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Villains of the peace

IN A RECENT article Prof. Edgar Brookes has hit out and said that the villains of the piece in present-day South Africa are not the Nationalists or the Communists, the Liberals or the Progressives, but the apathetic and fish-eyed "decent" people who do nothing, say nothing and have no last ditch to die in.

The doctrine that rebellion is wrong had been turned into the heresy that it is a sin to be part of an effective and vocal opposition.

"It is the bulk of the English-speaking population which has thus put itself into a posi-

tion where it can earn only contempt."

But not all English-speaking South Africans are like this, says Prof. Brookes.

"Some, with even more heroic Afrikaans-speaking South Africans, are fighting for justice. They take their careers and reputations in hand but their fellow-citizens do not care."

Prof. Brookes is right.

SRC CUTS EXPENSES

"THE SRC will have to snort from their own boodle" was how one student reviewed the latest SRC motion.

The motion proposed by Geoff Verschoor, and seconded by Andy Burnett, proposes that only official guests should be given free liquor at SRC Balls. The only objections to the motion were made by Bert Geerdink and Chris Christerson. There were no absentions.

This year there are three SRC Balls — Opening Ball, the Chinese Ball and Leavers' Ball. Approximately R50 was spent on liquor for the official party of Leavers' all in 1968, which both the present and the past SRC's attended.

OBJECTIONS

Mr. Geerdink said that at this stage no objections were raised to the liquor bill. He then went on to explain that a R70 increase in profit was recorded at Opening Ball, while the liquor bill only rose by R10 owing to the fact that there were 60 people in the official party. Because of the amount spent on liquor many objections were later raised by SRC members, but in view of the above figures, Mr. Geerdink thinks these objections are "most unreasonable." He said also that "if the SRC are going to be an official party they should be given free liquor, and if they are not going to be an official party they should buy their own."

SALARY

He pointed out that a motion calling for a fixed salary for the SRC president has been passed with 12 members voting for the

motion and one abstaining. In view of the SRC's efforts in trying to cut down expenses this action seems incompatible with their earlier objections, regarding liquor for the official party.

Mr. Verschoor, the proposer of the prohibition Bill, said that only invited guests would receive free liquor and this did not include the SRC.

Under the new system he hoped that between R35 and R45 would be saved at each ball.

HALLS

He spoke too of revolutionary moves which had been introduced into various halls concerning liquor. At a meeting of the standing committee of Senior Students, all halls had agreed to cut down drastically on liquor. Thus inter-hall entertainment such as inter-house committee visiting would be affected by this plan. It was customary for a hall to pay for all the liquor before and after meals, during a visit by a house committee. This new plan provided that the hall would pay for only the guests' liquor, the rest having to be provided by the house committee themselves. All this would result in more money going towards items like magazines, hall balls, and house functions.

These ideas are revolutionary in that it has always been taken for granted that free liquor would be provided by the hall, as has always been done in the past.

PRESS 'EXAGGERATE' FRACAS

Strain after U.P.E. ball

BY JENI WEBSTER

ON THE EVE OF INTER-VARSITY there is a strained atmosphere between Rhodes and UPE following a press report by UPE on the "barbaric" behaviour of certain Rhodes students at their Rag Ball recently.

Commenting on the issue on Sunday, Bill Meaker, SRC president, said: "We have established that although there was bad behaviour, the accounts in the papers were, to a certain extent, exaggerated. We have still heard nothing officially from UPE. It is deplorable that they should have seen fit to take it direct to the press without first consulting us."

Sue Griffiths, the External Vice-President, expressed regret at the fact that no contact was made with Rhodes prior to the press statement. This issue could easily endanger relations between the universities, she said.

NO COMMUNICATION

An inquiry into the allegations is being held by the Sports Union on instructions from the authorities. The Sports Union had received no communication from UPE.

Dr. J. Benyon, Chairman of the Sports Union, has said that if the allegations were substantiated in terms of any complaints that UPE might put forward, the culprits would be duly punished.

Neilen Locke, Secretary of the Sports Union, who was at the Ball throughout, said that he saw nothing of the alleged incidents.

A member of the Central SRC at UPE, Mr. Bunty Raphael, said that the matter was exaggerated, and was never intended to be presented to the public in that way.

The alleged action of the students is that of removing some of the decorations and overturning a pot of water.

Call for Nusas Congress Reps

THE SRC has called for nominations of the six delegates and alternate delegates to the NUSAS Congress in July. So far only one nomination has been received.

The names of the nominees are to appear in next week's Rhodeo, together with their fifty-word manifestos. The delegates will then be elected at a Student Body meeting to be held soon.

Three members of the SRC go in an ex officio capacity to Congress. They are Bill Meaker (Chairman), Sue Griffiths (external Vice-President), and Andrew Burnett (NUSAS Councilor).

Congress will take place in Durban from July 3 to 12. The venue for Congress is at UNNE, where the non-Whites are to be accommodated. The non-Blacks will stay at the residences of UND, about a mile away.

The organisers found it impossible for the Congress to be held on a site where Blacks and

Whites could be accommodated, which would have been in accordance with the motion passed at the last Congress.

At one stage attempts were made to hold the Congress on a ship. This attempt unfortunately fell through, and delegates will have to accept that there is nowhere where students can stay on a non-racial basis.

Pay call for SRC President

A MOVE has been made recently to have the SRC President paid during his term of office.



Mr. Bill Meaker, President of the SRC — smiling in anticipation?

In a motion passed recently by the SRC, an appeal was made to Senate to recommend to Council that the SRC grant be increased by R100 a year to enable the SRC to pay its president R10 a month during the period February to November.

It was also asked that the SRC president be allowed to stay in residence free for that year, and that the term of office for the president be recognised as being from January to December.

This motion, proposed by Mr. Meaker, the present SRC President, and seconded by Mr. Verschoor, the Internal Vice-President, recognised the pressures on the SRC, and their interference with the pursuit of academic studies. The motion was passed by eleven votes in favour, with Mr. Burnett recording his abstention.

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Cecil brushes Gwen's moustache

by Cecil John

IT IS REALLY SHAMEFUL how the women at Rhodes pursue the Rhodes men. While I'd be the first to admit how charming, witty, handsome, and virile we all are, as a rule, I do long occasionally for the good old days of our sensible, prehistoric forefathers, when a man, seeing a woman he desired, could club her over the head and drag her into the bushes, no questions asked, to discuss the seriousness of the population explosion. And the women loved it, of course. My friends in Pringle tell me that the custom still survives there in a modified form: modified because the discussion part of the procedure, being intellectually too gruelling, is generally omitted.

Today it's the women who do the chasing and judging by the speed at which some of them chase, I'd say that our chances at Munich in 1972, or at the Bloemfontein Games if Munich won't have us, are quite exciting.

Do you remember the girl who asked me to Rag — the one whom the Rhodexo headline crudely described as "my pig"? Let me say at once that Gwendoline is no pig: what pig weighs 230 pounds?

Well, I saw Gwen again. I was sitting in KAIF, scanning the March 1967 copy of "The Stock Exchange Review": someone hit me so hard between the shoulder blades that I impaled my veltum on a slice of single-toasted-Bovril which at that moment I was holding, tentatively, up to my mouth. It was Gwen, establishing contact.

Before I could utter that single, expressive word which Rhodes males employ to designate the whole range of the emotional spectrum from anger to surprise, Gwen slid cooly into an empty chair on my right. "It's me", she said, as though this were a proposition which could be doubted, and her all-too-perceptible moustache gleamed with small beads of perspiration.

Well, I won't tell you any more of what we did in KAIF: It was very trivial. I think we discussed the fact that Gwen's mother was about to have a hysterectomy, and I said, "Well, that'll be two in your family: the poodle and your mother." Gwen stiffened when I said this, and she retorted threateningly, "Are you casting nasturtiums?" I replied truthfully, "Not as far as I know."

Gwen persuaded me, I still don't know how, to accompany her to Bots that evening. When I said, "What the hell do we wanna do in Bots?" she winked seductively and said in her throatiest, fruitiest voice: "You'll see."

It was a freezing cold night in Bots — not an encouraging environment for the great orgy of animal sexuality which I think Gwen hoped would materialize. I must say that I admire her stamina: all the time we stumbled miserably around the total darkness of the Botanical Gardens, through flower-beds and down embankments, she chattered happily as though we were a honeymoon couple going for a moonlight walk along some star-ridden Jamaican beach. I was freezing. I tried to divert myself by visualising Raquel Welch in a bathing costume. Eventually I said: "I'm underdressed."

Gwen's grip on my hand tightened. "Did you say something about underdressing?"

I cannot tell you any more, dear reader. It's not that decency forbids it: it's just that there's nothing really to tell. We ended up drinking luke-warm Milo in KAIF and eating little sweetie fishes and discussing a cousin of Gwendoline whom she hates.

Shakespeare said somewhere that drink increases desire but diminishes performance; I'm afraid that not even drink would increase my desire to take advantage of Gwendoline's charms. Shakespeare's Anne Hathaway, you see, didn't have a moustache.

THEATRE BOOKING POSTPONES ART WEEK

WHE has more right to use the Rhodes University Theatre, Rhodes or the Dryden Society of Cambridge? The answer to this question has brought about the postponement of Arts and Science week.

Arts and Science week was scheduled for a week in August, but a formal application for use of the theatre was first made in March this year, ten months after the date was laid down.

Before the Rhodes application was made, an English company confirmed their booking of the theatre for the same week. Their booking was accepted after the date of Arts and Science week had been published in the university calendar, and had shown that the dates clashed.

Two possible solutions to the problem were offered. The Dryden Society's performances could have been included in Arts and Science week, or Arts and Science week could have been postponed.

It has been decided to postpone Arts and Science week.

SMALLS

Unclassified smalls will be published on request, the cost being: 20 cents for 10 words. Thereafter two cents per word.

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R.U. Classics Society presents Stanley Holloway and Hermione Gingold in a recording of Aristophanes' famous comedy — **LYSISTRATA** — a tale of women taking the government of their city away from the men. Complete and unabridged — suggested for mature audiences! The introductory talk will be given by Prof. B. C. Dietrich. Thursday, May 22 — 5 p.m. — Room 313 (Old Geography).

THERE will be a poetry reading in the Oppidan Common Room at 8 p.m. on Monday, May 26. Readers include Sydney Clouts, Camal Lagan, Tony Voss, Margaret Gough.

S.J.A. present a lecture by Dr. B. Steinberg on "The Plight of the Jews in Russia" on May 28, at 8 p.m. in the Lower Chem. Theatre. All Welcome.

What happened to all the first years?

What has happened to the spirit of this University? Once upon a time nobody could fault us on our lack of spirit; but now! Could it be due to the abandonment of the first year initiation? Quite honestly I think it is. And I think those who started here four or five years ago will agree with me: reintroduce initiation, or this University will go to the dogs.

Even if UPE don't win much on Saturday, they will at least gain another moral victory over us. Let's see what we can do; let's have some spirit. **C.J.I.**

PROFILE

LECTURER ON RHODES

DR. F. VAN ZYL SLABBERT, who this year became senior lecturer in Sociology at Rhodes was at school in Pietersburg, after which he went to Wits for a year intending to become a D. R. Minister. This he decided against and went to Stellenbosch where he received his honours in Sociology in 1962, and M.A. and junior lecturing post in 1964. He became a lecturer in 1965 and received his Ph.D. last year.

When asked why he chose to come to Rhodes from Stellenbosch, Dr. Van Zyl Slabbert gave as his main reason the fact that he wanted to gain additional experience under Professor Irving. He also wanted to move to an English-speaking university.

He feels that the student community at Rhodes is very similar to that at Stellenbosch, but the fact that Dr. Van Zyl Slabbert is particularly impressed by, is the more intimate relationship between students and lecturers and between lecturers themselves.

SOCIAL MATTERS

He finds that students are not as involved in social and political matters at Rhodes as at Stellenbosch. There is the impression of more involvement at Rhodes, but a very small minority are really actively involved, whereas at Stellenbosch there is a far greater degree of discussion on specific issues amongst all sections of the student community.

At Rhodes, when there is action, and there is more real action than at Stellenbosch, it is very organised but by small committees.

There are far fewer small committees at Stellenbosch, and no student feels bound to any one of them.

The SRC at Stellenbosch holds a more administrative post, and not so much one of leadership as at Rhodes. This also Dr. Slabbert puts down largely to the comparative sizes.

OPINION

When asked about the general climate of opinion at Stellenbosch, Dr. Slabbert said that students were generally pro-Government, but held a critical

attitude rather than a committed one. There is no well crystallised or articulated standpoint. He stressed rather that there was a large diversity of opinion and diverse discussion.

There is no unified discontent. Louis du Plessis who last year tried to form a breakaway from the Afrikaanse Studente Bond (ASB) was not the leader of any distinct opposition to the ASB.

There was no well defined complaint and many different opinion groups voted for him.

His objective was not to overthrow the ASB but to modify it.

Dr. Slabbert believes that the Rhodes students have far greater control over specific functions than at Stellenbosch, sport in particular.

Stellenbosch is far more organised in that respect and individuals therefore have more chance. There is a sports secretary and three full time officials to arrange matches, programmes, league fixtures and to look after the sporting facilities.

HAUNTED

Dr. Slabbert complains that he is haunted by his reputation as a rugby player. People refuse to let him forget that he once played a match for the Western Province against Boland, and that he played for the South African Varsitys and Southern Varsitys teams.

He has little interest in rugby as South Africa's national sport, but is interested in university rugby, and in coaching it.

With regard to Rhodes rugby, Dr. Slabbert believes that more coaches are needed, and consequently more coaching, because at the moment there is only one coach to every three teams.

RHODEO IRKS

Sir, — I hereby would like to cancel my subscription to RHODEO. For the four years I have been at this university doing my B.Comm. I have felt the standard of your newspaper deteriorate.

Why, when I first came, the rugby results were given on the first page now sport is relegated to the back pages. Now we are inundated with political propaganda. Mr. Editor, I know per-

sonally that you are one of those foreign inspired agitators that swarm over the campus.

Last week the whole issue was devoted to a whole lot of claptrap about malnutrition. What I

should like to say is this: what about the Whites?

All you liberals are worried about is the Africans. Let them look after themselves. You're not worried about malnutrition among Whites.

I can tell you that that word is going on here right under your nose. Like, I mean the Hall food. You never say anything about that, do you!

And another thing there wasn't any Cecil John last week. That's the most important thing. I don't suppose you'd be at all worried if he had malnutrition, would you?

If I wasn't having to study so hard, I'd like to suggest a motion of no confidence in RHODEO.

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Apathy over intervarsity deplored

Sir, — The question of student apathy pops up time and again on this campus, albeit towards moral matters of conscience, political matters, or anything else that anyone would wish to think of.

This time, with just over a week to the annual intervarsity between Rhodes and UPE, it has once again reared its ugly head. Last year at the intervarsity on our home ground, the UPE students outsang us. Can you imagine what is likely to happen on May 24 when we play on their home ground?

We could at least try to do something about it. People have tried. We have gone from one cheer-leader to another without success. The attendance at the sing-song last Thursday was pretty poor, when one considers that most of those present were either second year or seniors.

Attitudes—A warning

BY S. N. HART

The Gallup Poll is out, The Projective Test is in

FOR DIVERSE REASONS AND ULTERIOR MOTIVES, some newspapers are today given to citing various "changes in attitude". In this time and place, these are found to refer most frequently to the acceptability of mini-skirts or the practicability of apartheid. If it can fairly safely be assumed that these statistical phenomena of the proletariat are not just another case of discreetly employed editorial intuition, the most sophisticated basis for substantiation of these facts that the public can expect to be given is that most pliable of statistical symbols, the public opinion poll. Whether the polling occurred on a street corner in exotic Hillbrow or near Paul Kruger's statue in Pretoria's Church Square most newspapers seem to find it unnecessary to divulge. One is simply asked to join the newspaper in "discerning" dissatisfaction, "noting" negative nuances, or merely "becoming aware" of new trends — apparently by some mysterious process of transcendental thought.

GULLIBLE PUBLIC

This brief article will then be an attempt, in less psychologically-esoteric language, to acquaint the gullible public with some of the most rudimentary considerations to be born in mind in any discussion of any attitude. From the pioneering work of such noted social psychologists as Spratt and Allport, through the prodigious output of Newcomb, Guilford, the Sheriffs, Maccoby and Asch, to the modern contributions of people like Freedman, Sarnoff and Kelman, one could hazard a reasonable blanket definition of "attitude". An "attitude" is "a relatively persistent set of learned predispositions, which may be positive or negative, towards an identifiable person, object, institution, issue or event having a motivational and affective value". Points worth noticing about the definition are the following:

- (a) *it implies a possible change in attitude that is difficult to bring about because of the original attitude's tendency to persist;*
- (b) *the fact that a person's attitude towards something is a "set" of predispositions;*
- (c) *it implies a complex of constantly changing social and private interactions which cause the "learning" of a predisposition (to react in some particular way).*
- (d) *that the principles of generalization of the attitude (from single object to class) as well as reinforcement of the attitude (provided by some performance, perception, thought or feeling regarding the social world at large) work in a subtle, yet devastating, way: the individual's social environment is instrumental, yet only indirectly and implicitly, in shaping his prejudices and opinions. The force of this statement is only realised when one understands that this person in turn forms a part of someone else's social environment. In a very uncouth, inarticulate way, some newspapers have for decades "been aware of" this peculiar mechanism of communication;*
- (e) *that because of their constantly changing nature, many of the fields in which attitudes may be observed and measured will tend to overlap, so that the attitudes themselves will probably overlap. One would also expect some sort of positive or negative correlation between certain related or unrelated areas of experience. Psychologists will appreciate that an inconsistency in attitude noticed in such grouped areas will be useful in experimental design should one wish to include in one's test a significant lie score.*

ILLUSTRATE

At this point I should like to illustrate much of what I have said, by allusion to a research project on which I have for some time been engaged. The work has not yet been completed, so that I shall have to be reasonably circumspect in my disclosures. Advanced psychology students are, however, free to approach me to discuss the material with me in greater (and more scientific) detail. My observations must thus be viewed as very preliminary. The research, in a nutshell, consists of an attempt to develop and standardize a projective attitude test. ("Projective" indicates the use of visual, rather than verbal, stimuli.) The 298 students, of the 16-19 year age grouping, equally weighted regarding sex and language. Other factors considered in obtaining the sample were type of school and geographical distribution. Testing was carried out at schools in the Western Province, Orange Free State, and Transvaal. Details of experimental methodology, the purposes of the test, the form of composition, and the more detailed rationale, will at this stage have to remain undisclosed.

A note on attitude testing is perhaps needed at this point: my test is an attempt to avoid the problems that beset the traditional methods of attitude measurement — that is, the too direct and obvious verbal questionnaires and scales of people like Thurstone and Likert. The greatest single drawback to such blatant attempts at attitude measurement is crystallized in Festinger's distinction between "public" and "private" attitudes. "Public" attitudes must be seen in relation to an abiding social pressure towards conformity (or deviation). The scales of Thurstone and Likert will, almost inevitably, produce public attitudes. This is the case for the following reason. Even if the subject



is not bared to social pressure at the moment of decision, the force of encountering visually the verbal directives will almost certainly lead to a rationalization of the private attitude into some satisfactory public context. With the projective technique, since the subject is not conscious of technique or purpose, he is much more likely to react spontaneously and unselfconsciously (i.e. more privately). The effect is thus to minimise extreme social pressure — particularly any form which is created individually and mentally on the grounds of a personal or political rationale. At the same time, through the selected pictures, the effect is to give a complete and fully-polarised social setting in which the subject can take up a meaningful private attitude. (It may interest psychologists to know that the test will be available for use in both an open response and a forced-choice verbal-response form.) Psychologists will appreciate the great problems to be met in selecting suitable pictures for the test. Suffice here to note the most important requisite. This is to obtain a picture sufficiently well structured to commit the subject to a positive or negative attitude in interpreting the picture. And at the same time the picture must be sufficiently unstructured so as not to "speak" its meaning too explicitly, allowing for either a positive or a negative interpretation.

STARTLING

I should like to close with a few fairly startling comments regarding two or three of the twelve fields covered by my test. Some surprising tendencies have already revealed themselves: it is only with the greatest difficulty that both English and Afrikaans speaking girls can be made to display strong racial attitudes, particularly in pictures of family situations. The mother instinct dominates quite clearly in such situations. Men, however, still reveal marked prejudice in one or other direction. At an interpersonal level, language differences are also losing their viability for most social and political exigencies. For the Afrikaner there is a consistent positive correlation between the attitude towards patriotism and that towards religion. But for the English-speaking group, patriotism had much stronger affinities with materialism. These few terse comments give, I hope, some indication of the scope and interest of the test. Later this year the test will have been applied to 17,000 subjects for standardisation, and it will then be possible to publish and elaborate on already apparent incongruities and paradoxes. Sex, language, type of school, geographical location and autobiographical singularities will then also be available for more detailed interaction analyses.

RHODEO

May 22, 1969

Unhappy affair

INTERVARSITY IS ONLY TWO DAYS AWAY, but relations between Rhodes and UPE are hardly in a happy state.

The alleged misdeeds of a few Rhodes students at the UPE Rag Ball can hardly have brought the two universities any closer together. Many Rhodes students are embittered by the UPE SRC's lack of diplomacy in handling the issue.

By last Sunday, a full week after the incident, the Rhodes SRC had received no communication from UPE. And yet only four days after the Ball the Press was carrying a story on the activities of the Rhodes students.

The news must have reached the press with the UPE SRC's knowledge because no press releases are allowed at UPE unless they have been through the SRC.

Had the UPE SRC had the decency to communicate with Rhodes first much unnecessary embarrassment could have been avoided and the affair might have been settled amicably. Disciplinary action could have been taken against the culprits and an apology sent to UPE.

If the matter had been handled in this way, Rhodes could hardly have complained. As it is much ill-feeling has been created on both sides.

There is the possibility of some "needle" coming into this week's Intervarsity and the spirit of the occasion may be threatened.

Exam system drags on

BY PAUL MAYLAM

ONE ASPECT of education that has been blindly accepted over the years is the examination system. Progressive educationists overseas are beginning to see the faults of the system and are experimenting with new methods. But in South Africa this blind acceptance goes on.

It is difficult to draw a hard and fast correlation between examination results and academic ability. It is usually the best students who suffer under the system. Those with a creative ability or those who read widely outside their course in the interests of their own education do not really have a chance to show their talents.

Whilst those who generally succeed are the ones who orientate their studies wholly towards the examinations and concentrate on their course rather than their general education.

The best "spotters" and the best "swotters" are rewarded rather than those who read widely. The examination system in its present form offers no incentive for study outside one's course.

The actual three-hour examination itself has very little in its favour. It is a test of quick-thinking and speed-writing under pressure. There is no opportunity in the examination hall for the close, careful analysis which is the mark of the true scholar.

It is difficult to find an alternative to the system. But a more progressive outlook and a degree of experimentation is essential. As long as this is lacking, students will continue to direct all their efforts towards gaining a qualification and there will be no incentive for general culture, learning and scholarship.

EDUCATION

U.K. lecture survey

TEACHING IN HIGHER EDUCATION is quietly but comprehensively criticised by Britain's National Union of Students in a survey of student opinion.

Nine out of the 1,408 students questioned felt that their teaching was unsatisfactory and that they should have the chance of commenting and assessing its quality. They also felt that lecturers should be trained as teachers, a view which has been echoed in higher education for some considerable time.

The students questioned came from two universities, a new and an older civic one, two colleges of education, two art colleges, a technical college and a polytechnic. The details of their criticisms of teaching altered from college to college, but there was almost universal agreement that "a large percentage of students are clearly the victims of bad teaching and would like to be able to say so without taking to the streets".

TUTORIALS

The particular types of teaching considered by the survey were lectures, seminars, tutorials, practical classes and written exercises classes. There was not the dislike for lectures that some apostles of student revolution have recently pronounced.

The survey rather states: "Students would like to spend less time in lectures overall, but preferences depended on existing conditions in the colleges. There was no support for the abolition of the lecture."

It goes on to say: "There was strong evidence that much of the teaching in institutions of higher education was, and is, of a very low standard. Sixty per cent of those questioned felt their learning capacity, for example, was restricted by the need to take in lectures, and 50 per cent felt that lectures were only repetition of standard textbooks.

45 PER CENT

A massive 45 per cent felt lectures were often badly prepared and ill-presented and the drafters of the report on the survey's findings point out that since there seems to be so little personal impact by the lecturers, students would no doubt "accept any teaching alternative" and says, "There are undoubtedly alternatives which would be more effective in terms of impact, cost and feedback".

Small group teaching was distinctly preferred by most of the students questioned. Indeed there was a clear demand, the reports states, for more and rather longer seminars, and on the whole the method was more popular in all sectors.

The survey also showed a strong demand for more tutorials, and the report says firmly: "It is a matter of grave concern to us that a third of our respondents had no tutorials at all, especially where this meant that there was no properly regulated facility for the students to discuss their work with a member of staff".

SIGNIFICANT

Significantly four out of ten of the students asked felt that their teachers placed more emphasis on the personal research or academic interests than on the teaching of students. This gives some concrete form to one of the perennial banners of student discontent, and proves that even if universities and colleges deny this interest in research, they still have to prove it to their students.

The report recommends that students should be involved in all academic decision making bodies. All universities and colleges should conduct regular surveys to

assess the effectiveness of their teaching methods in an effort to overcome the student criticisms found in the survey.

IMPORTANT

Most important of all, however, the NUS Commission recommends that salary scales of lecturers in higher education should be adjusted to make greater allowances for the possession of teaching qualifications.

They argue that untrained lecturers should be paid below the normal salary paid to a lecturer with teaching qualifications.

Finally, they call upon the Government to make a statement of intent on the quality in higher education.

● Universities are factories turning out mass-produced graduates. They are merely part of a vast economic machine.

● While South Africa sets her sights on climbing the ladder in this materialistic world, degrees, certificates, and bits of paper assume more importance than culture, learning, and scholarship.

● Educational reform is not refuted, it is not even considered.

● Go to your lectures, do your assignments, write your exams, graduate, good luck. Ha! Ha!

● There is a rising trend in industry to ignore graduates and to seek out fresh young school leavers. Graduates, they say, are "too big for their boots".

● Essays, exams, lecture-attendance — these are merely a few of the instruments of education, not education itself.

Bryan Rostron writes about

IF EDUCATION is merely the selective process of a particular propaganda, one doesn't have to look far to find which variety South Africa favours. Christian National Education and the fact that there are no true Universities are a part of this. But more alarming is the attitude towards Bantu Education.

The ideals behind Bantu Education have been shaped mainly on the report of the Eiselen Commission of 1949. This Commission was launched with the restriction that the principle of apartheid was not to be questioned for its members were specifically asked to undertake "The formulation of the principles and aims of education for the natives as an independent race".

Since that time there have been numerous Ministerial statements

to the effect that education should train people in accordance with their opportunity in life, should not create false expectations of unlimited opportunity in White areas, and should therefore stand with both feet in the reserves. It is not surprising that many people have expressed fears that this policy was expressly designed to further a philosophy aimed deliberately at keeping a large sector of the population backward.

SHORTAGE

To bring education into line with the rest of Government policy, control was transferred from the provinces to the central government in 1954. The following year a policy which had been adopted in 1922 and rejected in 1945 was resurrected. The sum made available for Bantu Education was pegged at R13 million,

plus four-fifths of the General Tax paid by Africans. To meet the shortage of funds, African parents are having to make increasingly large voluntary grants which most can ill afford. At present 20 per cent of African teachers are privately paid.

Earlier this year the Institute of Race Relations issued the educational statistics of 1967. The Government never does. R26 million was spent on education — 77% on Whites, 9% on Coloureds, 4% on Indians and 8.9% on Africans.

Almost, in fact, an inverse proportion to the ratio of population groups. Per head, it worked out at R74 for Whites at the top of the scale to R2.39 for Africans at the other end.

The shortage of schools in urban areas is acute; at the start of each year hundreds have to be turned away. There is also a

chronic shortage of teachers and so most schools have to have a double session system to cope with the overflow. But still there is terrible overcrowding, with an average of 58 pupils to a teacher.

BOOKS

While a White child may receive a free education, an African may not. A small sum has to be paid each quarter, in addition to the cost of books, so that it works out at about R17. This is not much on a European scale of values but for someone who constantly lives below the poverty datum line and whose monthly wage is no more than that, it is a considerable amount.

To these physical and economic hardships there is the added burden of having to learn three languages. Mother tongue and English are on a parity with Afrikaans. This is a reflection of the dichotomy of apartheid: illu-

sory self-determinism linked with the desire to tailor-make an efficient labour force. As one infamous Ministerial gaffe put it several years ago — they have to be able to understand us, so that they can follow our orders.

Obviously, in the already difficult conditions, these language demands are a considerable hinderance to an under-privileged child. The same requirements are not compulsory for Whites. Many African teachers wish to concentrate on either English or Afrikaans. This, though, presupposes that the urban African is there to stay — something which the Government attempts to deny by compelling them to learn the mother tongue of a mother-land many of them have never seen.

While education is compulsory for White children, it is not for non-Whites. The problem partly stems from the lack of available

THE AFRICAN

WHAT IS WRONG

DOGMATIC LECTURING

By Roger Loveday

I HAVE A FRIEND who once asked a Highchurch Anglican priest why Anglo-Catholics indulge in the exaggerated ceremonial of Church processions, and the priest's reply, although theologically unhelpful, was striking. He said: "Because it's so much fun."

I have always had a prejudice that all education, and especially university education, should be a species of high-order fun, and for this reason there are certain aspects of our education here which I find disturbing.

I must say, initially, that I cannot speak for scientists: their work is often categorically different from that of Art Students. Whether or not a scientist enjoys learning scientific facts is obviously irrelevant to the necessity of mastering those facts. But as Art students, we are, or should be, dealing most of the time with conceptual matters: that is, matters of opinion, and what is important here is not a reverence for facts, but rather an ability to perceive, with due consideration of basic data, the multiple points of view which may be held on any conceptual issue. What is important then in an Arts course, is not excellency of memory, but imagination. I stress again: imagination.

IMAGINATION

I make these points only because it seems to me that certain aspects of our system at Rhodes are threatening to the

free use of imagination, and that essential pre-condition of imaginative work: personal incentive.

I am often amazed at the intellectual dogmatism which certain members of our Rhodes staff display in the exposition of opinions which are frequently highly controversial. And this attitude one finds in people who genuinely believe themselves to be tolerant and humble: people who would be hurt and indignant if one were to characterise them as dogmatic.

It is really a great pity that we are so out of touch with the trends of thought in universities overseas, especially their recent concern with the democratization of the university and the "structure" of classes. This business of "the structure of groups" is of overwhelming importance, especially in a university where most of our communication takes place in groups and classes in which there is often the highly-charged atmosphere of disagreement. If we acquired a sensitive understanding of the, basic problems of group dynamics, we would more easily solve the problem of intellectual dogmatism on the part of lecturers and also on the part of some students. Unfortunately, in South Africa the voice of criticism tends to be associated with the nightmares of student revolution.

This is irrational, but the association is made nevertheless. In the dreary rush to conform to orthodoxy — not "to rock the boat" as Mr. Ian Smith would say — we have lost even the voice of sensitive introspection

which is always the pre-cursor of fruitful self-renewal.

SCHOOLS

If one asks lecturers why it is that university education is conducted along the same unsatisfactory lines as South African school education, one most often received the rather pathetic reply that, since the schools train their pupils in the authoritarian, note-taking and don't-question-a-thing style of education, universities are obliged to follow suit, or chaos would ensue. In other words: as students we are somewhat like dogs who have been trained to jump through a flaming hoop and are unable to do anything else.

Unfortunately this argument, is partly but only slightly true: we do have a fair number of students at Rhodes, but a minority, who, if they were not spoonfed by regular instructions on what to believe and what to think, would collapse academically and would have to retire to

the technical high schools where, in my opinion, they rightly belong. But because this minority has to be catered for, it is assumed that there are no students who are perfectly capable of doing their own research and preparing themselves with a minimum of guidance, for whatever examinations the university deem necessary in order to maintain, visibly, a reasonable academic standard.

MEDIAEVAL

In my opinion, the system of lecturing is a mediaeval anachronism which is maintained, probably because lecturers enjoy the opportunity for personal self-expression which lecturing affords. We are all human beings, and lecturers enjoy the "performance" aspect of lecturing and the satisfactions which this affords to the ego. We all enjoy being able to say (especially to a defenceless group who are unable to criticize directly) — "You listen to me now." And

so, for a purely psychological reason, an institution is maintained which should have died a natural death on the day that Sigmund Freud was born.

I hope that when I visit Rhodes as a doddering old fool in 2004, if radio-activity hasn't wrapped up all our destinies by then, I'll witness a system of education completely revised along humanitarian and psychological-realistic lines.

I don't criticise our institution out of mere bloody-mindedness, but because, having spent a number of years here, and being about to re-expose myself to the savage philistinism of the Outside World, I realize just what a haven of tolerance and friendship a university is. It's an unfashionable sentiment, but I've learned to love Rhodes, and it hurts me to see how persistently we shy away from self-criticism here and how constantly we ignore the wisdom which psychology and education have made available to us.

Schools slay thought

BY GUY WATSON-SMITH

THERE is much in the old, conventional system of education in South Africa today that urgently needs revision.

There are a very small proportion of schools, even some government schools that are adopting a progressive approach to education in this country.

In the Transvaal, there are twenty of what are known as "project schools," fourteen of these being Afrikaans and six English.

These schools have abolished external examinations and their syllabuses and examinations are more internal and teacher-devised with external control to avoid favouritism or any other such bias.

This experiment is a five or six year plan and few facts will be released until this period of time is over.

If the people go to university their careers are watched very closely. This is an example of authority on the side of flexibility or opposing rigidity.

There are many faults in the South African education system. Progressively minded people in a teachers' training institution are regarded with suspicion. Teachers teach too much in schools and pupils are too teacher-controlled.

The reason for this is simple — it all boils down to the obtaining of good examination results. A child has a long, slow grind

towards external examinations throughout school, particularly in the upper school, and all is governed by uniformity and regimentation. Society places a premium on external examination results from individual schools, and even individual teachers, and not how their pupils act and think after leaving school.

The general tone of education, largely in the upper school, is that of a deadly serious business. There is a kind of "Do or Die" feeling about it all. Pupils dare not be leisurely or provocative, and there are no interesting excursions outside the syllabus. One senior English teacher in the Cape said: "Forget about all the fancy ideas." This is an example of the lack of progress. Education in South African schools is dominated by teachers, examinations, results, facts, memory-learning and model answers and general uniformity, which deaden individual growth.

This system is reminiscent of parts of Dickens' "Hard Times."

The system is the same in schools in 1969 as that which Dickens worked against in 1854.

After this type of schooling, one can see why people crash when they come to university where they are supposed to work on their own, develop a love for their subject, read and think.

Nearly all products of South African schools coming from university are conditioned against this.

This is a difficult system to break down because even post

graduates at universities demand full sets of dictated notes. Frequently the university lecturing system promotes passive reception of facts and results with little open-mindedness, room for discussion, questioning, thought, argument or individual belief.

Even good newly-qualified teachers with new ideas succumb and become resigned to the system within a year or two.

There must be a chorus of voices crying in order to achieve anything, not various individuals crying in the wilderness.

There is little sound of a chorus. South Africa needs an influx of highly-qualified, well-trained teachers who are interested in teaching and know how to teach.

It is disheartening that the majority who finish training are half-hearted about their teaching.

Too much emphasis is placed on the children, on precision. All the pleasure goes out of education too early.

The pupil is the least to blame for this — it is the outside factors — the teachers, the tests, and the examinations.

A. N. Whitehead sums up the dangers inherent in preventing progress:

"It is so easy, you know, to keep on doing and thinking the same things just because, for generations, those are the things which have been thought and done. It is also very dangerous, because left to itself, humanity has a tendency to keep grinding around, in the same grooves."

PROBLEM

funds but it is also a fact that compulsory education would break down isolation and make job reservations more untenable than at present. A reasonable advance would embarrass the Government, and it is not too far-fetched to see that this is a deliberate policy of holding back the advance of Africans. It is one way of ensuring White supremacy.

IMPROVED

However, Bantu Education has improved under the Nationalist Government, especially in respect of farm schools where a great deal of good has been achieved.

But all this is tantalising when one considers what could be done. More graduates come from the tribal colleges than in most African states, as one is constantly reminded by apologists: a vain boast for the most prosperous country of the continent.

The result of all these factors means that only 150 Africans out of every million reach standard 10. The 1960 census showed that there were over three million

Africans who were literate. As this is quite considerably more than those who could ever have gone to school, it points to the fact that one learns more outside the schoolroom. Adult education, this would seem to suggest, would help enormously. But that is another of the recent Government bannings.

What can be done? For any significant advance to be made, compulsory education would obviously have to be introduced. And for this, more money will be needed. But most of all a complete change in the underlying motives will be necessary: in this case it is the educated who need educating.

If education is accepted as a responsibility, and if it is then to be the basis and growing-point of civilizations, a conceptual revolution is essential. Education could be one of the ways of building up a sane and just society in South Africa. For that, though, a fair deal for the majority of the population is a prerequisite.

S.A. POETRY ANALYSED

AN OPEN DISCUSSION on "Poets on Poetry" was arranged by the Literary Society and held in the Oppidan Common Room on Monday, May 12. This discussion was prompted by the so-called literary debate carried on in Rhodéo last term. The broad nature of its title allowed the discussion to range between much wider bounds than the more convergent issues raised last term.

Roger Loveday, opening the discussion, argued that the European in Africa had no deep roots in this continent, no cultural heritage of long standing in Africa. Because some poets in Africa and South Africa had European sensibilities, they felt "out of place" in an African environment. They should try, he said, to write along the lines of a European cultural ethos rather than pursue such trite themes as the Karoo and the nation's trouble — strewn history.

LOVEDAY

Mr. Loveday produced a book of poems (written by a European poet from South Africa or Rhodesia — I forget which) whose cover bore a drawing of a covered wagon and span of oxen. He felt that this was evidence that, in order to sell their books overseas, South African poets were often forced to subscribe to the outsiders' image of

lines from memory, Sydney Clouts made a balanced and intelligent contribution to the discussion.

CHUCKLES

Gerrit Fourie pointed out that historical themes had gone out of fashion in Afrikaans poetry about thirty years ago. For his part, Bryan Rostron evoked chuckles by referring to the Grahamstown area as an "Anglostan", and by criticising the "eighteen-twentyology" in much current poetry.

Fiona Wilson thought the very fact of his being "alien" to Africa would make the person of European descent more conscious of his identity. Conversely, a South African of European descent would feel intensely a change to an "unreal" landscape in Europe: Africa was more vivid, more elemental.

The English-speaking poet born in South Africa, rejected as an Englishman by England on the one hand and told he was not fully South African by the Afrikaners — either explicitly or more subtly — would probably resort to one release — poetry. Roy Pickerill followed up this half tongue-in-cheek remark by suggesting that in a poet's development there was a movement from "exterior" or landscape-based, nature-orientated themes to "interior", more human ones. This should also be the sequence with the body of South African poetry as it matures.

"MYTHOLOGIES"

John Gouws, who chaired the meeting, thought that looking for "literary mythologies" and examining the poets' lives were less important than the poems produced. A poem was central to an age, and the mechanisms and people who gave rise to it could be only ancillary to the poem. Shortly after this the discussion broke into smaller groups for coffee, and drained a stimulating and successful evening to its dregs.

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"DEBUTANTE" CAST



The full cast of the Arts and Science Week Production of "The Reluctant Debutante" which includes Jill Walker, Anthony Peake, the producer Christopher Weare, Roland Paver, Paula Geldenhuys, and in the foreground, Ann Hubbard, John Burch and Mogs Poland, who play the Broadbent family.

Reluctant Debutante for August

Big Ben 'not mercenary'

SIR, — With reference to Priscilla Hall's letter in your April 3 issue I note the exclusion of my name from the list of Rhodes poets. I interpret this as either meaning that I am no poet — something with which I, in self-critical mood, would agree; or implying that my work has an appeal which extends beyond Rhodes campus and that I thus do not fit into the pigeon-hole of being a Rhodes poet. If this is implied, I feel flattered.

As to Mrs. Hall's suggestion that poets "cash in" (poets are not exactly noted for their mercenary tendencies) and say what they think their poetry is all about.

SUSPICION

I have a sneaking suspicion that this request was made tongue in cheek, but in case it was meant seriously, I feel it necessary to explain that asking a poet to explain his poetry is about the biggest insult you can pay him.

Poetry is an explanation of what the world, living, experience, etc. is about — as seen through the eyes of the poet.

Asking him to explain his exploration is telling him that his poetry (his original explanation) didn't succeed and was thus not poetry. Touche!

Ben Dekker.

THE RUDU PRODUCTION of the RELUCTANT DEBUTANTE will be staged in August as a part of the Arts and Science Week programme. The play will be produced by Christopher Weare, aided and abetted by John Burch. In February of this year, Mr. Weare produced a very impressive version of Anouilh's "Becket". It is hoped that his Reluctant Deb will achieve a similar success.

The mise-en-scene, designed by the two members of the production team, will constitute a pale blue, panelled box set. Its complicated nature stemming perhaps from its excessive demands — for such properties as a chandelier, an Adam fire place, and a few large oil paintings, is the principal headache of production.

The cast is competent, comprised of personalities which are well known on the campus in the specific context of the theatre. It is headed by Anne Hubbard and Mogs Poland, who play the Broadbent mother, Sheila, and daughter, Jane. Daddy, John Burch, patiently suffering while ulcer-ridden, dissolves his detest for society and its events in a miasma en-

infamy, a character so effectual that her prominence often rivals Sheila's. Jill Walker makes up the cast's number.

The play promises to give us theatre of a distinctively high standard, so often lacking on the campus stage despite no lack of funds. We look forward to it with some anticipation of quality if no extravaganza.

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Theatre

couraged by assorted alcohols. But the action throughout is dominated by the undiminishing energies of his wife.

The reluctant debutante's two opposites will be played by Roland Paver and Anthony Peake, the good, and the ugly but socially acceptable respectively.

The bad is portrayed by Paula Geldenhuys, of Scope-Nite



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KICKING SPOILS 1st GAME

Graaff Reinet lose 21-16

BY PETE CLEARY

RHODES BEAT GRAAFF-REINET 21-16 last Saturday, but apart from a short spell in the second half, the game did not produce much in the way of running rugby.

Apart from ten minutes in the second half, in which 13 points were notched up, Rhodes was prepared to play in the Graaff-Reinet style and kick the game to a stand-still.

Graaff-Reinet led 8-11 at half time. Rhodes' points came from a try by Harmuth who gathered a cross-kick from wing, O'Brien and another by Cowley after some adventurous running by Sean Bownes. Bownes converted Harmuth's try.

Graaff-Reinet replied with a goal, a drop-goal and a penalty. Their try was scored after a blind-side break by their scrum-half.

Then in the second half came Rhodes' scoring spree. Dirk Baker was quick on to a loose ball in the Graaff-Reinet 25 and went over to score. Bownes converted.

Pennyfather followed this with a snap drop-goal, and finally Andy Gilbert caught the Graaff-Reinet defence flat-footed and cut through to score. Again Bownes' conversion was on target.

From that point Rhodes was content to play their opponents game, which consisted of plugging the touch line and kicking up-and-unders on to the full-back, Bownes. Fortunately for Rhodes. Bownes had an excellent game and calmly put the ball back into touch.

Without Ray Carlson the Rhodes threes were thrown out

of gear. Andy Gilbert has still not settled in to his new position and his handling was bad. Towards the end of the game Graaff-Reinet scored another try which was converted to make, the final score 21-18.

RHODES HAVE LUCKY WIN

THE first XI were somewhat lucky to win their league fixture against Redhouse 1-0.

The first half saw little constructive play on either side, and there was a definite lack of final effort when the Rhodes forwards reached the Redhouse circle. They were a trifle unlucky however, not to score from the short corners given, but this was mostly due to the condition of the field. Fenner gave some useful centres and again the forwards were unlucky in not putting them into the net. The halves and the backs are to be congratulated on some of their clearings well inside the Rhodes circle.

The end of the second half produced the only goal when Medley made a solo effort for Godley to edge in.

The second half was very similar to the first, in that neither side looked dangerous when they got possession. This will have to be rectified if Rhodes are to give of their best against U.P.E. this week.

Rhodes are supreme in 1st league

OVER THE LAST three weeks Rhodes has firmly established itself at the top of the Eastern Province 1st squash league.

Three weeks ago the Rhodes teams met the only other unbeaten team at that time, Old Grey B, and emerged with a 4-1 victory. Here the best game was Trevor Cohen's 3-2 win against Robin Capeth in the No. 2 position.

Two weeks ago Rhodes' next closest rivals, Jokers, were given a sound thrashing in Grahamstown. Unfortunately the Jokers No. 1 player, Dennis MacDonald was not available, consequently none of the Rhodes players were unduly extended.

The final match of the first round is to be played this week, when Rhodes meets UPE in Port Elizabeth.

At the time of writing, the first league positions are as follows:

Team	P	W	L	Points
Rhodes	4	4	0	24
Sarrison	4	2	2	16
Jokers	5	2	3	15
P.E.M.	4	2	2	13
Old Grey 'B'	4	2	2	12
Old Grey 'A'	5	1	4	11

As requested, Rhodes won't be sending a strong team to intervarsity, so the match could go either way. However, with the depth of players at Rhodes, we should win.

The UPE team will be lead by "Dusty" Shirras, the ex-Rhodes player, while the Rhodes team will be lead by Dudley Mare.

Rowers Train

AFTER an extensive maintenance programme the rowing team is now hard at training for what promises to be a very colourful and keenly contested intervarsity with U.P.E.

This is the first of what is hoped will be a yearly event on the Kowie River, and will take the form of a 2½ mile race for coxed fours. The four members of the Rhodes Team are S. Robinson, G. Shaefer, N. Weakley and B. Steele-Gray.

Dull soccer draw

THE first team drew 3-all with Saints in a dull match on Saturday afternoon, although, they had convincingly beaten Saints twice in two pre-season friendlies.

The soccer was not of a particularly high standard and Rhodes played most of the game one man short. After five minutes, Rhodes opened up the scoring through E. Speyers on the right wing.

Shortly afterwards Rhodes took a 2-0 lead over Saints, when S. Harper beat his opposing centre-half to net with a long low shot. Shortly before half

time, Saints levelled the score by scoring two goals in quick succession.

After half-time, the play was mostly dominated by Saints, who after about 20 minutes scored to make the score 3-2 in their favour.

Rhodes will have to improve their passing and positional play if they are to become a force in the league this year.

In a 2nd league game Rhodes defeated P.E.M. from Port Elizabeth 4-3, with J. Mans, S. Gurney and M. Young having particularly good games.

GRANDSTAND VIEW



This week I shall devote my entire column to Intervarsity. Firstly I should like to encourage all students to support this event as much as possible. This is our first "away" Intervarsity and it would look rather poor of only a handful of spectators turned up. Secondly, I would like to appeal to all those attending to give Merv the support he needs on Saturday. Last year we won the rugby but lost the singing. Let us, this year win both, and show them how we can support our team.

The programme begins with the golf starting just after lunch on the Humewood Golf Course. The other events are all being played at night and the Rhodes bus will take all these competitors down in the late afternoon. The Feathermarket Hall will be the venue for both the Badminton and the Basketball. The Squash will be played at P.E.M. from 7.30. The Bridge, Chess and Table-tennis will take place in their residences or at their Kaif, the "Kraal." Snooker and Darts will take place at one of the nearby pubs.

BY SPORTSWISE

From 7 a.m. the next morning the skindivers will be diving at Cape St. Francis. The morning's tennis at 8 a.m. Thereafter we have U20 B Rugby ad women's rugby at 9.30 a.m. Soccer, Men's Hockey and Netball all take place a little later in the morning. The venue for all these events have purposely been chosen so as to let the spectators have an opportunity to see nearly all of the sports being played.

After the morning's programme, a special lunch has been arranged for all the players at the Crusader ground. The UPE principal will be acting as host to the Official party from Rhodes. Rhodes will be sitting in the stands on the right-hand side. All spectators are encouraged to wear "Rhodes" shirts or Rag T-shirts and Intervarsity hats.

The afternoon's sport will begin with the important U20 Derby at 1.15. They will be followed by the second teams. Thereafter

the two champagne queens, will be presented, the traditional toast drunk and the 1st XV's will run on for the climax — the main game. Jenny Maskew, popular choice for Champagne Queen for Rhodes.

After the main game, all spectators and players will be conveyed by bus to Dodd's Farm where a Braai-Dance has been arranged. Here the party will last until 11.15 when the Rhodes transport will leave for home. All girls have to be in by 1.30 a.m.

Intervarsity Hats will be sold all week. Tickets for the rugby, 25c and Braai 75c will be sold concurrently.

In forecasting results I will restrict myself to the afternoon sports. The U-20's and the 2nd team games should provide excellent rugby fun for the enthusiasts. The U-20's will be looking for important league points, while the seconds will be endeavouring to show their true form after a bad loss against Thornhill. The Road-Relay which begins and ends at the field, should be a thrilling event. Each member of the team will run 1.6 miles. The Rhodes teams of Foxy De Jager, Sammy Gunn, Dutch Knoeson, Keith Gray and Morris van den Bergh will have to pull everything out to beat an extremely powerful U.P.E., side led by John Leitch, Phillip Dorfling and Reg Allen.

All that remains is the all-important main game. On paper we should win but games such as these are extremely unpredictable. If our players approach this important game in the right spirit we could "kill" them but if we don't we will suffer an ignominious loss. Let us hope, then that "Van" and Brian can get the chaps worked up enough for this vital game which we are so capable of winning.

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