development. The second is that the quiet, space and academic atmosphere necessary to good academic study is simply not available in the turbulent neighbourhoods from which many of the disadvantaged students come.

Consequently, it is felt that it was incumbent upon Wits to make a great effort to place its students in adequate accommodation. It could, for example, assist many black students to live near the university. Campaigning to have Braamfontein declared a non-racial area could be a help in this regard. But by far the greatest number of suggestions have to do with the housing of students in Wits residences.

The Issue of Residence

Suggestions about residence differ as to whether the residences are optimally to be integrated or not. Those who advocate integration offer the following grounds for justification:

Black students in mixed residences like Dalrymple are seen as having fewer academic problems than Glynn Thomas students. Indeed, Glynn Thomas is seen as "academic suicide". In addition, black students at Dalrymple are seen as being less antagonistic to white students than Glynn Thomas students. In this view, given the political ideal of integration, Wits should integrate all its residences without delay, and where possible, discriminate positively in favour of black students.
The counter view does not deny these issues, but points to two possible negative effects of integration under the present circumstances. The first is that if Wits sticks to its quota on black students in its mixed residences, then the students may become an academically advantaged but socially "alienated 15% minority on campus".

The second is that, given the segregated character of the rest of SA, black students at mixed residences on campus run the risk of becoming alienated from their communities to the mutual detriment of both. In this view then, Glynn Thomas is seen as less than ideal but nevertheless as serving a function in terms of community solidarity. Even for some who support the integrated model it was felt that Wits should be helped to understand that black students in general do not want to "participate in white privilege" and that the range of activities blacks would participate in in the integrated residences would necessarily be restricted.

The dilemma of 'integrated residences in a segregated country' should not be underestimated. Most of our interviewees are concerned with it in one or other way.

Financial Support

The two issues most frequently mentioned under this heading are fees and bursaries.

Fees

Opinions vary as to whether disadvantaged students should pay fees, like everyone else, or whether they should not. The former view regards all students of whatever class or colour coming to Wits as being part of a privileged elite. The latter view does not. A significant body of opinion sees that fees are a necessary part of a university's revenue, but argues for a reduction in cases of financial disadvantage, or a system of "tuition waivers" along the lines of the American university system. For the latter views, some form of financial support for disadvantaged students is essential.

Bursaries

As we have already noted, there is a unanimous feeling that there should be more bursaries available for disadvantaged students, mainly for students from a black or working class background. There was also some feeling that Wits ought not to offer "sectarian" bursaries, that is, bursaries tied to subject, faculty or most particularly religious stipulations.

Transport

Wits is perceived to neglect the issue of transport. This is seen as a special problem for black students living at a distance from Wits.
Although there are suggestions that Wits might provide more buses, it is generally appreciated that this is not Wits' problem alone. It is suggested that Wits put pressure on the municipality to provide more efficient transport.

Psychological Support

This report has already touched on the issue that support programs should address the "dislocation of black students from their communities" as well as the "lack of social awareness of white students". This form of support would make up part of what some call "total support", an idea intended to convey the way that Wits should tackle the complexities of both medium and long-term change in the country.

This seems to entail at least two suggestions. The first is that Wits should set up structures to assist integration. Concretely, for example, Wits might pair black and white first year students in a reciprocal mentor system. The second is that Wits should seriously address the issue of the way certain Wits procedures and personnel undermine the confidence of disadvantaged students. For example, Wits should ensure that the lecturers presenting the support programs are sensitive to and aware of the difficulties of disadvantaged students and the need to bolster the confidence of such students.

We will return to this issue when we discuss teaching and the curriculum.

Information

In addition to an academic, material and psychological disadvantage, there is a general feeling that disadvantaged students are also at an informational disadvantage (100% : Q 52). This occurs in at least three areas.

Bursaries, Facilities and Courses

Some interviewees say potential students fail to get to Wits because they are not aware of what is available to them in terms of financial support, in terms of the range of courses, in terms of facilities for study, and so on. Rural students are seen as particularly disadvantaged in this respect.

General Application Procedures

Relatedly, many potential students are daunted by the inaccessibility of application forms and by real difficulties in providing the information requested. Original certificates and documents are often obtained only with great difficulty. Many questions on bursary and admission application forms are alien or inapplicable to the students concerned.
Information Services

Suggestions to deal with this include an expanded public relations service to the schools, an expanded school liaison and guidance service, and advice offices in the townships. All of these could assist in making more widely known what Wits has to offer, how candidates should go about making subject choices, what is involved in complying with requirements, and helping prospective students with the intricacies of admission and bursary applications.

Greater access to practical information about Wits is clearly perceived as a major need, and the report will return to this issue when we discuss community relations.

3. The Curriculum at Wits

When we asked people what they thought about the content and the structure of courses at Wits, they usually begin by making comments about the isolation of curricular issues from community concerns and about the quality of teaching at Wits. They then go on to make concrete suggestions about how the content and structure of courses and of research can be made more relevant to community concerns, and about how the quality of teaching could be improved.

The general theme in this section is not so much that the Wits curriculum is bad as that it is inaccessible: "most of the work produced at universities is in a form and style inaccessible to ordinary people". The suggestions are consequently largely about accessibility and relevance.

Present Content and Structure

Some interviewees are of the opinion that the curriculum at Wits is adequate as it is. In this view, students are "made aware" and Wits seems to be producing the "right kind" of person. Others are complimentary about certain courses at Wits, particularly those which are seen as containing a potential for community involvement. A sizeable majority however feel that, by and large, Wits does not prepare people to serve the community. On the contrary, it prepares students to serve minority interests.

This is seen as happening in a number of ways. Some see a distinct "white" (or western or dominant group) bias in both the content of courses and the way they are taught. Others see the sectarian effect working more structurally. Science and education, for example, are conventionally presented as value-free. This 'value-freedom' is the outcome of an artificial distinction central to most academic courses between the technical and the social aspects of a discipline. Since the distinction is viewed as untenable, the insistence upon the technical value-free dimensions of a discipline is seen as a covert special pleading for certain minority interests, usually those of big business. The more Wits claims 'value-neutrality' therefore the more suspicions it arouses about the 'real' interests being served.
Even 'urban' interests are seen as being served in this way: doctors are held to be 'trained' to want to stay in the cities and not to want to go out into the rural areas.

There is a corollary to this point. By their emphasis on the technical dimensions and on 'value-neutrality', courses at Wits all too often avoid addressing the issue of "training for what". Many students, especially white students, therefore pass through their training unenlightened about social conditions and slip unawares into positions of privilege.

There is a second artificial distinction, parallel to the first, which is perceived in many courses at Wits. This distinction is the one between theory and practice. Too many courses offer predominantly theoretical and very little practical training. This sort of course does not prepare people to deal with practical problems in creative and progressive ways. Indeed, it may well have the opposite effect: The B Ed course, for instance, is seen by one interviewee as putting people off from going back into "the system".

Wits does offer some courses which attempt to grapple with community concerns - the community health course is seen as one of these. However, there is a strong impression that Wits does not take this issue seriously, since the course is not regarded as important enough to be examined. Consequently, such courses are seen as tokenism. In any case, some ask, if Wits were serious about its concern for social issues, why does it spend so many millions on highly specialised hightech research with limited applicability rather than on projects addressing key social issues?

The plea for more community involvement should not be seen as a plea for lower standards. Standards do not have to be sacrificed to inject social content. As we have already seen, there is substantial support for the point that Wits should maintain its international reputation for high academic standards (79.3% : Q 13). However relevance and high standards are seen as perfectly compatible.

Present Teaching

Some interviewees feel that Wits has a high quality of teaching. Others speak of "narrow-minded gurus" who "mystify education". More specifically, there are three main areas of concern about teaching at Wits.

Many people refer to racism at Wits, and racist lecturers in particular. This racism is rarely overt, except occasionally in the case of insensitive jokes or comments. More usually, the racism is implemented via a pervasive but covert set of negative expectations. Blacks are consistently expected to do less well than whites. A variant of this is the tendency to assume that black students cannot do as well as white ones because of their bad educational background. This sort of expectation has a powerfully self-fulfilling dynamic. Interviewees point to cases where the same work handed in by a black student gets a significantly lower assessment than the equivalent work handed in by a white student. Whatever the real facts of the cases in question, there is a widespread and persistent perception that this is the case.
There is a feeling that Wits over-emphasizes staff research and publications instead of teaching excellence, and that this bias is enshrined in its criteria for promotion. The best and most ambitious staff are consequently less likely to spend effort and energy on their teaching commitments.

Too many Wits lecturers have no experience of the black community, and consequently their courses do not reflect black community concerns.

In short, the present Wits curriculum is seen as doing four things:

It emphasizes technical concerns at the expense of fostering an ethic of community service and as a consequence it produces self interested graduates. Secondly its courses are too theoretical, and as a consequence it produces graduates ill-prepared to help tackle pressing community problems. Thirdly, the inevitable outcome is that dominant minority interests come to be served almost by default. Lastly, it discriminates against black students and it downgrades the concerns of the black community. Each of these points is addressed in the recommendations.

Recommendations for Curriculum Change

Some of the interviewees make a distinction between school and university education. Schooling, they say, should provide a broad education. University education, on the other hand, "should train the youth for the future development of South Africa". "Education must not only free a person but instil a desire to change society if it is wrong or inhuman." It is in this sense that the more programmatic slogan of "education for liberation" should be understood. In other words, university education should be relevant, practical and accountable. These are the major themes in the recommendations for curriculum change.

There are a number of suggestions to do with increasing the relevance of course content. There is a strong feeling that there should be more African content (82.1% : Q39), or indeed that there should be courses in black studies (76.9% : Q40).

There is also widespread feeling that Wits courses should be "based on the needs of the community" and community development (96.5% : Q41). What is meant here is that courses should recognise the priorities of "third world" as well as "first world" problems, that they should reflect the mixture of "first" and "third" world issues in our society (76.8% : Q12). In addition to issues such as preventative medicine, low cost architecture and appropriate technology, our interviewees suggested for example courses on customary and small-claims law.

There are also a number of suggestions for leadership training, and that courses should encourage self-assertion, pride, and "liberation from racism and indoctrination". In other words, there is a general demand that courses aim to raise the level of students' social awareness or critical consciousness (100% : Q36). One concrete recommendation was that black and white students should be paired for project work.
Practicality and Relevance

A series of recommendations have to do with the overly theoretical nature of the curriculum and the absence of a problem-solving thrust. The suggestions have implications for staff as well as for students. In the first place, all courses should be geared towards research, problem-solving and synthesizing skills. In other words, course issues should not be debated in a vacuum, but in terms of their practical relevance to real community problems.

There is general agreement that there ought to be a "practical component" to degrees. This could mean some form of community work (74% : Q64). Examples could include medical student service in community or rural clinic, or trainee teachers tutoring boycotting scholars for instance. It would be important, however, to embark on such community service schemes with great care and sensitivity. The form of involvement should be worked out in close consultation with the relevant community organisations and not simply decided upon unilaterally by the university. The students must be properly supervised. They should also be properly sensitised to the cultural environment they are going into, and where possible, have some knowledge of the language of the community concerned.

One way for academics to overcome their lack of knowledge about community concerns and issues would be for them to do some kind of community work (67.8% : Q65). They could, for example, run courses and seminars one day a week for community organisations, unions, or even schools. Alternatively, staff could hold joint appointments with Wits and with community service projects like the Alex Clinic for example. This would have the effect of giving community service a higher status than it enjoys at present, and would therefore make it more attractive to academics.

Another way of making courses more relevant would be by inviting community or union people in to Wits to lecture. Courses on trade unionism, for example, should have some input from practising unionists. Above all, Wits courses should look for ways to bridge the gap between the "ivory tower" and the community. Policy and evaluation committees should be set up in each faculty to look critically at subject content and its social implications. Students (85.7% : Q66) and community people should also have seats on such committees.

Teaching

The question of racism at Wits is seen as something of a paradox. The problem is most pressing in relation to teaching. But, that is the level at which least is done about it, because it is generally thought to be a problem best addressed by higher levels of the University or the administration. The upshot is that the issue is never seriously addressed. Two suggestions are made to redress the balance.

The first is that there should be a non-racial code of conduct for all Wits employees (93.1% : Q58), and that committees at the university should use some index of "human relations" as a criterion for selection and confirmation of staff.
The second is that Wits should run workshops to make its staff aware of the hidden costs of racism and cultural chauvinism, and show how many comments and jokes are unwittingly hurtful and offensive. Responses to the questionnaire show that people think that the reservations about Wits' teaching have more to do with a lack of concern for the problems of disadvantaged students (85.1%: Q67). Nevertheless, some interviewees did feel that the quality of teaching could improve if Wits were to reward teaching as well as research. Four specific suggestions were also made with a view to improving the quality of teaching.

The first is that Wits lecturers should explicitly set out to build student confidence. They should make it clear, for instance, that they welcome questions. Three suggestions all have to do with diminishing the "hierarchical lecturer-student dichotomy" which is seen as crucial to the issue of student confidence. They are for more workshops, more peer-group assistance schemes and multimedia curricular packages for self-study. These suggestions show that the community perceives Wits' teaching not so much as being bad or of low quality, but as requiring supplements in order to make it even better.

Research

There is a unanimous feeling that Wits should move its research priorities from narrowly technical considerations towards a greater responsiveness to community concerns (100%: Q38). As with community work, this should be planned in consultation with the relevant community organisations, and indeed, this kind of research can become a major "bridge for building community links". Academics need however to be sensitive and meticulous about their research methodology and care should be taken not to misrepresent community positions. Also, the research should not simply depend upon the requirements of higher degrees, ceasing when the qualification has been obtained. The period of research and the information should be attuned to the needs of and made available to the community.

Our interviewees also argue that student projects could profitably focus on community issues but with the proviso that community organisations should not be "swamped" by students. Above all, community-based or "progressive" research can play a vital role in convincing people in South Africa as a whole of the need for change.

People's Education

The programme for democratic involvement in the reconceptualization of education in South Africa launched by the two NECC conferences and embodied in the slogan "people's education" is seen as having important implications for Wits. In the first place, a distinction should be drawn between education for transition and education for a future South Africa. "people's education" is part of a vision of a future South Africa. Some felt that "Universities have an enormous role to play in formulating people's education".
Wits could for instance second academics to the proposed "People's Education Committees "which will be looking at issues of the school curriculum. Wits could also lend assistance to local attempts at people's education, for example the reopened Ubuntu Social Development Institute at Wilgespruit. But above all, the way that Wits restructures its university courses would have a "ripple effect" on people's education in that innovations at the tertiary level would open up the way for innovations at the secondary level.

Others are less hopeful. They suggest "at best, Wits should not hinder people's education". The last minute cancellation by Natal University of the venue for the second NECC conference is perceived as such a hindrance. However, Wits' hosting of the first NECC conference is viewed in a positive light by many.

4. The Structure and Process of Control at Wits

As this report has already shown, there is a general feeling that Wits is organised and controlled by a minority for a minority. When we asked people to consider the way that Wits is planned and run, they started off initially with this perception, and then went on to consider ways in which the planning and control structures can be made more accountable and participative. In nearly every case, the suggestion was not that the minority should be removed, or that they do not have a legitimate right to be represented at Wits. The point most usually made is that other interests and voices should also be heard and taken into account. Most of the recommendations are of this type.

Present Interests

There are a number of contenders for the mantle of minority interests, and indeed, many of our interviewees see more than one set of minority interests operating at Wits. Those most frequently mentioned are white interests ("it is unsatisfactory having whites speak for blacks") and the interests of big business. In the minds of many, big business is closely linked to the state.

Big business is seen as exercising control in at least two ways. The first is that it is seen as providing money to those faculties and departments that service their technical requirements. These sectors of the university then flourish at the expense of the other sectors. At least, Wits should make public its relations with and obligations to its funders.

The second is that powerful business interests in the decision-making bodies at Wits, like Council, are seen as allowing or encouraging only those kinds of educational reforms that suit their purposes. This is what our interviewees mean when they say that the "funders have got too much influence."
Other minority interest groups are seen to be hampering reform in a more managerial or administrative way. These include an "old boy network", "professional staff out of touch with the community", and "conservatives", and these are coupled to a general feeling that Wits is too controlled from "on top". One interviewee reports a senior member of Council as saying "Wits is not a democracy - it is an oligarchy". These interests are seen as acting as a brake on faculty and departmental level initiatives for reform. It is also believed that control is exercised via the state subsidy formula which rewards certain kinds of research and works in "the State's interest", thereby orienting Wits along narrowly technical avenues.

The point being made here about "interests" is not that control is being exercised in a rigid sort of way. Indeed, people acknowledge that Wits allows space for radical research and thought, and this kind of control is not seen as directly inhibiting "academic freedom" (see Q 7). But Wits is seen as obligated to these interests and this is seen as standing in the way of accountable and democratic control developing at Wits.

Participation

What Wits needs to do, say our interviewees, is inaugurate a process of "educating the educators"; that is, a process of opening itself up to outside influences. This can happen in two ways. The first is by making the decision-making bodies at Wits more representative. Some people question whether changing representation would make any difference. They argue either for changing the processes of control at Wits, or else for a process of greater consultation with community groups. Most of the suggestions made in this regard take one of these three positions.

Representation

There is widespread consensus that Wits ought to expand the number of black people at all levels of decision-making (100% : Q 53); in the administration (100% : Q 54); and on the academic staff (100% : Q 55). Certainly Wits is presently seen to be making an effort in the latter regard only, although even here, Wits should not only attract more black staff but should actively create opportunities for them. This would include encouraging black graduates to stay on at Wits. In addition, if Wits demonstrated that it is serious about change, some believe that black academics abroad would consider returning.

A note of caution is sounded by some interviewees who point out that selective inclusion of black people into decision-making bodies like Council should be done with care and with community consultation so that appointees are not seen as "sell outs". Tokenism will not be well received.
The issue of more honorary degrees for black people or for "progressive community leaders" enjoys a good measure of support (86.7% : Q 60). But the same caveat pertains here: Wits should take care to give honorary degrees to people who enjoy community respect. For at least one interviewee, more honorary degrees for people simply on the grounds of their race would be a "bizarre and fruitless exercise".

As far as student representation is concerned, there is a view that sees the necessity for extensive student representation throughout the University. Substantial voting rights on Senate would be an example.

Another view is more cautious: "It is easy to say students should have more control but those same students are products of the system." On the other hand, most would agree that students should be taken seriously on issues they are directly involved in and may have influence over. There is for instance substantial support for the view that students should have more say over course content (85.7% : Q 66).

The major reservation that many people have about posing the question of control concerns the difficulty of establishing effective structures in an undemocratic society. For some, blackness per se is also not the issue. It is a process of accountability that is at issue. A similar point is made in connection with student representation: "Does democracy mean accountability to those students, or people of the broader society?" For people taking this view, clearly the latter is desirable. For them the process of control and consultation is a more viable, though not easier, kinds of change.

The general trend of suggestions for changing the process of control at Wits is in the direction of a greater devolution of power. Student and staff committees in departments and faculties should, in this view, have a far greater decision-making power than at present.

Perhaps the major form of participation favoured by our interviewees is the one of consultation with community groups. In this view, it is strongly felt that community participation is essential to Wits' internal transformation. This is the "desired route", not least because it is believed that educational structures from which community participation has been excluded (like Bantu education for instance) will be rejected by the community. There are a number of suggested forms of consultation. One is through a group or committee of community leaders that could advise Wits on policy (84.6% : Q 63). The danger with this form, some argue, is that such a committee "would not have the resources to make representative decisions". Another suggestion is for consultation with the community more directly and less formally, for instance via links with the educational officers of various organisations.

Redress

Given the widespread perception that Wits operates in a way that does not favour community or black interests, there is a strong, linked perception that Wits needs to set up an easily accessible, neutral redress procedure to deal with staff and student allegations of discrimination and victimization (100% : Q 59). Care should be taken by Wits not merely to pay lip service to this idea. Indeed some feel that such a redress body could never satisfactorily address the real causes of such grievances, the wider racism and conflict in South Africa. Nevertheless there is a strong feeling that Wits would be declaring its positive intent by instituting such a body.
5. Community Relations and Wits

This report has up to now dealt largely with perceptions and suggestions having to do with the internal working of Wits. There is also a major set of perceptions and suggestions having to do with the external relations of Wits. For many of the community organizations that we interviewed, the primary question for Wits has to do with how Wits serves the community, and how it might do this better. This question is naturally the preoccupation of those organizations such as cultural groups and unions who have no direct involvement in Wits. But there is also a widespread feeling that it is appropriate for a University like Wits to have a close and productive relationship with its surrounding community. When we asked people how the broader community could enter into a closer association with Wits they usually began by commenting on the general distance they feel from Wits, and then went on to make concrete suggestions about how Wits could make non-formal courses and material and expert resources more available to community groups. The general theme in this section is thus that Wits and the community should foster a more "reciprocal relationship". The practicabilities of addressing this issue form the bulk of the recommendations.

Present Relations

There are certainly a number of features of Wits at present which are perceived as constituting "good community relations" - certain courses were cited here. Nevertheless, there is a general impression that Wits is "isolated from the man in the street", and that there is little appreciation for either community ideals or for the fact that the community has a "hunger for information".

Some people feel that at present the Centre for Continuing Education courses are "narrow and inaccessible", or that they do not cater for community needs (62.9% : Q 73). This is seen as the result of inadequate surveying of community needs. "Any programme or project which proceeds without knowing what the community wants or demands will be meaningless". One interviewee refers to the Riverlea clinic as an example. Investigations like the "Perceptions of Wits" survey are seen as a good starting point for informing the university authorities what interested parties think the aims and goals of Wits should be. What Wits is believed to have done in the past has been to respond to individual's views and not to organisational or community needs. This has principally been because no proper channels exist to assess and advance the latter. The making available of Wits' facilities for the NECC conference in December 1985 is seen as significant. However it is seen as only being possible because of contacts with individuals within the University. More formalised channels of university-community communication are suggested: "It is not a question of offering yourself for charity but a beginning of working together with people in a normal way".
Recommendations for Better Relations

A number of interviewees mention that Wits should take care not to "impose" on the community. It should be "self-conscious" about the skills that it has to offer so as to avoid dominating the people concerned. In addition, people dealing with the community should have "integrity" and ideally "experience". Above all, they must not "push their own pennies" or otherwise attempt to push organisations towards a particular position. In each case, the kind of relationship established must be open to negotiation. "Community relations should always mean reciprocal relations."

When people make recommendations they usually have in mind a specific client group other than Wits' conventional or formal student body. These include for instance working people, organisational members, black students at other universities, matric students and unemployed people.

Wits would, by making resources more widely available to the community, help to change the "quality of life" of the community.

Non-Formal Educational Provision

Whether they are referring to seminars or larger courses, our interviewees generally proceed on the assumption that these should be offered either on-campus or off-campus. This report has noted previously that there are advantages attached to both of these localities.

Off-Campus Locations

The major advantages to having non-formal courses presented off-campus are that it is easier for people who do not have their own transport to get to courses in their own neighbourhood, and that it is easier to move lecturers to the community than to move the community to Wits. "Night schools" would be particularly appropriate off-campus. One suggestion mentions "mobile education units" which would contain basic educational resources for presenting courses off-campus, especially in rural areas. Another suggestion mentions church halls as possible venues.

On-Campus Location

On the other hand, Wits is seen as a respected academic institution and as such will be relatively free from state harassment, something that cannot be guaranteed at venues off-campus. It is also central, near transport and has many facilities already available. The interviewees are often aware that Wits' facilities are stretched during term time, so that vacation time is seen as an appropriate time for Wits to run its non-formal programmes, especially intensive fixed-time courses, in addition to evenings and weekend classes.
Kinds of Non-Formal Provision

There are a number of concrete suggestions as to the kinds of non-formal courses Wits could offer. They range from short to longer courses and include the following:

- extension courses for teacher upgrading
- consumer education courses
- health education, first aid and safety workshops
- workshops on street law
- "parallel courses" for matric students
- seminars on drama and theatre that address local culture
- public lectures on contemporary social issues to stimulate public debate (100% : Q 74)
- basic skills courses (e.g. technical skill, media skills) (100% : Q 75)
- courses for black students
- leadership courses
- alternative courses for unemployed people
- lecturer exchange programmes with black campuses outside the "independent" homelands to expose black students to good teaching (60% : Q 62)
- History and sociology courses for adults.

It is suggested that Wits could link up with existing programmes, like those at FUNDA centre. The seminars and workshops should be open to all people. For the larger, skills-based courses a practical experience requirement may be appropriate. In these cases, the courses should be accredited and certificated. It is important that courses of this kind are seen to be considered by Wits as important and valuable.

Finally, Wits should be open to community initiatives in this regard. Community and union people can for instance reciprocally give courses to university people about the "real world". Also, unions and organisations should be able to invite Wits staff to give talks and give courses to their members. We return to this point in the next section. Above all the kind of course presented and its content should always be decided in consultation with the organisations concerned (89.7% : Q760. There should always be "open discussion".)
Resources

When people talk about the resources that Wits has and that could be made more available to the community, they generally refer either to material resources, expertise, or to research as a resource.

Material Resources

There is undoubtedly a great demand for greater access to Wits' physical and technical facilities (96.6% : Q 71). These include the following:

- access to venues for meetings and lectures. These should be made available not only for Wits courses but for courses and meetings arranged by community groups themselves;
- access to audio-visual and media equipment. Ideally short courses would be run to train people in the use of the equipment;
- access to computer services like international bibliographic searches;
- access to the Wits theatre and other cultural facilities;
- library access is a major perceived need. On the one hand, it is suggested by some that the Wits library facilities should simply be opened to all. On the other hand, there is understanding that this might just not be practicable because of the great numbers and limited resources involved. There are various solutions proposed to this problem:
  - access to the library after hours and at weekends;
  - the establishment of an on-campus library resource centre for use by community organisations and trade unions (100% : Q 78);
  - the establishment of a library or resource and study centres off-campus in the community (100% : Q.69);
  - access to the sports stadium and other sports facilities.

It is recognized that there is at present a certain amount of access to facilities at Wits. However, this usually occurs via contact with certain individuals. The need for a facility whereby Wits can respond to community organisations and not just to individual overtures is an issue dealt with in the last section.

Expertise

It is widely perceived that Wits could give greater assistance to community organizations in the way of expertise (93.1% : Q 77) by diffusing its skills more effectively into the community. Some of the ways it might do this include the following:
a major need is for the writing and lecturing skills of Wits academics. It is felt that Wits could recognise that need in the following ways:

certain academics could have a portion of their official duties allocated to "service time", when they would be available to organisations for consultation, writing or teaching;

alternatively certain academics might for fixed periods be seconded to organizations, or perhaps even be employed on a joint appointment basis;

if Wits were really serious about its community involvement it might even consider appointing academics especially for this purpose.

Wits might for instance set up service clinics, advice bureaux which could assist people to understand their legal rights, their health care needs, or their technical building requirements.

There is also a great need seen for community counselling by Wits' psychologists and social workers. Wits should recognise that the current crisis and conflict have profound psychological effects on communities.

Research

The kind of information generated by research is seen as a valuable resource for community organisation. It is argued that Wits academics could and should do more "community relevant" research, although this should never mean that student interests are sacrificed. Research could perhaps also be commissioned. Special research institutes might be set up to do this. For instance, Wits might well be able to do commissioned research for the newly-established Commission of Inquiry into People's Education. Above all, all research done on communities should be appropriately "fed-back" into the organisations concerned. Interviewees mention a number of cases where research is not fed back and Wits is seen as parasitic as a result.

Liaison

All Wits' efforts to establish closer community relations could founder unless formal channels of communication are established between Wits and the community. A number of organisations mention bad experiences when trying to get halls and venues. There have been cases where educational organisations and trade unions have been denied space, and cases where bookings have been cancelled at short notice. The unilateral termination of the FOSATU labour studies course also left that organisation unhappy with university procedures and policies.

Many believe there is a need for some administrative liaison unit with clearly defined procedures for contact (96.5% : Q 79). This unit would deal with all approaches to the university by community organisations. In addition, it should initiate and not just react. It should actively publicise the facilities it offers. Such a unit could also be a means for on-going consultation. For instance, at least one interviewee commented that the "Perceptions of Wits" project should not simply be written up and left on a shelf, as they felt happened with the previous investigation into Wits that led to the Academic Plan in 1980.
Conclusion

Thus a widespread view is that Wits could and should become more closely involved with the community. In order to show its commitment to this it is felt that Wits should orient itself to deal more directly with expressed community needs and not simply with individual requirements. It should be a University effort, and not simply left to well-intentioned individuals. In addition, it is argued that Wits should press both the private sector and local government to invest more in local non-formal education. Finally it is believed that community involvement will in time come to be reflected in the courses that Wits offers. In this way, Wits could and should become a "university for the people".
CHAPTER THREE

THE OVERSEAS SURVEY

It was decided at an early stage that the credibility of the university was derived from more than our local constituencies. It was therefore agreed that an attempt be made to assess what our overseas colleagues' views were on the role of the University in contemporary South Africa.

In choosing the most appropriate country we had little difficulty. The British have left a very clear legacy in South Africa as past colonial masters. In many cases it is the British university that we look to for our educational and institutional models. It was in the British universities that much of our history has been written and our links with these institutions are still strong - although they are coming under increasing pressure.

Methodology Employed

The group that we were seeking to contact in the United Kingdom had to fulfill certain criteria that would broadly mirror those criteria employed to select our sample in the domestic community. These criteria were:

* the persons/institutions spoken to have credibility in their own community;
* their opinion could be deemed to have some influence over debates on South Africa in that community; and
* they, although influential in British academic circles are largely excluded from influencing the direction in which Wits, and other South African universities take in regard to educational matters.

In our sample we make no claims to representativity but merely sought a typicality of response. As will be realised from the following characterisations of typical responses, a pattern had emerged even before the interviews had been completed. It is generally accepted in social science literature that a repetition of patterns of data can establish the typicality of a response.

The specific sampling method chosen was a structural sample which employs as its means of selection units connected by some specified relationship.

To construct an acceptable sample we used 'strategic informants' employing a method known as 'snowball sampling'. This is a method where the researcher builds up a sample of a special population by asking an initial set of strategic informants to supply names of other potential members for the desired sample. Following on the names supplied by our strategic informants a total of 23 interviews were conducted in the Greater London area, Essex, Warwick and Liverpool.
Three key institutional responses were sought. In the academic field, the Association University of Teachers (AUT) is the most representative body in the Universities (30 000 members), with estimated 80-85% representation. It is a prime mover behind the academic boycott (e.g. the exclusion of the South Africans from the World Archeological Congress in Southampton). The Anti-Apartheid Movement is the single most influential British pressure group for the removal of apartheid. The British Council, on the other hand, is in an institution that believes in a policy of increased informal contact with South Africans. In addition we interviewed representatives from the African National Congress (ANC Lusaka) around the key themes of image, access, curriculum, control and community relations. Appendix 4 contains a list of those interviewed.

Structure of the Interviews

Where possible the informants were given a brief outline before the interview as to the material to be discussed, to try and avoid "cold starts". This was particularly necessary for those persons not involved in South African academia. In instance, where the person needed time to reflect on the issues, a second interview was arranged where possible.

The first part of the interview was taken up with a detailed explanation of the origins and aims of the whole survey. This ensured that people understood our motivation and needs.

In many instances, informants would require some information about Wits, for example the number of black students. This was particularly important for those who have been out of South Africa for a substantial period of time. The necessary information was provided by the Wits Public Relations Department before embarking on the overseas visit.

The first part of the interview proper would be a short background account of the informant's qualifications. In this way, many Wits graduates were identified in the sample.

The major part of the interview was open-ended, structured around two main themes:

* the perception of the role that universities such as Wits play in South Africa

* what universities such as Wits could/should be doing in South Africa today?

Characterising the Responses

Twenty three respondents clearly had a great deal to say on the subject. The only way that the nuances of their views could be captured would be to publish the interviews verbatim. However, since the aim is merely to capture typical responses, we have found it both possible and expedient to characterize the responses into three general positions. The responses have been characterized from the individual interviews, the institutional positions and relevant secondary literature. The detailed points that emerged can then be discussed under the relevant headings.
The general responses were:

1. The University is caught in the contradictions of Apartheid and therefore has no useful role to play until the wider social structures have been transformed.

2. Although the social system does limit the University, there is still a vital role that the University could play.

3. The University needs to be supported to the extent that it defends academic freedom in South Africa.

Before the positions are discussed it is necessary to identify a dominant perception of Wits in the first two categories. This perception "that Wits does not live up to its liberal image" emerged in both positions, and was a point of departure for many of the criticisms to follow.

Image of the University

In discussion on this topic, there emerged a fairly constant position that was, to varying degrees, critical of the university. While many readily agreed that Wits does have a liberal image, few were prepared to state that this was a reputation that it fully deserved.

However the notion of 'liberal' was used in two senses. In many cases it was judged in terms of the vision of 'liberalism' characterised by the defence of civil liberties, human rights, the rule of law, etc.

However, a second way in which respondents were prepared to concede that Wits is 'liberal' was by comparing it with other universities in South Africa viz. the so-called "ethnic colleges", and the Afrikaans universities. In this case therefore, the real meaning behind Wits' perceived liberalism is that it is 'more liberal than the rest'.

In some cases, not even these distinctions were accepted. "The English-speaking universities have a very patchy record. Their traditional claim to have superiority over the Afrikaans universities no longer looks true: it is not at all clear that any distinction can be made", was one opinion expressed.

Mainly universities such as Wits were seen as having provided education for the white minority, while having taken very little cognisance of the needs of the majority of South Africans. Although it was accepted that, in the period after 1959, the state had legislated for this state of affairs, it was generally argued that the University had not acted sufficiently in defence of academic and wider freedoms. "The universities need to demonstrate practical action in support of liberalism. Academic freedom is meaningless unless one can share social amenities like residences for example."
For whites, and the limited numbers of blacks who had been admitted, "education has always been propagated as a means for individual advancement. It is vital to uncover and expose the concept of education as a means for individual advancement." This is seen as something that the university could address, although wider social structures and norms also need to be reoriented.

"One would hope that the university would inculcate the social reasons for studying - education must be for the community, and not just for status. It is the task of the university to help create that attitude."

It was made clear, therefore that to the extent that there was a liberal reputation enjoyed by the universities, it did not stem from the institutions themselves, but rather it has "been based on the activities of small numbers within the universities." Generally speaking, the white universities present a mirror of South African society.

There were, nonetheless, many who made positive points about Wits. It was seen as one of the most progressive institutions in the country, and had at times made a stand for the extension of larger freedoms in the country.

Additionally, it was noted that the space for debate within the university had been opening up for some time and, more importantly, that this was being allowed. "There has been a growth of radical teaching in the social sciences, and radical research has been permitted. It seems that the universities are not trying to stop this research, This is to be noted."

Nonetheless, it was also felt that the universities need to accelerate internal changes. "If the university sets as its target merely keeping up with the state, then the university will always be behind - the universities need to always be ahead."

This was one of the most pervasive themes to emerge - that the space exists within the universities to play an active independent role, seeking changes and solutions for South Africa. While this perception is based on a critical perception of the lack of University action to date, there was an underlying optimism for the university should it take meaningful action. The university needs to identify this space, and act to occupy and expand the possibilities that do exist.

In short, the universities need to be seen as part of the solution and not as part of the problem. "The universities in South Africa have a duty to prepare themselves now for a changed state - to help service the transition." The university needs to act now, "so that when change comes, Wits does not have to be dismantled". To this end, a sense of real urgency on the part of the university needs to be demonstrated practically.

Position One: The University as a Mirror Image of Apartheid

The starting premise is that academic freedom and the dissemination of knowledge can only flourish in a society which is free. However, while most respondents across all positions stated this basic belief, people arguing this position saw the limitations imposed by the South African state and the social system to be so extreme as to render the role of the university in charge virtually meaningless, and at best ineffectual. "It is the fact that institutions such as Wits operate within apartheid that causes their contamination."
It was because of its perceived entrenchment in the wider society that "Wits, for example, cannot attain credibility as an institution that rejects apartheid", because, "even if it did reject apartheid, it could not have the same intellectual freedom and access as universities elsewhere."

While it was accepted that there are courses at the university which are critical of apartheid and which sought to inform (some of which were singled out for high praise), it was also felt that "such courses can also operate merely to normalise academic critique, thereby neutralising them and serving to legitimate existing structures."

Wits, and other South African universities, are therefore perceived as being integral to the apartheid structures, although at no stage was it suggested that such a position was either sought or accepted. Rather, the apartheid state would not (nor could it afford to) allow, the universities to adopt an independent, critical stance. Academic freedom would only come to the universities when larger freedoms were extended to the society as a whole. Anything less than this was tokenism and therefore meaningless.

So, while adherents to this position do agree that some critical thought occurs in the university, this was overshadowed by the perception that "there is no salvation for institutions like Wits. The social institutions of apartheid cannot be reformed piecemeal - they must be cast in a more democratic and free environment."

It is important to reiterate, however, that this view was held by a minority. It was a view with which many other respondents disagreed.

Position Two : The University as Contested Terrain

This position was by far the most dominant. It is one that is optimistic about the potential of the universities to create the space that would allow it to implement a meaningful restructuring of its role in a changing society. It was clear however that this would require some very positive and immediate action to be taken by the university.

What was most encouraging about respondents adopting this position, was not only the extent to which they saw that the university could play a central role, but their practical demonstration of this belief through their willingness to offer concrete suggestions, in spite of their criticisms.

This is not to suggest that they perceived that the implementation of their suggestions to be an easy task, the reverse is true. "Education systems need time to restructure, it is all too easy to underestimate the size of the project. A serious education programme requires sophisticated long-term planning."
They did however indicate, that fundamental restructuring and realignment within the university was absolutely crucial. Most respondents saw education as an issue that was firmly in the realm of politics, and therefore the solutions have to be as much political as educational.

Responding to the needs of the wider community

The overwhelming view of what the university's most immediate priority should be, was the need to respond much more concretely and directly to the needs of the wider community. It was felt that the university needs to alter the social base of its constituency, to make it more relevant and representative. "What is needed is the transformation of the university from an ivory tower institution to one serving the needs of the community." For the ANC, this requires a dual approach, "just as we expect students and staff to take part in the lives of township residents, so we urge that efforts be made to bring communities into the life of universities."

Respondents had many views as to how these changes should occur. While concrete suggestions were diverse and varied, they do not appear to be mutually exclusive.

It would be useful here to suggest that the university can be seen to have two constituent parts:

a) its internal operation, and
b) its relation to the wider community.

Within the University

As far as the internal operation of the university is concerned, the priority was absolutely clear. "The main problem facing the universities is that of black access to education." What will become clear here, is that while numbers are seen as significant, ("in that they signify access to professional accreditation, which therefore ramifies in the occupational fields"), they cannot be seen in isolation from who is teaching, who is taught, what is taught, and, more widely, what they are being taught for. As far as the student breakdown is concerned,"the university should try to see that the university will at least reflect the racial balance in the country. This is the minimum demand."

It is also abundantly clear that tertiary education and its standards and provision cannot be divorced from the education that feeds into it. "The universities must take cognisance of the differing level of students entering higher education. The universities are taking black students - but they need to restructure their approach. A lot of problems emanate from lower education."
While it is therefore accepted that the inequalities of secondary education do impose real restraints on tertiary education, the universities need to tackle this head on, and not hide behind "academic standards" which may be seen as discriminatory, elitist and essentially racist. "If the notion of a representative racial mix in the universities challenges 'academic standards', then 'academic standards' need to be exposed as a concept that differentiates students on an unrealistic basis."

The problem then, is two-fold: how to open up the university; and, in so doing, how to cope with the differing needs of the student intake, without being discriminatory or paternalistic.

Entrance Qualifications

Many of the respondents spoke of the need to move away from the current primacy of matric qualifications. There are strong arguments for a revision here because:

a) the matric criterion does not acknowledge differing standards of education prior to the actual examination,

b) there exists a strong belief that the results of black students are manipulated by the DET and,

c) there is an insignificant correlation between matric results and performance at university in the case of black students. To this end, the gradual removal of formal entrance qualifications was seen as a solution to be seriously investigated.

The university would have to be clear about who the recipients of higher education are to be. "There is, however, a problem in trying to provide a mass education, and not one just targeted to the elite. It is no good just talking to those people who satisfy formal entrance qualifications." The adoption of different entrance qualifications does not necessarily imply a lowering of standards. In fact, the ANC state quite clearly "we do not contemplate a lowering of academic standards to absorb Africans. The aim should be to assist them to improve their qualifications to the required level."

As one commentator pointed out, "It is perfectly rational to choose a candidate who has done poorly in an examination if, having discounted his disadvantage which he may have suffered in preparation, we believe that he is likely to profit from a university education as well as one who has performed better on the basis of schooling better adapted for examination coaching."

But of course, the adoption of different admissions criteria tackles only the structural problem of exclusion created by inferior education. The need for a programme redressing the intellectual deficiencies that are the main result of such education was stressed.
Access to the University

Most respondents agreed that some form of bridging course was necessary as a form of "compensatory teaching". "What is most vital is the need for access courses linking lower and higher education - a preparatory year for access to the universities."

This all-pervasive demand was seen as the single most important innovation necessary to facilitate the wider access, both physical and intellectual, of the black population to the University. There were also many suggestions as to the ideal length of such a programme (generally 6 months to 1 year), the role a night school might play in this regard, and whether students utilising such a course would be able to obtain credits in furtherance of their degree.

It is equally important to stress that such a course was envisaged for any student who had suffered an inferior education, and was not seen as being exclusively for black students.

Composition of the Student Body

What was also perceived as necessary, and would in fact be aided by the introduction of such a programme such as the one above, is a move away from the current composition of the student body. "The university must move away from the 18 to 21-year-old student as the model; this would necessitate intervening at all levels of education to allow for access to the university."

The point being made is that the structure of degrees offered at institutions such as Wits are by their very nature exclusive - they exclude those without the necessary time or finance to indulge in full-time study. "It is no longer viable to expect to have the same students for 3 years; more flexibility is required."

There were two main options seen as the most viable in addressing this problem: modular-style courses, and a greater emphasis on distance-teaching.

Modular Courses

A variety of advantages were seen in modular courses. "Credit-style courses rather than the traditional 3-year model would allow people to opt-in and out of university over an extended period to gain credits towards a degree." Additionally, and since the emphasis is on flexibility, "one could gain course credits from different institutions."

The main beneficiaries of such a structure would be the community most educationally disadvantaged at the present, who may not be able to consider further education owing to a combination of time, family, work and financial constraints. Clearly, this would aid the educational opportunities of working people, and put adult education more firmly on the agenda.
Distance Teaching

Distance teaching was seen as vital in making higher education as widely accessible as possible. And for this, a specific British model was often quoted. "The Open University model shows the possibility of significant results in the field of mass education." Once again, the possibilities for adult education were seen as particularly significant.

The Open University teaches by means of "multi-media" teaching. While the basic method is correspondence, use is also made of radio, telephone, television, and a compulsory one week summer school. "At the Open University there is no formal entrance qualification required for adults. The Open University works well with sufficient numbers of trained personnel, an intellectual labour force. Wits has this - the basic human resources do exist."

While UNISA, South Africa's largest university, is also a distance-teaching institution, it was seen as "riddled with weaknesses, both structural and ideological".

Black Teaching Staff

Another perceived priority is the need to expand the number of black teaching staff at Wits. "What must be stressed is the importance of black staff, not as tokens but in order to vitalise and start the debate posed by questions within the social sciences."

This was seen as a priority issue for the administration to address. "There should be a programme of active positive discrimination in its staffing policy. Such a programme should also discriminate on the gender issue, as well as race."

This was seen to have advantages in the sphere of education far beyond the obvious credibility that the institution itself would derive. "The questions and experiences from the townships are vital to the teaching role. This element is being missed."

Additionally, it was argued that the extension of black teaching staff would be especially beneficial to white students as "black staff would have a South African experience which they could throw back into the pool of education."

For the ANC, the question of black student access and employment of black teaching staff was seen as being part of a wider process of internal restructuring. "A mere increase in (black student) numbers would not be enough to change the character of white universities. In addition there will have to be representation of all sections of the population in faculty boards, Senate and Council, as well as in the teaching staff and administration."

This is obviously a statement of firm principles by the ANC. "We object as strenuously to all-white Senates and Councils in the universities as in parliament and government. This applies to administrations and staff as much as to the general body of students."
The University and the Community

Besides the many ways in which the university could restructure itself internally, emphasis was also given to the role that tertiary institutions could play in extending themselves into the whole community.

In this respect, the university is seen to be especially weak. "So far the university response in South Africa has been minimal. The university is not doing research into educational needs, there are no real links between the university and the community. The universities have not made their resources available."

Where the university is involved with the wider community, this involvement was perceived as being limited to specific interest groups. "A lot of departments seem to be interlinked with the needs of big business." A complete re-orientation was seen as vital. "The university has a role at the level of investigation and culture to expand its links with the black community - culturally, ideologically and intellectually."

The ANC stated, "Apartheid has deep roots in monopoly capital, financial institutions, mining houses, insurance companies, industrial and commercial complexes - all of which are actual or potential sources of financial and political support for universities and often closely linked to their governing bodies."

Control Over Research

Here the release of resources is obviously central. Resources in the wider sense of the term, not only financial and physical, but also intellectual is what is meant. Research into community questions is obviously one point of departure for assessing failure and students community needs, but it was seen as crucial that a more responsive approach to research needs to be taken.

"If blacks can get to a position of posing the research questions, they will put their research back into the community. We need participatory research. Initially, we must identify how to do the research, and with whom. We need to be clear about the objectives before embarking on courses. There is a need to involve the target groups and organisations in the construction of educational alternatives."

This would constitute a new approach to understanding our society. Let those affected most adversely by the social system help determine from a position of experiential knowledge, the priorities of research. The university could then release its resources and intellectual power in the successful and scientific investigations of such questions. This would address a common theme found amongst the respondents, that "the university should play a pioneering role in making its resources available."
Physical Extension of the University

Additionally, the university does have a duty to extend itself physically into the community. "There should exist an extension programme, which means university courses could be available in the townships." Many of the respondents saw a concrete role for the university and its students to play in this regard. "One would hope to see Wits students going out and teaching, for example literacy and numeracy. This should be motivated by the administration itself".

Equally importantly, a clearly articulated demand was that any extension by the university into the community "must be done in consultation with legitimate township representatives".

"If you want to convey a message to your administration 'For the sake of your society you must open some form of communication with the alternative, so that you have some passage to it - at least start exploring some communication. After all, sections of the government have indicated some desire to speak to the ANC - how much easier for there to be a meeting of minds at an intellectual level!'"

Before concluding this section on the specific role of the university, it is important to show what is not expected of the university. "South African universities cannot, of themselves, solve the problems facing education in South Africa." "It is not the role of the university to challenge the police on the streets of Johannesburg, or engage in armed warfare, but to reform itself as a university so that it is seen publicly to represent something different from the status quo."

On this point, the independence of the university is seen as paramount. As the ANC put it, "It is not feasible to establish organisational links between universities and liberation movements or radical organisations. Individuals can belong to political parties and organisations. This kind of involvement is not desirable for the university as an institution."

Position Three: The University as an Agent for Social Change

The basic premise of this position is that, for all the faults and shortcomings of the university, there are liberal elements within that deserve both applause and concrete support. This position believes that the liberal forces within the university need to be actively supported to allow for their expansion.

The justification for this position is provided by the positive perception of the university's role in publicly defending academic freedoms, often in the face of extremely adverse conditions. In his address to the University of Cape Town in July 1984 on "Enemies of Academic Freedom", the Master of Balliol College, Oxford, Tony Kenny stated, "The threats which governments make on our academic freedoms are mild with comparison with those made on you, and when we speak out against government encroachments we need not fear that our protests are being filed into a dossier or that our passports will be removed."
It is to give support to such liberal elements in the universities that a policy somewhat akin to the notion of "constructive engagement" is proposed. The general principle is summed up by Malcolm Rifkin, of the British Foreign Office, "as in so many spheres, we are convinced that helpful change is more likely to be achieved through encouragement and development of what is good than through confrontation and ostracism."

On The Academic Boycott

Naturally, the above interviews could not be conducted without some reference to the academic boycott of South Africa. The visit to Britain was conducted in the midst of a heated debate around the issue. The topic was highlighted by the exclusion of a party of South African academics from the World Archeological Congress, which was due to be held in Southampton in September 1986.

An attempt was made to engage all respondents on the issue and, more pertinently, to obtain an understanding of the positions of the main institutional actors, both for and against the boycott. In this respect, we made some form of contact with representatives from the British Council, the Association of University Teachers (AUT), the Anti-Apartheid Movement and the African National Congress (ANC).

The question of the academic boycott, while not central to our report, is nonetheless a significant and relevant item. The strength of the academic boycott is directly related to the perception of South African society in general and, in some cases, of the South African universities themselves.

In general, three positions can be identified in relation to the boycott:

1. Those that argue against any form of academic boycott;

2. Those that argue for the complete isolation of South African institutions and academics; and

3. Those that, while supporting the academic boycott, argue for the flexible, selective application of sanctions.

Arguments Against The Academic Boycott

Those arguing against the boycott had two main justifications for their position, namely that the boycott was contrary to the principles of academic freedom and, more tactically, that it most detrimentally affected those that should ideally be receiving the most support.

The academic boycott was criticized because it was seen to be undermining the free exchange of ideas, one of the basics of the academic ideal which The Times, in an editorial on the Southampton issue, characterised as being an ideal which "encompasses the disinterested pursuit of truth and the creation of conditions for free and non-partisan exchange of knowledge and insights of scholarship." (22.01.86)
It was argued that the wider dissemination of opposing viewpoints, facilitated through the exchange of scholars, was more likely to supply the necessary intellectual and moral resources needed to attack the various assumptions and structures of apartheid.

A more basic criticism of the boycott was that it simply does not work, and merely "amounts to the politics of gesture". The reason for its perceived failure was that it is precisely the people who needed support and those who could give it, who would observe the boycott. Supporters and apologists of apartheid, or those that merely disagreed with the boycott, would not pay it any attention.

The losers, it was therefore argued, are those who are meant to be the recipients of the benefits of the boycott. In arguing against these effects of the boycott, it was stated that "pressure from the outside should be trying to latch on to those exerting pressure from within. There are a great many academics in South Africa, who are themselves wholly opposed to apartheid - it is said that they should be deprived of overseas contact. The boycott is a pity for both sides. I believe in contact and communication".

The academic boycott was also seen to have a detrimental effect on the flow of reliable information about the situation in South Africa. As a fairly regular visitor to South Africa put it, "My role is trying to inform people. If South Africa is to be criticised, then we need the information with which to do it. So much criticism is a blunt, ritual incantation of the same thing."

For some, the extent to which the universities were prepared to take public positions against apartheid was important in being able to defend academic links. "On the question of visiting academics, those agreeing to undertake visits are very vulnerable to international criticism, and are therefore concerned to monitor the practices of the universities very closely. If the universities are seen to be failing, then many would wish not to have anything to do with them."

"If universities do contribute to the structures of racial inequality and privilege by virtue of their position in South African society, many academics would therefore take the view that it is wrong to visit, or collaborate with, South African universities."

"An alternative view can be defended in so far as the universities act within their powers to defend the values of academic freedom, critical and scientific scholarship, and to secure wider access to education for the whole population, and to promote a more free and equal society within which the universities operate."

Arguments for the Academic Boycott

The dominant position to emerge from amongst those interviewed was a position in favour of the academic boycott. "As regards the academic boycott, the purpose of the boycott is to isolate South Africa and bring home to South Africa the world's indignation and opposition to apartheid. Therefore it follows that any co-operation with South African institutions has the effect of giving legitimacy to that system."
It was pointed out on many occasions that the academic or cultural boycott was not a single act of isolation, but part of the attempted total boycott of South Africa, along with the economic boycott, sports boycott etc. "Now that the boycotts are reinforcing each other it would be sheer idiocy to break any part of the boycott."

The ANC reiterated this point. "It is ANC policy to isolate white-dominated South Africa in all areas, including sport, investment, trade, entertainment and teaching. We refuse to lift the barriers by making exceptions. This hard line is based on experience."

While it was accepted that the universal application of the boycott did affect those that were to be helped, it was felt that this was an unfortunate but inescapable result of the policy. "The academic boycott does have the effect of being indiscriminate, but on balance the advantage of 'good' contacts are outweighed by the disadvantages of lifting the boycott."

The idea that academics should have a preferential exclusion from the boycott of South Africa because of the intrinsic nature of academic activity was strongly attacked as being elitist. It was pointed out that academic freedoms could not be separated from the wider freedoms within a society, nor are they more important. This point is best made by Tony Kenny, himself not an adherent of the academic boycott. "Academic freedom is a genuine value, and a precious one; but it does not come very high in the hierarchy of human values. The right to academic freedom is not as high as the right to a living wage, or the right to live where one chooses, or the right not to be forcibly separated from one's family. A society which sets a high value on academic freedom and a low value on the other rights may be ... far worse than a society which denies academic freedom while respecting the more elemental human rights."

Even the defence of academic freedoms in South Africa, to the extent that this does occur, are seen as merely a small part of the overall picture. Opponents of the boycott "have placed enormous emphasis on the overriding importance of the principle of 'academic freedom'. Educational opportunities are determined by the institutionalised ethnic stratification system in South Africa, which severely limits the kind of 'academic freedom' that society as presently constituted can achieve even before political control imposes further constraints on freedom of expression for anyone whose challenge to white supremacy is perceived as dangerous."

However, the most important justification for the boycott was the fact that it had widespread support from within South Africa itself. "The policy of banning cultural exchange with South Africa is not something dreamed up by a cabal of politically-motivated intellectuals, but that of the organisations within South Africa and Namibia which speak for the majority of the people of those countries."

The Anti-Apartheid movement, for example, states that it receives many calls for the intensification of the boycott from black students inside the country. "Our general policy would only change if there was a clear mandate from within South Africa. The policy is one to which a whole range of internal organisations are committed, and we would only consider changing it with a clear mandate from within, from the ANC and other internal organisations."
The Anti-Apartheid movement, and others supporting the total boycott position, saw any attempts by the university to recruit staff in the United Kingdom as being a direct challenge to the academic boycott. It was also stated that if the university really cared about its image, it would close down its London office which is listed as South African Embassy property.

The Case for a Flexible, Selective Approach

This position is almost self explanatory. It was a view put by people who, while supporting the aims and principle of the academic boycott, were concerned that it was those who were meant to be aided that ended up losing most by the boycott. Therefore it was proposed that selective exclusion from the constraints of the academic boycott be applied to people active in the struggle against apartheid. It was felt that there were cases where it would be particularly useful to have an academic give overseas colleagues first-hand insights into the South African situation. However, those supporting the academic boycott seem opposed, at least publicly, to any selective approach.

The ANC stated, "Once exceptions are made, people will be encouraged to emigrate and settle in South Africa. Academics from abroad are quickly absorbed into white dominated culture, and succumb to its privileges and prejudices. Few indeed become supporters of the liberation movement."

Another respondent put it like this, "We must start from the premise that any boycott is to hit at the enemy. We are conscious that certain institutions are keen to break the boycott and expose loopholes. There are certain forces abroad that will attempt to break the boycott to open the floodgates, this is a danger. The progressive forces must not be used to undermine the boycott."

Summary

To sum up then, three positions emerged regarding the future role of Wits. One minority position is that Wits inevitably mirrors apartheid and cannot be reformed piecemeal. Another minority position sees the university as an agent for social change. It believes that the liberal forces within the university need to be supported in their role of publicly defending academic freedoms. This group either favours a selective academic boycott, or opposes it altogether.

By far the most dominant opinion expressed by those surveyed is that the university is contested terrain and has the potential to create the space that would allow it to restructure meaningfully its role in a changing society. While the dominant position was in favour of academic boycott it also urged that the university itself take immediate and positive action to work towards altering its social base as well as changing the white-dominated staff and student composition.

To this end, they put forward a number of concrete suggestions: a) change entrance qualifications, particularly matric; b) provide compensatory-access courses linking lower and higher education; c) introduce distance teaching and modular courses following the Open University model; d) increase the representation of blacks in all decision-making bodies; e) change the physical location of Wits' London office; f) release the resources and intellectual power of the university to the community through participatory service and research projects.
CHAPTER 4

UNIVERSITY SURVEY - PART ONE

The Purpose of the University Survey

The aim of the University study was to measure, in a relatively quantitative manner, the responses or attitudes of various constituencies on the University campus with regard to the ways in which Wits could serve the needs of disadvantaged communities as outlined by the community organizations surveyed in Chapter Two. It was not the intention of the survey to try and define a "University position" or to present a spectrum of University perceptions in a changing society.

The Questionnaire

In order to achieve the above aim, a questionnaire was constructed. This was based on perceptions of the University which had been provided by individuals and representatives surveyed from three areas:

(a) an overseas British, predominantly academic community (see Chapter Three).

(b) organizations operating within black communities in the PWV area. This included political, educational, church, labour, civic, parent, teacher, women's, professional and service organizations.

(c) representatives of student and staff organizations, and individuals working on decision-making bodies within the University.

Perceptions were extracted from interview data collected from the above constituencies and shaped into statements. The statements were not verbatim observations of the University but were attempts to capture the essence of perceptions of a wide variety of groups. Because most of these perceptions revolved around how the University should adapt its role to respond to the needs of disadvantaged communities, many of the statements in the questionnaire were overtly prescriptive. However, these were the observations and suggestions of people when asked to consider their general impression of Wits. At this stage it is important to emphasize that the statements did not necessarily reflect the views of the "Perceptions of Wits" group or the University.

One hundred and sixteen such statements were generated and loosely categorized into five themes. These were:

1. The University's public image.
2. Access to the University.
3. The University's curricula and research priorities.
4. Structure and decision-making within the University.
5. Community relations.

Terms of the Questionnaire

Respondents to the survey were asked to indicate the extent of their support for these statements on a five-point scale (1 = STRONGLY DISAGREE; 3 = UNSURE; 5 = STRONGLY AGREE). The initial 116 item scale was
circulated for comment to representatives of student and staff organizations, as well as individuals on various decision-making bodies within the University. The aim of this pilot survey was to ascertain whether any items should be rephrased because they were unclear, or omitted because they were repetitive. The main criticisms that arose from this pilot study were that the questionnaire was too long, many of the items were repetitious or included more than one point, and that the statements were biased. Consequently, many items were omitted or rephrased to capture one point, the questionnaire was shortened to 95 items, an additional response category was included to take into account those respondents who thought an item may have been inappropriate, and further emphasis was placed on the fact that the questionnaire consisted of statements which had been made by certain individuals who had been asked to describe their general impression of the University. Finally it must be pointed out that the questionnaires were anonymous. The only additional information requested was faculty affiliation, race of student respondents, and whether staff respondents were academic or administrative.

The Sample

The population from which the sample was drawn consisted of academic and administrative staff, and students at the University. Subjects were surveyed in the following ways.

(a) Academic Staff. All members of the University's academic staff (N=1104) were sent copies of the questionnaire through the internal mail. This sample included the Milner Park campus, the Medical School, and research staff. Names and internal addresses were provided by Staff Information Services. Joint staff members attached to both the University and an institution were not surveyed. Of the 1104 questionnaires mailed to academic staff, 439 were returned, giving a response rate of 39.8%. Furthermore, there were 198 staff responses which had insufficient information to ascertain whether they were from academic or administrative members of staff, and so the response rate was probably higher. Nevertheless, 39.8% is a high return for a survey of this nature and can be regarded as providing a relatively representative indication of academic staff opinion.

(b) Administrative Staff. All administrative staff, with the exception of grades 1 to 3 (consisting mainly of service staff), were sent questionnaires (N = 1242). This included secretarial and technical staff. Again, names and internal addresses were supplied by Staff Information Services. The first three grades were not surveyed by means of the questionnaire as it was felt that most sections of the questionnaire were inapplicable to this group. Furthermore, the opinions of organizations representing certain staff members (Black University Workers' Association, the Technical Staff Association and Administrative Library Association were assessed separately through in-depth interviews (see Part Two of University Survey). Of the 1242 members of the administrative staff who were sent questionnaires, 101 responded, giving a response rate of 8.1%. In actuality, this response rate was probably much higher (around 16-20%) as the unidentified staff responses (N=198) were more likely to have been from administrative staff. If faculty affiliation was not specified, then the response was coded as an unidentified rather than an administrative staff member. Only those responses which specifically indicated that the individual was in an administrative or maintenance department were coded
accordingly. Nevertheless, the lower response rate was to be expected as much of the questionnaire was not as directly applicable to administrative staff as it was to academic members of the University. For example, many items related to curriculum and research issues.

(c) Students. All black students registered at the University were surveyed (N=2475). The reason for weighting the sample in favour of black student opinion was that the main purpose of the project was to ascertain the attitudes and perceptions of individuals from "disadvantaged" communities. Two thousand five hundred and eighty eight (2588) white students were randomly selected using student records provided by Management Information Services. These students were proportionately drawn from the ten faculties and also included diploma and post-graduate students. Of the 5063 questionnaires posted, 462 were returned, providing a response rate of 9.1%. The overall student response rate is low and is probably due to a number of reasons. Firstly, although students' term time residential addresses had been requested, often those supplied were in different provinces or even different countries, and therefore were very likely incorrect. Secondly, because of the limited period for conducting the research, students had a short time to respond to the questionnaire which was sent by post rather than through the internal mail (as was the case with staff members). Finally, for the same reason as above, no reminder was sent to students (which would have increased the response rate).

Nevertheless, the low student response rate necessitates caution when generalizing the findings to represent the opinion of the student body.

All respondents were provided with return envelopes and were requested to return the completed questionnaires through the University's internal mail.

The Results

The results of the University survey have been analyzed according to the five themes outlined above. The extent of agreement and disagreement of the overall sample to each statement is indicated in the tables presented in the text. Tests of significance (t-tests) were conducted to ascertain whether there were any significant differences in the responses to various parts of the sample. These statistics are reported in the text wherever appropriate. Those statements for which there was the strongest and least support are discussed in greater detail. Also, those statements which generated a high degree of uncertainty are discussed briefly. It is the purpose of this report to merely summarize the results and not to provide an interpretation of them. Neither is it the aim of the report to speculate about the reasons for agreeing or disagreeing with the perceptions.

1. The University's Public Image.

As can be seen from Table 4.1, the greatest support within the University was for the perception of Wits as an institution which upholds the principles of academic freedom. There was strong agreement (89%) that the University should defend the tradition of rational argument and academic debate even in a time of increasing violence and racial polarization. The results indicate that an essential aspect of this tradition is the acceptance that all groups, regardless of political affiliations, should
be allowed to debate openly on the campus (86% agreement). In addition, there was strong agreement that the University should pursue academic excellence as measured by international standards (80%), whilst at the same time being committed to the needs of the disadvantaged community (87%). Indeed the role of the University was not seen as one which restricted itself to academic matters, but as one which was dependent on the University's involvement with both community and political issues. However, it was strongly felt (78%) that involvement in political issues should not include alignment with any particular political organization or movement. Nevertheless, there was support (46% agreement, 34% disagreement) for the University open dialogue with popular political organizations, such as the ANC.

There was a tendency to support the perception that the University must change its character to that of a tertiary institution within a Southern African context (47%), although there was also a high degree of uncertainty about what this meant (19%). Nonetheless, results indicated a strong feeling that the University should place greater emphasis on serving the needs of disadvantaged communities (68%).

Regarding Wits' image as a critic of apartheid, there was strong agreement (80%) that the University should voice its opposition to all forms of injustice, but that this should not extend to acts of civil disobedience (35% support), unless apartheid laws interfered with Wits' role as a University (66%). It was also felt that students and staff should respond to the problems of apartheid within their specific disciplines as scholars upholding the academic tradition (83%). There was a large degree of uncertainty (38%) as to whether the University's "positive" image was attributable to the work of a small group of individuals and whether the heterogeneous university community prevented the University from presenting a unified position concerning current events (34% unsure).

There were no significant differences in agreement between academic and administrative staff, with the exception that academic staff supported more strongly, the notion that the University must uphold the tradition of rational argument and academic debate (t=3.27, p<0.01).

There were, however, significant differences between the responses of staff and students. Students were far more supportive of greater university involvement in community and political issues (t=5.45, p<0.001). Furthermore, students were greater advocates of the University going beyond making statements about apartheid issues and becoming overtly involved in acts of civil disobedience (t=4.96, p<0.001). The University's future reputation was seen as resting less on its adherence to academic debate than on its active opposition to apartheid and its service to disadvantaged communities. There was a stronger belief amongst students that the University's reputation as a critic of apartheid was due to a small group of individuals (t=4.43, p<0.001). Furthermore, students were less supportive of the idea that Wits should adopt a political position of non-alignment (t=6.79, p<0.001).

More extensive differences were found between black and white students. Amongst black students who responded to the questionnaire, there was stronger agreement that the University should serve the needs of disadvantaged communities (91%) than that it should concentrate on the principles of academic freedom and excellence. There was less support for the tradition of rational argument and the idea that all groups, regardless of
political affiliation, be allowed to debate openly on campus. It was more strongly felt that the University's reputation was dependent on its active opposition to apartheid, and this should involve more than the making of statements (63%). These students did not perceive the University to be a heterogeneous community, unable to present a unified front. They also felt more strongly that the University should align itself with certain political organizations and open dialogue with the ANC (69%). All these differences were found to be statistically significant at the 1% level.

2. Access to the University

The statistics presented in Table 4.2 show that there was strong overall agreement (73%) that Wits should take more positive steps to facilitate access to the University by members of disadvantaged communities. This response was particularly emphasized by black students (92%). The questionnaire attempted to measure the responses of University constituents to three possible solutions to the problem of access. These included a variety of academic support structures, the introduction of part-time courses, and alternative admissions policies.

There was strong support for the implementation of a pre-university Summer School (83%), and for outreach programmes by university staff to improve the quality of teaching in black schools (84%). There was considerably less argument (52%) for the establishment of a junior college off-campus which would present courses for which students would get some credit towards a university degree (similar to the Khanya College model). However, it must be noted that a relatively large proportion of respondents (21%) were uncertain about the junior college alternative and the results indicate that the concept needs to be elaborated. It is interesting that there was also relatively less support (64%) for the idea of a bridge year preparing students on campus for their first year at Wits. This was true for both the staff and student samples. Nevertheless, it was still perceived to be a viable alternative. There was significantly strong feeling (60%) that any bridging programme should be integrated and located on campus, with the highest agreement coming from black students (74%). Black students also expressed significantly stronger agreement (71%) \( (t=2.07, p<0.05) \) than white students to the point that the latter needed some programme to overcome the disabling effects of a racially segregated and uncritical education. Amongst the overall sample there was a tendency to agree with this (51%) although there were many (18%) who were unsure what such a programme should comprise.

There was majority agreement (56%) that the University should make available greater resources for academic support facilities. This was especially so amongst students (63%), white as well as black (84%). There was significantly high support for offering more academic support within existing departments (79%) and also more general academic support (83%) such as in the area of study skills. Furthermore, 76% of the respondents believed that once a disadvantaged candidate had been admitted to the University, Wits should not only provide academic support, but every attempt should be made to provide adequate support with respect to finance, accommodation, transport, and social integration. A related issue was seen to be the provision of transport and residential facilities for students from disadvantaged communities. There was a strong belief (79%) that the University should actively pursue the improvement of the transport system for students living in black areas, and significant
support (82%) for opening all University residences as a way of reducing racial discrimination effectively against black students.

A large proportion of the sample (67%) agreed that the University should offer more part-time courses, although there was a certain amount of uncertainty (21%) as to the form these courses should take. Of the options provided in the questionnaire, greatest support was expressed for courses being offered after hours (85%) so that students who are in full-time employment can attend lectures, rather than offering courses during normal working hours (38%). Moreover it was strongly felt that part-time courses should be located on campus (74%) rather than in the community (42%). This pattern of support for the introduction, scheduling and location of part-time courses was accentuated amongst administrative staff members (range t=2.81-3.50, all p<0.01). It needs to be pointed out that many respondents refused to answer (7%) or were uncertain (24%) about what was meant by community-based part-time courses. Interestingly, there was greater support amongst black students for part-time courses to be located on campus (79%) than in the community (56%) (t=3.71, p<0.001). Most staff and students (58%) agreed that the University should offer short, residential courses for non-degree purposes. Again, the high percentage of uncertainty in responses (23%) suggests that the nature of these courses and their purpose should be more clearly defined.

Finally, there was a large consensus that any policy of equal access or admission should address the question of socio-economic (78%), racial (76%), and, to a lesser extent, gender (67%) inequality. There was considerable disagreement (64%) with the statement that matric results should be the sole criterion for admission and the majority of respondents agreed (57%) that the University should establish an entrance examination which was totally independent of matric. However, there was little support for the notion that disadvantaged students should have different admissions criteria (26%) or that disadvantaged students should be admitted in preference to advantaged students of the same academic merit and potential (18%). The same perception existed amongst the disadvantaged students in the sample. The majority of respondents felt that an alternative admissions policy should be based primarily on the individual’s motivation to achieve (75%), aptitude tests (71%), and information gleaned from interviews (67%). There was very little consensus and a high degree of uncertainty as to whether admissions criteria should include biographical information, extent of disadvantage, community service and work experience. Again this pattern was felt more strongly amongst disadvantaged students in the sample. Black students showed preference for achievement motivation (71%), interview information (64%) and aptitude tests (63%) as admissions criteria. Although there was significantly greater support amongst black respondents for taking into consideration extent of disadvantage (44%) (t=6.98, p<0.001), and community service (42%) (t=4.64, p<0.001), this support was still weak. It is noteworthy that these alternative admissions policy bases generated the greatest number of missing responses and a high degree of uncertainty. Lastly, there was considerable agreement (73%) that the University should publicize its current admissions policy far more extensively in the disadvantaged communities.

3. The University’s Curricula and Research Priorities

The results presented in Table 4.3 indicate that there was overwhelming agreement (90%) that the University should maintain an excellent research
environment which was seen as an essential condition for academic excellence. However, it was felt that academic excellence should also include excellence in teaching, and that the teaching aim of Wits should be to acknowledge the grossly inadequate educational preparation of most sectors of the community without compromising degree standards (84% agreement). Wits should therefore aim to offer the necessary assistance to all students acceptable to the University, to enable them to realize their full academic potential. Furthermore, there was extensive agreement amongst the University sample that students should be confronted with the facts about the inequalities and imbalances in South African society, and that undergraduates in general should be provided with material, discussion opportunities and courses intended to assist them in becoming aware of the major problems of disadvantaged communities and possible approaches to the solution of these problems. There was majority support (54%) that one way to do this was through the introduction of a compulsory, undergraduate course in each faculty introducing students to the social context of their disciplines. Not only was it felt that the content of University courses should confront the problems of disadvantaged communities, but there was also support (61%) for the allocation of a greater proportion of research funds to research relevant to the needs of these communities. To this end, it was felt (68% agreement) that efforts needed to be made to increase the number of research workers who are members of disadvantaged communities and are therefore able to contribute insights relevant to the formulation of research priorities and projects, as well as to the resolution of research problems. These sentiments were significantly more frequent amongst black students in the sample (range t=3.63-9.69, all p<0.001).

Although there was extensive agreement (75%) that the University's skills, knowledge and facilities should be directed at actively encouraging and supporting a progressive secondary educational system, there was weak support (51%) for the idea that academics should change their teaching methods to meet the needs of disadvantaged students. This latter result is probably a symptom of the concern for maintaining a standard of academic excellence. Generally, the results indicated that rather than lower admissions and academic standards, the University should make every attempt (through extensive academic support, including bridging programmes, and the provision of secondary educational facilities) to rectify the problems of a disadvantaged background and to bring students up to the standards set by the University. Nevertheless, black students felt strongly (76%) that academics needed to adapt their teaching methods and that the University should provide courses to equip academics to do this (76%).

4. Structure and Decision-Making in the University

Generally, amongst staff and students there was agreement (58%) with the perception that the University's thrust in relation to disadvantaged communities will be handicapped unless there are members of these communities on the major decision making bodies (such as Council, boards of control, Senate, faculty boards) and in middle and senior positions on the academic and administrative staff (see Table 4.4). This feeling was especially strong amongst black students (t=7.09, p<0.001). However, it was felt that the University should not indiscriminately increase the number of black people at all levels throughout Wits. The exception to this perception was amongst black respondents where there was stronger support (60%) (t=10.14, p<0.001) for the idea of simply expanding the
number of people from disadvantaged communities at the University. At an academic level, the majority of academics would be to allocate some weight to community involvement and respondents (55%) agreed that one way of increasing the number of black academic potential (as opposed to academic record) in selection procedures. However, involvement with disadvantaged communities should not be used as a criterion for the promotion and tenure of academic staff. The pattern of these responses tends to suggest that community involvement is seen as an important factor in those disciplines where community participation is both appropriate and feasible. Again, amongst students, there was significantly stronger support ($t=5.41$, $p=0.001$) for taking into account a record of community service in the selection (but not promotion) of staff. However, amongst black students in the sample, involvement in disadvantaged communities was seen as being an important criterion in the selection, promotion, and tenure requirements of staff (range $t=7.09$ to $9.80$, all $p=0.001$). In terms of the overall structure of the University, there was slight support for the devolution of authority from Senate downwards to faculty boards and faculty committees and departments. That 34% of the sample were unsure about this statement is an indication that any process of decentralization needs further clarification.

Two statements generated a high degree of unsureness amongst respondents. Firstly, staff and students were uncertain as to whether the interests of business are over-represented on the University Council (46% unsure, 25% agree, 26% disagree). Secondly, there was no consensus about the existence of subtle forms of racial discrimination against black staff members (46% unsure, 25% agree, 25% disagree). There was generally strong agreement amongst all respondents that the University should establish an ombudsman or grievance committee specifically to deal with issues of racial discrimination and incitement (68%).

Finally, there was strong support (81%) for the University having links with black universities both inside and outside the "independent homelands", and that these links should not be restricted only to individuals at those universities actively involved in opposing apartheid (68%).

5. Relations between the University and the Community

Here results suggest that there is a strong feeling that the relationship between the University and all sectors of the community should be a far closer one. This was indicated in two ways. Firstly, in the support for the statement that the University should achieve a closer understanding of the needs of commerce and industry and seek to contribute to commercial and industrial research programmes (72%). And secondly, in the sample's general agreement that research and teaching at the University should be structured more to meet the needs of disadvantaged communities (69%). Both these statements had significantly stronger support amongst administrative staff ($t=2.41$ and 2.94 respectively, both $p<0.01$). One of the most favoured ways in which a closer relationship between the University and community could be fostered was through the establishment of inter-disciplinary committees to investigate community problems, define areas of research and give advice concerning where the University could be of assistance (76% agreement). These committees should not consist only of representatives from within the University. The majority of respondents (65%) felt that the University should establish "Community Committees"
consisting of an equal number of interested academics and community representatives to establish the needs of disadvantaged communities and indicate research and service priorities. In line with the sentiment that the University should be a forum for academic debate (see 4.1), there was significant agreement (81%) that Wits should promote inter-disciplinary public seminars and debates on current issues.

There were far more uncertain responses when it came to improving the relationship between the University and the community by recognizing individuals who were actively involved in the community. For example, results indicated some doubt with respect to statements that bursaries should be made available to candidates who have participated in community work, or that the University should confer more honorary degrees on individuals who are active in disadvantaged communities, or that requirements for degrees should make provision for the recognizing of active participation in community projects (see Table 4.5). The high degree of uncertainty surrounding these statements suggests that there was confusion concerning the definition of "appropriate" participation or involvement in disadvantaged communities. There was significantly greater support for the recognition of community participation amongst black students (range t=5.21-7.67, all p<0.001).

Finally, there was widespread support for the University's going out into the community and establishing a) resource centres in disadvantaged communities (65%), and b) an office for liaison with community organisations (66%). Also, there was agreement that the community should have greater access to facilities and resources on campus (58%). The provision of facilities both in and for the community was a strong area of agreement amongst black students in the sample.

Conclusion

The overall pattern of the results from the University survey indicated a high degree of cohesion with many of the perceptions of the disadvantaged community. There were statistically significant differences between respondents to the survey specifically between students and staff and black and white students. However in the majority of instances, these differences were not between agreement or disagreement with a statement, but rather in the strength of agreement or disagreement. There were three exceptions to this tendency. Students, and black students in particular, indicated support for the ideas of

a) opening dialogue with the ANC

b) establishing on-campus library resource centres for use by trade unions and community organisations

c) locating part-time courses within the community.

To these issues there was general disagreement amongst staff members. Otherwise the trend in the results was widespread agreement or disagreement, with students, and in particular, students from disadvantaged communities tending to support far more affirmative and radical action from the University.

Certain statements generated a high degree of confusion amongst
respondents, indicating that these issues need further clarification in order for individuals to formulate a response. This was particularly so when alternative programmes (e.g., for bridging programmes, admissions and staff selection criteria, part-time courses) were not clearly described in the statements. It must be emphasized that it was the purpose of the questionnaire to elicit University response to a number of general issues. It was beyond the scope of the questionnaire to go into specific details concerning the perceptions of the community.

With regard to the University's public image, there was strong support that the University maintain its adherence to the principle of academic excellence and freedom, but that it should shift its identity more towards that of a tertiary institution within a Southern African context, catering for the needs of disadvantaged communities. It was agreed that the University should express its opposition to all forms of social injustice, and should adopt a position of political non-alignment. It was felt that the University's reputation was as dependent on its opposition to apartheid and service to disadvantaged communities as it was on the maintenance of academic standards.

There was overall agreement that the University needs to take more positive steps to increase opportunities for members of disadvantaged communities to have access to it. The main ways for the University to achieve this were through expansion of academic support, the establishment of a pre-university Summer School, outreach programmes, and the introduction of part-time courses. Furthermore, there was agreement that the University should carefully investigate its admission policies.

With respect to the University's curricula, teaching and research, there was a high degree of agreement across all segments of the sample that these functions should address the problems of disadvantaged communities and localize disciplines within a South African context. At the same time it was felt that the University should not compromise its degree standards.

There was majority agreement that the University should democratize its structures and make a greater effort to include members of disadvantaged communities on major decision making bodies at all levels throughout the University. Furthermore, there should be a re-examination of the selection procedures for academic staff members to incorporate a record of community participation. In addition, Wits needs to establish links with universities inside and outside the "independent homelands". Finally it was felt that the relationship between the University and the disadvantaged community needs improvement. This was perceived as achievable through the establishment of liaison committees consisting of representatives from both the University and the community. It was also felt that Wits could extend its facilities into the community to enable individuals and organizations from those communities far greater access to its resources.
<table>
<thead>
<tr>
<th></th>
<th>STRONGLY DISAGREE</th>
<th>SIMPLY DISAGREE</th>
<th>UNSURE</th>
<th>SIMPLY AGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wits is an academic institution and should not involve itself with community and political issues.</td>
<td>39</td>
<td>34</td>
<td>4</td>
<td>11</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>2. The University can best serve the community by restricting itself to academic matters.</td>
<td>34</td>
<td>36</td>
<td>5</td>
<td>11</td>
<td>13</td>
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<tr>
<td>3. The University must substantially shift its priorities to accord with those of a tertiary institution within a Southern African context</td>
<td>12</td>
<td>18</td>
<td>19</td>
<td>28</td>
<td>19</td>
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</tr>
<tr>
<td>4. The University should do more to serve the needs of disadvantaged communities.</td>
<td>5</td>
<td>13</td>
<td>12</td>
<td>38</td>
<td>30</td>
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</tr>
<tr>
<td>5. Academic freedoms and general freedoms are indivisible so that academic freedom can be fully realised only in a society in which all people are free.</td>
<td>5</td>
<td>13</td>
<td>6</td>
<td>29</td>
<td>44</td>
<td>2</td>
</tr>
<tr>
<td>6. The University should voice its opposition to all forms of injustice.</td>
<td>4</td>
<td>8</td>
<td>5</td>
<td>28</td>
<td>52</td>
<td>2</td>
</tr>
<tr>
<td>7. The University needs to do more than make statements and should engage in acts of civil disobedience with respect to the laws of apartheid.</td>
<td>33</td>
<td>18</td>
<td>12</td>
<td>17</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>8. Wits should openly defy apartheid laws where they interfere with its role as a university (e.g., Group Areas Act).</td>
<td>13</td>
<td>12</td>
<td>8</td>
<td>28</td>
<td>38</td>
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<tr>
<td>9. All groups, regardless of political affiliation, should be allowed to openly debate on the campus</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>32</td>
<td>54</td>
<td>1</td>
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<tr>
<td>10. Even in a time of increasing violence and racial polarisation the University must defend the tradition of rational argument and academic debate.</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>32</td>
<td>57</td>
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<tr>
<td>11. The principal aim of the University should be to pursue academic excellence as measured by international standards.</td>
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<td>9</td>
<td>7</td>
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<tr>
<td>12. Wits must recognise the South African context of the University and combine its commitment to international standards with a commitment to the needs of disadvantaged communities.</td>
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<td>6</td>
<td>10</td>
<td>39</td>
<td>38</td>
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</tr>
<tr>
<td>13. The University's reputation depends on its opposition to apartheid and on its service to disadvantaged communities.</td>
<td>16</td>
<td>28</td>
<td>12</td>
<td>23</td>
<td>16</td>
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<tr>
<td></td>
<td>Percentage response to statements concerning access to the University</td>
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<tr>
<td>19</td>
<td>The University needs to take more positive steps to increase opportunities for members of disadvantaged communities to have access to it.</td>
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<td>STRONGLY DISAGREE UNSURE AGREE STRONGLY AGREE</td>
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<td>20</td>
<td>The selection of undergraduates must be done in such a way as to constitute a student body which reflects the composition of the South African population.</td>
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<td>21</td>
<td>To assist disadvantaged students, the University should offer:</td>
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<td></td>
<td>a) a pre-university Summer School</td>
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<td></td>
<td>b) more academic support within existing departments</td>
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<td></td>
<td>c) more general academic support (e.g., study skills)</td>
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<td></td>
<td>d) a bridge year preparing students on campus for their first year at Wits</td>
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<td></td>
<td>e) a junior college off campus presenting courses for which students would get some credit.</td>
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<td></td>
<td>f) outreach programs by university staff to improve the quality of teachers in black schools</td>
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<td>22</td>
<td>Any bridging course must be fully integrated and located on campus.</td>
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<td>23</td>
<td>White students at Wits need some programme to overcome the disabling effects of a racially segregated and uncritical education.</td>
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<td>10 17 18 27 24 4</td>
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<td>24</td>
<td>More part-time courses should be offered by the University.</td>
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<td>3 6 21 38 29 2</td>
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<td>25</td>
<td>Part-time courses should be,</td>
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<td></td>
<td>a) after hours so that students who are in full-time employment can attend classes after work from the late afternoon to the early evening.</td>
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<td>b) offered during normal working hours for students who are permitted by their employers to absent themselves from work.</td>
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<td></td>
<td>c) located in the community to accommodate part-time students and to overcome difficulties in transport.</td>
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<td>d) located on campus so that students have the full use of university facilities.</td>
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<td>5 23 24 26 16 6</td>
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<td>2 4 16 49 25 5</td>
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<td>26</td>
<td>The University should facilitate short, residential courses for non-degree purposes.</td>
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<td>4 11 23 41 17 3</td>
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</tbody>
</table>
27. Residences for disadvantaged students must be located in their communities to enable students to continue with community involvement and to avoid elitism. 14 26 31 18 8 4

28. The opening of all University residences is one way in which racial discrimination against black students can be effectively reduced. 4 5 8 41 41 1

29. The University should actively pursue the improvement of the transport system for students living in black areas. 3 6 9 39 40 3

30. A policy of equal access should address the question of;
   a) racial inequality 4 5 8 40 36 6
   b) gender inequality 5 7 13 37 30 8
   c) socio-economic inequality 3 4 10 40 38 6

31. Far greater resources should be made available to improve the academic support facilities at the University. 2 7 18 43 30 1

32. The University should place greater emphasis on the social integration of students. 5 16 19 34 22 4

33. Disadvantaged students should have different admissions criteria. 36 21 16 16 10 1

34. Matric results should be the sole criterion for admission. 30 34 15 11 10 1

35. The University should have an entrance examination which is totally independent of matric. 8 13 20 33 24 2

36. Disadvantaged students should be admitted in preference to advantaged students of the same academic merit and potential. 37 24 18 11 7 3

37. An alternative admissions policy should be based on;
   a) Aptitude tests 5 9 11 52 19 4
   b) Biographical information 10 17 26 30 9 8
   c) Extent of disadvantage 16 25 24 21 6 8
   d) English language proficiency 7 17 18 39 13 5
   e) Interview information 4 9 16 52 15 4
   f) Achievement motivation 3 5 13 50 25 4
   g) Community service 11 25 24 24 6 9
   h) Work experience 11 19 23 21 7

38. Once a disadvantaged candidate has been admitted to the University, every attempt should be made to provide adequate support with respect to finances, accommodation, transport, social, as well as academic support. 4 9 9 43 33

39. The University should publicise its admissions policy far more extensively in the disadvantaged communities. 3 7 13 48 25
### Table 4.3. Percentage response to statements concerning curricula and structure of the University.

<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>UNSURE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>UNAPPROPRIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. The University must encourage research relevant to the needs of disadvantaged communities by allocating a greater proportion of research funds to this end.</td>
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<tr>
<td>41. Students should be confronted with the facts about the inequalities and imbalances in South African society.</td>
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<tr>
<td>42. Undergraduates in general should be provided with material, discussion opportunities and courses intended to assist them in becoming aware of the major problems of disadvantaged communities and possible approaches to the solution of these problems.</td>
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<tr>
<td>43. There should be a compulsory, undergraduate course in each faculty introducing students to the social context of their disciplines.</td>
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<td>44. Neither the composition of the University's student body nor the content of its courses caters sufficiently for the needs and interests of the disadvantaged communities of South Africa.</td>
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<tr>
<td>45. The teaching aim of the University should be to recognise the grossly inadequate educational preparation of most sectors of our community, to offer the necessary assistance to all students acceptable to this University to enable them to realise their full academic potential, without compromising degree standards.</td>
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<tr>
<td>46. The University should maintain an excellent research environment as a sine qua non for academic excellence, which must be understood to embrace excellence in teaching.</td>
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<td>47. More of the University's skills, knowledge, and facilities should be directed at actively encouraging and supporting a progressive secondary educational system.</td>
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<tr>
<td>48. Academics should adapt their teaching methods so as to meet the needs of disadvantaged students and those for whom English is a second language.</td>
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<tr>
<td>49. The University should provide courses to equip academics to do this.</td>
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<tr>
<td>50. Efforts need to be made to increase the number of research workers who are members of disadvantaged communities and are therefore able to contribute insights relevant to the formulation of research priorities and projects, as well as to the resolution of research problems.</td>
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</table>
Table 4.4.: Percentage response to statements concerning structure and decision making in the University.

<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>UNSURE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>IMHO Appropriateness</th>
</tr>
</thead>
<tbody>
<tr>
<td>51. Any new emphases in University policy on educational opportunities and on curricula would be facilitated if a higher proportion of the teaching staff were drawn from disadvantaged communities.</td>
<td>12</td>
<td>24</td>
<td>27</td>
<td>22</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>52. The University's thrust in relation to disadvantaged communities will be handicapped unless there are members of these communities on the major decision-making bodies (Council, boards of control, Senate, faculty boards) and in middle and senior positions on the academic and administrative staff.</td>
<td>8</td>
<td>16</td>
<td>15</td>
<td>39</td>
<td>19</td>
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<tr>
<td>53. Wits should simply expand the number of black people at all levels throughout the University.</td>
<td>22</td>
<td>27</td>
<td>16</td>
<td>17</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>54. There should be substantial devolution of authority from Senate downwards to faculty boards and then to faculty committees and to departments.</td>
<td>5</td>
<td>10</td>
<td>34</td>
<td>31</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>55. In making staff selections the University should take greater cognisance of community involvement and academic potential.</td>
<td>7</td>
<td>15</td>
<td>19</td>
<td>40</td>
<td>15</td>
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<tr>
<td>56. One of the criteria for the promotion and tenure of academic staff should be involvement with disadvantaged communities.</td>
<td>23</td>
<td>32</td>
<td>18</td>
<td>16</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>57. The University should establish an ombudsman or grievance committee specifically to deal with issues of racial discrimination and incitement.</td>
<td>7</td>
<td>11</td>
<td>13</td>
<td>42</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>58. The interests of Business are over-represented on the University Council.</td>
<td>10</td>
<td>16</td>
<td>46</td>
<td>13</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>59. There are subtle forms of racial discrimination against black staff members of the University.</td>
<td>9</td>
<td>16</td>
<td>46</td>
<td>15</td>
<td>10</td>
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<tr>
<td>60. The University should have no links with;</td>
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<tr>
<td>a) black universities in &quot;independent homelands&quot; (e.g., UNI50)</td>
<td>30</td>
<td>48</td>
<td>12</td>
<td>4</td>
<td>5</td>
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<tr>
<td>b) black universities located outside &quot;independent homelands&quot; (e.g., Turfloop)</td>
<td>32</td>
<td>48</td>
<td>12</td>
<td>4</td>
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<tr>
<td>61. The University should have;</td>
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<tr>
<td>a) links with universities both inside and outside the &quot;independent homelands.&quot;</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>51</td>
<td>30</td>
<td>3</td>
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<tr>
<td>b) links with universities either inside or outside the &quot;independent homelands.&quot;</td>
<td>6</td>
<td>10</td>
<td>11</td>
<td>40</td>
<td>22</td>
<td>10</td>
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<tr>
<td>c) links only with individuals involved in actively opposing apartheid at these universities.</td>
<td>34</td>
<td>34</td>
<td>11</td>
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<td>9</td>
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<tr>
<td>62. The University should achieve a closer understanding of the needs of commerce and industry and seek to contribute to commercial and industrial research programmes.</td>
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<td>14</td>
<td>49</td>
<td>23</td>
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<thead>
<tr>
<th>63. The University needs to ensure where appropriate that teaching and research in its departments are designed to meet the current and future needs of disadvantaged communities.</th>
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<th>%</th>
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<th>64. The University needs to encourage interest in its activities by influential representatives of disadvantaged communities by inviting them to play a role in teaching and research.</th>
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<th>65. Within the University inter-disciplinary advisory committees should be established to look at current community problems and define areas of research and possible assistance.</th>
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<th>66. The University should promote inter-disciplinary public seminars and debates on current issues.</th>
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<th>67. The University should establish &quot;Community Committees&quot; made up of an equal number of interested academics and community leaders/representatives to establish the needs of disadvantaged communities and allocate research and service priorities.</th>
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<th>68. Where appropriate requirements for degrees should make provision for the recognising of active participation in community projects.</th>
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<th>69. Bursaries should be made available to candidates who have participated in community work.</th>
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<th>70. The University should open dialogue with the ANC.</th>
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<th>71. The University should confer more honorary degrees on individuals who have been actively involved in disadvantaged communities.</th>
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<th>72. More community or resource centres should be established by the University in disadvantaged communities.</th>
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<th>73. Wits should establish an office for liaison with community organisations.</th>
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<th>74. The University should allow community organisations to use its facilities and technical resources.</th>
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<th>75. Wits should establish an on-campus library resource centre for use by trade unions and community organisations.</th>
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UNIVERSITY SURVEY - PART TWO

NON-ACADEMIC STAFF

Introduction

The views of the non-academic staff on campus were obtained by means of interviews with two representatives of each of the relevant staff associations.

These were:

a) the Technical Staff Association (TSA), which has 250 members employed in grades 3-12, most of whom are white;

b) the Administration and Library Staff Association (ALSA), which has approximately 390 members employed in grades 5-11, the vast majority of whom are whites;

c) the Black University Workers Association (BUWA) which has a membership of 1080 out of a total work force of 1200. While most of BUWA's membership is comprised of workers in grades 1-4, workers from a number of higher grades have also joined.

Research Method

The representatives of these organizations were interviewed separately as "communities" on campus. The questionnaires used for academic staff and students seemed inappropriate, particularly the sections on curriculum, community, service, standards, etc. In spite of this some members of TSA and ALSA were surveyed through the questionnaire because their representatives felt they were unable to reflect the diversity of views of their members. However the major method of research was through interviews and took the following form:

The Chairperson of each organization was contacted and asked to nominate two members from the executive of their organization. These representatives were interviewed by two researchers following a similar methodology to that of the community survey.

The interviewees stressed that they were not giving the organization's official position since the organizations do not have formal positions on most of these issues. However, the fact that the representatives are elected office bearers means that, while no authoritative claims to being representative can be made, nonetheless their views cannot be discounted as idiosyncratic.

The interviews were open-ended and information was obtained on a large number of issues. Three themes emerged around which most of the information has been organized:
1. the political image of Wits

2. the relationship between the organizations and the management of the University; and

3. discrimination.

As will be seen there were marked differences in perception and experiences between the three organizations.

1. Image of Wits

Not one of the representatives was entirely satisfied with the University's political image. The view ranged from Wits being perceived as too liberal (in the sense that conservative opinion uses the term) to its being perceived as stagnant and non-progressive.

a) Technical Staff Association

The TSA representatives felt that the University was moving too fast and was not sensitive to the outside community (white) and government. They feared that this would result in Wits losing credibility and funding, which would in the long run be detrimental to the institution as a whole.

The administration was also seen to be biased and 'soft' towards radicals. The disciplinary action against SMA students during 1985 and the lack of action after the alleged violation of academic freedom during the Unita generals' talk in 1986 were cited as clear examples of the administration not applying the principle of "fairness and equality".

b) Administration and Library Staff Association

The ALSA representatives felt that Wits is too closely aligned to big business which is inherently conservative. While pretending to espouse freedom and openness, big business exerts subtle pressures that set very definite limits on what is acceptable or on what "boxes in" freedom. In realizing that it is being caught between opposing forces, Wits is trying to retreat into an ivory-tower-like position, which reinforces its image of being aligned to the status quo.

C) Black University Workers' Association

The BUWA representatives felt that Wits is "projecting a sympathetic image which is deceptive". In their views Wits is not only aligned to big business and the government, but is actually an instrument of their policies. Black workers are generally very disillusioned with Wits not supporting the broader struggle against apartheid.

2. Relationship to Management

A perception common to representatives from all three organizations is that Wits has a business organization type of hierarchical management
structure. However, this was interpreted very differently by each group.

a) Technical Staff Association

The TSA representatives applauded the hierarchical model and felt that the people in senior management are capable and deserve their status and power. The representatives felt that, despite certain dissatisfaction, mainly regarding working conditions, management was generally sympathetic, shared information and was helpful when practically possible. During discussions and negotiations the atmosphere was always "cordial", though, as they put it, this does "not mean that we always agree".

b) Administration and Library Staff Association

An ALSA representative felt that Wits is a "high-handed authoritarian structure which ignores people as individuals and merely makes them social units of production". This type of structure is not able to accommodate the diversity of people and interests which is the basis of a university. By being hierarchical, academics and senior management are on top, with non-academic staff and students having little or no formal power. This may result in feeling of extreme frustration. The University needs to explore more democratic, participative management styles to cater for its diversity. This will make it more supportive of the overall educational process, rather than making it a "bureaucratic, competitive obstacle course".

Regarding their relationship to management, the ALSA representatives were ambiguous. They felt that sometimes management makes decisions in a high-handed way and ALSA may wish to oppose such actions. An example cited was that during 1985 staff were informed by letter that their conditions of leave had been changed. At other times however, administration staff were consulted. In general the atmosphere during interactions with management were felt to be "collegial".

c) Black University Workers' Association

The BUWA representatives felt that negotiation with management was a continuous contest where every issue had to be fought in a "master-servant" duel. Management was seen to regard improvements in service conditions as concessions that must be contained, lest they become precedents for further demands. The atmosphere was almost always adversarial. This view is reinforced by management's reluctance to let senior BUWA staff attend negotiation skill courses run by the Business School because "we cannot train you to negotiate against us." A further problem is the poorly trained line management, inadequately prepared to handle disputes. The negative effect of this is usually dealt with "apologetically", rather than by addressing the problem. Another effect is very poor communication, particularly from the bottom up. From the "top down communication is surprisingly good".

The Wits top management is not the only adversary. There is a strong suspicion that big business through Council, influences the University. For example, the strike clause in the recognition agreement was
accepted by management, but opposed and changed by Council. Finally, with Wits top management and Council being all-white, the usual antagonism between worker and management takes on a racial connotation.

3. Discrimination

Among all the interviewees the focus of discrimination was on race. At the one end of the spectrum it was felt that, while it is almost impossible to eliminate discrimination totally, Wits had been doing very well; at the other end of the spectrum Wits was seen as blatantly racist and exploitative.

a) Technical Staff Association

From the perspective of the TSA representatives, Wits was seen to be very close to reverse discrimination by "flipping over backwards" to promote certain "incapable black workers" beyond their qualifications and experience. Apart from being unfair, it also created unsafe working conditions. Wits has actually "been very lucky not to have had a serious accident yet".

b) Administration and Library Staff Association

The ALSA representative felt that there seemed to be no intent to discriminate, but that discrimination does take place in process and practice. The fact that the whole top structure of the administration is white was cited as one example. There is only one black person employed in grade 11 at Medical School; the second highest, who is a section head staffing, is in grade 8. However, no blacks are employed in supervisory positions over whites nor in senior decision-making positions.

To reverse this unintentional discrimination, positive action is required. There is a clear need for an affirmative action programme. Wits seems to be "waiting for the first black registrar to drop out of the sky". The same applied to students. There should be affirmative action programmes to get more capable black students and to assist them materially and academically. The emphasis here should be on assisting them to help themselves. "The world does not owe any student an obligation for higher education".

It was felt that, as well as bursaries, students should be offered part-time jobs to help them pay their own way. However, it was conceded that the job structure at Wits and in the surrounding community does not cater for this. In addition, students should be encouraged to raise money in their local communities, but these, of course, are disadvantaged. The idea of students helping themselves is further complicated by the university's insistence on outrageously high first-world standards for accommodation. Recommendations for cheaper, self-catering accommodation have been rejected as "inappropriate".

On the question of whether Wits should defy apartheid laws by accommodating black students in white areas, it was felt that Wits does have an obligation to protect its students from harassment. In the past Wits' policy has involved sidestepping the legislation rather than
asking for official decisions, which would have to be opposed. In this way Wits had been able to "get away" with accommodating large numbers of black students illegally.

Regarding job advancement, it was felt that black administrative staff only get upgraded after their white colleagues, who may have joined long after them. This leads to problems among staff. So the best way to get upgraded is to "hope that your white colleague gets promotion". An important aspect of the upgrading of posts is the level of the staff. Blacks in administration are assigned to deal with blacks who are mainly in the lower grades. In contrast, their white counterparts get to deal with white senior administration and academics and consequently their posts get upgraded more easily. It was felt that, although it is never stated, Wits follows a similar policy to the Transvaal Provincial Authority where certain jobs are advertised for whites only, others for blacks only and occasionally there are jobs advertised for whites or blacks. By structuring jobs in this way, the few senior black administrative staff always have blacks under them. The representative did not know of a single instance where a white reported directly to a "black boss".

c) Black University Workers' Association

The perspective of the BUWA representatives was vastly different. Racism is perceived to be prevalent and although management pays lip service to opposing racism, it does not attempt to stop it with firm action. For example, a white woman supervisor received only a warning after calling six black women "kaaffirs" and making other racist remarks. Another incident cited was that of a black worker who had been assaulted by a white supervisor. He was visited in hospital by a senior administration officer and discouraged from laying charges. There is no easily accessible mechanism for reporting racial incidents. Wits also did not accept the victimization clause in the recognition agreement.

Advancement is seen as the area where discrimination causes most dissatisfaction. Workers are not encouraged to improve their qualifications in the same way as other staff. "We must not raise expectations unnecessarily" is a vintage statement attributed to a senior administrator. For example, workers have to take vacation leave to write examinations whilst all other staff get study leave. Another big obstacle is that workers often need standard 8 or matric before entering technical or trade programmes. The university is seen to be unsympathetic to helping workers gain these qualifications. It sees itself as having no responsibility for high school education. The same applies to the lack of interest in literacy programmes. It is also generally perceived that whites and Indians get promotion more quickly and fill most of the supervisory positions.

When it comes to concern for fringe benefits and assistance, BUWA feels that workers are not treated sympathetically. The request for low cost housing in specific areas has been dismissed with "we don't want Witsvilles". The staff creche costs R140.00 per month, almost half the salary of the women who need it most. One example, cited to show this lack of concern, is the transport issue. Cleaning staff (mainly women) have to leave Soweto at 04h30 to get to Bree street at 05h30 from where
they have to walk to get to work by 06h00. In contrast, the
government-run Transvaal Provincial Hospital (Johannesburg General) has a
bus that picks up its staff. The Wits medical School cleaners cannot use
this bus because Wits has been unable to sort out the insurance. Another
example of indifference was that of two black secretaries who were
attacked (one died) while walking to work in the early morning. What the
interviewees could not understand was why the University Chancellor's
company has such a good mini-bus service to take workers all over town,
while at Wits "he does not seem to care". It was generally felt that Wits
is more "conservative and outmoded" in its approach to workers than many
big companies such as IBM, Barlows, etc.

Although the main emphasis regarding discrimination was on race, the BUWA
representatives felt that there are also very definite class
distinctions. It was fairly clear to BUWA that the University was much
more sympathetic to black students and academic staff than to black
workers. The excellent bus service for black students, in contrast to the
lack of transport for workers, was given as an example. Dissatisfaction
was also expressed at the reluctance of management to allow workers time
off during important political meetings. They "do not want us to join
forces with the the students".

Conclusion

Overall, the responses of the representatives of the three organizations
surveyed may be placed on a continuum with the TSA representing the
conservative view, BUWA the more radical perspective and ALSA falling
between the two. To an extent these different perceptions reflect the
polarization between white and black attitudes in the society at large. At
another level, these different perceptions may also reflect differences of
attitude among working people towards their employer. In this sense the
TSA, representing as it does a more skilled and relatively privileged
stratum of worker is generally supportive of the status quo with which it
feels relatively satisfied. It therefore views change with a strong
degree of scepticism. BUWA, on the other hand, representing as it does
the lower layer of workers, expresses a general dissatisfaction with and
antagonism to the status quo, which it is very keen to change.

As far as Wits' image is concerned, it is clear that none of the
interviewees were satisfied with the existing image. Here the TSA view
that Wits is soft on radicals contrasts strongly with the common element
in the ALSA and BUWA view, that is that Wits is aligned with big
business. The TSA view that Wits is running too far ahead of the
government and the BUWA view that Wits is an instrument of government
policy and does not support the struggle against apartheid again represent
the two poles of the continuum.

As far as the relationship with management was concerned, all three groups
of interviewees seemed to identify their interests as being in some sense
opposed to that of Wits. Again though, the continuum is evident with the
two predominantly white employees' organizations expressing a broad
measure of satisfaction with the way the university authorities relate to
them, while BUWA expressed intense dissatisfaction with this aspect of
their dealings with the authorities, perceiving it as a "master-servant"
relationship.
While all three groups identified race as an issue of contention within the University, this was interpreted in very different ways. The TSA representatives felt that Wits was adopting a policy of reverse discrimination which favoured black staff, while at the other extreme the BUWA representatives felt that the University is openly racist in many of its policies towards black staff. The ALSA representatives' views tended to support the perceptions of the BUWA representatives.

Finally, this short survey suggests that there is a considerable degree of dissatisfaction among black staff at Wits regarding their conditions of employment. This dissatisfaction, which expresses itself in both race and class terms, is similar to that expressed by organized black workers in the society at large. In the eyes of Wits' black employees, Wits seems little different from the rest of white South Africa.
CHAPTER FIVE

CONCLUSION

This is not the first report to be presented to the university on its role in a changing society. In 1980 the Academic Plan was presented to Council and Senate. This Plan made many innovative and creative proposals for the development of the University (some of which have been echoed by community opinion in this report).

However in constructing this survey we took the view that the Academic Plan and to an even greater extent, other aspects of University policy, have a central weakness. This is that the University tends to act on the basis of a process of internal consultation, and of discussion with communities with which it already has links. Policy making in the Academic Plan and elsewhere has not been based on a systematic attempt to respond to the views and needs of disadvantaged communities which historically have been excluded from the decision-making process at Wits.

This report clearly shows the value of the process of consultation with credible organisations in the black community.

The Community Survey

The crucial points that arise from the community survey are:

1. The vast majority of our informants perceive Wits as being dominated by 'big business', the Government and the 'white community'. It is isolated from the experiences of black people - in the words of one informant, "it is controlled by a minority, for a minority". Paradoxically, however, Wits has a reputation for opposing apartheid, while at the same time it is believed to have discriminated against blacks in the past, and more importantly, continues to do so.

Yet for many, Wits still seems to hold the promise of liberal values. We shall call those who hold this view the "optimists". The optimists feel that Wits should be seen to be in the forefront of opposition to apartheid. But, while this opposition should be part of the broad movement against apartheid it should not be linked to any organisation or party. Significantly this view was also expressed by the ANC. In essence those interviewed in the community believed that the University must become more accountable to society as a whole. In this way it will then become more truly liberal.

2. In order to fulfil this promise, the composition of Wits must reflect the society at large - particularly with regard to race, class and gender. This implies some form of positive discrimination or affirmative action. Academic support is believed to be essential if people from these constituencies are to reach academic standards that, it was generally agreed, must not be lowered. Wits is valued as an institution with an international academic reputation. To maintain this reputation would require a number of academic, psychological and material support programmes. Interestingly these would also include programmes for white students to enable them to overcome the disabling effects of racially segregated and uncritical education.
3. A changing student composition requires a changed content and method of teaching. A curriculum that is more appropriate to a university in Southern Africa is required.

4. These new constituencies - parents' associations, civic associations, trade unions and similar organizations interviewed - must be more firmly represented in the decision-making structures of the University and must be systematically consulted.

5. To cement such a realignment, it is essential that structures be set up to allow for meaningful consultation between the University and the community. This includes suggestions that Wits establish its presence in the community through part-time courses, library and resource centres.

Many of these ideas also emerged in the overseas survey. For example, the importance of Wits living up to its liberal image was stressed. At the same time it was emphasized that high academic standards should be maintained. Two further points emerged from the overseas survey. Firstly, the idea of modular and distance teaching through an extension programme received widespread support. The Open University was suggested as a possible model for Wits to examine. Secondly a widespread concern was expressed about the small number of black academic and administrative staff.

The major difference in the overseas survey was the emphasis given to the academic boycott. To return to an earlier distinction, this reflects the "pessimistic" view - the view that Wits mirrors apartheid and cannot change outside of any fundamental change within South African society.

Comparing the Surveys

Many of the ideas in the community and overseas surveys were supported in the university survey. These can best be summarized by returning to the five themes introduced at the beginning of the report. We will deal with the areas of agreement between the two surveys and then focus on the areas of disagreement. A note of caution is necessary here - the percentages are not always directly comparable, as the questions are sometimes slightly different and the method of interviewing was different. In the community survey, representatives of organisations were interviewed, whereas the university questionnaire was administered to a cross-section of individuals in the university section (see methodology sections in chapters two and four for further clarification).

1. The University's Public Image

a) Agreement

An overwhelming majority of those surveyed agreed with the assertion that it is important for Wits to maintain a high academic standard. Furthermore, they agreed on maintaining the University as an arena of open and rational debate. Although they feel the University should involve itself with community and political issues, the majority do not believe that Wits should align itself with any political organization.
b) Disagreement
Important differences emerged between the university and the community on their perceptions of Wits. While only 25% from the university survey felt that the interests of business were over-represented on the University Council, the overwhelming majority of the community felt that Wits served the white community (92%) and 'big business' (89%). While fifty one percent of the University felt that Wits has a positive image in the community because of the work of a small group of individuals, 76% of the community felt this. Sixty eight percent of the University survey agreed with the proposition that Wits should openly defy apartheid laws where they interfere with its role as a University e.g. Group Areas Act. As many as 96.5% of the community agreed with this proposition.

2. Access to the University
a) Agreement
The majority of those interviewed in both surveys favoured far greater resources being made available to improve the academic support facilities of Wits. However, a higher proportion in the community felt that greater resources should be reallocated for transport, accommodation and bursaries for disadvantaged students. Agreement also seems to exist on the need to publicize the University's admission policy and bursaries more widely in the community. Considerable support also exists for a bridging year preparing students on campus for their first year at Wits, as well as a junior college off-campus. Finally a clear majority agree that matric should not be the sole criterion for admission to Wits.

b) Disagreement
Sharp disagreement exists between the University and the community over the degree to which Wits should reflect the composition of the South African population. Eighty four percent of the community felt that Wits should reflect the proportions of the black population, 75% of the working class and 62% of women in the South African population as a whole. Although slightly different questions were asked in the University survey, only 38% agreed with the statement that the student body should reflect the composition of the South African population. Again differences emerge on the degree to which an alternative admissions policy should be based on criteria such as community service and work experience. In the community 61.5% and 62.5% of the community favoured these criteria, while only 30% and 28% of the University favoured them. The surveys were sharply divided on the extent to which white students require an educational programme to overcome the disabling effects of racial segregation and uncritical education - 51% of the University and 96% of the community.

3. The University's Curriculum and Research Priorities
a) Agreement
The community was unanimous about the need for courses to make students more socially aware. Seventy three percent of the University agreed with this statement. Agreement also exists on the need for part-time courses on campus.
b) Disagreement

Sharp differences emerged on whether these part-time courses should be held in the community. While only 42% of the University felt that part-time courses should be held in the community to overcome transport difficulties, 76% of the community felt so. Disagreement also exists on the need to adapt teaching methods to meet the needs of disadvantaged students. Only 51% of the University felt this need. Eighty-five percent of the community felt that Wits' teaching methods do not place enough emphasis on the problems of disadvantaged students. Again differences also existed on the degree to which Wits should emphasize research which is responsive to community concerns (100% in the community and 61% in the University).

4. Structure and Decision-Making within the University

a) Agreement

Agreement exists on the need for the University to establish some sort of procedure for investigating instances of racial discrimination at Wits, possibly in the form of a code of conduct for all employees. Support also exists for a committee of community leaders to advise Wits on its policy (85% in the community and 65% in the University). A majority in both surveys supported the need for Wits to have close links with black universities outside the 'independent homelands' e.g. University of the North (Turfloop). However, only a minority of the community feel Wits should have close links with black universities in 'independent homelands' e.g. UNIBO (42%)

b) Disagreement

Sharp differences emerged on two crucial issues in this section. Only a minority (25%) of the University feel that a subtle form of racial discrimination against black staff members exists at Wits. In the community 78% feel that black staff have been discriminated against in the past and 70% feel that this discrimination continues. Differences also exist on the question of black advancement. From the University, 29% feel Wits should simply expand the number of black people at all levels throughout the University. Although the question is differently posed in the community survey, 100% supported this broad statement.

5. Community Relations

a) Agreement

The community was unanimous on three issues - all of which received majority support in the University.

. Wits should establish an on-campus library resource centre for use by unions and community organisations (university 50%)

. Wits should establish resource and study centres in the community (university 65%)

. Wits should have more public lectures on contemporary issues (university 81%)
The community was almost unanimous on a number of other issues.

- Wits should establish an office for liaison with community organisations (96.5% community, 66% university).
- Wits should allow community organizations to use its facilities and technical resources e.g. halls. (96.5% community, 68% university).

b) Disagreement
The only area of disagreement in this section was over the question of honorary degrees. Of the community, 86% felt Wits should give honorary degrees to 'progressive' community leaders, whereas only 42% of the University agreed with this statement.

Significantly some of the differences between the University and the community are reflected inside the University itself, particularly divisions between staff and students, between black and white students, and between black and white non-academic staff. Many more black students, for example seem to share the communities' public image of Wits as being discriminatory and controlled by 'big business' than is the case with white staff. As is to be expected black and white students differ on a number of issues. The most striking is the belief on the part of black students that there is a need for a greater direct political alignment by the University. However, common agreement exists between white and black students on the need for the establishment of a grievance committee or ombudsman to deal with cases of race discrimination or racial incitement.

An important further division between black and white non-academic staff emerged in the University survey. While white non-academic staff seem relatively satisfied, deep resentment seems to exist among black non-academic staff towards the management of the University. This dissatisfaction is similar to that expressed by organized black workers in general. They seem to see Wits as no different in its treatment of black workers than South African society at large.

Widening the Debate

For us to conclude by selecting certain findings in particular as recommendations would be to close the debate prematurely – a debate which we feel is essential. We will have achieved our initial aim if the contents of this report are discussed widely, at all levels, both inside the University and between the University and the community. This debate will naturally include the more established communities that influence University policy and also the more conservative constituencies on campus.

What our report provides is the beginnings of an agenda for this discussion. It would certainly be a mistake to see it as the final worked-out view of community opinion. Very few of those interviewed saw it that way. It is rather the first step in a process of consultation and negotiation. The interest and value of this report is in showing how much can be gained from such a process.
But the findings of this report also present a challenge to the pessimists who believe that no change in the University is possible until fundamental structural change has taken place 'outside' the university. Of course the pessimists are right to emphasize the constraints placed on Wits because of its links with the established white society, and opposition to change from inside the University from conservative sections of staff (academic and non-academic) and students. However, most of those we interviewed would disagree with the pessimists if they imply that the University should assume a passive waiting role. For the majority of the community organisations in our sample, Wits is a potential resource that can respond now to their needs. In the words of one of those interviewed in the community survey:

"We need not wait until we have major social change. We can start the process right now".
APPENDIX ONE

LIST OF SOME OF THE UNIVERSITY COMMUNITY SERVICE PROJECTS

Campus Law Clinic
Centre for Applied Legal Studies
Centre for Continuing Education
Centre for Developing Business
Community Dentistry
Community Medicine
Disability Project
Fosatu Labour Studies (terminated in 1982)
History Workshop
Plan Act
Pre University Bursary Scheme (Cadet Scheme)
Technical Advice Group (Sociology Research Project)
APPENDIX TWO

ORGANIZATIONS WHICH PARTICIPATED IN THE COMMUNITY SURVEY

Political Organizations

Anti-PC Committee
Azanian Peoples Organization (AZAPO)
Transvaal Indian Congress
United Democratic Front (UDF)

Trade Unions

Azanian Congress of Trade Unions - (AZACTU)
Commercial Catering and Allied Workers Union (CCAWUSA)
Congress of South African Trade Unions (COSATU)
Council of Unions of South Africa (CUSA)
Metal and Allied Workers Union (MAWU)
National Union of Mineworkers (NUM)

Education Organizations

Khanya College
South African Council of Higher Education (SACHED)

Church Organizations

Institute for Contextual Theology
South African Catholic Bishops Conference
South African Council of Churches
Wilgespruit Fellowship Centre

Student Organizations

Azanian Students Movement (AZASM)
Azanian Students Organisation (AZASO)
Black Students Society Wits (BSS)
Muslim Students Association
National Union of Students Association (NUSAS)
Soweto Students Council (SOSCO)
Students Representative Council (SRC Wits)
Transvaal Students Committee (TRASCO)

Teacher Organizations

Maths and Science Teachers Association (MASTA)
National Education Union of South Africa (NEUSA)
Teachers Action Committee
Transvaal United African Teachers Association (TUATA)

Parents Organization

Soweto Parents Crisis Committee (SPCC)
Civic Associations

Soweto Civic Association
Thembisa Civic Association

Women's Organization

Black Housewives League

Sports and Cultural Organizations

Africa Cultural Centre
Federated Union of Black Artists (FUBA)
South African Council of Sport (SACOS)
Soyikwa Cultural Centre

Professional Organizations

Black Lawyers Association
New Nation
National African Federated Chamber of Commerce (NAFCOC)
Black Management Forum

Service Organization

Health Information Centre (HIC)
Industrial Aid Society (IAS)
National Medical and Dental Council (NAMDA)
Organisation of Appropriate Social Services (OASSA)
Education Opportunities Council
Technical Advice Group (TAG)
English Literacy Project (ELP)
Soweto Careers Centre
Alex Health Centre and Nurses
### APPENDIX THREE

#### THE COMMUNITY QUESTIONNAIRE

**IMAGE**

When people consider their general impression of Wits, they make the following observation and suggestions

<table>
<thead>
<tr>
<th>Wits is an institution that serves the needs</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>* of the entire community</td>
<td>4.5</td>
<td>-</td>
<td>69.1</td>
<td>31.8</td>
<td>1</td>
</tr>
<tr>
<td>* of the white community</td>
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<td>68.0</td>
<td>-</td>
<td>8.0</td>
<td>-</td>
</tr>
<tr>
<td>* of big business</td>
<td>28.6</td>
<td>60.7</td>
<td>3.6</td>
<td>7.1</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wits has a reputation for opposing apartheid</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
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<td>63.0</td>
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<td>14.8</td>
<td>3.7</td>
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</table>

<table>
<thead>
<tr>
<th>Wits does not deserve a reputation for opposing apartheid</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13.8</td>
<td>24.1</td>
<td>6.9</td>
<td>37.9</td>
<td>17.2</td>
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</table>

<table>
<thead>
<tr>
<th>Wits has a reputation for defending academic freedom</th>
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<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>72.4</td>
<td>6.9</td>
<td>6.9</td>
<td>3.4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Wits does not deserve a reputation for defending academic freedom</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.0</td>
<td>24.0</td>
<td>12.0</td>
<td>48.0</td>
<td>12.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Insofar as Wits has a positive image in the community, it is because of the work of a small group of individuals</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34.5</td>
<td>41.4</td>
<td>17.2</td>
<td>3.4</td>
<td>3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wits does not make its political position clear</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24.1</td>
<td>41.4</td>
<td>3.4</td>
<td>27.6</td>
<td>3.4</td>
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</table>

<table>
<thead>
<tr>
<th>Wits should model itself mainly on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* the first world university (Europe, N America)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wits should model itself mainly on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* the third world university (especially Africa)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wits should model itself mainly on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* a combination of first and third world university</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>It is important for Wits to maintain and international reputation for high academic standards</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48.3</td>
<td>31.0</td>
<td>10.3</td>
<td>6.9</td>
<td>3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wits should openly defy apartheid law where they interfere with its role as a university eg. Group Areas Act</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86.2</td>
<td>10.3</td>
<td>3.4</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wits is an academic institution and should not involve itself with political issues</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.4</td>
<td>3.4</td>
<td>-</td>
<td>34.5</td>
<td>58.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wits should not align itself with any political organization or movement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13.8</td>
<td>48.3</td>
<td>10.3</td>
<td>13.8</td>
<td>13.8</td>
</tr>
</tbody>
</table>
When people consider the difficulties that disadvantaged students have in coming to a place like Wits, they make the following observations and suggestions:

<table>
<thead>
<tr>
<th>It is important for Wits to select students of high academic ability</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>e</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>39.3</td>
<td>10.7</td>
<td>35.7</td>
<td>14.3</td>
<td>17</td>
</tr>
</tbody>
</table>

The proportion of students at Wits should reflect:
* the proportion of black people in SA
* the proportion of working class families in SA
* the proportion of women in SA

<table>
<thead>
<tr>
<th>The proportion of students at Wits should reflect</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>* the proportion of black people in SA</td>
<td>32.0</td>
<td>52.0</td>
<td>8.0</td>
<td>8.0</td>
<td>-</td>
<td>18</td>
</tr>
<tr>
<td>* the proportion of working class families in SA</td>
<td>29.2</td>
<td>45.8</td>
<td>16.7</td>
<td>4.2</td>
<td>4.2</td>
<td>19</td>
</tr>
<tr>
<td>* the proportion of women in SA</td>
<td>21.7</td>
<td>43.5</td>
<td>17.4</td>
<td>13.0</td>
<td>4.3</td>
<td>20</td>
</tr>
</tbody>
</table>

Matric should be the main criteria for admission to Wits

<table>
<thead>
<tr>
<th>Matric should be the main criteria for admission to Wits</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11.5</td>
<td>26.9</td>
<td>7.7</td>
<td>34.6</td>
<td>19.2</td>
<td>21</td>
</tr>
</tbody>
</table>

The following criteria should be used to select students:
* matric
* tests measuring ability and potential
* community service
* work experience

<table>
<thead>
<tr>
<th>The following criteria should be used to select students</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>* matric</td>
<td>12.0</td>
<td>56.0</td>
<td>12.0</td>
<td>8.0</td>
<td>12.0</td>
<td>22</td>
</tr>
<tr>
<td>* tests measuring ability and potential</td>
<td>30.8</td>
<td>53.8</td>
<td>7.7</td>
<td>7.7</td>
<td>-</td>
<td>23</td>
</tr>
<tr>
<td>* community service</td>
<td>19.2</td>
<td>42.3</td>
<td>19.2</td>
<td>19.2</td>
<td>-</td>
<td>24</td>
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<tr>
<td>* work experience</td>
<td>12.5</td>
<td>50.0</td>
<td>20.8</td>
<td>16.7</td>
<td>-</td>
<td>25</td>
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</tbody>
</table>

Students coming out of Bantu Education need programs to prepare them for university

<table>
<thead>
<tr>
<th>Students coming out of Bantu Education need programs to prepare them for university</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40.7</td>
<td>51.9</td>
<td>3.7</td>
<td>-</td>
<td>3.7</td>
<td>26</td>
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</table>

To assist disadvantaged students, Wits should offer:
* pre-university Summer school
* academic support within existing courses
* a bridge year preparing students on campus for their first year at Wits
* a junior college off campus presenting courses for which students would get some credit

<table>
<thead>
<tr>
<th>To assist disadvantaged students, Wits should offer</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>* pre-university Summer school</td>
<td>30.8</td>
<td>42.3</td>
<td>19.2</td>
<td>-</td>
<td>7.7</td>
<td>27</td>
</tr>
<tr>
<td>* academic support within existing courses</td>
<td>29.6</td>
<td>48.1</td>
<td>14.8</td>
<td>7.4</td>
<td>-</td>
<td>28</td>
</tr>
<tr>
<td>* a bridge year preparing students on campus for their first year at Wits</td>
<td>24.0</td>
<td>44.0</td>
<td>12.0</td>
<td>20.0</td>
<td>-</td>
<td>29</td>
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<tr>
<td>* a junior college off campus presenting courses for which students would get some credit</td>
<td>12.5</td>
<td>50.0</td>
<td>12.5</td>
<td>20.8</td>
<td>4.2</td>
<td>30</td>
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</table>

Wits should actively promote social integration

<table>
<thead>
<tr>
<th>Wits should actively promote social integration</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>57.7</td>
<td>38.5</td>
<td>-</td>
<td>-</td>
<td>3.8</td>
<td>31</td>
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</table>

White students need some program to overcome the disabling effects of a racially segregated and uncritical education

<table>
<thead>
<tr>
<th>White students need some program to overcome the disabling effects of a racially segregated and uncritical education</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
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<td></td>
<td>60.7</td>
<td>35.7</td>
<td>-</td>
<td>3.6</td>
<td>-</td>
<td>32</td>
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</tbody>
</table>

Wits should re-allocated resources to offer all disadvantaged students assistance with:
* transport
* accommodation
* bursaries

<table>
<thead>
<tr>
<th>Wits should re-allocated resources to offer all disadvantaged students assistance with</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>* transport</td>
<td>58.6</td>
<td>37.9</td>
<td>-</td>
<td>3.4</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>* accommodation</td>
<td>62.1</td>
<td>37.9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>34</td>
</tr>
<tr>
<td>* bursaries</td>
<td>75.9</td>
<td>24.1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>35</td>
</tr>
<tr>
<td>Question</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Question No.</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>-------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>All courses at Wits should aim to raise the level of social awareness of students</td>
<td>55.2</td>
<td>44.8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36</td>
</tr>
<tr>
<td>Wits should be a forum of ideas where different views are debated</td>
<td>55.2</td>
<td>37.9</td>
<td>-</td>
<td>3.4</td>
<td>3.4</td>
<td>37</td>
</tr>
<tr>
<td>Wits should emphasize research which is responsive to community concerns</td>
<td>62.1</td>
<td>37.9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>38</td>
</tr>
<tr>
<td>Wits courses should have more African content</td>
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<td>50.0</td>
<td>14.3</td>
<td>3.6</td>
<td>-</td>
<td>39</td>
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<tr>
<td>Wits should present courses in black studies</td>
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<td>57.7</td>
<td>7.7</td>
<td>11.5</td>
<td>3.8</td>
<td>40</td>
</tr>
<tr>
<td>Wits courses should be geared to issues of community development e.g. preventative medicine; low cost architecture; appropriate technology</td>
<td>37.9</td>
<td>58.6</td>
<td>3.4</td>
<td>-</td>
<td>-</td>
<td>41</td>
</tr>
<tr>
<td>There should be more part time courses for university degrees and diplomas</td>
<td>41.4</td>
<td>55.2</td>
<td>3.4</td>
<td>-</td>
<td>-</td>
<td>42</td>
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<tr>
<td>Part time courses should be offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* at venues in the community</td>
<td>37.9</td>
<td>37.9</td>
<td>10.3</td>
<td>6.9</td>
<td>6.9</td>
<td>43</td>
</tr>
<tr>
<td>* on the main campus</td>
<td>23.1</td>
<td>57.7</td>
<td>7.7</td>
<td>11.5</td>
<td>-</td>
<td>44</td>
</tr>
<tr>
<td>Wits should offer 3 - 6 month courses for working people with credit towards a degree</td>
<td>40.7</td>
<td>40.7</td>
<td>18.5</td>
<td>-</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td>Wits should offer black students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* accommodation in integrated residences on campus</td>
<td>65.2</td>
<td>30.4</td>
<td>4.3</td>
<td>-</td>
<td>-</td>
<td>46</td>
</tr>
<tr>
<td>* accommodation in black residences on campus</td>
<td>4.5</td>
<td>13.6</td>
<td>4.5</td>
<td>31.8</td>
<td>45.5</td>
<td>47</td>
</tr>
<tr>
<td>* accommodation in black residences off campus</td>
<td>5.3</td>
<td>5.3</td>
<td>21.1</td>
<td>26.3</td>
<td>42.1</td>
<td>48</td>
</tr>
<tr>
<td>* accommodation in separate residences for men and women</td>
<td>9.5</td>
<td>28.6</td>
<td>14.3</td>
<td>19.0</td>
<td>28.6</td>
<td>49</td>
</tr>
<tr>
<td>* accommodation in mixed residences for men and women</td>
<td>26.1</td>
<td>39.1</td>
<td>17.4</td>
<td>17.4</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>* a choice from the above</td>
<td>31.8</td>
<td>27.3</td>
<td>13.6</td>
<td>18.2</td>
<td>9.1</td>
<td>51</td>
</tr>
<tr>
<td>Wits should publicise its policy about admissions and bursaries more widely in the community</td>
<td>71.4</td>
<td>28.6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>52</td>
</tr>
</tbody>
</table>
### CONTROL

When people consider the way that Wits is planned and run, they make the following observations and suggestions

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wits should expand the number of black people:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* at all levels of decision-making</td>
<td>74.1</td>
<td>25.9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>53</td>
</tr>
<tr>
<td>* in the administration</td>
<td>60.9</td>
<td>39.1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>54</td>
</tr>
<tr>
<td>* on the academic staff</td>
<td>65.2</td>
<td>34.8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>55</td>
</tr>
<tr>
<td>Black staff at Wits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* have been discriminated against in the past</td>
<td>47.8</td>
<td>30.4</td>
<td>17.4</td>
<td>-</td>
<td>4.3</td>
<td>56</td>
</tr>
<tr>
<td>* are still discriminated against today</td>
<td>33.3</td>
<td>37.5</td>
<td>25.0</td>
<td>-</td>
<td>4.2</td>
<td>57</td>
</tr>
<tr>
<td>There should be a non-racial code of conduct for all Wits employees</td>
<td>62.1</td>
<td>31.0</td>
<td>3.4</td>
<td>-</td>
<td>3.4</td>
<td>58</td>
</tr>
<tr>
<td>There should be a readily accessible procedure for investigating instances of discrimination at Wits</td>
<td>72.4</td>
<td>27.6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>59</td>
</tr>
<tr>
<td>Wits should give honorary degrees to progressive community leaders</td>
<td>39.3</td>
<td>46.4</td>
<td>10.7</td>
<td>-</td>
<td>3.6</td>
<td>60</td>
</tr>
<tr>
<td>Wits should have close links with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* black university in &quot;independent&quot; homelands eg. UNIBO</td>
<td>11.5</td>
<td>30.8</td>
<td>23.1</td>
<td>7.7</td>
<td>26.9</td>
<td>61</td>
</tr>
<tr>
<td>* black universities located outside &quot;independent&quot; homelands e.g. Turfloop</td>
<td>20.0</td>
<td>40.0</td>
<td>24.0</td>
<td>8.0</td>
<td>8.0</td>
<td>62</td>
</tr>
<tr>
<td>There should be a committee of community leaders to advise Wits on its policies</td>
<td>30.8</td>
<td>53.8</td>
<td>7.7</td>
<td>3.8</td>
<td>3.8</td>
<td>63</td>
</tr>
<tr>
<td>All students should be required to do community work as part of their degree or diploma</td>
<td>42.9</td>
<td>32.1</td>
<td>17.9</td>
<td>7.1</td>
<td>-</td>
<td>64</td>
</tr>
<tr>
<td>Academic staff should be required to do community work as part of their job</td>
<td>35.7</td>
<td>32.1</td>
<td>26.0</td>
<td>7.1</td>
<td>-</td>
<td>65</td>
</tr>
<tr>
<td>Students should have more say over course content</td>
<td>21.4</td>
<td>64.3</td>
<td>3.6</td>
<td>10.7</td>
<td>-</td>
<td>66</td>
</tr>
<tr>
<td>Wits does not place enough emphasis on:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* quality of teaching</td>
<td>25.0</td>
<td>29.2</td>
<td>20.8</td>
<td>25.0</td>
<td>-</td>
<td>67</td>
</tr>
<tr>
<td>* concern for the problems of disadvantaged students</td>
<td>40.7</td>
<td>44.4</td>
<td>-</td>
<td>11.1</td>
<td>3.7</td>
<td>68</td>
</tr>
</tbody>
</table>
COMMUNITY RELATIONS

When people consider how the broader (non-student) community could enter into a closer association with Wits, they make the following observations and suggestions:

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wits should establish resource and study centres in the community</td>
<td>44.8</td>
<td>55.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>69</td>
</tr>
<tr>
<td>Wits should establish an office for liaison with community organisations</td>
<td>37.9</td>
<td>58.6</td>
<td>3.4</td>
<td>-</td>
<td>-</td>
<td>70</td>
</tr>
<tr>
<td>Wits should let community organisations use its facilities and technical resources eg: halls, TV equipment</td>
<td>62.1</td>
<td>34.5</td>
<td>3.4</td>
<td>-</td>
<td>-</td>
<td>71</td>
</tr>
<tr>
<td>Wits needs to publicise the facilities that it makes available to the community</td>
<td>51.7</td>
<td>48.3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>72</td>
</tr>
<tr>
<td>Wits adult education programmes do not cater for community needs</td>
<td>33.3</td>
<td>29.6</td>
<td>33.3</td>
<td>3.7</td>
<td>-</td>
<td>73</td>
</tr>
<tr>
<td>Wits should have more * public lectures on contemporary social issues</td>
<td>50.0</td>
<td>50.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>74</td>
</tr>
<tr>
<td>* workshops on basic skills like legal rights, media skills</td>
<td>48.3</td>
<td>51.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>75</td>
</tr>
<tr>
<td>Community groups should have a say over the content of non-formal courses and programmes</td>
<td>34.5</td>
<td>55.2</td>
<td>10.3</td>
<td>-</td>
<td>-</td>
<td>76</td>
</tr>
<tr>
<td>Wits should give greater assistance (facilities, expertise) to community service organisations</td>
<td>58.6</td>
<td>34.5</td>
<td>6.9</td>
<td>-</td>
<td>-</td>
<td>77</td>
</tr>
<tr>
<td>Wits should establish an on-campus library resource centre for use by trade unions and community organisations</td>
<td>48.3</td>
<td>51.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>78</td>
</tr>
</tbody>
</table>
APPENDIX FOUR

LIST OF PERSONS INTERVIEWED/ORGANISATIONS INTERVIEWED FOR OVERSEAS SURVEY

3. Professor R. Cohen, Centre for Research into Ethnic Relations, University of Warwick.
4. Terry Eagleton, Wadham College, University of Oxford
5. Judy Favish, Postgraduate Student, University of Warwick.
6. Bob Fine, Lecturer in Sociology, University of Warwick
7. Horst Kleinschmidt, Director, International Defence and Aid Fund
8. Dr. Anthony Lemon, Mansfield College, University of Oxford
9. Dr. Norman Levy, Head of School of History, Middlesex Polytechnic, London.
10. Dr. Stephen Lukes, Lecturer, Balliol College, University of Oxford.
11. Professor Shula Marks, Director, Institute of Commonwealth Studies, University of London
12. Kees Maxey, Director, Africa Education Trust, London
13. Colin Murray, Lecturer, University of Liverpool
15. Herbie Pillay, Psychologist, Middlesex Hospital, London
16. Professor John Rex, Centre of Research into Ethnic Relations, University of Warwick
17. Ronald Segal, Author and Publisher
18. Dr. Bill Stephenson, University College, University of London, Vice-President of the Association of University Teachers.
19. Mike Terry, Executive Director, Anti-Apartheid Movement, London
20. Ben Turok, Senior Lecturer, Open University, Director, Institute for African Alternatives.
21. Dr. Elaine Unterhalter, researcher on education.
22. Gavin Williams, St. Peter's College University of Oxford
23. Harold Wolpe, Chairperson, Department of Sociology, University of Essex.
WITS AS AN 'OPEN' UNIVERSITY 1922 - 1959

This group is mainly concerned with Wits and its relationship with the wider community, notably the black community, and how that wider community currently perceives Wits. In this paper I am less concerned with the wider community than with Wits' actual record as a so-called 'open' university between the foundation of the university in 1922 and the passage in 1959 of the Extension of University Education Act, which provided that the 'white' universities including Wits, could no longer admit black students, except in special circumstances and only with ministerial permission. I am doing this as I think it is important for this group not to succumb to the myths about Wits' past as a so-called 'open' university, but to get a realistic sense of how 'open' the university in fact was prior to 1959. The point is that while Wits and the University of Cape Town did come to differ from the other universities in South Africa in admitting blacks, so that they most certainly did come to stand out in this regard - they got there slowly and hesitantly. That the door opened to blacks was never much more than half open.

In his inaugural address, J.H. Hofmeyr, the University's first Principal, suggested that Wits should be an 'open' university in its admissions policy. He said that the new university should be open to all who possessed the necessary academic qualifications - 'It should know no distinctions of class or wealth, race or creed'. However, it is problematic what he meant by 'race' - in those days the 'racial' question in South Africa was the question of English/Afrikaans relations. He was probably saying no more than that Wits would not be a university restricted to the English speaking white population. His statement did not mean that Wits, at its inception, was actively thinking of opening its doors to black students.

The impression is sometimes given that the universities of Cape Town and the Witwatersrand, prior to the government's intervention in 1959, had always followed 'open' admissions policies. Such an impression is conveyed by The Open Universities in South Africa, which traces the 'open' policies of the two universities back to their respective precursors, the South African College in Cape Town and the South African School of Mines and Technology in Johannesburg: "At Cape Town the admission of the first non-white students to studies at the post-matriculation level dates from back to the turn of the century; in the case of the Witwatersrand the corresponding date was 1910'. It is true that a handful of 'non-white' students had been admitted by the South African College, and one Chinese student by the School of Mines, and it is also true that the statutes adopted by the University of Cape Town, and the University of the Witwatersrand, Johannesburg, provided for 'open' admissions. Statute 69 of the University of Cape Town and statute 72 of the University of Witwatersrand alike stated that "every person shall be entitled to become registered as a matriculated student at the University" who had obtained the matriculation certificate of the Joint Matriculation Board, or a recognized exemption from the J.M.B. matriculation examination. But the impression should not be gained from this that the two universities followed 'open' admissions policies from their inception.
A study of admissions policies indicates that at its inception Wits very much reflected the prejudices of the society to which it belonged. Only very slowly and hesitantly was it accepted that black students, African, Coloured, and Indian, should be admitted in any substantial numbers. It was not until World War II, when it became impossible for black students to continue to pursue their professional studies overseas, that Wits began to accept black students on any scale at all.

Ironically, it did so at the request of government. The wartime Smuts Government was particularly anxious that Wits should train black medical students, and made a number of scholarships available for the purpose. The number of black students at Wits consequently rose from 4 in 1939 to 87 by 1945.

The first non-white application to Wits was in 1925 from a Coloured student, J.T. du Rand, who wanted admission to the Medical School in the next year. This application set the university authorities into a spin, particularly as it involved the Medical School, which was considered a very sensitive area because of the problems surrounding clinical training - the use of white patients. The University's Council responded by seeking legal advice whether it was entitled to exclude the applicant on the ground of colour. The legal opinion was to the contrary. J.H. Hofmeyr, in his capacity as solicitor to the Council, advised in November 1925 that after careful perusal of the University Act and Statutes, he found no provision that would warrant the exclusion of a non-European student from the university by the Council. This was similar to the legal advice given to U.C.T. in 1921, when an Indian had applied to enter its medical school. The advice was repeated in 1926 when Wits approached Advocates Solomon and Manfred Nathan for their opinion. Council consequently resolved that no action be taken on the Coloured applicant, which meant that he was admitted in 1926. He graduated in 1933.

At the time, the admission of a black student to the university was seen as a truly momentous step. To advise the university on policy for the future on black admissions, Senate appointed a committee, to which Council added four members, including J.H. Hofmeyr in his capacity as Vice-Chancellor.

In its report of 19 October 1926, the joint committee recommended that the statute of the university be amended to read permissively rather than affirmatively, and that the university seek legal opinion whether under such an amendment "the Council would have the power to exclude students on the grounds of colour with or without regulations". The opinion of Solomon and Nathan was that the proposed amendment was "open to the same objections as the existing Statute". It failed, in other words, to empower the university to exclude students on the basis of colour. It was in this situation that Council decided, in December 1926, to appoint its own committee, consisting of Alexander Aiken, the chairman of the finance committee, and J.H. Hofmeyr, the University's solicitor, to ascertain the procedures required to empower the university to exclude students on the ground of colour.
Within the university, Professor R.F.A. Hoernle served as an articulate champion of this point of view. Important also was the growing pressure from blacks themselves for admission to Wits. In 1934 the university was formally challenged on its admissions policy by a black educational institution. The Principal of Sastri College, the Indian high school in Durban, inquired whether Indians were admitted as students of the University of the Witwatersrand. A Council committee, chaired by J.H. Hofmeyr, was established in November 1934 to consider the matter, and it resolved to instruct the Registrar to reply:

I am directed to inform you that the statutory condition laid down for admission is that the candidate shall be in possession of a matriculation certificate of the South African Joint Matriculation Board or of a certificate of exemption issued by the same Board.

In the following year the first Indians to attend a university were admitted to the Faculty of Arts. In 1938 I.M. Bawa and A.H.I. Mulla became the first Indian graduate of Wits, and in 1940 Mulla was awarded the LL.B. degree.

As I suggested earlier it was really World War II that served to open up Wits to any appreciable extent. It was certainly World War II that served to open up the Medical School to black students. What the outbreak of war did was to make it impossible for blacks to continue going overseas to pursue medical studies. They had now to obtain their medical training locally, and from that fact arose the decisive pressure that led Wits to open its Medical School to black students. The pressure on Wits was three pronged:

1. from three Indian students who had been admitted in 1938 to the pre-clinical study of medicine at Wits on condition they went elsewhere for the remainder of their training. In 1939 they asked the university to secure the removal of the hospital ban on them, but the University Council refused. In 1940 the Indian students concerned went direct to the Board of the Johannesburg Hospital which, without consulting the university, decided to permit them to attend 'the non-European wards' of the hospitals;

2. from the Institute of Race Relations, which had its offices on campus;

3. from Government - that is from the United Party Government of Smuts which had taken South Africa into the war against Germany, and within it specifically from Hofmeyr, the Minister of Education, and from the Secretary for Native Affairs, Douglas Smit. In 1940 the Union Department of Native Affairs provided five scholarships annually for the training of Africans in medicine. The scholarship holders were to do their first year at Fort Hare then proceed to Wits for their medical training. In 1941 the Government also extended the money, from the Native Trust Fund, for the building of a residence for black students - this was Douglas Smit House.
What the committee came up with was a proposal that the university attempt to 'induce' the Pact Government to introduce a general Bill empowering any university in South Africa to exclude students on the ground of 'colour' - in other words, that the government should do the dirty work for them. This the Hertzog government failed to do and so, as far as the medical school was concerned, the university was forced to fall back on another expedient. This was the new Public Hospitals Ordinance, passed by the Transvaal Provincial Council in 1928, which permitted hospital boards to refuse black medical practitioners and students access to the wards in public hospitals. The university was consequently able to deny blacks admission to the medical school on the grounds that the Province would not allow them access to clinical training in the public hospitals.

It is true that from 1927 onwards - the appointment of the Loram Committee into the training of 'natives' in medicine and public health - the university did urge the government to finance separate facilities at Wits for the training of black doctors, but this the government also failed to do, and Wits was left with the policy of denying blacks admission to the medical school on the grounds that they could not offer them clinical training.

The process by which Wits began to open its doors - or at least some of them - to black students really dates from 1934/5. In 1934 the university's authorities took the deliberate decision to adopt a more positive or 'open' policy on the question of black admissions to the university. As was announced in the Council's annual report for 1934:

In the course of the year several enquiries were received from prospective students of Indian, Coloured, or native birth. Since the Act and Statutes of the university do not make mention of differences of colour or race, enquiries were treated without reference to such contingencies and it may therefore be expected that students belonging to those categories will, in the future, offer themselves for the various courses of study. It is hoped that the exercise of tact and discretion will avoid the difficulties which are sometimes attendant upon the closer contact of the various races.

1935 was consequently to become a 'landmark' year in the evolution of Wits as an 'open' university. Several blacks were admitted to the university, including an African to post-graduate study at the medical school. Dr M.C.C. Motseben, who had received his M.B.Ch.B., from Edinburgh University, was admitted to the course for the diploma in public health. In 1935 the university also appointed its first black member of academic staff, B.W. Vilakazi, as a language assistant in the Department of Bantu Studies.

Several factors induced the university to adopt a more 'open' policy in regard to black admissions. White liberal opinion in South Africa was beginning to press for the admission of blacks to at least some of the country's universities. For instance, in his Phelps-Stokes lectures of 1933, Edgar Brookes urged that "though non-European students should not be admitted everywhere, they should surely be admitted somewhere - and this in no spirit of grudging tolerance, but the hearty and unequivocal welcome of staff and students alike". He added, 'I should regard the university which succeeded in carrying through such a policy and at the same time keeping the loyalty of its European students of both races, as the first complete university institution in South Africa, destined to lead university education for years to come'.

The basic arrangement within the Medical School was that white and black students attended the same lectures and laboratories, but with black students limited to the 'Non-European Hospital' and the Coronation Hospital for their clinical work. However, there were some exceptions to this basic arrangement. Because of over-crowding at the 'Non-European Hospital', it was impossible to organize clinical classes in medicine there, and for systematic instruction blacks had consequently to attend classes with white students three times a week in the lecture theatre at the hospital. When a 'European' case was demonstrated they were requested to leave the lecture theatre. They did not always do so as they were required, this led to some explosive incidents, incidents the university authorities, particularly the Principal Raikes, dreaded, as they were very anxious not to challenge and upset white susceptibilities.

Indicative of some of the lengths the university went to in order not to upset white susceptibilities is the following letter, dated 16 April 1948, from Principal Raikes to Professor A.S. Strachan, Head of the Department of Pathology, over the question of black students access to post-mortems,

My dear Strachan,

I received today a deputation from the S.R.C. and one of the points they raised was the perennial one of post-mortems for non-European medical students.

I made it completely clear to the students that it would be impossible for non-European students to carry out post-mortems on European cadavers. The point was raised, however, that when a post-mortem on a European cadaver had been finished, it was impossible for non-European students to come into the Mortuary until the European cadaver had been sewn up and covered whereas it might be possible that a post-mortem on a non-European body was already in progress. Do you think that it would be possible to cover any European cadaver on which a post-mortem had been held and then to let the non-European students in for the non-European post-mortems and not to sew up the European cadaver until the whole series of post-mortems has been completed? It was suggested to me that if this could be done non-European students would have greater access to the post-mortems on non-European cadavers.

With the outbreak of World War II, pressure was also put on dentistry to open its facilities to black students, but throughout the war and after the Dental Faculty managed to resist taking on black students. The Dean of the Faculty of Dentistry, J.C. Middleton Shaw, who was something of a tyrant, was apparently determined not to have black students admitted. When the new Oral and Dental Hospital was officially opened in 1952, it included no facilities for black students, and applications by blacks for admission were consequently turned down. The following exchange between Raikes and Middleton Shaw took place at the end of 1952. Raikes to the Dean of the Faculty of Dentistry, 9 December 1952:
I am informed that two non-Europeans have applied for admission to the Faculty of Dentistry and have been rejected on the grounds that no facilities exist for the training of non-Europeans. The Council would, I feel sure, like to see non-Europeans trained at our Dental Hospital, but would not wish to do anything without very full consideration by yourself and the Faculty. I should therefore be grateful if you would let me know what you consider to be the present position.

I recognise that at the old hospital facilities did not exist of a satisfactory nature, and that it may very well be that we cannot make facilities available for one or two students but would have to demand that, say, at least half a dozen were in training. It may also be that the number of attendances of non-European patients is insufficient, bearing in mind the nature of the work done on them to provide sufficient material for training the students in the various aspects of practical dentistry, more particularly conservation work.

I should therefore like you to go into the matter and to let me have a confidential report. The matter should at this stage not be brought up either at the Faculty or the Board of the Hospital.

The Dean replied as follows on 12th December, 1952,

It was decided some years ago, when we wished to develop Orlando into a non-European Dental School, that we could not train Europeans and non-Europeans in the same school. You will recollect that developing Orlando into a non-European Dental School fell to the ground as a result of the decision by the Minister to have non-Europeans trained in Natal. If you do not recollect the correspondence on the subject I will let you have copies.

When the Nationalists came to power in 1948 they soon made it clear that they objected to the two 'open' universities in South Africa, that they intended to impose apartheid structures on university education in the country. From the outset, the university monitored government statements on the need to segregate universities. The Council minutes for 10 September 1948, for example, took note of the Prime Ministers' statement in the House of Assembly on the necessity for apartheid in the universities. From the outset, again, the university made it clear that it was opposed to the imposition of apartheid on itself. In 1953 the Government established a commission, chaired by J.E. Holloway, into separate training facilities for non-Europeans at universities, and it is the documentation prepared for this commission that provides some of the best material for a study of the university's overall policy towards black students.

From the documents prepared by Wits in 1953/4 it is evident that black students were still shut out from several academic pursuits. Dentistry, as I have mentioned, was closed to them, but that was not all. In the Engineering Faculty, all eight branches were supposedly open to blacks, but arrangements for vacation practical work were not possible in some branches for reasons beyond the university's control, namely, Mining Engineering, as no black could qualify for a blasting certificate. In the Faculties of Science, Commerce, Law and Architecture, all courses were open to blacks on the same terms as whites, but not so in the Faculty of Arts. B.A. Fine Arts was not open to blacks as white models were often used in the life drawing studios. The B.A. in Logopedics was subject to the possibility of suitable arrangements for clinical work with non-European patients and in non-European schools. No such 'suitable arrangements' existed.
Outside of the classroom black students were often discriminated against. At no time was it part of the university's policy to promote integration at all levels. Rather, its official policy was designated as one of "academic non-segregation", whereby black students would be offered the maximum possible access to the academic facilities available in the university and whereby they would be treated in academic matters with racial impartiality, but that outside of the academic sphere social contact should be restricted. To quote the university's memorandum to the Holloway Commission:

The exclusion of non-Europeans from this kind of social contact outside the academic sphere indicates the university's recognition of the special circumstances which prevail, in the field of social relationships, in South Africa.

He meant that black students, while forced to participate in the activities of most cultural and scientific societies, were excluded from participation in sport, dances and other forms of recreation and social enjoyment at the university. The only sports facility available to blacks was the use of one tennis court. The University Council otherwise prohibited them from playing sports within the university as well as from games against outside teams. Residences, for their part, were entirely segregated.

In a sense, this social segregation at the university, designed to accommodate the prejudices of some students but basically designed to accommodate the prejudices of the wider white society, backfired against the university in its dealing with the Nationalist Government. While the university tried desperately to argue that for black students their extra-curricular contact with white students was crucial for the development among them of some of the "attributes of an educated person and a trained mind", the Holloway Commission was able to point out that the extra-curricular contact was so limited as to be of marginal benefit to black students. "There are admittedly groups of European students who have extra-curricular associations with non-European students, but for the greater part the two groups, namely Europeans and non-Europeans, do not have much to do with each other extra-curricularly".

In the late 1950s the S.R.C. ran a concerted campaign against social segregation on campus, but failed to persuade Council to abandon its ruling prohibiting black students from attending dances and joining sports clubs. I have not yet looked into the origins and the momentum of this S.R.C. campaign, but one senses that it came too late in the day. For the historian, Council's refusal to budge underlines the fact that official university policy towards black students remained cramped and nervous to the last. As the 1959 S.R.C. pointed out, "the argument that such a step may antagonize the government is not a strong one in view of the fact that the present university apartheid bill is very shortly to become an act, refraining from taking this step will in no way cause them to resist. The further argument that this step is against public opinion and such a step should not be taken in view of the affront it may be to Society is invalid in that it does not recognize that the majority of South Africa's population would probably favour such a step".
APPENDIX SIX

PERCEPTIONS OF WITS: A survey of staff and student attitudes to the role of the University in a changing society.

The purpose of this survey is to ascertain student and staff opinion regarding the present and future role of the University in a changing society. Specifically, the enclosed questionnaire attempts to find out your attitudes on the ways in which the University could serve the needs of disadvantaged communities in the PWV area. "Disadvantaged communities" is taken to refer to those groups of people who are deprived of an equitable participation in the country's decision-making processes. In South Africa, these groups constitute the majority of the population. The intention of the survey is to provide information and analyses which the University will find useful in reviewing its policies and priorities in relation to the current national situation and the work of educational reconstruction which lies ahead.

The questionnaire consists of statements about the University which have been made by individuals and representatives surveyed from three samples:

a) an overseas British, academic community.

b) mass-based political, educational, church, labour, civic, parent, teacher, women's, professional and service organisations operating within disadvantaged communities in the PWV area.

c) representatives of student and staff organisations, and individuals working on decision making bodies within the University.

Consequently the statements do not necessarily reflect the views of the "Perceptions on Wits" group. What you are required to do is to indicate the extent of your agreement/disagreement with the statements by encircling a number adjacent to the statement.

The completed questionnaires remain anonymous. Once you have completed the questionnaires, could you please place your response in the enclosed envelope and post it in the University's internal mail to.

PERCEPTIONS OF WITS SURVEY
COUNSELLING AND CAREERS UNIT
ROOM SH 3001 (Tel. ext. 3395)

There is a post box for internal mail next to the post office in the Central Block.

It is important that as many students and staff respond to the survey as possible, and that questionnaires are returned to the above address by the 30th April, 1986.
WHICH FACULTY ARE YOU A STUDENT/STAFF MEMBER OF? ________________________

BEFORE PROCEEDING TO RESPOND TO THE STATEMENTS, PLEASE MAKE SURE THAT YOU HAVE READ THE INSTRUCTIONS ON PAGE 1.

YOU ARE REQUIRED TO READ EACH OF THE FOLLOWING STATEMENTS AND THEN ENCIRCLE THE NUMBER WHICH INDICATES THE EXTENT OF YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.

1 = STRONGLY DISAGREE
2 = DISAGREE
3 = UNSURE
4 = AGREE
5 = STRONGLY AGREE
0 = NOT APPROPRIATE

MANY OF THESE STATEMENTS ARE OVERTLY PRESCRIPTIVE. HOWEVER, THESE ARE THE OBSERVATIONS AND SUGGESTIONS OF PEOPLE WHEN ASKED TO CONSIDER THEIR GENERAL IMPRESSION OF WITS.

1. Wits is an academic institution and should not involve itself with community and political issues.

2. The University can best serve the community by restricting itself to academic matters.

3. The University must substantially shift its priorities to accord with those of a tertiary institution within a Southern African context.

4. The University should do more to serve the needs of disadvantaged communities.

5. Academic freedoms and general freedoms are indivisible so that academic freedom can be fully realised only in a society in which all people are free.

6. The University should voice its opposition to all forms of injustice.

7. The University needs to do more than make statements and should engage in acts of civil disobedience with respect to the laws of apartheid.

8. Wits should openly defy apartheid laws where they interfere with its role as a university (e.g., Group Areas Act).

9. All groups, regardless of political affiliation, should be allowed to openly debate on the campus.
10. Even in a time of increasing violence and racial polarisation the University must defend the tradition of rational argument and academic debate.

11. The principal aim of the University should be to pursue academic excellence as measured by international standards.

12. Wits must recognise the South African context of the University and combine its commitment to international standards with a commitment to the needs of disadvantaged communities.

13. The University's reputation depends on its opposition to apartheid and on its service to disadvantaged communities.

14. Students and staff of the University should respond to national problems as scholars in their specific disciplines.

15. All information concerning race should be eliminated from student records kept by the University.

16. The University is a heterogeneous community and consequently cannot present a unified position concerning the issues of the day.

17. Insofar as the University has a positive image in disadvantaged communities, it is because of the work of a small group of individuals.

18. The University should not align itself with any political organisation or movement.

19. The University needs to take more positive steps to increase opportunities for members of disadvantaged communities to have access to it.

20. The selection of undergraduates must be done in such a way as to constitute a student body which reflects the composition of the South African population.

21. To assist disadvantaged students, the University should offer:
   a) a pre-university Summer School
   b) more academic support within existing departments
   c) more general academic support (e.g., study skills)
   d) a bridge year preparing students on campus for their first year at Wits
   e) a junior college off campus presenting courses for which students would get some credit.
   f) outreach programs by university staff to improve the quality of teachers in black schools
22. Any bridging course must be fully integrated and located on campus. 1 2 3 4 5 0

23. White students at Wits need some programme to overcome the disabling effects of a racially segregated and uncritical education. 1 2 3 4 5 0

24. More part-time courses should be offered by the University. 1 2 3 4 5 0

25. Part-time courses should be,
   a) after hours so that students who are in full-time employment can attend classes after work from the late afternoon to the early evening. 1 2 3 4 5 0
   b) offered during normal working hours for students who are permitted by their employers to absent themselves from work. 1 2 3 4 5 0
   c) located in the community to accommodate part-time students and to overcome difficulties in transport. 1 2 3 4 5 0
   d) located on campus so that students have the full use of university facilities. 1 2 3 4 5 0

26. The University should facilitate short, residential courses for non-degree purposes. 1 2 3 4 5 0

27. Residences for disadvantaged students must be located in their communities to enable students to continue with community involvement and to avoid elitism. 1 2 3 4 5 0

28. The opening of all University residences is one way in which racial discrimination against black students can be effectively reduced. 1 2 3 4 5 0

29. The University should actively pursue the improvement of the transport system for students living in black areas. 1 2 3 4 5 0

30. A policy of equal access should address the question of:
   a) racial inequality 1 2 3 4 5 0
   b) gender inequality 1 2 3 4 5 0
   c) socio-economic inequality 1 2 3 4 5 0

31. Far greater resources should be made available to improve the academic support facilities at the University. 1 2 3 4 5 0

32. The University should place greater emphasis on the social integration of students. 1 2 3 4 5 0

33. Disadvantaged students should have different admissions criteria. 1 2 3 4 5 0

34. Matric results should be the sole criterion for admission. 1 2 3 4 5 0
35. The University should have an entrance examination which is totally independent of matric.  

36. Disadvantaged students should be admitted in preference to advantaged students of the same academic merit and potential.  

37. An alternative admissions policy should be based on;  
   a) Aptitude tests  
   b) Biographical information  
   c) Extent of disadvantage  
   d) English language proficiency  
   e) Interview information  
   f) Achievement motivation  
   g) Community service  
   h) Work experience  

38. Once a disadvantaged candidate has been admitted to the University, every attempt should be made to provide adequate support with respect to finances, accommodation, transport, and social, as well as academic support.  

39. The University should publicise its admissions policy far more extensively in the disadvantaged communities.  

40. The University must encourage research relevant to the needs of disadvantaged communities by allocating a greater proportion of research funds to this end.  

41. Students should be confronted with the facts about the inequalities and imbalances in South African society.  

42. Undergraduates in general should be provided with material, discussion opportunities and courses intended to assist them in becoming aware of the major problems of disadvantaged communities and possible approaches to the solution of these problems.  

43. There should be a compulsory, undergraduate course in each faculty introducing students to the social context of their disciplines.  

44. Neither the composition of the University's student body nor the content of its courses caters sufficiently for the needs and interests of the disadvantaged communities of South Africa.  

45. The teaching aim of the University should be to recognise the grossly inadequate educational preparation of most sectors of our community, to offer the necessary assistance to all students acceptable to this University to enable them to realise their full academic potential, without compromising degree standards.
46. The University should maintain an excellent research environment as a sine qua non for academic excellence, which must be understood to embrace excellence in teaching.

47. More of the University’s skills, knowledge, and facilities should be directed at actively encouraging and supporting a progressive secondary educational system.

48. Academics should adapt their teaching methods so as to meet the needs of disadvantaged students and those for whom English is a second language.

49. The University should provide courses to equip academics to do this.

50. Efforts need to be made to increase the number of research workers who are members of disadvantaged communities and are therefore able to contribute insights relevant to the formulation of research priorities and projects, as well as to the resolution of research problems.

51. Any new emphases in University policy on educational opportunities and on curricula would be facilitated if a higher proportion of the teaching staff were drawn from disadvantaged communities.

52. The University’s thrust in relation to disadvantaged communities will be handicapped unless there are members of these communities on the major decision-making bodies (Council, boards of control, Senate, faculty boards) and in middle and senior positions on the academic and administrative staff.

53. Wits should simply expand the number of black people at all levels throughout the University.

54. There should be substantial devolution of authority from Senate downwards to faculty boards and then to faculty committees and to departments.

55. In making staff selections the University should take greater cognisance of community involvement and academic potential.

56. One of the criteria for the promotion and tenure of academic staff should be involvement with disadvantaged communities.

57. The University should establish an ombudsman or grievance committee specifically to deal with issues of racial discrimination and incitement.
58. The interests of Business are over-represented on the University Council.

59. There are subtle forms of racial discrimination against black staff members of the University.

60. The University should have no links with;
   a) black universities in "independent homelands" (e.g., UNIBO)
   b) black universities located outside "independent homelands" (e.g., Turfloop)

61. The University should have;
   a) links with universities both inside and outside the "independent homelands."
   b) links with universities either inside or outside the "independent homelands."
   c) links only with individuals involved in actively opposing apartheid at these universities.

62. The University should achieve a closer understanding of the needs of commerce and industry and seek to contribute to commercial and industrial research programmes.

63. The University needs to ensure where appropriate that teaching and research in its departments are designed to meet the current and future needs of disadvantaged communities.

64. The University needs to encourage interest in its activities by influential representatives of disadvantaged communities by inviting them to play a role in teaching and research.

65. Within the University inter-disciplinary advisory committees should be established to look at current community problems and define areas of research and possible assistance.

66. The University should promote inter-disciplinary public seminars and debates on current issues.

67. The University should establish "Community Committees" made up of an equal number of interested academics and community leaders/representatives to establish the needs of disadvantaged communities and allocate research and service priorities.

68. Where appropriate requirements for degrees should make provision for the recognising of active participation in community projects.
69. Bursaries should be made available to candidates who have participated in community work.

70. The University should open dialogue with the ANC.

71. The University should confer more honorary degrees on individuals who have been actively involved in disadvantaged communities.

72. More community or resource centres should be established by the University in disadvantaged communities.

73. Wits should establish an office for liaison with community organisations.

74. The University should allow community organisations to use its facilities and technical resources.

75. Wits should establish an on-campus library resource centre for use by trade unions and community organisations.

THANK YOU FOR YOUR TIME AND CONSIDERATION
SELECT BIBLIOGRAPHY


22. Seabury, P. Universities of the Western World, NB P. Martin 'The mining of the ivory tower'.


