

JOHANNESBURG - THE EDUCATIONAL CENTRE

by

PROFESSOR GERRIT VILJOEN

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ADDRESS:

JOHANNESBURG - THE EDUCATIONAL CENTRE

- by Professor Gerrit Viljoen.

Mr. Chairman, Ladies and Gentlemen.

When I was asked to speak at this Symposium, I was somewhat doubtful as to the purpose of this invitation. My suspicion was aroused that people may be inclined to trip me up - being new in Johannesburg and new in my role at the University - asking me to talk to you on Johannesburg as a future educational centre, is to some extent rather a joke.

Mr. Chairman, Ladies and Gentlemen, I must apologise that I will not be able to address you as fluently as the previous speaker did, simply because circumstances over the past few weeks were of such a nature that I was unable to write my address on paper. With the kind assistance of this organisation, two papers have just been handed out to you, the one being background material on the subject "Johannesburg as a future educational centre". I want to briefly draw your attention to the contents of this paper - firstly I have given a review of the various educational centres of which Johannesburg is unequalled in South Africa with respect to both the number and variety of educational establishments. Secondly, I included a note which is particularly relevant to my present task. It shows to what extent brainpower, with particular reference to the Afrikaans-speaking persons on the Reef, is not fully utilized; by means of improved educational facilities, especially in the field of higher education, this brainpower can be developed and used in our city and community. //

You will note that only 30% of the Afrikaans-speaking scholars on the Witwatersrand is presently going through from St. 6 to St. 10, as against the high percentage of 44% for English-speaking pupils; the probable maximum capacity of young students who continue from St. 6 to St. 10 increases in accordance with the educational structures, and can be estimated at 54%.

In the second paragraph, I briefly indicated some of the most significant research institutes in Johannesburg apart from the vast number of educational centres. The third paragraph gives some facts regarding the rate and scope at which scientific knowledge is being published and distributed, under the heading of the popular concept "Knowledge Explosion". It is not necessary to go into this any further - you can look at this later if you are interested.

I only wish to draw your attention to the last comment in paragraph 3, which I came across while doing some reading during the past vacation. It states that in the year 1875 the former Director of the Patent Office in the U.S.A. decided to resign because everything had already been discovered and the Patent Office was facing a doomed future. This is perhaps a good example for us to prevent similar thinking here in the future.

I now intend to briefly discuss these three main points - some more fully than others. In the first place, I would like to deal with Johannesburg as the centre of higher education in the North and the vast possibilities offered to us by a co-ordinated effort between the various educational centres of higher education here. I must apologise for paying special attention to higher education, but in a paper like this there has to be some limit.

Secondly, I would like to present you with the challenge of Johannesburg regarding the educational aspect. This large city one can call a Megalopolis or when one regards how this city challenges a multitude of other cities, one can also query the meaning of the word Polyopolis. The third point I will deal with, will be how to keep abreast with the knowledge explosion in our time and the effect it may have on the future of Johannesburg.

Dealing with Johannesburg as the centre of higher education in the North and the possibilities being offered to us, we now have four residential universities within a short radius of each other. The farthest is Potchefstroom, which is only 75 miles from here, which with modern transport means nothing. These four residential universities hold half of the total residential students in this country. Apart from that, the enormous giant of the University of South Africa has already this year exceeded the number of 20,000 students - in 1966 the number was 17,000. We have here a concentration of higher educational centres which is unique. This geographical vicinity offers a wonderful opportunity being so diversified in the sense that it is Afrikaans-speaking, English-speaking and bilingual. Besides this concentration, we have the additional possibilities of a combined effort of co-operation between universities on the one hand, and industries with their research and development institutions on the other hand. The advantages are thus binomial; intellectual and economic concentration.

Clark Kerr, the recently dismissed President of the University of California, referring to universities in his book, mentioned the "riches of excellence" in America. By this he meant the wealth of concentration of good universities. Their proximity to each other made for better production - intellectually speaking - and improved co-ordination as well as integrated effectiveness. He pays particular attention to the universities on the East Coast round the lakes and further attention to those in the West in the vicinity of California. It appears that they attract those with greater merit like a magnet; that this concentration of neighbouring universities simply attracts more facilities and more of the country's funds than those scattered from each other. Here in South Africa, in the Johannesburg area, we have a similar situation.

I refer, in this regard, to a concentration south of Paris which has been established over the past 10 years. There are approximately 12 new research institutes, faculties and centres specializing in the furthering of knowledge and the dissemination thereof. The southern suburbs of Paris today are virtually a maze of connected centres for higher education and research. Increased activity is stimulated by the proximity of these centres. This example of a concentration of "riches of excellence" naturally is inclined to draw more people. Research workers prefer working in a team and if it is a happy team it is a motivating factor for attracting more people. But it also acts as a quality screen because better people are attracted. As a result of

such close proximity, better teamwork can be encouraged, expensive facilities jointly utilised and purchased. This also provides opportunities for contact and interchange of ideas between specialists who if geographically scattered would have no opportunity to collaborate with fellow specialists - his contribution would be solely an isolated one. This concentration also results in a broadening of outlook. One of the major obstacles in the field of science today is that the scientist is unable to find time to acquaint himself with related subjects owing to the volume of material he has to get through in his own particular field. It is exactly when these disciplines come into contact with one another that the most interesting knowledge explosions take place. In this instance we find that the opportunity to make contact with related disciplines is reinforced - in short, one would say that this concentration is an excellent example of the slogan "success breeds success".

In consequence of this, I would like to add that with regard to the two universities in Johannesburg - even if the one is a baby still wetting its napkins and the other a matured sister - as well as the three neighbouring universities, we should question ourselves as to the necessity of increased formal institutionalization of inter-university co-operation. Shall we allow this trend in development, shall we permit a head of department to take the initiative to open discussions with a fellow specialist at another university or shall we establish channels which will stimulate, encourage and facilitate contact at a higher level between fellow specialists at these universities? This is an important issue as universities are very insistent on their autonomy and my intention is not to suggest that we should limit each university's liberty. I only plead that we should put the question as to whether some form of organisation, committee or constitution be established to facilitate possible communication between fellow associates. We at R.A.U. have already come to an agreement with various departments of our sister university with regard to the exchanging of specialists. One professor at Wits came to see me last week and mentioned that we have two people in our department, parallel to theirs, who are specialised in fields different from his people. "Would you mind if I invite them weekly or fortnightly to lecture on their specialized field to our post-graduate students?" was his request. And I did appreciate this.

There are various study areas where we waste this country's brainpower if we are going to duplicate unnecessarily in a specialized field. If there is a good man at Wits in some sub-division of nuclear physics, why should we not make use of him? Should there be a good person in the ecology of zoology at Potchefstroom, why shouldn't we make use of him on a post-graduate level and if we again have an expert in some area or other, for example business economics, if I may mention it in this instance, why shouldn't we place him at the disposal of other universities and even the Board of Commerce and Industry?

Ladies and Gentlemen, cannot we, by means of exchanging specialized lecturers not only contribute to a better utilization of manpower, but also provide a significant stimulus between universities, lecturers and also between lecturer and student? It is possible that the general outlook which applies at R.A.U. may differ in many respects to the view held on the campus at Wits. This, however, should not prevent us from extending hands to one another and

utilizing one another's talents particularly in the field of higher post-graduate scientific level where there is such a considerable quantity of mutual interest.

I also plead that we should mutually accept the sub-division of fields of research in this country and that we should respect such areas accordingly. When at one university a student intends to expand in a direction which is not in that university's actual area of specialization, we should have the scientific integrity to inform him that he should not further his studies here, but instead advise him to contact this colleague at Potchefstroom or the other colleague at UNISA; wherever the best specialist in this particular field may be. In consequence of this, we not only respect one another, but also prevent the present unnecessary division of exertion and duplication thereof.

As a point of interest with regard to this first challenge, I would like to make a comment on library planning. I am aware of the fact that the University of the Witwatersrand is to erect a new library shortly, a building separate from the present one. We on the other hand, have to plan a library for the future. When I was still at UNISA, a library was planned which should have met the demand for the next 20 to 30 years. This library has been overcrowded for some time already. The knowledge explosion of today is such that we cannot expect the planners to make allowance for the future quantity inflow of literature. And the result? The result is that our libraries are actually becoming massive storehouses, in fact they become museums and archives. We should activate our libraries, the material of which should become alive - but then some standard has to be set. Such an active library cannot be effective unless there are more than 250,000 or 300,000 volumes. This by no means indicates that the other books should be discarded, but instead that we, between the five universities here, should establish a centralized storage place similar to that which has proved to be so effective in Paris, where material which is infrequently used is stored. The idea is that outdated material be removed to a central spot where, by means of modern mechanised methods or a telephone call, material can be reserved for active use.

We cannot allow our libraries to increase boundlessly - this additional volume suffocates our libraries. We must impose some limit, but this demands that university libraries, in particular, should collaborate for the establishment of a central storage centre but also where access to the material is easy and rapid. While studying at the Bibliotheque National in Paris, I often found that books were removed from the central store rooms to a separate library in Versailles on account of low usage. This meant that a request had to be made six hours in advance in order that this book was available when one wanted to use it, instead of the usual half an hour. I particularly wanted to mention to those of you who think in terms of Rands and cents this question of better economic co-ordination of library planning as a thought which may have major future possibilities.

My second point is the challenges of the future for this city. Briefly I would like to refer to few matters with which you are probably more familiar than myself regarding particular challenges for the educational centres in this city. There is the problem of automation which eventually leads to more leisure time. It is being said that this will lead to early

retirement. This situation demands the education of people with the objective that they have the ability to employ leisure time creatively. The art of enjoying free time to the full is not something natural - we must educate people to this. In America these days, they refer to the so-called "Sunday neurosis" - people become neurotic because they do not know what to do with themselves on Sundays. In our big city, this is a challenge which must be taken into account in our education system.

As a result of technological development in automation, there is the possibility of "redundancy". When a person is no longer required in his particular job, this does not imply that he will be unemployed, but instead that he should switch over to a new job because of new developing needs. This situation demands that a person not only be trained for one particular job, but that he should have the ability to think with clarity in order to adapt himself to the demands of new situations and apply his past knowledge to these new situations.

In the third instance, I would like to refer to the question already raised in Mr. Greig's speech and also emphasized by Mr. Langford, namely the necessity of liberalisation. If I may put it this way, of technology in our education today as a result of the time in which we are living. We must not only develop the brain and intellect, but also aim at the full development of a person's entire personality.

Ladies and Gentlemen, the society structure of this city presents us with great challenges - the individual gets lost in the crowd. The recent demonstrations by American university students over racial equality in Vietnam have been attributed to the fact that the individual has been influenced by the masses. We have a similar problem in this city. In our education and research we must take into account the necessity of planning which will eventually lead to social units within the society where the individual will feel at home. The contribution being made by group dynamics is an important one. There is a connection between sociology, architecture and town planning. When considering the futuristic building forms such as those exhibited at Expo 1967 in Montreal, we must ask ourselves, what of the future? This question is of the utmost importance to Johannesburg. Sociology must be taken into account when we plan our structures of concrete and steel.

I would now like to consider the challenges of communication in this city. This relates to the loss of individuality. The communication problem is presently of the utmost importance in this city. It not only presents itself in the education process between teacher and pupil, but also with regard to all avenues of mass communication and mass media.

During a study-visit to Holland, I will never forget the impression my wife and I got when walking along the streets of the town in which we lived. The Hollanders do not draw the curtains of the living rooms. It is said that if the curtains are drawn, something wrong is taking place behind them. Thus the living rooms are open to public view. The normal thing one sees is the family gathered in a circle watching television - everyone's attention is fixed on the screen. It may be good, it may be bad when viewed from an educational standpoint, but I am always reminded of this picture of people gathered around television sets when regarding communication by mass media.

Johannesburg, with its various nations and racial groups, could make a valuable contribution to the world if we solved the problem of communication between various language and racial groups. I would like to stipulate the utmost importance of effective communication between person and person and group and group as an essential qualification for the maintenance of civic responsibility. Our municipal democracy is being smothered because people do not belong to the city any more. Man is a separate individual, he no longer feels part of a group and is no longer able to communicate with others. Lacking proper inter-group and inter-individual communication, there cannot be effective municipal democracy and a sense of civic responsibility.

In the last few minutes I have at my disposal, I would like to deal with challenges we have to overcome in order to keep abreast of the knowledge explosion. People say that knowledge increases explosively; they say the world's publications double every 10 to 15 years; we cannot keep ahead; what can we do about it? Being in a city with such a vast concentration of people requiring such a divergent range of knowledge, this problem needs urgent consideration.

I would like to plead for a day-and-night telephone service to our libraries. The library at R.A.U. will institute a service which will enable any lecturer or student to dial a particular number any time of the night and his request will be taped by dictaphone. Within half an hour after the opening of the library the following morning, this book will be ready on his desk. This day-and-night telephone service has already proved invaluable at many American research institutes. We need the same service here.

I would like to see greater mechanization of libraries. The enormous cataloging system of an existing library can, of course, be mechanized at considerable expense. At R.A.U. we are now trying to feed all the information on each and every library card onto a punch card which can be translated onto magnetic tape. We can then, at any time, feed a request into the computer to supply the titles of books available in stock on any particular subject. What happens is that the computer punches the concerned cards and within a short time a bibliographic list will be available. Another obstacle between the user and the book is the process of filling in a card when one requires a certain book. At a university in the Ruhr area of Germany, they have already introduced this system, which we intend implementing, and they find that it simplifies matters considerably.

We could also consider the possibility of centralised knowledge storage, examples of which are to be found in America and Europe. By means of a title reference, knowledge is stored in a computer - the Americans refer to it as "random access on line service" - so that at any time information can be obtained from the computer. This will not only expedite decision-making, but will increase the effective finding of biographical details. On the other hand, however, problems of economic selection and interpretation of mass material from the computer may arise. Although this is not a problem today, it must be taken into consideration for the future, especially when building new libraries.

The "dial access information retrieval" is a system which has been in use for some years at American universities, whereby a student from his individual workpoint related to his individual

working rate uses a dial similar to a telephone to obtain programmes on his particular subject. These programmes are then released to the student on a circuit, either in the form of a soundtrack or visual soundtrack. I am just mentioning this as an aid for the future.

Closed-circuit television is, in my view, an inevitable necessity in the very near future for the vast concentration of university institutes here in the North. If we can use the experience of a few instances in America, the British "Nine Universities Research Project" and that of Censier in Paris, we will be able to render a significant contribution by making use of a network of closed-circuit television channels between the various educational centres on the Reef. We could, for instance, use a specialist at Potchefstroom and one at Wits to lecture on a screen before a group centred in Pretoria. Such a system of instruction could be used at individual universities as well as on an inter-university basis.

At Censier, Paris, instead of having 600 or more students concentrated in one lecture hall, particularly in the biological sciences which needs closer attention, they distribute a particular lecture to groups large enough to be seated in front of a monitor screen and they follow the lecture under the guidance of an instructor. Tests have indicated that these students were far more receptive to the subject and consequently had far better examination results. The University of Pennsylvania have also made a valuable contribution in this regard.

I would also like to emphasize that personal contact between scientists is still one of the most significant fundamentals resulting in success. It is therefore essential that scientists in this city should have every opportunity to meet their colleagues from abroad as is presently the case with the excellent "discipline lectures" being organized by the University of the Witwatersrand. They should also have the opportunity to establish contact with overseas specialists. I believe this is a community service which should be rendered by the Johannesburg authorities for the benefit of the educational establishments of this city. Opportunities should be given to scientists to visit their colleagues abroad and make know their research results, and also enable them to receive overseas colleagues here. Scientists are our best diplomats. This is a field in which local government, industry and commerce could invest money fruitfully.

Ladies and Gentlemen, finally I would like to comment with a critical evaluation regarding the increased production of publications. The computer can furnish you with information but the aspect of evaluation and selection of such information is still the responsibility of the human intellect.

We must be able to distinguish between "padding" and that which is original. One of the most crippling and irritating of all things in the scientific field is the way in which a person, when making a new discovery, does not content himself with publishing this in the contents of one page in a scientific journal, but instead pads out four or five pages in order to give a better impression. This unfortunately is one of those matters which cannot be corrected by computer.

I want to close with this remark; we are in a city with wonderful opportunities for the future in regard to the educational



field but we must look beyond our immediate circle. We must be prepared to co-operate, to give and take, because only then will Johannesburg be able to contribute in the educational field to the world as a whole. I am aware that I am at the beginning of my life in this field and because of this, Mr. Chairman, I am perhaps talking with ease. You, listening to me today, are experienced and will be able to sort out the probable from the improbable. I will be grateful if I have at least stimulated some thought in this direction.

Thank you.

*[Faint, mostly illegible text follows, possibly bleed-through from the reverse side of the page. Some words like "Chairman", "educational", and "contribute" are faintly visible.]*

NOTES ON ADDRESS:

JOHANNESBURG - THE EDUCATIONAL CENTRE

- by Prof. G. van N. Viljoen.

1. Johannesburg pivot of higher education in the North:

- 1966	Pretoria	9,500	more than 50% of the total are residential students
	Wits	6,900	
	Potch.	2,600	
	Unisa.	17,400	
	R.A.U.	700 + (1968)	

- distance; English-Afrikaans-bilingual; intern-extern

- possibilities of concerted power effort by means of universities and industries, and the advantages of economic growth

- U.S.A. "ridges of excellences"; concentration south of Parys - fertile and stimulating atmosphere of intellectual concentration:

- draw more and better people
- teamwork and joint facilities
- contact and exchange of ideas
- specialization plus broadening
- "success breeds success"

- necessity for more formal "institutionalization" of inter-university co-operation in the North?

- exchanging of specialised lecturers
- partition of post-graduate specialisation
- joint storage of "less-active" library stocks - establishment of an "active" library with the scope of further extension rather than just an archive or museum - uneconomical growth can be prevented.

2. Challenges for the future of the great city (megalopolis, polypolis) of Johannesburg's educators and scientists:

- problems of automation: more leisure time and earlier, retirement - education towards the ability to use and enjoy leisure time in a creative sense - danger of "Sunday neurosis".

- the possible effect of redundancy in technical training - thus re-schooling and creating the ability to acquire new skills

- liberalisation of technological points of difficulty in the training of our time and milieu (see D. Greig's paper)
- moulding of smaller unities in our society by means of which the individual will feel at home in spite of being surrounded by the crowd - group dynamics - sociology, architecture and Town Planning - futuristic ways of living at Expo 1967 Montreal - horizontal and vertical expansion
- communication: in education, mass media between races and peoples (cosmopolitan population in Johannesburg - abundance of languages and cultures), between groups and classes
  - retaining and cultivation of urban democracy and civic responsibility
- transport and traffic
- decentralisation of recreation (sport and culture) co-ordinated planning and sport facilities rather than present dispersion.

3. Keeping ahead with the knowledge explosion (see background reading)

- day and night telephone service to libraries
- mechanised library services
  - bibliographical lists, catalogues
  - process of lending out accelerated
- computers for the "storage" of knowledge
  - "random access on line service": at all times; information readily available; making of decisions accelerated and improved; problems regarding economic selection and interpretation
- "dial access information retrieval" for specified programmes as from the individual workpoint
- closed TV-channel: desentralization, improved visibility, external world being transferred into class-room - specialist available to all
  - Nine Universities Research Project
  - Censier, Paris
  - Oregon Inter-Institutional TV Teaching Project
  - Texas Educational Microwave Project
- university by radio and television
- personal contacts, overseas visits by visiting authorities (compare Wits) - special funds for the academics in Johannesburg ? International conferences
- more critic evaluation of the exponential increase in publications - the computer, in this instance, is of limited use - distinguish between mere repetition of "padding" and the actual new or original contribution - the aiming at bibliographic completeness threatens to limit creativity.

The American architect, R.H. Muttux, on the view that a university is the best architectonic symbol for what is best for man of today:

"Our topleless towers of trade, whose distorted scale threatens Battery Place with the gate of Babel and Beauvais, are the personification of the current megalomania, but not of the growth of the human spirit. Our vast industries, spreading over the countryside, are the emblem of creation without inspiration, of energy without direction, and are hardly a worthy legacy. Our sophisticated network of highways and inter-changes, leading without exception only to places we already have visited, are symbols of our frustrations rather than our innate desire to explore, to expand, and to learn .....

The true symbol of man's faith in himself, his belief in a world greater than our day-to-day vision, can best be represented by our center of advanced learning and research, in other words, through the image of our colleges and universities."

1. College for women
  2. College for men
  3. College for children
  4. College for the aged
  5. College for the handicapped
  6. College for the unemployed
  7. College for the underemployed
  8. College for the overemployed
  9. College for the overeducated
  10. College for the undereducated
  11. College for the overeducated
  12. College for the undereducated
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- 1. National Institute for Research in Science and Technology
- 2. National Institute for Research in Science and Technology
- 3. National Institute for Research in Science and Technology
- 4. National Institute for Research in Science and Technology
- 5. National Institute for Research in Science and Technology
- 6. National Institute for Research in Science and Technology
- 7. National Institute for Research in Science and Technology
- 8. National Institute for Research in Science and Technology
- 9. National Institute for Research in Science and Technology
- 10. National Institute for Research in Science and Technology
- 11. National Institute for Research in Science and Technology
- 12. National Institute for Research in Science and Technology

BACKGROUND READING ON:

"JOHANNESBURG - THE EDUCATIONAL CENTRE"

by Prof. G. van N. Viljoen.

1. The educational facilities in Johannesburg are unequalled in this country with regard to diversity and quantity (data for 1966/67).

57	Nursery Schools	-	3,450 pupils
93	Primary Schools	-	46,342 (annually + 1500)
28	High Schools	-	22,716
32	Private Schools	-	12,703
3	Higher Commercial Schools	-	1,354
2	Technical High Schools	-	993
1	Art School	-	132
1	Apprentice School	-	3,000
1	College for domestic science teachers	-	111
1	College for nursery school teachers	-	92
1	Technical College	-	5,753 (+ 8,250 correspondence students)
7	Private Commercial Colleges	-	1,236
2	Teachers Training Colleges	-	1,545 + 805
2	Universities	-	6,904 + 710 (R.A.U. 1968)

Unused brainpower with regard to Afrikaans-speaking pupils :

1967 309 Afrikaans-speaking pupils on the Reef continued their education from Std. 6 - Std. 10 (English 44%).

19% Afrikaans-speaking pupils on the Reef continued from Std. 6 to matriculation (English 29%)

Transvaal aggregate 45%

Probable maximum 54%

1967 Only 60% of the Afrikaans matriculation-passes go on to University.

2. Research Institutes in Johannesburg:

C.S.I.R.

National Institute for Personnel Research.

National Institute for Telecommunication Research.

Republic Observatory.

Research unit for Mining Equipment.

Research unit for Pneumoconiosis.

S.A. Institute for Medical Research.

Poliomyelitis Research Foundation.

National Institute for Metallurgy.

Research laboratories of the Chamber of Mines,

Corner House (Rand Mines), Anglo American,

Goldfields, African Explosives, S.A.R. & H.,

Rand Water Board, etc.

### 3. Knowledge Explosion

Estimation of the extent and growth of scientific publications which are wide ranging :

- \* World list of Scientific Publications (magazines): 60,000 titles (according to critics, more probably : 35,000).
- \* "significant journals" (Bourne) : 15,000, containing 1 million articles.
- \* Exponential growth, i.e. estimated doubling every 10 - 15 years.
- \* examples : agriculture alone - an aggregate of 100,000 articles per year in 1950 - 1963.
- on engineering periodicals : increase from 4,400 p. - 10,000 p. in 1946 - 1966.
- on The Old and New Testament : 416 magazines.
- \* UNESCO estimation of world book production : 400,000 titles in 1963 (22% literary).
- \* increase in total world production of books over 10 years is 40%.
- \* "90% of all scientists that have lived, are still living today" (?).
- \* U.S.A. expenditure on research and development, has doubled in the 5 years since Sputnik I, 1957.
- \* U.S. Office of Education estimates a 49% increase in the number of students during the next decade. i.e., 4 times as rapid as the increase in population. The expected registration for September, 1967 already 6.6 million.
- \* In 1875 the U.S.A. Director of Patent Office resigned "because everything has already been investigated and the Patent Office was facing a desperate future".

DISCUSSION ON ADDRESS

JOHANNESBURG - THE EDUCATIONAL CENTRE

- by Professor Gerrit Viljoen

QUESTION:

Professor Viljoen mentioned better utilisation of manpower by means of blending brainpower and specialist services. He further discussed centralization of libraries and a limitation of internal libraries of the various universities. Personally I think these are excellent ideas but my question is, where does it go from here?

Professor Viljoen:

Mr. Chairman, this is a difficult matter. Take for example the University of the Witwatersrand who are presently considering the erection of a second building for a library - if I am correct this means that there will be two library buildings which, in my view, are not a functional proposition. Is it always necessary to have ones complete stock of books in the centre of the campus? There are sufficient surveys indicating that the vast percentage of even the best books at universities are consulted once in 50 years or even once in 100 years.

We have already instructed our architects to plan a library which will probably not accommodate more than 300 - 400,000 volumes. These 300,000 or 400,000 volumes will be surpassed by the end of the century, but planning will probably be such that there will be no possibility of any extensions. It seems logical, therefore, that non-productive stock be removed to other quarters where housing would no doubt be cheaper. How one should approach this matter is debatable, because apart from university professors I doubt whether there are more difficult people than librarians. It is however of the utmost importance that they come together. I would think it is a good case for the financial authorities of every library to take this view that large buildings or expensive centralized stands cannot be justified if they are to house non-productive material.

Concerning the exchange of staff, I am of the opinion that one should initiate contact between specialists as is already the case to some extent. My personal ambition is to establish collaboration between our senate committees and those of our sister universities. The aim of this should be the realisation of an assistant inter-university committee for the extension of similar services. Problems such as salary differences, conditions of service, working hours etc. could be solved by such a committee. I would very much like to see this in operation, Mr. Chairman.

QUESTION:

Professor Viljoen, you referred to some society where, in spite of the presence of the crowd, the individual could experience a sense of belongingness. This is an essential problem in Johannesburg with regard to the performing arts. Would you regard this aspect of our cultural expression as of the utmost importance regarding centralization - in other words having theatres in suburbs and locating primary theatres in the centre of town?

Professor Viljoen:

I am convinced, Mr. Chairman, that the same is applicable to sport. Sport and culture should be located in the centre around which smaller units should evolve.

QUESTION:

Mr. Chairman, being vice-chairman of the Johannesburg Publicity Association, I would like to assure Professor Viljoen that we support his pioneering thoughts wholeheartedly. If there should be any area in which the Johannesburg Publicity Association can be of assistance as a medium to establish further improved co-operation, you can count on us. To my dismay, however, I was informed this morning (although this is already a well known fact) that a living Afrikaans language theatre is, at present, actually non-existent. Cannot Professor Viljoen and R.A.U. have as one of their aims to fulfil this need in the inner life of the Afrikaans-speaking community?

Professor Viljoen:

When we publish our long term plan of our proposed campus at Auckland Park some time during July, I think many people will be surprised to learn what we have in mind. Apart from providing a university campus, we also foresee a new town centre, which will be both a commercial and cultural growth point. The University of Pretoria's Aula is the best example of a contribution made by a university. Although this is something for the future, we are already thinking along these lines.



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***PUBLISHER:***

*Publisher:* Historical Papers Research Archive, University of the Witwatersrand, Johannesburg, South Africa

*Location:* Johannesburg

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