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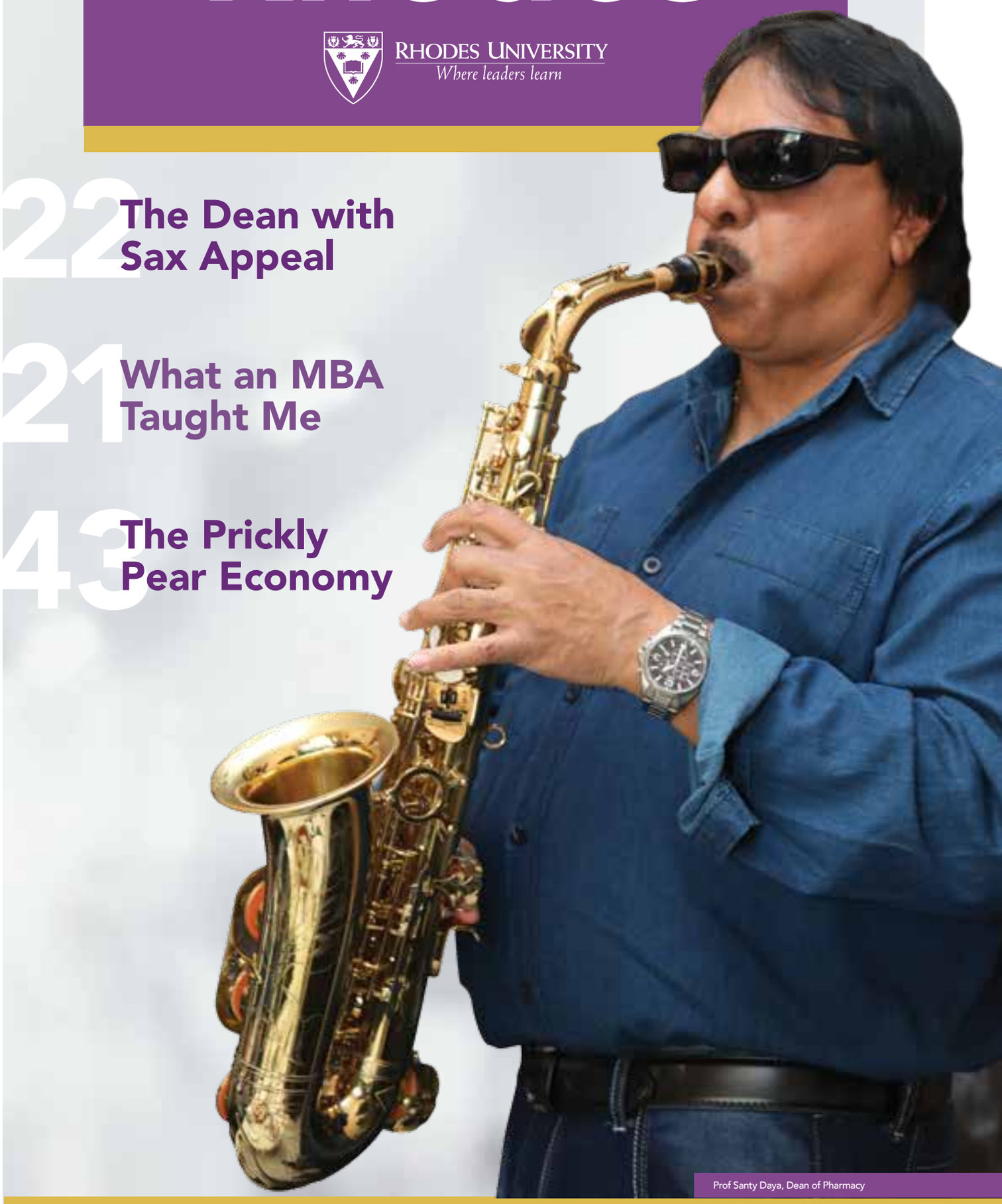
Where leaders learn



Prof Santy Daya, Dean of Pharmacy

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Email:
communications@ru.ac.za

Tel: 046 603 8570

Address:
Rhodes University
Alumni House
Lucas Avenue
Grahamstown

Communications and Advancement Division
P.O. Box 94
Grahamstown
6140

CONTENTS

COVER: Professor Santy Daya – see pages 22-23
PICTURE: Sirion Robertson

INVEST IN RHODES INVEST IN THE FUTURE

isivivane fund

THE university's ambitious Isivivane Fund, launched in June 2017, aims to raise R1-billion in the next 10 years to fund four major projects.

The fund - which takes its name from the Zulu proverb "Ukuphosa itshe esivivaneni" (which means to throw one's stone on the pile or monument, i.e. to make a personal contribution to a great common cause) aims to build and maintain lifelong relationships with students, alumni and donors.

According to fundraising manager Qondakele Sompondo, it will fund academically deserving undergraduate students who cannot afford to study at Rhodes; provide scholarships to increase the postgraduate intake; enhance the student experience at residences; and grow the university's endowment so that after a decade it can provide scholarships in perpetuity.

There are more than 200 different projects on campus that make use of funds raised by various campaigns and these include community-engagement projects, research projects and drama activities.

"The Give 5 campaign, for example, is one in which students fundraise for a week in March each year using R5 coins for the pocket money fund," said Sompondo.

The university already spends R25-million to R30-million a year on student financial aid. "The Isivivane Fund was launched to raise funds for student financial aid from a third income stream, freeing up the University to use its own funds on other projects," he said.

Absa has kickstarted the Isivivane Fund with a R5-million donation to assist 150 students who fall outside the National Student Financial Aid Scheme catchment, known as the "missing middle". Simphiwe Funani, head of Absa Business Banking in the Eastern Cape, said the bank was proud to be the founding sponsor in "a partnership which seeks to make it possible for young people to fulfil their academic potential, thus enabling them to give back meaningfully to society once they graduate".

Yamkelani Sopapaza, a BSc student from Whittlesea outside Queenstown, is one of the beneficiaries. "I cannot express my gratitude enough. Absa has made it possible for me to focus on my studies and not be anxious about how we are going to pay for the rest of the fees. The money will assist my mother tremendously as she is the breadwinner, relying on her stokvels to pay for my university fees. I am beyond ecstatic about this opportunity and I promise to continue working incredibly hard."

The university has opened its arms to poor students who are academically deserving. Now it needs help to fund them. Sompondo explained that most Rhodes students come from outside Grahamstown. "We have international students from 32 countries, while there are also students from public and private schools. This is not a haven for the rich. We want to provide the experience of wealthy students mixing with poor students. In this way, they will learn from each other about things like humility and the ability to see above adversity. It is important for the poor to come here to be part of a new society."

Rhodes is the biggest residential university in the country and Sompondo said this is its unique selling point. "We need funds to maintain the residences;" he said. Grahamstown was not endowed with beaches and mountains, which means the residence experience has to be satisfying for students, he explained. "We hope to use the centenary campaigns of each house/hall to launch an appeal to former students and companies."

The endowment part of the campaign entails individuals and companies investing in a fund the interest of which will be used to award scholarships in perpetuity.

"We always say to people that giving to a university is an investment, whereby you can give a child a scholarship that invests in their lives. This helps make an investment in the economy of the country. We are a developing country with a wide range of challenges. An investment in this endowment will produce graduates who will go out and play their part in building the economy as well as have the potential to generate new knowledge," he said.

"We appeal to alumni and companies to make this extraordinary university great. We hope this fundraising campaign will ignite and revitalise this 113-year-old university," he said.

To make a contribution, please go to www.ru.ac.za/isivivane/waysofgiving

Simphiwe Funani, head of Absa Business Banking in the Eastern Cape with Rhodes Vice-Chancellor Dr Sizwe Mabizela

Isivivane Fund beneficiary Yamkelani Sopapaza

HEAVILY INVESTED IN THE FUTURE

"CALL me Sizwe; that's who I am," said Dr Sizwe Mabizela, astonishingly informal for someone of his position, as we settled down to chat in his office. But then the Vice-Chancellor of Rhodes University has a disarming warmth, which makes conversing with him such a delight. Leading a university in South Africa today is an unenviable job; no matter what you do, the critics are ready to pounce. But Mabizela, in measured tones, talks about his work with almost religious fervour.

He took on the position "because of my deep commitment to the institution (he had been at Rhodes for 10 years, first as head of maths and then as a Deputy Vice-Chancellor), and because of my love for my country. I saw this as an opportunity to serve my country, to serve the higher education system of my country."

Mabizela said he still pinches himself every day to make sure his job is not a dream: "I really love what I do. I live for what I do… it is an inordinate opportunity and privilege to serve this institution. I don't take it for granted."

"I believe in education, the power of education to change the fortunes of young people. The best investment this country can make is ensuring the young people have access to quality education. It's not about looking at education as an expense but as an investment in the future, and I believe that to the very core of my being."

Since his days as Deputy Vice-Chancellor, he has given away a portion of his salary to help needy students. "It's quite simple for me. When I had to go to university I was fortunate to receive bursaries and scholarships. I was a beneficiary of the generosity of others and so realised that there are many young people who are academically capable who cannot afford to come to Rhodes to achieve transformative education."

"I see a lot of young people coming to Rhodes who have nothing other than the clothes on their back and they come here driven by hope, aspiration and belief that education will give them an opportunity to change their own circumstances, and the circumstances of their family. So, as someone who passionately believes in education, it was such a natural thing for me to do."

"Right from the start, I need to clearly state that Dr Mabizela is not a black vice-chancellor; he is the best Vice-Chancellor for Rhodes University, who happens to be of African origin"

Professor Tebello Nyokong, welcoming Mabizela at his inauguration, 27 February 2015

More than that, he seems to have made it his mission to ensure no academically talented yet financially needy student is turned away from Rhodes. He is unafraid to go to the ends of the earth to accommodate such students: he stands surety for some of them if he believes in their potential. He recounted a case of a Pharmacy student who had been a domestic worker and is now flourishing in her studies. "She has never failed a course and is completing her qualification this year. This is so humbling. I believe in the power of education to bring about change."

He admits he often gets into trouble with the university's finance department, which requires fee payment, but Mabizela somehow makes a plan to fundraise for the students he assists. "All the students I've stood surety for so far have excelled," he said.

Nothing gives him more fulfilment than interacting with students "and hearing them out". Mabizela is often seen picking up students in his car at the bus stop and giving them a lift. "I see them pulling their suitcases and drive them to their residence."

He unashamedly asserted that the university is deliberate in its strategy of accepting children of the working class. "It provides opportunities for rich students to live with poor students and to appreciate where people are coming from. It means these young people will be able to live anywhere in the world as they will have developed the ability to engage with diverse cultures."

Mabizela believes the concerns raised by last year's #FeesMustFall protests "were not frivolous", but he objects to the tactics. The violence, intimidation and arson "detracted from the real issues and money spent on repairs could have been used to fund students".

"At the University of Fort Hare (as students) we protested against the pernicious system of apartheid and the government

"I am under no illusion regarding the challenges that lie ahead. We must address these imaginatively and creatively if we are to remain a pre-eminent and innovative academic centre of knowledge creation, knowledge dissemination and knowledge application"

Sizwe Mabizela, inauguration address, 27 February 2015

handing over the university to Ciskei. We did things we should not have done, but we had a greater level of discipline. We did not destroy property," he said. While the university, like others, battles to remain financially sustainable, the Isivivane Financial Aid Campaign launched this year has the ambitious objective of raising R1-billion by 2026. Mabizela urged people to contribute and to make a difference in the life of a student.

The Eastern Cape has some of the worst performing schools in the country and the university is investing heavily in community educational programmes. Mabizela recognises he has to fix the school system in order to produce a pipeline of high-quality students into the university. Essentially, the university is looking after its local market.

The university is also assisting the Grahamstown municipality with a turnaround strategy to overhaul the delivery of basic services. "Rhodes University is inextricably bound up with the greater Grahamstown community. There is no way to have a successful university in the context of poverty and unemployment so we need to do things differently. It's not business as usual," he said.

"We are not responding to the needs of the community as an act of charity. We are doing it with them, not for them. Vast knowledge exists in communities and we need to unlock this. This is reciprocal. We are doing this as an acknowledgement and affirmation of our shared humanity."

Mabizela conceded that the university has "a paucity" of black professors, but said funding from the Mellon Foundation is going towards the recruitment of black academics (women in particular). These academics are mentored and supported to help them climb the academic ladder relatively quickly. The government-funded New Generation of Academics Programme (nGap) recruits highly capable scholars as new academics, against balanced equity considerations. The university has its own accelerated development programme for academics.

Though pleased with these initiatives, Mabizela believes more needs to be done and the institutional culture needs to change to "make people feel welcome. There is a stigma attached to these appointments," he mused. The university is losing academics to other universities as its salaries are not competitive but also because the institutional culture is perceived as alienating. For Mabizela, the university has excellent staff who take their responsibilities "very seriously. A first-year student can be taught by a professor who is at the cutting edge of research in their discipline. We encourage professors to teach first years as a means of inspiring them."

He believes the university's Transformation Summit in July was a "very important opportunity to collectively think about the university's place, purpose and values in Grahamstown, South Africa and Africa" and "a space to re-imagine the university." He wants Rhodes to feature in the top three universities in the country and, again, it means doing things differently. "People get nervous when they are accustomed to doing things in a particular way and change is imminent. We've got to change and adapt." For Mabizela, history will judge the university leadership "not by what we said but how we failed to act. We need to go on a perpetual journey of improvement and respond to challenges so that we bequeath a future to generations."

One of his favourite ways to relax is to immerse himself in samurai sudoku for three to four hours at a time. He is married to Dr Phethiwe Matutu, whom he met at the University of Cape Town when he was deputy head of maths and she was completing her PhD in the subject. She lives in Pretoria where she is a chief director at the Department of Science and Technology, and commutes to Grahamstown about every three weeks.

Mabizela said they are "blessed with wonderful girls" and wants Zinzi and Zama to grow up to be "decent human beings, able to engage people of all backgrounds with respect, and to make a contribution to the greater good of society". With a father like Sizwe Mabizela, they are being shown the way.

Radio personality Eusebius McKaiser

PICTURE: Dragontree

UP FOR DEBATE

MANY adjectives have been used to describe Eusebius McKaiser, renowned radio presenter on 702 and CapeTalk. "Polarising" and "provocative" are two that spring to mind, but McKaiser remains unfazed by any of them.

"Honestly, I'm a nerd," he says. "I only care about ideas and arguments and debates. I'm still amused by people coming up to me and telling me they've been moved by something I've written or a show I did. I didn't aim for public life, but I've reluctantly accepted that I'm a public figure."

McKaiser, who graduated with a Master's in Philosophy, is also a political analyst, lecturer and writer, and enjoys shattering stereotypes. For instance, he doesn't drive. "People think that if you are a degreed professional, you must have a car," he says. "I don't own property either. I'm not a hippie – I just have other things I'm shallow about. I care more about my reputation when it comes to my writing and my broadcasting. I'm not very materialistic." He admits, however, that he does have an agenda – to convert as many people as possible to liberal egalitarianism. He describes himself as a "platform-agnostic" media professional. His main aim, whether it's through his columns, radio show or his three books ("A Bantu In My Bathroom", "Could I vote DA?" and "Run Racist Run: Journeys into the Heart of Racism"), is contributing towards public debate, tackling political and social questions.

His interest in debating began in Grade 8 at Graeme College in Grahamstown. Having been to an Afrikaans township school, he decided debating would provide him with an avenue in which to practise his English. The topics centred on current affairs and McKaiser began to take an interest in these subjects. He eventually went on to win the SA National Debate Championship and then the World Masters Debate Championship.

McKaiser was the first person in his immediate family to finish high school and to pursue tertiary education. This meant he didn't have much guidance when it came to university applications. He applied to do a BCom at UCT and a BA at Rhodes, majoring in Legal Theory and Philosophy. Rhodes accepted him first – his UCT acceptance arrived only during orientation week. "Thank God for small mercies!" he says. "I loved being at Rhodes, socially and intellectually. It was the time of my life."

As a Rhodes student from 1997 to 2003, there was a sense of freedom, in fact even pressure, to experiment. At one stage his hair was blond and then purple. "Rhodes is the ultimate place to send your kids," he says. "The most that will happen is that they'll pass out somewhere on New Street on their way back to campus after a night out."

McKaiser fondly remembers dancing on the tables at The Vic, but also the intellectual stimulation. He says Rhodes taught him how to deal with people from across a broad spectrum of interests, experience and education, which is invaluable as a talkshow host with a wide audience.

"If you listen carefully to my show or even read my books or columns, it's like crib notes from my lectures at Rhodes."

McKaiser says. "It was a very special place. A lot of what I write or talk about now is my academic degrees, translated into publicly consumable 'stuff'."

McKaiser went on to study at Oxford University on a Rhodes Scholarship. He found it academically and intellectually lonely in comparison with his time at Rhodes, although he made wonderful connections and friends. He notes that the size of Rhodes creates a collegiality that's difficult to find elsewhere.

He is aware, however, that he regards his time at Rhodes through a somewhat nostalgic lens. "I sometimes feel guilty as someone who's supposed to be a poor coloured kid from the township at how blind I was to aspects of Rhodes that the young ones are much more aware of now. But I can't change that. I had a ball while I was there."

McKaiser believes both alumni and current students need to remember that they are not the custodians of Rhodes – the institution belongs to the public. "People will have different relationships with an institution over time. Some things won't change – you can still go to the Rat and Parrot and "Counting Crows" is probably still playing. But the current generation is entitled to have a different perception of Rhodes, the institution, than my generation had, or those who came 50 years before me. They have a different political consciousness."

He believes that given the current issues that have been highlighted in South African tertiary education, Rhodes has an opportunity to lead by example by transforming its staff and curricula to bring in more voices that have traditionally been marginalised.

"If you listen carefully to my show or even read my books or columns, it's like crib notes from my lectures at Rhodes"

PICTURE: Madelene Cronje

Journalist Sarah Wild

SARAH Wild is a science journalist who studied physics, electronics and English literature at Rhodes from 2003 to 2006. She is currently completing an MSc in bioethics and health law at Wits University.

Wild has worked as science editor at Business Day and the Mail & Guardian. In 2012, she published her first book, "Searching African Skies: The Square Kilometre Array and South Africa's Quest to Hear the Songs of the Stars". In 2013, she was named best science journalist in Africa by Siemens in the 2013 Pan-African Profiles Awards. In 2015, she published her second book, "Innovation: Shaping South Africa through Science" and won the CNN-Multichoice African Journalist of the Year Award in the innovation category.

Wild says that although people thought she was crazy to study English and Physics, she now tells true stories about science for a living and can't imagine anything she'd rather be doing.

Why did you choose Rhodes?
It was the only university in the country where I could do a BSc with a non-science major. I wanted to do a science degree, but I also wanted to study English literature.

What memories stand out for you from Rhodes?
Mainly I remember people: my first-year roommate, whom I had nothing in common with but who is still one of the most important people in my life; my next-door neighbour in res; the boys in my physics class; the members of the band I used to manage; and my digs mates.

Would you recommend Rhodes?
I would. It is a safe environment compared with big-city universities.

It is a place to learn about yourself and about others. This is even more important now with the push to decolonise curricula and institutions. In a big university, you find people similar to yourself and end up in a clique. Rhodes is small and gives you an opportunity to meet people who are different to you, and get a better understanding of yourself and your country.

What I loved about Rhodes was the feeling of possibility. I was from Durban and going to Rhodes felt like turning the page and starting a new chapter. You were no longer trapped in the community you grew up in. You could decide who and what you wanted to be.

PICTURE: Kyria Abrahams

"In Southern Africa, Rhodes punches above its weight. In the world, it runs the risk of being just one, quite small, university in an academic cosmos with many brighter stars"

Tanya Accone

Unicef's Tanya Accone -Deputy of Unicef's Global Innovation Centre

TANYA Accone is the deputy of Unicef's Global Innovation Centre in Bangkok, Thailand.

She studied Journalism at Rhodes, graduating in 1993. Her more than a dozen academic awards include a Fulbright Scholarship that enabled her to complete an MA in Public Communication (1996) at the American University in Washington. She went on to obtain an MSc in Futures Studies (2005) from the University of Houston and twice received that university's Best of Clear Lake award for research.

She was part of the team that built WashingtonPost.com during the first heady days of digital media and, on her return to South Africa, was internet editor at the Sunday Times.

Accone joined Unicef as a communication specialist in 2001. Later, as chief of strategic planning and operations, she established and led the organisation's global human capital futures and analytics portfolio.

She has always been committed to social issues and during her time at Rhodes served on the SRC and various house committees. She was also involved with child-nutrition, educational outreach and chronic-care projects in and around Grahamstown.

Accone has served as a trustee on the Rhodes University Trust in the US since 2003 and has raised awareness and funds for previously disadvantaged students in the Eastern Cape to attend university. She received a Distinguished Old Rhodian Award in 2016.

Why did you choose to study at Rhodes?
I couldn't decide what I wanted to study and applied to many South African universities for a variety of courses. Ultimately, journalism appealed most to me from an idealistic standpoint – the importance of the fourth estate in society – as well as being a multidisciplinary blend of theory and practice. Rhodes's Journalism School was the undisputed place to study.

Were you at res?
I was in Thomas Pringle House "on the hill" in Kimberley Hall in 1990 and 1991. Res was an invaluable life-learning experience. The intimate residential house system provided us with a blend of privacy, camaraderie and sweating the small stuff – like negotiating the TV channel in the common room and having heated debates about gender in relation to res mates doing their boyfriend's laundry!

What are some of your key memories of Rhodes?
Two radically different best moments come to mind. One was discovering that the university would allow you to take additional courses of study within the tuition scheme, which was like a free ticket to an academic amusement park. Another was the crazy and enduring camaraderie that sometimes found its expression in elaborate practical jokes, like the time we completely reconstructed a res mate's entire room in the bathroom – furniture, posters and all. One of my toughest memories was when I was stalked during my first year – it taught me to be empowered and resilient, as well as to appreciate the support of others, especially women who had had similar experiences.

How did the experience of studying at Rhodes compare with studying in the US?
Some startling contrasts came from the difference in size and the competitiveness of the students and post-academic transition. At Rhodes, I benefited greatly from intimate class sizes, especially the challenging debates in tutorials and academic competition among a cohort of students. I felt naïve when transitioning to the US system, where students were far more experienced in competing for everything, from select placement in universities and courses with specific professors to social networking for professional opportunities. The business of academic fundraising was astounding and resulted in an impressive level of financing and resourcing.

Would you recommend Rhodes as a university?
Yes. Many of those fundamentals that provided me with an excellent education remain in place. But I would also caution that the university needs to increase efforts to position itself as an institution of excellence, with impressive research and trajectory of its graduates. Public perception of the university is positive, but perhaps Rhodes doesn't quite hold the eminent place it did when I was making my university choice. I don't believe this is reflective of the quality of graduates or research, but more that the tertiary education landscape is evolving fast, is highly political, and is competitive at a national, regional and very much at a global scale. We are not making the most of our assets.

Do these perceptions differ substantially abroad?
Significantly. South African universities are not generally well known to academics, funders, parents or prospective students unless they have some connection to the country or subject or have met someone connected to the university. That makes each of us important; every student, graduate, lecturer, administrator and parent is a potential ambassador of Rhodes, and we shouldn't be shy of advocating for our university. The more its stature grows, the

more we all benefit. In Southern Africa, Rhodes punches above its weight. In the world, it runs the risk of being just one, quite small university in an academic cosmos with many brighter stars. In that highly competitive universe we have benefited because "Rhodes" is globally recognised and associated with academic excellence due to the scholarship.

What motivated you to serve as a trustee on the Rhodes University Trust?
My US experience made me appreciate how well developed American universities are in institutional strategy, resource raising, public relations and marketing. No matter where you are, these aspects are vital for sustainability and independence, and being able to provide students and staff with the best environment in which to thrive. The invitation to join the trust gave me a chance to contribute to some of this work, and to give back to a place that is a source of treasured friends and experiences.

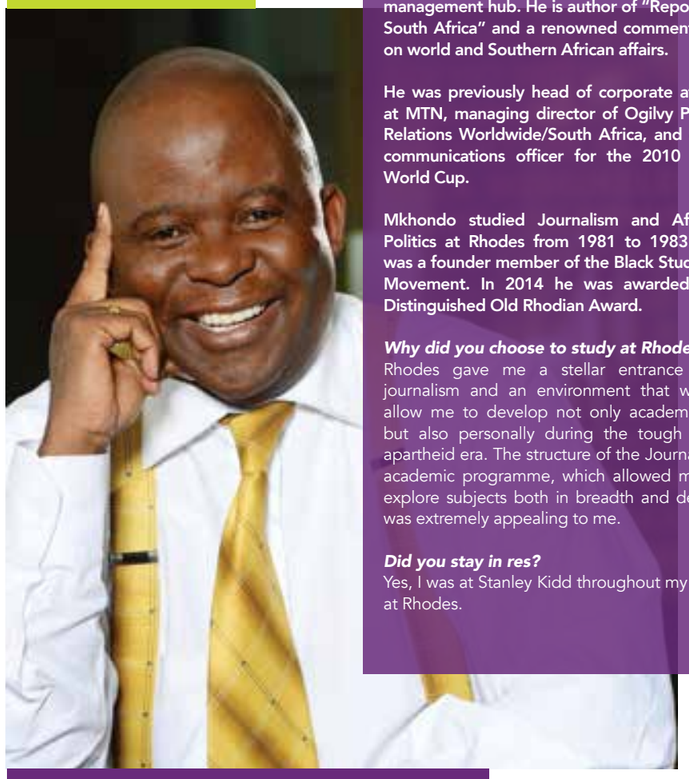
Can you tell us about the biotechnology work you've been doing with Rhodes?
We are supporting and extending work that the Rhodes University Biotechnology Innovation Centre (RUBIC) undertook to identify aptamers as a biosensor for point-of-care diagnostic tests for HIV (See page 16 - Prof Limson's interview).

The initial funding for this research was from the South African government. Additional funding from the Global Innovation Centre (GIC) expanded research on HIV to include generation of aptamers for other issues of maternal and child health: high-risk pregnancy and malaria speciation.

What excites you most in your current role at Unicef?
The opportunity to "green field" something, to establish something new and different that adds value, is a characteristic of professional opportunities that I have most enjoyed. This

Global Innovation Centre role leads Unicef's scale, the part of innovation where ideas meet the road and must deliver an impact for millions of children, families and communities around the world. It is green fields every day, and the most rewarding aspect is that I get to work with the most inventive and necessity-driven young people in the world, in a way that constantly reminds me why international public service is a privilege.

I believe you wrote a book for your son. Can you tell us about it?
We actually co-wrote it. Calvin (aged seven) did the initial story and words. I edited it and did the illustrations. It's called "Feathers on Fifth" and is inspired by his real-life experience of observing an American robin family build a nest and look after their eggs and chicks, and the dangers they face as birds living in New York City. Proceeds from book sales will be donated to the National Audubon Society, Wild Bird Fund, environmental education at Manhattan Country School (Calvin's school) and Habitat for Humanity. The book is available on Amazon.



Communications Specialist Rich Mkhondo

RICH Mkhondo heads up The Media & Writers Firm, a content-development and reputation-management hub. He is author of "Reporting South Africa" and a renowned commentator on world and Southern African affairs.

He was previously head of corporate affairs at MTN, managing director of Ogilvy Public Relations Worldwide/South Africa, and chief communications officer for the 2010 FIFA World Cup.

Mkhondo studied Journalism and African Politics at Rhodes from 1981 to 1983 and was a founder member of the Black Students Movement. In 2014 he was awarded the Distinguished Old Rhodian Award.

Why did you choose to study at Rhodes?
Rhodes gave me a stellar entrance into journalism and an environment that would allow me to develop not only academically but also personally during the tough anti-apartheid era. The structure of the Journalism academic programme, which allowed me to explore subjects both in breadth and depth, was extremely appealing to me.

Did you stay in res?
Yes, I was at Stanley Kidd throughout my time at Rhodes.

What stands out for you from your time at Rhodes?
The first thing that stood out for me was the level of political consciousness and how it was essential and vital in the development of both black and white students. During my time at Rhodes, black consciousness met white consciousness on campus. I first tasted diversity at Rhodes. It was there that I learned that no matter what kind of person you are, you can find somewhere to fit in. It was at Rhodes that I confirmed that education is the pipeline to the economic system. It's the pipeline to everything. Lastly, for sheer intellectual excitement, stimulation and academic excellence, there is no place like Rhodes.

Would you still recommend Rhodes?
Yes. Actually, one of my daughters is also a journalism graduate of Rhodes and I have convinced many people to go and study there. I have no doubt that Rhodes is viewed as an institution dedicated to the advancement of knowledge, and the development of academic excellence, particularly in the journalism sector. It is living up to its motto "Where Leaders Learn".

GARTH Elzerman studied at Rhodes from 2008 until 2011. He did a general BA majoring in Law, Philosophy and Psychology, and then two years of Politics and Classics, simply for pleasure. He was very active in campus life and was the 2009 SRC societies councillor, the 2010 SRC vice-president internal affairs, the 2010 chairman of the Student Forum, and 2011 Toastmasters president.

Since 2012, he has been working with his father running P.I. Marketing, where he is the administrative director. The family-operated business supplies the entire Eastern Cape powder-coating industry with everything from powder to technical services and training. Elzerman also sits on the committee of the Ancient History Society of Port Elizabeth.

Why did you choose to study at Rhodes?
I applied to several universities and was accepted by a few. I chose to attend Rhodes due to its national and international reputation for academic excellence, and the appeal of its small and personal size.

Did you stay in res?
I was in Salisbury House for two years, from 2008 to 2009. I truly loved res and grew as a person during my time there.

What stands out from your time at Rhodes?
The human and personal touch, which is relatively unique to Rhodes. Due to its size, location and the atmosphere cultivated by staff and students, I experienced Rhodes as being rich in interpersonal experiences. The friendships I cultivated at Rhodes have become true lifelong relationships. The high level of diversity in terms of student engagement also stands out. Rhodes has many opportunities for students to engage in different societies, as well as take up leadership roles.

Would you recommend Rhodes?
As long as it continues to strive towards academic excellence in both its students and academics, and keeps the spirit of the university alive, it will remain one of the top institutions in this country and I would not hesitate to recommend it.

Administration and Logistics Director Garth Elzerman

Mbuso Mtshali, Head of Legal and Company Secretariat at Sanlam Investments

MBUSOWEMVELO (Mbuso) Mtshali is Head of Legal and Company Secretariat at Sanlam Investments. He completed his BProc and LLB degrees at Rhodes in 1990 and 1992 respectively, having served as general secretary of the South African Tertiary Institutions Sports Union and as treasurer and secretary of the SRC.

In August 1988, he was detained under the State of Emergency regulations due to his involvement in student politics and spent three months in St Albans prison in Port Elizabeth.

Mtshali was admitted as an attorney in early 1995 and practised with Francis Thompson & Aspden attorneys. In September 1995, he joined Metropolitan as Group Legal Adviser.

In 2001, Mtshali became Metropolitan Asset Managers' Compliance Officer, Internal Legal Counsel and Company Secretary. He was company secretary at Sanlam Investments, before being appointed to his current role in 2007. Mtshali received the Distinguished Old Rhodian Award in 2016.

Why did you choose Rhodes?
Truth be told it was less about the institution and more of an accident (or it was meant to be). My first preferences were UCT and UWC. Both took their time in responding to my BProc application, while Rhodes (as I would later learn to expect) was on the ball and responded positively without delay. By the time I received feedback from UCT, my admission to Rhodes was almost in its final stages.

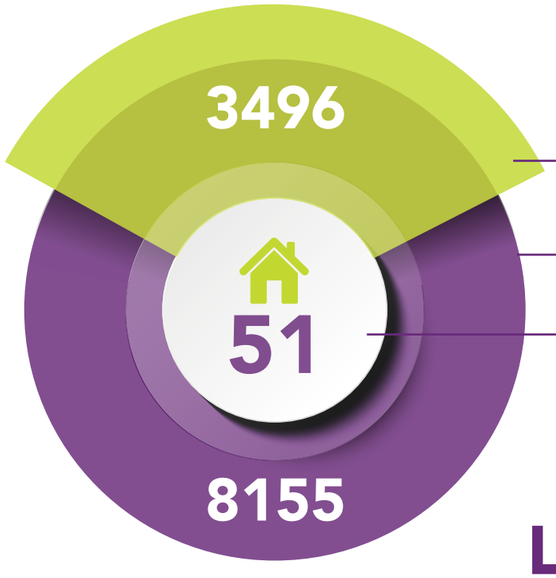
What are some of your memories of Rhodes?
Quality education, supported by fewer students in each class, which meant there was no place to hide, even for the laziest of students (not that I was one of those!). Great, life-long relationships and friendships were established at Rhodes. During the mid-1980s to early 1990s, at the height of oppression, I believe the Rhodes community punched above its weight in the struggle to dismantle apartheid.

Would you recommend Rhodes?
Without a doubt, yes. In 2008, I was given an opportunity to mentor a young matriculant who had been awarded a Sanlam Investments CEO comprehensive bursary. I had no doubt that the best university for her would be Rhodes. She completed her BCom (Industrial Psychology) in 2010 and her honours in Financial Management in 2011 and is now on the staff at Sanlam Investments.

1914: The first men's residence, College House (left), opens on campus
1915: The first women's res, Oriel House, opens on campus

SOURCE: Paul Maylam's Rhodes University 1904 - 2016: An intellectual, political and cultural history institute of social and economic research

Rhodes University 2017



STUDENTS IN RES

TOTAL NUMBER OF STUDENTS

RESIDENCES

SOURCE: Natalie Ripley, Director of Information Technology Services

A LIVING, LEARNING SPACE

DR CHRISSIE Boughey, Deputy Vice-Chancellor in charge of Academic and Student Affairs, says: "We are looking at residences as being living, learning spaces. Obviously we have the library and other venues like computer labs that students use for studying, but the residences are also a place to learn. We have single rooms with a desk and there are computers in common rooms.

"Some students will say res is a place to chill and the library is a place to work, but, certainly in my experience as an academic woman, you cannot separate those two bits of your life, you've got to bring them together. Your professional and your personal selves merge. They become part of an academic identity; you need to bring living and learning together.

"The way residences are organised is we have a dining hall and houses attached to each hall. The halls, with a few exceptions, are mixed, but the houses are single-sex. There are 12 halls and they have between three and six houses attached to them.

"We offer six meal choices: default, African, halaal/Hindu, vegetarian, health food and fast food (for lunch). You have to book in advance and then when you go into the servery, you put your fingerprint on a reader and the staff know what to give you. Your thumbprint gets you into a residence.

"The residences are chock-a-block. We try to give every first-year student a place in res and it's only the latecomers who don't get that: the people who have unexpected results and suddenly find they are eligible to come study, or who get funding at a very late stage."

AUGUSTO JUNIOR

20, head student at Graham House, 2nd year BCom

I AM from Mozambique. I first came to Rhodes in September 2015 with my parents to check out the university. It wasn't an open day. We booked it with someone from the admin office. I liked the surroundings, I liked the campus, I liked the fact that everything is close to everything else, and I liked the fact you can mix different subjects - you don't need to follow a specific structure like at other universities. I am thinking of majoring in Economics and Management and I would like to become an investment banker.

The people at res are very friendly. When I first came to res, everyone received me with much love and warmth, which was really, really nice because it was only my second time away from home. The first time I had gone to Joburg, to Randburg, to do my A levels because the initial plan was to go to the UK.

I really like res. It's amazing. I wouldn't change anything, I wouldn't pick any other university besides Rhodes and staying at Graham House. I like the vibe at Rhodes; it's really conducive to studying. The professors are accessible and the res encourages discipline. We do respect the rules of the house.

CHILI KIER

21, Robert Sobukwe House, 2nd year BA majoring in Journalism and Organisational Psychology

OF all the universities that presented at my school, Sacred Heart College in Joburg, it seemed that I would fit in the easiest at Rhodes. It's known for its creativity and arts and the Drama Department, and my mom and my friends spoke highly of it. I took a gap year and lots of my friends came here and loved it.

I guess I love it, too. It grows on you. I like the fact that it's a small university and not as daunting and intimidating as somewhere like Wits. I like that it's in a small town. There is not much here so people are forced to interact with each other so it's a very intimate space. You cannot choose which res you get into but I really think I've struck gold with Robert Sobukwe House. It's not what I expected; not the all-boys boarding school experience I thought I would get.

It does get tiresome; sharing communal spaces like bathrooms can get to you. But it's so convenient. And you get free Wi-Fi - and it's fast.

EMMANUEL KADEWERE

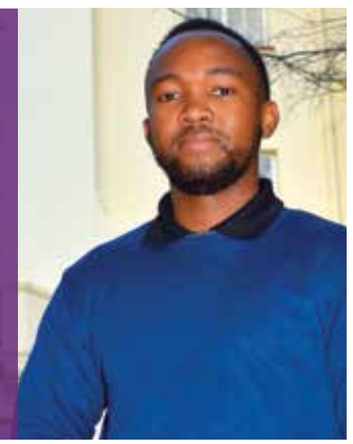
21, Graham House, 3rd year, BA majoring in Law and Economics

I AM from Lilongwe in Malawi. I am planning on doing Economics, because it's something I really love, and then Law.

I came to Rhodes because I wanted a new environment and space and Rhodes, for me, just did it. It's in Grahamstown and it's a small town. I'm not really into big towns. And I knew people who had come here.

I was fortunate to get into Graham. It is close to everything and that's a blessing. People in res are really friendly. If you find yourself stuck, you always have someone reaching out to you. I like that unity about Graham House.

Yes, I do have a great view of Grahamstown. Every morning when I wake up, the first thing I do is open my windows and take in that fresh air.



ANDISWA MBONANI

20, head student at Allan Gray House, 3rd year BCom Accounting

I AM from Joburg and went to Benoni High School. To be honest, I came to Rhodes because I got sold dreams. At school there was a career fair and Rhodes was one varsity there that said it offered forensic accounting. It doesn't. I guess it's also partly my own fault because I didn't do my own research. I was accepted at other varsities but that's largely why I chose Rhodes. Rhodes offers BCom general and BCom the CA route, which is what I am doing now. I am going to do my articles at PwC and then I will do forensic accounting.

I stayed because I like the small town as opposed to Joburg. And it's not like I was completely on the wrong track - it is best to do a CA first. I like res because it is convenient. My res is the closest to everything: class is five minutes away, town 10 minutes. And when I got here I was happy that I was not sharing.

Yes, I was also in a leadership position at school. I was on the representative council of leaders. I stood for house com at Rhodes for my CV and to get experience working with people in a leadership position. It is a lot of work. Last year I was academic rep, the one who guides people in the res academically. Academics is a fragile issue … I offered assistance, sent out reminders if the career centre was offering talks and if there were career fairs, and sent out motivational quotes.

I wouldn't say, "Ja, come to Rhodes"; it honestly depends on the type of person. I have friends who would not survive here; this would be too small. And I have friends who would not survive at Wits. But if you do come to Rhodes, do come to res, at least for one year.

KUDZANAI "KUDZIE" TSVETU

22, sub-warden at Prince Alfred House, 4th year BCom LLB

I am from Mashonaland Central in Zimbabwe. I have always been a person for small places; you can actually see yourself doing more there than in a very big place where you are just a number. At least in my small ecosystems, in the small communities I am in, I am not just a number; you can see yourself making a change and that's important to me.

In Prince Alfred House I have had the opportunity to help the res: I have been a sub-warden for two years, I have done academic mentoring, I have done tutoring. Rhodes gives you those opportunities, unlike in huge institutions. Here it's more possible.

I am not certain yet but I have an inclination to go back home and practise law, even if it means doing conversion exams. I think there is more work for me in Zimbabwe, morally and politically.

"Gary was a great teacher and inspiration to my years at Rhodes – he challenged us all to dream big and work hard and create innovative and exciting work that made audiences think and engage with new forms of theatre and performance. He changed the face of the arts at Rhodes University and within dance in South Africa. He is a legend"

Peter van Heerden
Director, Quick Center for the Arts, US

Professor Gary Gordan, Head of Drama Department

MOVING *BEYOND WORDS*

"YA ta, ya ta. Step, step, shataaaa. Aaaah! Sha ha, qwa. Sha ha, shataaa. Aaaah! Qwa..ooo (whispered)" is some of the soundtrack to Professor Gary Gordon's movement class.

It's his vocal accompaniment to the moves he is doing with the class, and surprisingly they know exactly what he means. After a while, they, too, make the sounds as they move, almost as if it's a secret language blending sound and movements that only Gordon and his students speak.

It is only much later, towards the end of the two-hour class, that Gordon intersperses these sounds with words the rest of us folk understand. "Don't be frightened. Don't be sad either. Step – over ! Sham bam. Step. Come round.

"Sha da, da ta. Feel where the movement comes from, from the centre of your body, from the pelvic area. Step, step, surround. Step, come forward. My hips are going in the opposite direction of 'mwah' (he turns). So we're going to … right, left, right (he lunges), " he says.

Crouched on the floor of the room in the bowels of the Rhodes Drama Department, almost mesmerised by this kinetic whirlwind of bodies swaying, bending, turning, in continuous circular flows, I am watching a legend at work.

Gordon has been associated with Rhodes, on and off, since he arrived as a junior lecturer in 1974, a total of 44 years by the time he retires as head of the Drama Department at the end of the year. His experiences away from Rhodes -- which he stresses has been extraordinarily good to him "giving me space to go out"– include doing his Master's and, later, a three-year teaching stint at the legendary Laban (Conservatoire of Music and Dance) in London. He was head of academic studies at Hong Kong Academy for Performing Arts' School of Dance for four years; performed with Jazzart Dance Theatre in Cape Town for six years; and was guest artist in residence at Tulane University in New Orleans's Department of Theatre and Dance.

His former students who are now top professionals include choreographers and dancers Athena Mazarakis and PJ Sabbagha; actor and physical-theatre artist Craig Morris, Acty Tang, who is a contract teacher at the Hong Kong Academy of Arts; and performance artist extraordinaire Peter van Heerden, who is executive director of the Quick Center for the Arts at Fairfield University in Conneticut, US.

Van Heerden says Gordon was an "inspiration" who "challenged us all to dream big and work hard and create innovative and exciting work that made audiences think and engage with new forms of theatre and performance. "He changed the face of the arts at Rhodes University and within dance in South Africa. He is a legend."

Sabbagha studied under Gordon in his honours year at Rhodes and then worked with him as choreographer-in-residence and company manager at the First Physical Theatre Company, which Gordon created in 1993 when he returned from teaching at Laban. He says Gordon is special because "he unlocks you, to reveal parts of yourself on a technical level as a performer you weren't aware were there. It's about revealing who you are to yourself."

And for those not intending to reach for the stage, Sabbagha says, "in the same ways, he unlocks that sense of passion, determination, the ability to be an open, free, critical thinker but with a strong sense of discipline that works in line with that".

The First Physical Theatre Company at its peak created collaborative work such as "The Unspeakable Story", based on a script by the late playwright Reza de Wet who was also at Rhodes, and which Gordon conceived, choreographed and performed. It won the FNB Contemporary Choreography and Dance Award in 1996 for Most Outstanding Presentation of an Original Contemporary Dance Work. Adrienne Sichel of The Star raved about its "cohesive conceptual brilliance... at once whimsical and profound", and Rhodes University commissioned it to be reconstructed for its centenary celebrations in 2004. And that's just one of Gordon's numerous accolades.

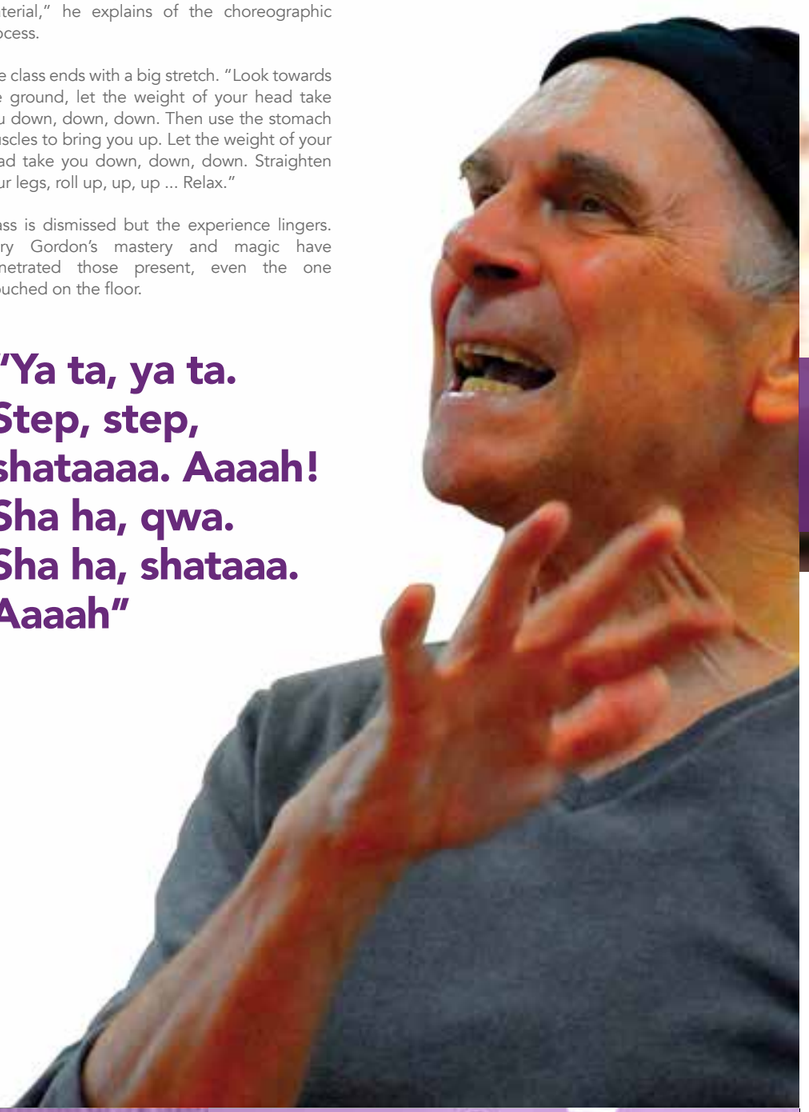
Do his students know any of this? Maybe they have Googled him. Maybe not. Perhaps for many he is simply the smiley man in the hat. But it doesn't really matter because the ones I am observing certainly seem to be having a good time. By the end of the class, the eight second-years are standing poised, arms out, their hands cupped, only their fingers moving. I try the gesture later and, even from a seated position, it gives an intense feeling of preparation for something about to happen, a moment of reflection before the action.

In another rare moment of stillness in the class, Gordon asks each in turn how they are doing. "I am giving you material, you will also help me make material, and so we will broaden our material," he explains of the choreographic process.

The class ends with a big stretch. "Look towards the ground, let the weight of your head take you down, down, down. Then use the stomach muscles to bring you up. Let the weight of your head take you down, down, down. Straighten your legs, roll up, up, up ... Relax."

Class is dismissed but the experience lingers. Gary Gordon's mastery and magic have penetrated those present, even the one crouched on the floor.

"Ya ta, ya ta. Step, step, shataaaa. Aaaah! Sha ha, qwa. Sha ha, shataaa. Aaaah"



STAMPING OUT HORSE SICKNESS

Dr Megan Riddin, Rhodes Researcher

PICTURE: Hugo Retief

HAVING what she calls a "serious" love for animals, Dr Megan Riddin, 26, was distraught at the high mortality rate of horses in the Eastern Cape due to African horse sickness. Ninety-five percent of those that contract it die.

She grew up on the Glenfield Cattle Farm in Salem, 40km from Grahamstown, and while they did not have horses, she "always loved them".

Fascinated by veterinary epidemiology, the study of disease and health of animals, she made horse sickness the focus of her Zoology PhD. "Many viruses can only be controlled through preventative measures but not cured. Epidemiological work is so important because it can broaden our understanding of how a virus transmits and spreads, thereby allowing for more successful control methods to be put into place against such factors and ultimately hopefully save lives," said Riddin.

The Eastern Cape is known for endurance-horse breeding and traditional horseracing. But owners of horses and donkeys who use them for transport or a source of income have also been affected by this sickness; as have owners of recreational horses and those involved in equestrian sport. They have all struggled to control the outbreak.

Horses contract African horse sickness through a virus transmitted by the *Culicoides* midge. Symptoms include breathing difficulties, fever, discharge from the nostrils and swelling above the eyes. Riddin said horse owners in the area "were extremely frustrated with trying to manage horse sickness with so little information on its occurrence and persistence. It's an absolutely heart-breaking disease and, being the daughter of a farmer from the Eastern Cape, I really wanted to find a way to help."

With her research funded by the African Horse Sickness Trust and the National Research Foundation, she collaborated with researchers from the ARC-Onderstepoort Veterinary Institute and monitored the outbreaks of the virus over two years. She produced a comprehensive study of the symptoms, serotypes (strains), co-occurring viruses, vector epidemiology (*Culicoides*) and potential indigenous reservoirs (donkeys and zebras). Indigenous equids such as zebra and African-lineage donkeys usually experience subclinical horse sickness and can act as reservoirs for the virus, contributing to its persistence in a region. The apparent shift in land use from agriculture to game farming in the Eastern Cape has resulted in a restocking of the natural zebra populations that appears to be contributing to the reoccurrence and persistence of the disease.

The models Riddin worked on can identify contributing weather variables that can now be used to identify African horse sickness "hot spots".

Riddin's research indicates that indigenous equids such as zebra and African-lineage donkeys most often get a subclinical form of the disease. She also found that the movement of the virus from agriculture (horses) to game farming is rapid. While the current vaccine from Onderstepoort Biological Products was found to offer protection to horses, it deserves more attention, as vaccinated animals are not only still contracting African Horse Sickness but dying from it.

"All of these findings have added to a better understanding of how the virus works and moves through the area, which will aid owners in better control, prevention and preparation. It has allowed us to identify areas of research that deserve more attention, such as vaccine efficacy, the indigenous equid populations, the *Culicoides* species found to exhibit high vectorial capacity, predictive modelling and further control methods," said Riddin.

She wants to do research that will "assist horse owners in the management of the disease throughout the country so that mortality can be lowered drastically and a contribution to a viable export programme can be made".

Riddin's involvement extends beyond her research. She is on the board of the African Horse Sickness Trust, a non-profit organisation dedicated to research, assisting owners with vaccination programmes and saving horses' lives. "I am running their scientific portfolio and we are working on some exciting tools to aid in African horse sickness and other equine-related disease management across the country.

"I hope to continue in this field where I can contribute to knowledge and understanding of diseases, particularly those that pertain to livestock, livestock security and the livestock-wildlife interface," she said.

Master's student Siviwe Mhlana

THE HUMAN IMPACT OF GLOBALISATION

SIVIWE Mhlana thought she had her future all worked out. "I had this idea that I was going to change the world," she said. "In order for me to contribute to helping to build a sustainable African Economy, I needed to study Economics and thought that would help me see what the problems were and hopefully help me in contributing to fix them.

"Little did I know the Commerce Faculty was mostly vocational training and wasn't as detailed as I thought it would be on socio-economic challenges. So that is how I ended up at NALSU."

NALSU is the labour studies hub at Rhodes, founded in 2012 and named the following year after Neil Aggett, a medical doctor and trade unionist who died in detention in 1982 at the then John Vorster Square police station in Johannesburg, aged 28. Aggett went to school at Kingswood College in Grahamstown.

Mcebisi Jonas, then Eastern Cape MEC for Economic Development, said at the naming function they were hopeful that the Neil Aggett Labour Studies Unit would symbolise the activism embodied by an anti-apartheid icon. "We trust that this partnership will nurture the next generation of Neil Aggetts to understand the world around them differently and inspire new forms of consciousness and action to change the world."

Mhlana, 22, as the recipient of a NALSU master's scholarship, has a responsibility to ensure she lives up to Aggett's legacy.

"Where am I heading? I am still not decided," she said, but she does know that she wants her research to be useful and "to transcend academia".

"I am doing my research on the social and economic impact of globalisation. It's focused on the changing nature of work and how that affects workers and their communities, but I want to look at it through a multi-dimensional perspective where it would include things like race, class and gender.

"I am looking at the changing nature of work and how workplaces are restructured because of economic restructuring. Casualisation and informalisation lead to increased precariousness of work. "I learnt about globalisation and it was always 'this is good, this will help the economy, this will help the people', but I was also looking at reality and how much poverty and inequality exist in the country.

"I grew up in New Brighton in Port Elizabeth and it was something I observed every single day; there is a difference between what's being taught and what's being lived by the people. And since I am doing my research with the Neil Aggett Labour Studies Unit I thought an easier way to break it down is to look at it from workers' perspective, and this of course also includes their communities and their families."

Mhlana says her supervisor, Dr Mike Rogan, the head of research at NALSU, is "great. He allows you to go through all the stages of your research and then narrow it down. I have the freedom to decide what I want to look at but he is also introducing me to people. The other week I met an academic from UCT, Asanda Benya, and she has done a lot of research about mining and women in the mining sector. She has explored it in so many different ways. She gave me some really good advice on doing research: the easier way to start is to see what is puzzling to you. Your research must allow you to see the world differently."

"My experiences of being in the Commerce Faculty and ending up at NALSU and being more interdisciplinary allow me to engage with everything I've grown up seeing and not necessarily had the language to explore.

"I come from a family of activists, ex-political prisoners. I went to former model C schools, but the struggle of getting me to those schools … Coming from a different socio-economic background and having to interact, I now consider I have had the privilege of being exposed to different people, which has allowed me to relate to different people."

"I am enjoying learning. I am learning so much by learning what I am actually interested in."

"I learnt about globalisation, but I was also looking at how much poverty and inequality exist in the country"

DIY MEDICAL TESTS

"We hope to develop a multifunctional accredited testing facility at Rhodes that could support water, soil and medicinal testing, among others. The testing facility could support communities with access to information on their water or medicines, as well as small businesses in the Eastern Cape area. It could also support our research"

Professor Janice Limson, Director of Rhodes University's Biotechnology Innovation Centre

IN a few years' time, pregnant women in rural areas will be able to take a medical test at a clinic and, by using a cellphone app, know immediately if their pregnancy is high-risk, allowing them to seek further medical attention right away.

People who are HIV-positive will be able to use a cost-effective testing kit and cellphone app to determine their CD4 count immediately. The app will indicate how well their immune system is responding to antiretroviral treatment.

Professor Janice Limson (pictured left), director of the Rhodes University Biotechnology Innovation Centre (RUBIC), is leading these life-saving projects, which have attracted R3-million in funding from the United Nations Children's Fund (Unicef).

Limson says biotechnology was previously grouped under the more fundamental science disciplines at Rhodes but has now been given its own academic space. "It is a field of study that is geared towards producing new products or processes using living organisms. A simple example of the use of biotechnology is the use of yeast in the making of beer," she says.

The founder of RUBIC, Limson explains that the centre is a new model for biotechnology training. Students go beyond pure scientific research, learning social sciences, journalism and business training. "It really challenges the higher-education space. If science is to deliver on its promise to society then our students need training in the truly multidisciplinary home that RUBIC is," she explains.

Her core project is the development of human health biosensors and the production of kits for early disease detection. Usually, when people from rural areas go to clinics for medical tests these are sent to a central laboratory at a hospital for diagnosis. "It takes a while for them to get test results and people can die in the interim," says Limson, explaining that patients often walk long distances, with some needing to contend with perilous mountains and rivers, to get to the clinics, and they might be too ill to return for their results.

Her team is working on a device that looks like a basic pregnancy kit, with a strip with markers. When urine is placed on the strip, it changes colour. The user then takes a photo of it using a cellphone and an app processes the results, indicating whether the pregnancy is high risk. "The result appears on the screen of the cellphone, removing room for error. The nurse is then able to tell the patient if she needs to be further examined at a hospital. The test can indicate a range of factors, such as the possibility of ectopic pregnancy or twins."

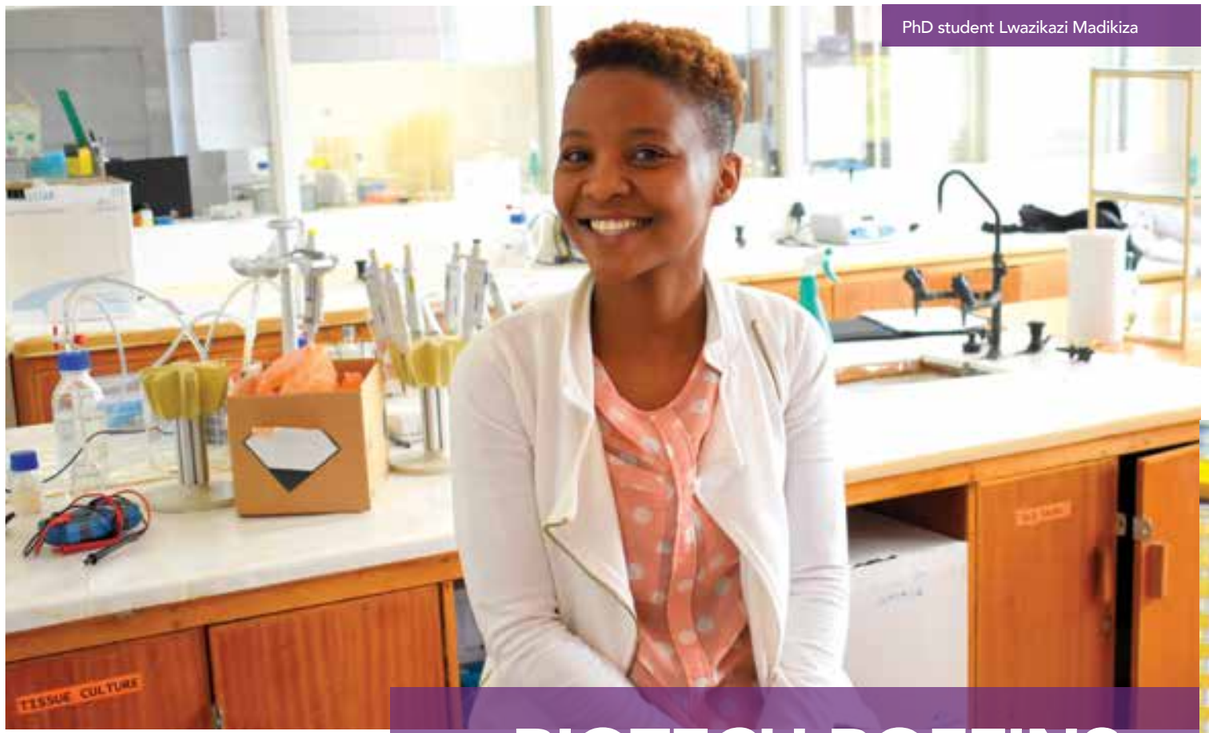
Working closely with her research partner, Dr Ronen Fogel, postgraduate students under their supervision are designing aptamers to identify beacons of disease. Aptamers capture molecules and indicate a medical problem. "Determining how to put the aptamer on the strip of paper is crucial," Limson says. Prototypes are at various stages of development and this innovation will drop the price of pregnancy tests.

The same goes for CD4-count tests. A drop of blood is placed on a strip that reacts with molecules. The strip changes to different shades of blue, indicating how concentrated the CD4 count is. A cellphone app then processes the results. In South Africa, it usually takes two weeks for people to receive their CD4 results. With this new innovation, "we can cut down on time and are aiming for 20 minutes", explains Limson.

The cellphone app is being developed with Computer Science senior researcher James Connan and MSc student Jean-Clive Bailey. Limson believes these projects are based on the need for social justice and the aim to improve and save lives. As a holder of a National Research Foundation Chair in Biotechnology Innovation and Engagement, her job entails bringing communities on board. "Community input is required to influence research direction, meaning this could avoid costly research-design mistakes."

She is also involved in a project to find out whether there is a need for a testing service for complementary natural medicines. The aim is to assist communities in making informed decisions. Because natural medicinal preparations are not controlled, the public is easy prey to counterfeit medicines. "We hope to develop a multifunctional accredited testing facility at Rhodes that could support water, soil and medicinal testing, among others. The testing facility could support communities with access to information on their water or medicines, as well as small businesses in the Eastern Cape area. It could also support our research. "

The Port Elizabeth-raised Limson says biotechnology holds opportunities for many people. "I view biotechnology as being at the intersection between innovation and society: it is here that science can be turned into products that have an impact on people's lives. At the same time, it represents opportunities for social entrepreneurship and job creation for our postgraduate students."



PhD student Lwazikazi Madikiza

BIOTECH BOFFINS

POSTGRADUATE students Lwazikazi Madikiza, 28, and Aphiwe Mfuku, 25, are using biotechnology to remediate contaminated water. Working within the innovation wing of the Rhodes University Biotechnology Innovation Centre (RUBIC), under the supervision of Professor Janice Limson and Dr Ronen Fogel, the pair have created two products that could make a substantial impact.

Finding ways to rapidly clean up contaminated water, be it oil and chemical spills or domestic and agricultural waste, is a global concern. Madikiza is wrapping up her PhD and her research is centred on using useful bacteria to break down harmful compounds in water. However, the bacteria themselves are susceptible to poisoning by high concentrations of the contaminants. Her approach is to immobilise the so-called "good bacteria" onto different surfaces in such a way that they are not destroyed but are still able to degrade the pollutants in the water.

Madikiza uses a range of processes but ultimately the bacteria are protected by a thin gel-like layer called a sol-gel, which provides a protected environment in which the bacteria can safely grow and multiply while beginning the business of cleaning up the contaminated water.

Making sol-gels is an art in itself. Madikiza spent two months training in the laboratory of French researcher Dr Mathieu Etienne. This collaboration, with Limson and Fogel, formed part of a France-South Africa research cooperation programme, based at the University of Lorraine's CNRS Laboratory of Physical Chemistry and Microbiology for the Environment.

Further novelty in her studies comes from the bacteria themselves. She collects them from contaminated water in which they have evolved naturally. If this water with dangerous chemicals seeps into rivers, it can harm the aquatic life or people and animals who drink the water.

"I'm trying to find a bacteria consortium that will be able to degrade a range of different organic compounds," she said.

The team, using this cocktail of super bacteria and the sol-gel approach, aims to turn this research into a range of specialised products for cleaning up contaminated water.

Mfuku, a bio-entrepreneur from King William's Town, is fine-tuning a low-cost, rapid, nanofibre-based water treatment prototype he built.

Making nano-fibres is a bit like weaving – starting with polymer solutions, it is possible to produce very fine, smooth cotton-like threads in a process known as electro-spinning. He works with a blend of polymers and attaches different compounds to produce the modified nanofibres, which rapidly remove bacteria and metals from water.

Mfuku works closely with Madikiza. "I culture the bacteria that Lwazikazi collects and, using the electrospun fibres, I then remove the bacteria by filtration. The system that we have developed is self-sterilising, meaning that the bacteria are destroyed in a rapid, secondary process. I'm in the process of optimising this self-sterilising system so as to ensure the treated water is safe to drink. This technology is meant to be passive, self-cleaning and low-cost. Unlike other water - treatment methods, it does not rely on electricity and does not use harmful chlorine and other biocides used as disinfectants."

Mfuku laments the fact that the water quality in Grahamstown is poor - due in part to an increasing number of users – with ageing infrastructure and leaking pipes but little investment in their improvement. While water may get treated at the municipal works, contamination with harmful pathogens through leaky pipes before it reaches homes is a reality. Not everyone can boil water to mitigate this risk. And though boiling water may inactivate ("kill") bacteria, it does not remove metals.

"My research is primarily about advancing existing research on electro-spinning to make a product that can be retrofitted into existing water- and waste-water-treatment technologies. My main goal is to be able to provide an economical yet effective alternative to conventional methods out there and I am certain this project has the potential to have a positive impact on the purity of water in the Eastern Cape and beyond, " he explained.

Mfuku's project is the first to be prototyped by a student in the Biotechnology Innovation Centre and is funded through the Technology Innovation Agency and the Brenley Trust in the UK.

Limson said the project has great commercial potential. "We have set up a small lab in order for Aphiwe to do the necessary troubleshooting to develop a prototype that can be competitive against other waste-water purification technologies."

"We are actively engaging with communities so that Aphiwe develops a product that people need and can easily use"

Research assistant Aphiwe Mfuku

GO WELL, DR FOURIE

REGISTRAR DR Stephen Fourie, who recently retired, has presided over about 126 graduation ceremonies but there is one he won't forget.

"My most memorable graduation student antic was that of a drama honours student who studied mime. He mimed having a rope and had to pull himself across the stage on it to the Chancellor. He brought the house down," says Fourie.

Other special graduations include the one on 16 April 2002 when he bestowed an Honorary Doctorate of Law on president Nelson Mandela. Fourie himself graduated with two degrees in theology at Rhodes and his daughter attained a BA from the university, but one of the graduation moments that touched him most was this year when the hall rose to give him a standing ovation as he hooded his final student as Registrar of Rhodes.

In his 22 years as Registrar Fourie oversaw a staff of 36 with a portfolio that covered student recruitment, schools' liaison, student records, student disciplinary hearings and university administration. But many of his best memories have little to do with his formal job. "There was a student who had a phobia of birds. Pigeons regularly flew into the Great Hall during examinations. The student would involuntarily scream when she saw a bird coming towards her and, in the hushed examination room, the sudden scream nearly gave those near her a heart attack!"

"Then the story goes that the previous VC (Saleem Badat) was accosted in the Rat (a popular Grahamstown pub) by a student who wanted a slice of his pizza. The student got it."

"One of the funniest things I saw at Rhodes was when a Council member fell asleep during a debate. He woke up during the next debate and made his contribution to the previous debate — to the confusion of most present and to the merriment of the rest."

The 65-year-old Fourie started his Rhodes career in 1991 as director of its East London campus, which was later transferred to the University of Fort Hare. He became Registrar in 1995 and has worked under four different vice-chancellors, "each with their own management styles and hobby horses".

"Dr Derek Henderson was very formal; Dr David Woods was less formal but very assertive; Dr Saleem Badat was transparent and democratic; and Dr Sizwe Mabizela has a gentle soul."

The job also changed over the years. At first he was part of executive management – secretary of Council and Senate and the university's compliance officer. When the Council on Higher Education (CHE) was established in 1998 "my job became totally different" he says. The CHE accredits higher-education courses and so Fourie became involved in Rhodes's applications for this.

Having had to contend with "the dynamics of confrontational staff and students" he is looking forward to his retirement. "I'm looking forward to a relaxed lifestyle. I hope I made a contribution to Rhodes. I feel fulfilled but will miss the university."

He will be moving to a new rural development outside Port Elizabeth. "I will be cooking, playing bowls and bird watching," he says. The new Registar, Dr Adele Moodly, took up the post in October.

SOCIAL UPLIFTMENT *IS HER BUSINESS*

WHEN Tshidi Mohapeloa set out to study social work she never anticipated she would end up as an entrepreneurial whizz. Now a senior lecturer at the Rhodes Business School, Dr Mohapeloa teaches entrepreneurship and coordinates the Postgraduate Diploma in Enterprise Management (PDEM).

Her initial interest hasn't changed: she is still driven by the question of how to make a difference in people's lives. It was just that after years of working with NGOs, such as a restorative justice programme and HIV organisations, and "watching grants drying up" and organisations closing, she knew there had to be a better way for them to operate.

"I realised the method of relying on grants is not sustainable." So she set about finding ways to make NGOs more financially viable. In the first week of the postgraduate diploma course that she teaches, the students – of which there are 36 fulltimers this year – learn to create a lean start-up. Lean in the sense that they begin with "no money, nothing", just a concept that has been tested in the market.

Emma Bray, 23, was one of Mohapeloa's students last year in a group with Judge Inglis, Tom Davey, Brendon Peel and Shannon Beecham, and they came up with the Purple Tag. A card that provided student discounts, ranging from 10% off fresh fruit and veg at a grocery store to a R17 brandy-and-Coke special at a club, it had an app, Facebook page and website. Thirty-five outlets and 132 students signed up for it last year and Bray decided to continue with it full-time this year.

Hiring 10 salespeople on commission, she initially doubled the card's price to R200 and upped the outlets to 46. In August, with the card fee down to R50, she stopped the business. She said this was disheartening but overall it was an invaluable learning experience, especially about the importance of motivating staff. "I thoroughly enjoyed the PDEM. It was the best course; to run a business while learning about running a business, in a controlled setting," she said.

But can entrepreneurship be taught? Mohapeloa believes one "can create the atmosphere and build the belief and support system that enhances entrepreneurship within an individual. You can give them the skills and the programme and the things they have to do, but you also need to make sure you create a platform where they say, 'If I don't know this, where do I go?' People start believing by doing small things and getting success."

"That is how we are teaching entrepreneurship. You have to do it. I cannot theorise it for you, I have to make you do it. And you have to learn from the mistakes. Practise the skills while also getting the theory and applying the theory in the real world."

Mohapeloa is also leading the Business School's engagement with the community outside the university. Working with the Department of Social Development, students help Grahamstown businesses and are creating business plans for a school's aftercare programme and a skills centre for street children.

Many of these businesses are co-operatives based in the township and Mohapeloa tells of one international student who was horrified at the living conditions he encountered there. He said: "I have lived in Grahamstown for so long but I have never seen that side of town. I felt I was not in Grahamstown. I kept asking people: 'Where are we?' And they said: 'we are still in Grahamstown.' I felt I was in two different parts of the world in one city."

Mohapeloa is providing the groundwork for business skills and development but not in the "me-me-me" way. "I am focusing on entrepreneurship being the way to do business but that the business must have significance in people's lives," she said, sounding just like the social worker she is at heart.

"People start believing by doing small things and getting success"

Dr Tshidi Mohapeloa

WHAT A RHODES MBA *TAUGHT ME*

MUDIWA GAVAZA, a Rhodes BComm, Postgraduate Diploma in Enterprise Management (PDEM) and an MBA graduate, talks about why he loved the Rhodes Business School

MY parents have always been firm believers in education. They provided my sisters and me with a firm foundation for our aspirations to thrive.

My academic career began in Zimbabwe at Murray MacDougall in Triangle for primary school and then Midlands Christian College in Gweru for my secondary education.

The journey to Rhodes University began through my circle of friends. I initially wanted to go to UCT but I had a number of friends already in Grahamstown who raved about it.

This was definitely one of the best decisions of my life. I have a passion for business, media and technology. For my undergraduate degree, I did a Bachelor of Commerce with specialisations in Economics and Information systems.

There were a number of reasons that led to me doing an MBA. The qualification has tended to be reserved for those with work experience; I didn't have that. The idea was birthed when I studied towards a Postgraduate Diploma in Enterprise Management at Rhodes Business School in my fourth year. The director, Professor Owen Skae, gave a talk on 'Serendipity in Business' and it made us aware that exceptional students and candidates could be eligible for the MBA programme. Nothing was guaranteed, but I worked through that year with the intention that I would make it into that MBA class – somehow. Chances of getting employed after that year were slim. It had to happen.

My passion for business and organisations, coupled with a willingness to work, get things done and think beyond the conventional were qualities I communicated to the Business School upon applying, adding that I would find ways to add value to the class and programme as a whole. They would be lucky to have me.

The Rhodes Business School motto is "Leadership for sustainability". That's what makes it different. Within each MBA module we were taught that business needs to consider how its activities affect communities, while making sure that the ecology is preserved for future generations, maintaining good ethical decision-making at the highest levels, and still being profitable. This was the biggest lesson for me and one that has shifted the way I think about the role of business and commerce in the world.

I would definitely recommend the Rhodes MBA to anyone who wants to survive an evolving and ever-changing business environment. Business sustainability is an issue that needs to be addressed as traditional industries such as gold mining and oil exploration draw to a close over the next century.

During my PDEM in 2014, we had to start businesses around Grahamstown as a practical way to implement the theory. My group formed Mortal Events, an events and marketing company. During the same year, I partnered with Liyon Media to start a production business called LOTv that specialises in creating video content for social media.

I would often leverage elements of both businesses for projects. For example: if Mortal Events was helping to put together an event then LOTv would be used to create marketing material such as promotional videos. As fate would have it, our last project as Mortal Events was helping the Business School to market the PDEM course to students around campus for the following year's intake. That is how I began making videos for the Business School … I felt that making content about the school was my contribution to making sure that it grew. In addition, I used my work at Rhodes Music Radio to promote the Business School by having its students as guests on my shows.

Learning is a constant process. Having learnt with working professionals over the last three years, I understand the privilege of studying at a young age before the pressures of work and business life take over.

I am now growing the LOTv business. I also work in radio, with a business show on Voice of Wits 88.1 FM called "The Business Buzz".

My plan is to continue looking for work in the corporate space, to pursue voice-over work and continue with my writing.

Rhodes Business School is a family. That is the best part of the course. If you use the opportunity wisely, you have the potential of creating long-lasting and potentially prosperous relationships. One of the ways the course could be improved is by providing opportunities and platforms for alumni in different fields to engage with each other and build relationships.

"Rhodes Business School is a family"

MBA graduate Mudiwa Gavaza

FROM SHOEMAKER TO DEAN

"Never in my wildest dreams did I think I would become head of department"

Professor Santy Daya, Dean of Pharmacy

PICTURES: Sirion Robertson

IN 1977 Santy Daya started work as a technician in Rhodes University's Pharmacy department, armed with a BSc degree from the former University of Durban-Westville. Despite being born and raised in Grahamstown, he was not allowed to study at Rhodes as apartheid policies prohibited black students from attending white universities. "I dreamed of going to medical school but that was impossible because of apartheid," he says.

Forty years later, the humble and soft-spoken Professor Daya is the Dean of Pharmacy at Rhodes, and says: "Never in my wildest dreams did I think I would become head of department. Never did I think I would occupy the office of my life mentor, Professor Ben Potgieter (a former head of the department)."

Daya's father was a shoemaker and his mother a seamstress. He helped his brother and father repair shoes in their cobbler shop after school and on weekends to improve their quality of life. "We didn't have a geyser or a fridge." He attended a then "coloured" school for orphans, Good Shepherd Primary in Huntley Street, where the lessons were in English. At his high school, Mary Waters, in the township, the medium of instruction was Afrikaans. "The teachers at Good Shepherd used to send me to the post office to make calls for them on a tickey-box phone," he smiles.

When he became a technician who prepared practicals for pharmacology students and developed a deep interest in how drugs worked, Potgieter encouraged him to attend pharmacology lectures.

"I applied to the then minister of education for a permit to attend lectures with white students. It had to be renewed annually. " He subsequently enrolled for a part-time Master's in Neuropharmacology under the supervision of Potgieter, and two years later graduated with distinction. However, apartheid reared its ugly head again – Daya developed a passion for lecturing but was not allowed to do so at the university.

"I felt bitter and believed there had to be a way around this." In 1982, he heard that the Medical University of Southern Africa (Medunsa) was looking for an academic with his skills so he took up a lecturing position there. "Prof Pieter Joubert (Head of Pharmacology) encouraged me to conduct research on new drugs for the cardiopulmonary system."

Working on his PhD part-time, he discovered the effects of calcium channel blockers on the respiratory system when used for angina. "No one had ever described these effects in the literature. I presented my findings at a conference in Rome and was subsequently awarded my PhD. It was one of the first PhDs at Medunsa," he says.

Following the death of his father and brother, Daya returned to Rhodes in 1985 to lecture biochemistry and started a brain research laboratory that focused on neuropharmacology. He trained several Master's and PhD students. A year later he moved to the Pharmacy faculty, where he continued to publish research articles on protecting the ageing brain. "The International Brain Research Organisation identified my laboratory as the base from which to train neuroscientists for the rest of Africa. We launched two neuroscience schools for Africa, where two students from 12 countries would be trained, and in turn they would train others back home."

In 1988, a Senior Fulbright Scholarship took him to the University of Texas Medical School in San Antonio, where he conducted neuroscience research under the world leader in his field, Professor Russ Reiter. Later, the Bristol-Myers Squibb Travel Award for excellence in neuroscience research took him back to the United States.

In 2000, Daya became a full professor and Head of Pharmacy at Rhodes, where he supervised 12 PhD and 32 Master's students and published 115 papers. At the age of 55, he decided to take early retirement and took up the position of professor of Medical Biochemistry at Ross University School of Medicine in the US; then became professor of Biochemistry at DeVry Medical International in the Bahamas.

There he also demonstrated his culinary skills by cooking curry for his friends. He won the Bahamas Island Chef cook-off against the chefs of Sean Connery and Tiger Woods and decided to publish a cookery book, "Indian cooking in the Bahamas".

In 2013, he was relocated to the island of Dominica, where he was professor of Biochemistry at Ross, the largest trainer of medical doctors for the US. In 2016, he returned to Rhodes as Dean of Pharmacy.

"The most striking changes are that there are students of all races. There are many more black academics and the campus has expanded," he says.

Also, senior management is more progressive. "I left out of frustration in 2009 under the old administration, which I felt did not recognise my achievements."

He says the student culture is different, too, with the older students far more dedicated to their studies. "In the US the students would surf the web sometimes during lectures. They knew the lectures were recorded and they could watch them later. I would switch off the Wi-Fi," he laughs.

There is a shortage of pharmacologists and he hopes to encourage more students to study neuropharmacology.

Daya's son, Bhavik (22), is a fourth-year medical student at the University of Stellenbosch, while his daughter, Misha (21), is a third-year pharmacy student at Rhodes whom he lectures.

Is her dad tough on her, I ask her over a delicious lunch that her mom, Jiya Daya, has prepared at their home. "No, I'm a good student. I study hard," she smiles.

Daya hopes to put his culinary skills to good use by opening an Indian restaurant for his wife in Grahamstown. In his leisure time, he plays classical guitar and saxophone.

"The most striking changes are that there are students of all races. There are many more black academics and the campus has expanded"

Outgoing SRC president Rolihlahla Mabaso

"I wanted to give a voice to the voiceless" –
Rolihlahla Mabaso

GOING HOME
ALL GROWN UP

THERE is hardly anyone on the Rhodes campus who doesn't know Rolihlahla Mabaso. Seated on a low wall outside the main administration building, he is so popular that our interview is continually interspersed with greetings from students passing by. Outgoing president of the Student Representative Council, 22-year-old Mabaso says he came to Rhodes four years ago "as a boy and I will be going back home a man" later this year.

The Political Science and International Relations graduate is completing a Post-Graduate Diploma in Enterprise Management at the Rhodes Business School, before he goes back to Johannesburg to find a job.

Looking back on his time at Rhodes, he says: "Yoh, university changes everyone. I've never had to think so much in my life. I've been conscientised. I've broadened my scope and view on life and the realities of South Africa. I learnt critical thinking skills here."

As a schoolboy he heard about the university from his former Life Orientation teacher at Holy Family College in Parktown, Lynn Barrow. "She used to talk about her experiences at the university and my mother liked the university. We were both attracted to Rhodes as it is very reputable. I wanted to spread my wings."

The first thing he noticed about Rhodes was how welcoming the residences were. Based at Centenary House on the hill, he says: "every member of the house committee led by the house warden, Jeremy Baxter, made me feel like I was at home with my siblings. They immediately settled me in, chanted songs, carried my luggage from the car park, and made my parents feel comfortable that I would be okay with them." They helped him integrate into university life. "Rhodes is a small community and students are forced to interact and to learn about each other".

Having been a prefect at school, Mabaso knew he was destined to lead the SRC. "As a first-year student I told the 2013 SRC president, Sakhe Badi, 'Listen, don't be too confident in that chair. I will sit in that chair one day!'" To get a taste of student politics he became a res hall representative on SRC structures in his second year. The following year he became a residence councillor.

Last year, he stood for SRC president, one of four independent candidates, because "I wanted to be a nation builder and to lead. I wanted to give a voice to the voiceless. My mother was so excited. She said: 'I knew it my boy, you've always been a leader'."

He had challenges, especially during the gender-based violence protests, when councillors resigned due to internal conflict. "We differed on strategy around the gender-based violence protest," he said. Some students felt the SRC was not at the helm of the protest. The SRC condemned the methods of protest and the student body retaliated by putting forth a motion of no confidence in the SRC, which was unsuccessful."

"I still maintain it must be the responsibility of men to educate one other and to raise young boys to respect and protect women, and to call each other out regarding this scourge of violence and abuse towards women," says Mabaso. "All men must come out in full support of and solidarity with this movement and say: 'NOT in my name'."

Going into the presidency in 2017 his challenge was to ensure issues were dealt with maturely and in the interests of the student body. "We had to make sure we worked together, with our differences. I am proud to say we did that." The SRC was involved in the #FeesMustFall protest, during which the tennis club house was burnt down. "We condemned that," he says, explaining that the SRC was initially in control of the protests but these were taken over by opportunistic students who were not elected by the student body. "They delegitimised us."

Mabaso says it was necessary for Rhodes to join the national call for free education and to bring the campus to a standstill. He is disappointed that civil society organisations did not join the national student movement. "I've sat in meetings with civil society where I was told that they are not on our campus and cannot join the protest. Students need to go to their families and communities to educate them about the fees situation."

Mabaso urges Rhodes students to push for transformation and free education: "Don't be fine with the status quo. Challenge issues on a daily basis. Have a spirit of unity. Work on the basis that your struggle is my struggle. Your pain is my pain." He cautions that if the university does not deal with transformation adequately "it will face pressure again. My plea to students is to prioritise the agenda item of transformation."

"In 2015, the SRC conducted a survey on whether the university should change its name. The findings were that the name should change … we have since proposed that the name must change."

Meanwhile, he points to visible changes on the campus such as buildings with new names: Jan Smuts House has been renamed Robert Sobukwe House. There are also changes in executive management, with the appointment of a black female registrar, Professor Adele Moodly. Still, Mabaso is concerned about the slow pace of transformation among academics, which means "decolonising the curriculum will be slow".

He appeals to the university to deal with student disciplinary hearings "humanely and not to crush the dreams of someone who is fighting for a noble cause". Looking towards the university's main administration building, Mabaso says: "I have no regrets coming here. I will send my children here. You learn lessons by yourself. I navigated obstacles, I am going home all grown up."

NHLAKANIPHO Mahlangu, a third-year Bachelor of Social Sciences student, has become the second black female president of the SRC. The SRC election results mark the end of male-dominated student governance, with nine of the 15 members elected women, including Kuda Chingono as vice-president.

Mahlangu, from eQonce (King Williams Town), says: "Throughout the campaign I was warned that the university was not ready for a female president. Patriarchy and hyper-masculinity are not phenomena unique to Rhodes University. As female leaders, we navigate and rise above such phenomena every day."

"I am very excited to be working with a council with so many young black women. I have a great respect for women in leadership.

My granny, mother and aunts raised me so my earliest experiences of sound leadership have come from strong black women. "The time has come for us to start challenging the classist, able-ist, patriarchal, homophobic, transphobic and xenophobic structures of this society," she says.

Vice-Chancellor Dr Sizwe Mabizela says he is impressed by the powerful manner in which the student body has advanced transformation.

"Rhodes students acknowledge the power in women, who have been absent in leadership positions, particularly within student councils. This is an incredible opportunity for the nine women to prepare and learn for a future as leaders of our country," he says.

Some 44% of the student population voted in the SRC election.

PICTURE: Godfrey Kadzere

"The time has come for us to start challenging the classist, able-ist, patriarchal, homophobic, transphobic and xenophobic structures of this society"

Incoming SRC president Nhlakanipho Mahlangu

Transformation: *using the Constitution as the blueprint*

- Dr Rosaan Krüger

"AS we close a chapter of exclusion and a chapter of heroic struggle, we reaffirm our determination to build a society of which each of us can be proud, as South Africans, as Africans, and as citizens of the world," President Nelson Mandela declared 21 years ago as he signed the new Constitution into law at Sharpeville.

Twenty years on, the fight against exclusion is the new struggle.

For many young South Africans who are – or aspire to be – at public universities the legacy of exclusion continues to determine their lives and roles in society. These young people feel excluded by or on the margins of our institutions. Either these universities and the opportunities they hold remain inaccessible (financially and otherwise) or their institutional cultures are experienced as alienating.

The SA Human Rights Commission report on "Transformation at Public Universities in South Africa" (2016) and student protests in 2015 and 2016 focused the attention on both the financial affordability and the culture of tertiary education. The report and protests also indicate that transformation has not been enough of a priority for higher education in the last 20 years. What is to be done?

Universities, as part of the formal education structure, exist to generate and share knowledge and skills in a structured and planned manner so as to benefit humanity. The institutions' contributions through investigation and knowledge creation span the width of human existence and beyond. Students as participants in the knowledge-creation process are inducted into the ways of academic interrogation while at university. They learn that the academic endeavour requires reconsideration of the old, embracing of the new and different, and continuous questioning of assumptions, perspectives and existing knowledge.

The majority of students spend three to five years at university. During that time, a student may engage repeatedly in what seems to be the same discussion about transformation, while seeing little change. University structures – departments, faculty boards, the Senate and Council, and their various committees, task teams and groups, operate democratically and deliberatively and thus slowly. For a student, it may seem as if no transformation discussion produces an effect over the course of their studies. But for someone looking back over 20 years, or even only 10 years, the institution and its offerings may seem very different from what they were before. Nevertheless, does the difference that one might see mean that our institutions are transformed or transforming? And what do we mean by transformation of and at our universities?

To move beyond mere discussion on the meaning of transformation, I suggest that we anchor our understanding of transformation at universities in our Constitution.

The Constitution not only establishes our state and its institutions, but explicitly seeks to transform our society. It envisions deliberate processes to achieve equality and to address the divisions of the past so as to "free the potential of each person". The society we must aspire to establish – the ideal society – is to be based on "democratic values, social justice and fundamental human rights".

Our efforts to achieve this ideal society build on previous efforts, correcting mistakes and forging new paths to make ours a more equal society.

But what does a constitutional understanding of transformation mean for universities? First, transformation of our institutions requires an acknowledgement of historical inequalities in society and their lingering impact. Particularly, constitutionally envisioned transformation places human rights at the centre of any transformation discussion or strategy. Accordingly, when structures, rules, policies and practices of an institution are revised as part of a transformation agenda, the impact of these on the fundamental rights of students, staff and other stakeholders is crucial.

Procedurally, transformation processes are democratic and participatory, and – in the spirit of the academic endeavour -- rational, reasoned and evidence-based. For example, transformation of the content of the law curriculum requires interrogation of the diverse sources of our law, the relative importance attached to each of the sources, and, importantly, questioning how this impacts on entrenching or challenging current patterns of inequality in our society. Instead of focusing on what the law is, the curriculum will ask why and how law serves the constitutional ideal.

Transformation is not an event; it is an ongoing process of renewal and change to bring about a more equal society in which the fundamental rights of all are respected, protected, promoted and fulfilled. The academic endeavour is, like transformation, ongoing and enquiring, adapting and changing with new knowledge and insights.

If we can find synergy between these similar processes, we may be able to write the next chapters in the book of the society of which we can, as Mandela said, "be proud, as South Africans, as Africans and as citizens of the world".

• *Krüger is a constitutional law scholar and Dean of the Faculty of Law at Rhodes University. This is an edited extract of an article published by the Sunday Independent on March 19 2017*

Dr Rosaan Krüger, Dean of the Faculty of Law

Rhodes students at the International Parade

Is changing Rhodes University's name that important?

- Rich Mkhondo

"WHAT'S in a name?" Shakespeare wrote in "Romeo and Juliet" four centuries ago. "That which we call a rose by any other name would smell as sweet."

Many people agree that whether one calls it by its botanical name, *Rosaceae*, its common name, rose, or by any other name, the flower's smell remains as sweet and enchanting. So what is in the name for my alma mater, Rhodes University?

As we discuss the possible name change, I do it with an open mind and, yes, trepidation. All change evokes feelings of fear, helplessness and lack of trust or confidence.

Changing the name of an institution is not something we should consider lightly. We need to do our homework. It is encouraging that this august institution is listening to a lot of us who attended it and are proud of our association with it.

Here are some of the arguments everyone is considering: should we really care more about what the institution is called than what kind of learning goes on in its lecture rooms?

What about the fact that history is complicated and we need to learn about it as real people and events, not as fairy tales dreamed up by apologists?

Some argue that a different name will signal a quest for a new image, a new perspective, a new beginning. Others say: "What's in a name? Just a series of letters".

There are also those who say choosing the right name can create magic, change behaviour and be the difference between success and failure.

Still others point out that when an organisation is forced to change its name, the circumstances are usually adverse.

A name may become a liability or a burden, or simply lose its appeal to people. To some, a new name may require constant explaining. If a name obscures origin, it may become a liability.

We all know that, generally, a name is a word devised to uniquely describe an object, a place, or a person. It may derive from historical events, fictional beliefs, or a mere expression of hope and expectations.

The renaming of schools, streets and other public places expresses many significant things. Among them is the growing political clout of new groups who are coming of age as full participants in our country's dynamic political stew.

1937 Founder's Race

There are those who say we should not judge yesterday's heroes by today's standards, that we should leave the names of today's institutions to those whose character and accomplishments can best point the way to a brighter tomorrow.

The truth is all kinds of things can trigger name changes. But what is essential is that everyone accepts the given meaning.

If a name change happens for no reason, or because some political heavyweight does not like the sound of the old one, money is being wasted. For me to argue a name change is propelled solely by nationalism, rather than by a whole menagerie of nativist impulses rooted in culture, tradition and history, does not engage adequately with an extremely complex phenomenon.

I don't believe in the renaming of places for the sake of it. A name is a place marker, a memory maker. We write it over and over at the top of every paper, shout it during any communication, ending up in history just as Rhodes has done.

Names have origins, history and meaning. Whether we like it or not, our name is tied to our identity. A study published in the journal Attitudes and Social Cognition found that some names are changed for "implicit egotism". The article said in many countries, including Singapore and Malaysia, they have taken great trouble to ensure none of the old and colonial names is changed because they realise the value of historical names.

What a name ends up representing to the community depends on what the community stands for or against. Names can tell a lot about institutions. They remind us of the special affection we have with them. Any change of the name of the university will change the affection, and alienate former students who will always have to explain the ins and outs of the new name.

Considering today's tough economic climate, value-for-education should be the top priority in most students' and their parents' minds, not changing the name of the university.

Rhodes has survived more than 100 years in a competitive world of education, producing leaders in different industries and sectors. Its brand trust comes with time and great service, which the institution has contributed to education in our country. We need real transformation, not superficial transformation such as changing the name of the institution.

Why superficial? How will changing the name of the university bring transformation beyond just changing the name? Transformation should be about eradicating the inequalities in education, our systems, our structures and our political and social culture, to attempt to correct the imbalances of the past as quickly as is feasible.

We need to spend resources and energy creating access to education and the economy and opportunities for those sidelined through past policies. Where does changing the name fit in here? Nowhere. True transformation cannot be about changing the name only. It should be about things that make a positive difference to the lives of people.

I don't believe in the renaming of places for the sake of it. In a lot of cultures past and some present, names have been taken seriously as indicators of a country's nature, as protection, as a statement about the life the country represents. I see no reason why we should be ashamed to carry on with the name Rhodes University as it is rich in history and certainly forms a part of our history. After all, history is not always nice. If we do change the name, it loses a connection to an interesting feature in our past, a time when blacks were not accepted, when some of us entered the institution after obtaining "ministerial consent".

As brand experts often say, a good brand name is as enduring as well-tended land. It serves as the groundwork for growing a successful product or enterprise, and is able to withstand the winds of change. Rhodes has done that.

Changing Rhodes University's name will be a total waste of money, particularly when the institution is surrounded by unemployment, poverty and inequality. We need real change. Money spent on the name change would be better spent on the town's crumbling infrastructure.The country and university have more important things to spend money on than a name change.

** This is an edited extract of an article published first in the Daily Dispatch and later in the Sunday Independent. Rich Mkhondo is a graduate of Rhodes University School of Journalism and Media Studies. He runs The Media and Writers Firm (www.mediaandwritersfirm.com), a content and reputation management hub.*

The transformation debate

WE need to rethink what makes a university in South Africa a South African university. This was one of the opening remarks that Professor Ahmed Bawa, CEO of the Universities SA organisation, made in his keynote address at Rhodes University's Transformation Summit in July.

The historic summit emanated from a call by students following the #FeesMust Fall protests in 2016 and followed six months of intensive internal engagements on transformation organised by the university's director of equity and institutional culture, Noluxolo Nhlapo. We need to produce new intellectuals, said Bawa, urging universities to provide knowledge about their context while looking globally, and taking into account that graduates need to be employable but with a spirit of entrepreneurship.

"This is the most uncertain of times in our history. Churchill said: 'Never let a good crisis go to waste.' We have unprecedented global challenges. A hundred years from now there might not be a human race due to climate change, violence, poverty and the illusion of democracy. People are not talking to each other but are resorting to violence and wars," Bawa said.

He stressed that, while universities cannot solve these problems, they cannot sit on the sidelines of society either.

In a developing country such as South Africa "it's not a viable option to have a university system that is not affordable. The higher education sector is highly contested – it is critical to the creation of a society that is more equal." Bawa conceded there is chronic underfunding of the system and that this affects teaching, learning, research and access. "Free education and curriculum decolonisation were on the agenda in 1995 and featured in the report of the National Commission on Higher Education. We ducked it and it's back so we should not be surprised."

The hottest topic on the summit agenda was a name change for Rhodes. The debate on this gained momentum during the 2015 #FeesMustFall protest and it remains emotionally contested. The Alumni Working Group at the summit revealed that a survey of 2013 alumni globally revealed 79% did not support a name change, while 56% did not believe there was any benefit to changing the name. The SRC, however, has thrown its weight behind a name change.

It is estimated that it will cost at least R70-million to change the university's name, along with rebranding. This in a region plagued by poverty and unemployment, it is pointed out. The potential name change is posing challenges to the university's fundraising campaign as a few alumni have cancelled their bequests, while others are adopting a wait-and-see attitude.

Those who support the name change include a group of 465 students and alumni who signed a petition stating: "Changing the name of the university does not sweep our history under the carpet; if anything, not changing the name perpetuates the past. We ask that … local struggle heroes are considered in the renaming of the institution. You may have concerns that renaming the university will be costly and that some donors may decide not to support the institution, but many of us are committed to the university's future and to real transformation. You will therefore have our full support. This campaign is about coming to terms with our history and moving forward. We hope you will join us in being on the right side of history."

No decision was taken about the name at the summit. Instead, the issue was deferred to the university Council to "design, within a six-month time frame, a process that will enable the university to resolve the issue of the future of its name".

Chairperson of Council Vuyo Kahla said they had to find a way to deal with the name within the set time frames. "This issue has to be dealt with responsibly, taking into account our commitment to cohesion and building an even better university than the one we have now. We cannot simply implement a smash-and-burn approach."

"The bottom line is we must seek to build a university that we all can be proud of, a university that continues to lead, a university that continues to punch way above its weight in producing excellence in all fields of endeavour," he said.

Other topics discussed at the summit included institutional culture, finances, teaching and learning, student fees and staff transformation.

Nehawu secretary Malungisa Matika

Nteu Vice-president Professor Mark de Vos

STAFF UNIONS
CALL FOR MORE CHANGE

STAFF unions at Rhodes agree that the university has made strides in transforming the student population but there is still more to be done.

Malungisa Matika, secretary of the National Education, Health and Allied Workers' Union (Nehawu), is full of praise for the work done by Rhodes's Human Resources Director, Loshni Govender, who, he says "understands people's pain and is working well with unions on campus."

The unions and the university's efforts have led to changes such as a fair job-grading system and staff being able to join an official university medical aid scheme and provident fund of their choice. "Previously staff had no choice as they were immediately allocated into structures in line with their job grades," said Matika.

However, his union would like the university to address gender imbalances. "There are more females than males in office jobs. It seems Rhodes prefers female secretaries. Men can become secretaries," he said.

Also, the university Council, its highest decision-making body, needs more black representatives. "Our Council is dominated by whites. They make decisions and they have power."

Nehawu would like the campus security guards and ground staff to be permanently employed, instead of being outsourced to private companies, so they can qualify for a basic salary, housing allowance, provident fund and Unemployment Insurance Fund contributions. The union wants the university to offer after-hours studies to staff, many of whom are illiterate. "We are working with the Eastern Cape Education Department to set up a school that offers matric."

Matika welcomed the university's formalised outreach programme where pupils from Rhini township attend weekend classes on the campus run by student volunteers. "These pupils' performance at school has improved and they qualify for admission as students to the university. Vice-Chancellor Dr Sizwe Mabizela was involved in this and he played a role in giving Nehawu clothing to distribute to the townships."

Professor Mark de Vos, deputy chairperson of the National Tertiary Education Union, which is affiliated to the Federation of Unions of South Africa, said transformation is a struggle as long as there are inequalities. Although transformation of student demographics has occurred gradually and the university has worked hard to get there, it also "needs to look at transforming class ratios and the curriculum."

"We need to make the university accessible to people with different backgrounds and ranges of experience – not just middle-class backgrounds and middle-class experiences. And that means that we have to reconsider our curriculum choices."

He said curriculum is not just about the content but includes "the ways we teach and the ways in which we assess" and "what to include and what to exclude. Deep transformation requires that we carefully consider these curricular choices to ensure they promote societal transformation and develop the minds of students to think creatively, critically and in informed ways so that they can be active and responsible citizens with a shared vision of where our country needs to go."

The Transformation Summit was a step in the right direction, he said. "We submitted a report on labour issues. The higher you go in the university management system there are more white staff. The lower you go, there are more black staff."

The university also needs gender transformation as there are more men than women in senior positions. De Vos asserted that while the university has good human resource policies, it needs to pay attention to their implementation. He praised the Vice-Chancellor: "He's a wonderful man, exemplary, beyond reproach. He is very humanistic and stands surety for students in his personal capacity. This takes guts."

The National Tertiary Education Union supports Mabizela's consultative style of leadership. "He inspires us to look at the human behind student numbers."

"The single most important factor influencing the quality of education is the quality of teachers"

UPSKILLING TEACHERS

Professor Di Wilmot, Dean of Education Faculty

GLOBALLY and nationally it is recognised that the quality of an education system cannot exceed the quality of its teachers or the quality of its teaching. If teachers are to play a critical role in improving the quality of learning, they need to be well equipped, well supported and accountable.

A snapshot of the South African schooling system in 2016 reveals that there were:

- 12,9 million learners, of which 12,3 million (95%) were enrolled in 23 719 public schools and taught by 381 394 educators, and 590 352 were enrolled in 1 855 independent schools and taught by 37 219 educators.

Unlike many African countries, South Africa has made excellent progress in providing access to schooling since 1994 and today 98% of learners between the ages of seven and 17 are enrolled in schools. That said, there are still many problems in our schooling system, the overarching one of which is systemic underperformance. What makes matters worse, according to the National Education Evaluation and Development Unit, is that "the quality of schooling is inequitably distributed, with the poorer 80% of the population generally receiving schooling of significantly inferior quality to that enjoyed by the most affluent 20%".

There are many factors contributing to and sustaining a crisis in education in South Africa. However, the findings of international and national research widely acknowledge that the single most important factor influencing the quality of education is the quality of teachers, and the cause of poor teaching lies not with teachers but with the teacher education system that produced them. Teacher accountability is another issue that needs to be resolved. In 2013, Minister of Basic Education Angie Motshekga told Parliament teacher absenteeism in South Africa was the highest of all sub-Sahara African countries. The problem is exacerbated by a generous sick-leave policy, the consequence of which is that the average teacher stays away from school for nearly four weeks a year – that is 10% of the school year.

There have been a number of positive developments in teacher education since 2007. These include expanding initial teacher education through state-funded Funza Lushaka merit bursaries, which are attracting high-quality students into teaching. The Department of Higher Education and Training projects that we will produce enough teachers until 2025. The shape of the initial teacher education system is being addressed to ensure we produce enough teachers for all school phases and subjects, especially mother-tongue African-language teachers in the Foundation Phase (reception year to year three).

But the initial teacher education system is still very uneven in terms of quality and is characterised by high rates of attrition and slow through-put rates (on average it takes six years to complete a four-year degree).

As a member of the Universities South Africa Education Deans' Forum, I have been involved in national processes. I am also involved in teacher education and research activities driven by a transformative-education agenda in the Education Faculty at Rhodes University. Two key projects in which I am directly involved are:

- Starting a new four-year undergraduate Bachelor of Education that responds to a national imperative for quality mother-tongue African-language teachers in the Foundation Phase; and

- The Vice-Chancellor's Reviving Grahamstown Schools initiative, which responds to the need for quality education for the economically and socially marginalised.

The faculty is strengthening and expanding its work in Early Childhood Education (0 to nine years) through two new qualifications: a Grade R Teaching Diploma and a Bachelor of Education in Early Childhood Education.

I have held preliminary discussions on the possibility of Rhodes University offering a new teacher education qualification that addresses the binding constraint of children not being able to read because teachers don't know how to teach reading. The Funda Wande (Reading4Meaning) course, the first of its kind in South Africa, is an online course developed by a team from different South African universities to teach Foundation Phase teachers how to teach reading in isiXhosa. This innovative project has large-scale transformative potential and I look forward to taking the proposal forward.

My own current research responds to the need, when designing a curriculum, to be responsive to diversity and to recognise student teachers' habitus: that is, their sociocultural, economic, political and biophysical realities. This is particularly important in a South African context where the massification and transformation of higher-education institutions have resulted in a rapid increase in student diversity.

The persistent issue of low-quality learning and teacher education is being addressed at a systemic, institutional and personal level, and there is evidence of a growing momentum that is disrupting the "vicious cycle" of schooling and helping to foster a "virtuous" cycle.

- *This is an edited extract of Professor Di Wilmot of the Education Faculty's inaugural lecture presented on 7 September 2017*

Vice-Chancellor Dr Sizwe Mabizela engaged in storytelling at the Home of Joy during Trading Live for Mandela

PROJECT GRAHAMSTOWN: *ALL ABOUT GIVE AND TAKE*

AT his inauguration as Vice-Chancellor in February 2015, Dr Sizwe Mabizela stated "Our university is not just in Grahamstown but is also of and for Grahamstown". A lofty ideal, perhaps, but one that is being brought to life at 5 Prince Alfred Street, where Diana Hornby and her team run Community Engagement at Rhodes University.

What is community engagement?

"Community engagement is not a nice-to-have side show," said Hornby. "It's not something you do to be kind or to be generous, it's something very strategic to build a joint future where you can co-exist, because there isn't a future for us as an institution or for any one party on their own. When you understand that, you can't be a university that lives in isolation of its community."

"So when you've been able to make that paradigm shift that our futures are inextricably bound, and if you want to contribute to a new society, a more just and a more prosperous one to leave your children, then we have to all roll up our sleeves and get engaged in the project. Here the project is Grahamstown, it's not Rhodes. It's a Project Grahamstown."

The challenges

"In Grahamstown our two greatest challenges are unemployment and poverty. We're a city of 100 000 people – 20 000 in Grahamstown west, which is the city part, and another 80 000 in Grahamstown east, the township area. You can stand on the steps of the admin building and you look right across to Grahamstown east."

"With 100 000 people in the city and 8 000 students, plus 1 500 staff members, that ratio presents a fantastic opportunity; it's like 1 to 10. So it makes a turnaround strategy in Grahamstown very, very possible."

Where it started

"We're looking at re-envisioning and re-imagining ourselves. How do we locate ourselves in the bigger city and how do we put our arms around this city and raise the two together? It comes back to our work. We are Community Engagement and that was introduced in 2005.

"Former Vice-Chancellor Saleem Badat was key to the university re-imagining itself – he started that process and Dr Sizwe Mabizela followed on. They had a shared and very clear idea of where they were taking it and they spoke of this new society and our responsibility as a university to contribute to the shape of that. If the leadership is that clear, it makes our job a whole lot easier," said Hornby.

Working sustainably vs charitably

"Whatever we do at Rhodes and whatever we do in this department we use an asset-based approach to say everybody has something to share and we need to recognise everybody's assets and to make use of them."

"Traditionally, we have come from a very deficit approach to development, where charitable approaches have dominated: we go into communities and look at what their needs are. We might even ask them what they need. We then go away and plan a strategy for them and we take all the resources into the community and fix their problem and we leave. And generally the solution collapses because we haven't rooted it in any local leadership or worked jointly with communities."

"If you are always the one helping other communities, you teach them that they need to wait for someone from outside to come in. If you don't recognise they already have assets and that development is already happening in those spaces, you weaken them and you create levels of dependency."

'We plan jointly, we implement jointly and we evaluate jointly – if you do it that way, you are all growing in the process," said Hornby.

Some of the Community Engagement projects

- **The vice-chancellor's Reviving Grahamstown's Schools programme;**
- **Assumption Development Centre – a skills centre;**
- **The 9/10ths mentoring programme, named from French writer Anatole France's assertion that nine-tenths of education is encouragement. Student volunteers do one-on-one mentoring for nine sessions with the top 56 matric pupils in each selected school. The first session sets goals. Then they teach them how to learn, with an emphasis on summarising and mapping, and it ends with planning for the final exams.**

"The macro objective is that every child in Grahamstown should have a quality education," said Hornby, whose office co-manages these initiatives with GADRA NGO Education.

They have selected three high schools and three primary schools as their initial focus. "If you set up centres of excellence in the township, it's not a bridge too far to inspire the others," she said.

The second strategy is to build communities of practice. Last year the business school ran a leadership course for principals and this year it is training deputy principals. Community Engagement is piloting a programme with parents, starting with Rhodes University staff on grades 1 to 5 who have children in township schools, to introduce a culture of reading at home.

Each age group has a shweshwe bag with books, in English and/or Afrikaans and Xhosa. There are workshops and the routine at home is measured before and after the project. "We try to disrupt their routine," said Hornby. "We are already seeing a culture change. We went to one school at 4.30 one afternoon, with one of our donors – because this is all externally funded – and the feeding scheme was still happening, boys were playing rugby on one side of the school,

"... our university is not just in Grahamstown but is also of and for Grahamstown"

Dr Sizwe Mabizela,
inaugural address as
Vice-Chancellor of
Rhodes University,
27 February 2015

there were kids playing soccer on another side, choir practice was going on, the learner representatives council had just met and there was an extra geography lesson happening. And the vice-principal saw us walking along with the principal and she came out and joined us."

Student volunteers

There are over 900 students who volunteer weekly on the VC's education project tutoring and mentoring children.

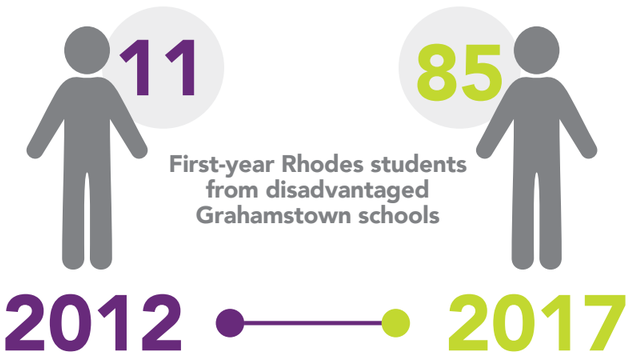
Third-year BA student Phiwokuhle "Tom-Tom" Tom, is a leader for the Jabez Aids Health Centre, at which she works every Monday with children aged 7 to 16 affected broadly by the syndrome. She is also a senior mentor on the 9/10ths programme.

"I like the programme because it focuses a lot on writing. Grahamstown children struggle a lot with writing. They can speak English but it becomes a problem when they have to write it. The mentoring becomes about more than their academic subjects, it becomes an involvement in their home lives. As long as I am in Grahamstown, this is not a programme I could just let go of," Tom said.

Nomphumelelo Babeli, in the third year of a Social Sciences degree, is a student leader for Creative Cities. "It is a hub for creative minds to come together and find ways to brighten up Grahamstown. So far we have painted about three walls. We have a mural in Joza coming up soon but we started with the bridge in Somerset Street," she said.

She started volunteering in her first year as a student leader for Home of Joy, tutoring and mentoring children. In the same year, she also worked with the Joza Youth Hub the same year, and was a student leader for the environmental awareness group Children of the Soil and a 9/10ths mentor. Babeli said she had grown, as an individual and a leader, by being part of the Community Engagement office.

"I think a lot of people should engage in a form of community service before they finish varsity, and not do it thinking 'I want a certificate' or 'I want it on my CV' but as a way of understanding the world better. I always say that if everybody engaged in a space outside what they are used to and saw different people's ways of living and perspectives then diversity wouldn't be so scary.



"Way past the cathedral it's like you are in a different Grahamstown. We are separated by an invisible barrier and it mostly has to do with culture. If you move out of your comfort zone you are able to experience more about life, you are able to appreciate things more."

Sanele Ngubo, a second-year B Com student, had volunteered for the Cancer Association of SA at high school so didn't hesitate to sign up for community engagement when he came to Rhodes. He is a student leader for GADRA volunteers and tutors its matric pupils for one hour a week (but more before exams).

"Other than just going there to help the pupils achieve their marks, you get a sense of the Grahamstown community. For me, coming from Durban, it was quite an educational activity because I got to learn about the culture in Grahamstown. You get to be a member of the community and to understand its social norms," he said.

Trading live – a new version of International Mandela Day

"We have moved out of giving and donating and towards something more authentic in line with the legacy Mandela left," said Hornby.

"We ask everyone to make offers and requests." It could be giving dancing lessons or wanting a school painted. These are then advertised in the Grocott's Mail. "People phone in and we make matches."

"In the first year we had Rhodes making a whole lot of offers and the township making a whole lot of requests. And we said: 'No, no, no, no, no. Let's help you.' So we ran workshops to make people understand what they had to offer. And we asked Rhodes: what would you like to learn from somebody in Joza. They said 'I would like to bead', 'I would like to learn to greet in culturally appropriate isiXhosa ways', 'I would like to learn about the history of Joza'. It is about trading skills and capabilities across the city."

"Our Deputy Vice-Chancellor, Peter Clayton, wanted to learn more about the history of Joza. Then Rami Xomxa, a local councillor - and amazingly they had never met - came and picked Peter up and they went on a history trip around Joza."

Diana Hornby with her Community Engagement team

Water quality testing

An Entomology student playing a board game designed with learners

PICTURES: Kim Weaver

Director Dr Lee Watkins

INDIGENOUS MUSIC *FOR THE MP3 ERA*

IT'S quite a mission to find the International Library of African Music (ILAM), which is hidden behind the Ichthyology and Fisheries Science Department on Prince Alfred Street. But if you listen carefully, it might be easier.

On the day I visited I was able to follow an enchanting sound to my destination. It turned out to be Mozambican panpipes played by Asakhe Cuntsulana, who later treated me to "Hallelujah" on the marimba. Originally from Qwaninga Village, Willowvale, in the former Transkei, Cuntsulana is a second-year B Mus student taking ethnomusicology as a subject in a degree focusing on classical voice.

ILAM, as the music centre is known, is a special place. This is partly because of its extraordinary range of instruments — such as a Kundi harp from Uganda personalised with a sculpted face on its scroll, but mainly because of its friendly vibe. This stems from the warmth and sincerity with which its two prime staff members, director Dr Lee Watkins and sound engineer Elijah Madiba, communicate their vast knowledge.

Yet it's hard to think of it as a library. Watkins agreed the label was "kind of misleading. One of ILAM's main activities, in a project started by its former director Diane Thram, is conservation so in that sense it serves partly as an archive."

It is recordings made on reels of tape and old 78 vinyl records that are their main concern. Many were made by the late ethnomusicologist Hugh Tracey, who recorded thousands of songs on field trips in sub-Saharan Africa, and who founded ILAM in 1954.

Others are still to be delved into, such as the collection that photographer and sound enthusiast Derek Worman recorded on the streets of Joburg and on the mines and which was donated to ILAM in December 2016, nearly 30 years after his death.

Most of our job is repatriating music, which is not as straightforward as it might sound. "What do we do with the musical instruments, because they were also taken. To whom do we give them," explained Watkins.

Nyonyganyomga mbira

Music Student Asakhe Cuntsulana

Kundi harp

"A lot of the languages don't exist anymore, [neither] the communities, or the villages noted on the field cards. We want to be respectful of others and their property, if it is tangible or not. A lot of recordings were taken without permission. It's an issue of copyright and ethics," he said.

Madiba, whose main responsibility is digitising the recordings, is taking repatriation one step further for his Master's degree. He is revitalising the music by giving it to musicians in the Eastern Cape to reinvent.

"I am working with poets and hip-hop artists. I am challenging them: you always sample stuff from Western music, why can't you sample local music? Their main problem was they didn't know where to access it. And it's catching on. Now musicians in Port Elizabeth and King William's Town are coming in to access the music, too."

"Musicians such as Thandiswa Mazwai have visited ILAM to take recordings that help her when she creates her own sounds. She might not take tracks but she takes ideas," said Madiba.

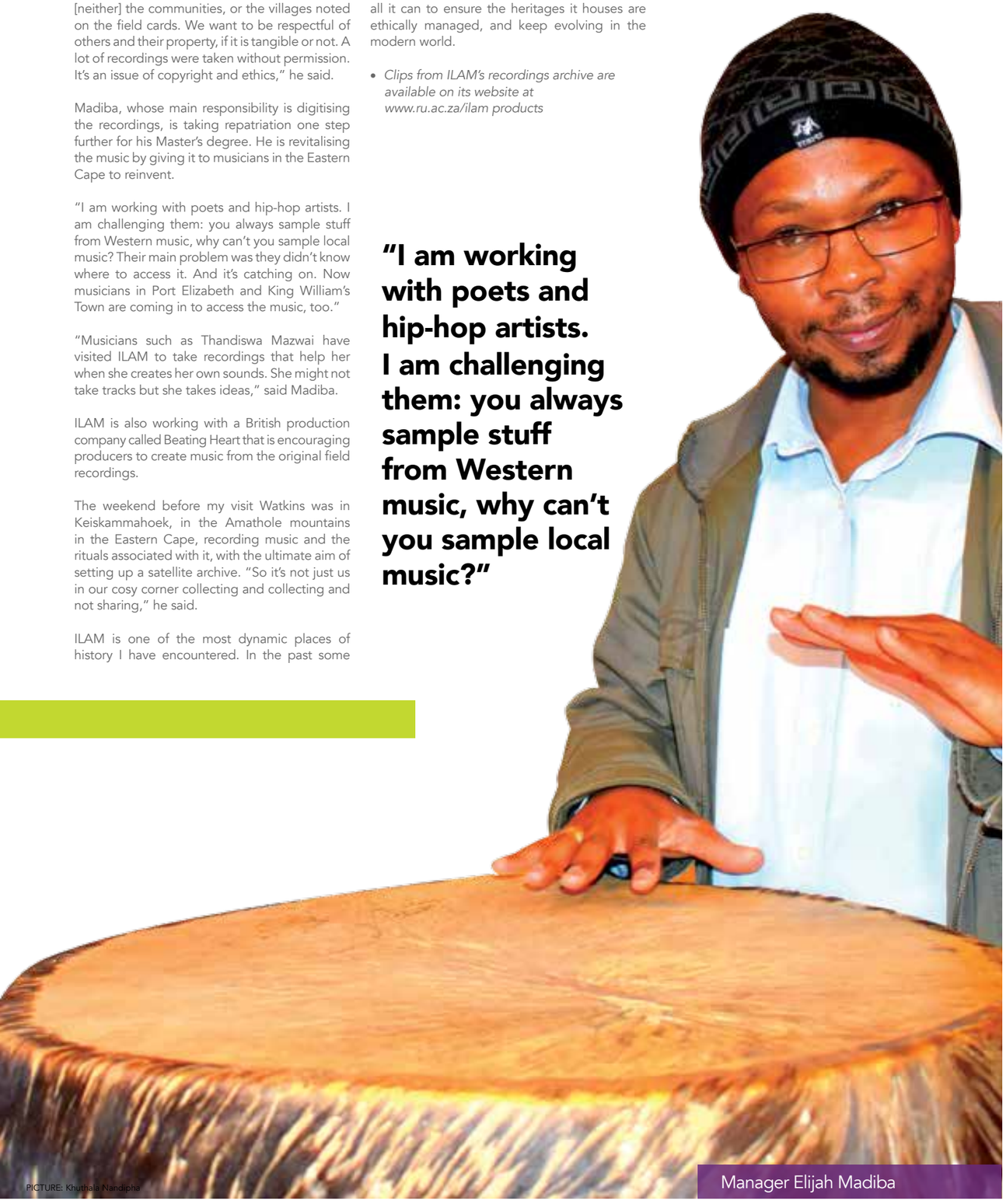
ILAM is also working with a British production company called Beating Heart that is encouraging producers to create music from the original field recordings.

The weekend before my visit Watkins was in Keiskammahoek, in the Amathole mountains in the Eastern Cape, recording music and the rituals associated with it, with the ultimate aim of setting up a satellite archive. "So it's not just us in our cosy corner collecting and collecting and not sharing," he said.

ILAM is one of the most dynamic places of history I have encountered. In the past some might have labelled it colonial but it is doing all it can to ensure the heritages it houses are ethically managed, and keep evolving in the modern world.

- *Clips from ILAM's recordings archive are available on its website at www.ru.ac.za/ilam products*

"I am working with poets and hip-hop artists. I am challenging them: you always sample stuff from Western music, why can't you sample local music?"



PICTURE: Khuthala Nandipha

Manager Elijah Madiba

REGAL BLOWFLY

PICTURE: Bernard Dupont

LADY OF *THE FLIES*

IN the episode "Sex, Lies and Larvae" of the popular "CSI" series, forensic entomologist Dr Gil Grissom finds a dead woman, with a bullet wound in her skull, wrapped in a blanket in the mountains. He collects the insects covering her body and is surprised to find a muscid fly, which is found only in urban areas. Concluding that she must have been killed in the city and dumped in the mountains, he uses entomological evidence to determine the time of her death.

This type of half-fictional fact often features in this series when forensic entomology is used to solve murder mysteries. Closer to home, Rhodes University's Erica da Silva, 25, a forensic entomology Master's student, is making inroads into the field of entomotoxicology, the use of insects in determining whether someone had drugs in their system when they died. It is based on the principle of "you are what you eat".

She explains that forensic entomology entails gathering information from insects that feed on corpses during decomposition. For instance, fly larvae that feed on bodies containing rat poison often turn orange, while some pesticides produce black spots in the larvae.

"Forensic entomology is primarily used to provide a time estimate of a person's death, not necessarily the cause of death," she says.

Working under the supervision of Professor Martin Villet, head of the Southern African Forensic Entomology Research Laboratory, Da Silva is using flies as her model insect. "I have chosen flies because they are usually the first insects to appear at decomposing bodies. They also have very predictable life cycles and this makes them relatively easier to study." By estimating the age of the larvae, she can deduce when the adults laid the eggs on the body and then calculate backwards how long the person might have been dead.

She is also researching how to develop an inexpensive and easy-to-make food source that provides the insects with the nutrients they need to grow and reproduce.

"It is unethical to use human flesh in the study," she explains, adding that this field of forensics has been underdeveloped and under-researched. "By having a standardised research method, researchers from all over the world can obtain results using different insects and drugs and make their research more comparable," she says.

Together with Professor Villet, Da Silva has written up the results and interpretation of her research for the International Journal of Legal Medicine.

Da Silva's passion for forensic entomotoxicology developed while she was studying towards her Bachelor of Science degree at Wits University. "Forensic entomotoxicology is an underutilised field and this is unfortunate as there is an infinite amount of knowledge and change that can be made with the application of this science in our country, through both university research and training of investigating officers."

She says insects have been used as evidence in South African criminal cases since the 1960s, but became prominent during serial killer Moses Sithole's trial in the Johannesburg High Court (Sithole was sentenced in 1997 to 2 410 years in prison for 38 murders and 40 rapes). During the investigations, forensic expert Dr Mervyn Mansell used insects to determine when each of the 11 decomposing people discovered at a mass grave in Boksburg was murdered.

Most forensic entomologists end up working in academia. It is only occasionally that they consult on forensic cases when state pathologists are unable to narrow down the time of death of murder victims. "In most cases academics are not called to examine the evidence. We have high numbers of graduates in the field of forensics who are either unemployed or employed by different sectors and this is a loss to the field. The consequences are quite dire considering the expertise possessed by these individuals could be the defining factor in convicting criminals and ensuring that the correct people are incarcerated for their crimes," Da Silva says.

Forensic entomologists are called to deal with issues related to urban entomology (pest management in urban areas) as well as stored products entomology (insect invasions on food products), but again, this is usually consultancy work.

South Africa is tops in forensic entomology in Africa, on par with Australia, England, France, Germany, Italy, the US and Canada.

Rhodes University is a leader in this field. Research here has focused on insect development, the ecology of carrion communities, and entomology's quality assurance. Several students have completed doctoral degrees on this subject.

VICE - CHANCELLOR Dr Sizwe Mabizela said at the graduation ceremony on 20 April 2017 that the five people the university were celebrating with honorary doctorates are "distinguished individuals whose profound and exceptional contributions to our nation and humankind are worthy of our recognition. Their personal journeys and selfless service and sacrifices serve as an inspiration and an example worthy of emulation by all of us. These are women and men whose significant achievements and distinction in some field or selfless leadership set them apart from others, and are consonant with our own institutional mission, purposes and values."

LINTON KWESI JOHNSON

Awarded an honorary Doctorate of Literature. Born in Clarendon, Jamaica in 1952. Poet and recording artist. The Jamaican government bestowed on him the Order of Distinction – Commander Class in 2014 and he has been an associate and honorary fellow at several British universities.

Here is an edited version of his speech at the Rhodes graduation ceremony:

I AM proud of my Jamaican heritage; proud of the fact that Jamaica was the first country to refuse to have anything to do with apartheid South Africa; proud of the fact that one of Jamaica's most revered public intellectuals was the South African-born novelist Peter Abrahams. From the time of Marcus Garvey in the early 20th century, Jamaicans have been known for our African consciousness. "If Africa noh free/black man can't be free." That is the opening line from a 1976 reggae recording by the Twinkle Brothers titled "Free Africa". Reggae music is replete with such expressions of African consciousness. And it is the power and ubiquity of reggae music that has brought me here today. For although I am a published poet, reggae music is the vehicle that has afforded me a global audience for my verse.

My first visit to Rhodes was in 2009 and I have fond memories of the occasion. It was during my first and last mini tour of South Africa with the Dennis Bovell Dub Band. The evening after the concert in Grahamstown we were invited to a reception here at Rhodes. We were wined and dined in fine style. Given such wonderful hospitality, the least I could do was to sing for our supper and so I gave a short poetry recital after dessert ...

My South African connections go back further ... Three South African exiles were involved in my personal struggle for justice against the racist police force in Brixton, South London, where I grew up.

One Saturday afternoon in November 1972 I was walking through Brixton market when I saw three plain-clothes policemen arresting a black youth, using excessive force. I asked the youth for his name and address and wrote it down on a piece of paper. I intended to pass the information to the relatives of the youth. This is what we were trained to do in the Black Panthers because the police would often arrest black youths and lock them up in remand centres without informing their next of kin. The police saw me writing down the details. Four of them grabbed me and threw me into the police van along with the youth. There were already two young black women in the van. I managed to slip the piece of paper I had been writing on to a comrade. It proved to be a crucial piece of evidence during my subsequent trial. During the short drive to Brixton police station in the darkened van the police shone their torches on us and beat and kicked us while racially abusing us. I was charged with two counts of assault and one count of actual bodily harm. The three young people were charged with "sus", that is, loitering with intent.

What we in the black communities of urban Britain called the 'sus' law was the Vagrancy Act, a piece of 19th-century legislation used in Queen Victoria's time to control the movement of the unemployed. This dormant piece of legislation was revived and used by racist police officers to criminalise many black youth of my generation.

Within minutes of my arrest, a crowd gathered outside Brixton police station demanding my release. The case was tried in June 1973. All four of us were acquitted of all charges.

"My connection with South Africa began with three distinguished South African exiles in London, Barney Desai, Lionel Morrison and Lewis Nkosi"

During the trial, I was represented by a barrister from South Africa of Indian descent named Barney Desai. He was born in Durban in 1932, and was reclassified coloured in 1957. He was active in the Defiance Campaign, vice-president of the South African Coloured People's Congress, and elected to the Cape Town City Council but prevented from taking his seat by the government and went into exile soon after. During his exile in London, he became an eminent lawyer ...

I couldn't have asked for a better barrister. His cross-examination of the police was clinical. He was able to demonstrate to the court that the police were liars; that they had fabricated the charges against me. He advised me after my acquittal to press charges against the police for assault and malicious prosecution. However, after the ordeal of the court proceedings, and the fact that I was preparing for university, I declined. I made an official complaint to the police who, needless to say, found no grounds for further action. Before the trial, I had complained to the local Community Relations Council in Brixton, an institution set up by the Home Office to mediate the struggles against racial oppression of black people in urban Britain. Naturally, the CRC couldn't do anything, but I got a sympathetic hearing from another South African exile named Lionel Morrison. At the time he was involved in the race relations industry but later became known for his journalism.

He became the first black president of the National Union of Journalists, of which I was a member when I worked in television. I don't know if Barney Desai or Lionel Morrison had anything to do with it, but shortly after my trial an article about my case with the headline "Why Blacks In Brixton Are Blowing Their Tops" appeared in the Sunday Observer newspaper.

It was written by yet another South African, a novelist and academic named Lewis Nkosi. Not long after the article appeared, the three police officers who had brutalised and fabricated the charges against me and the three youths were transferred from Brixton police station.

So my connection with South Africa began with three distinguished South African exiles in London, Barney Desai, Lionel Morrison and Lewis Nkosi. That period of ordeal - November

1972 to June 1973 – was an important turning point in my life. It was then that, as an aspiring poet, I made a number of decisions about language, orality and music, choices which determined the formation of my poetics.

Having heard blues and jazz poetry, I decided that I wanted to write reggae poetry. My verse would be a cultural weapon in the black liberation struggles … My first visit to South Africa was in 1994. I gave a sold-out poetry recital to an enthusiastic audience in Newtown, Johannesburg. In 1995, I had a reggae concert in Alexandra township. Since than I have done a number of poetry recitals in South Africa.

In 2013, I was given a Lifetime Achievement in Writing award by English PEN, whose president at the time was the South African novelist Gillian Slovo.

I don't know what I have done to deserve it, but South Africans have been very kind to me.

Sisulu was unable to attend the ceremony. Therefore there's no acceptance speech.

SHEILA SISULU

Awarded on honourary Doctorate of Laws. Deputy Executive Director for hunger solutions at the World Food Programme; founding member of the South African Women's Development Bank, former South African ambassador to the US, former adviser to the education minister, anti-apartheid activist.

PROFESSOR NYAMEKO BARNEY PITYANA

Awarded an honorary Doctorate of Laws. Born in Uitenhage, Eastern Cape in 1946. President of convocation at the University of Cape Town, former chairman of the SA Human Rights Commission; former vice-chancellor and principal at Unisa, human rights lawyer and theologian.

MANY years ago I was an undergraduate student at the then University College of Fort Hare, Alice. Among my many memories of the university, to which I owe so much, are two episodes ...In August 1968 we staged a sit-in in front of the Administration Building at the university. The rector, Professor JM de Wet, declined to address the student body and demanded that we elect a delegation with whom he could have a discussion and receive our demands. We refused. We refused because we knew for certain that that was a sure way of exposing our student leaders to victimisation. Day after day we occupied the grounds in front of the Admin Building.

Daily we debated the strategy of non-cooperation with the university … I was among those who were vocal in proposing that we elect a delegation in light of the fact that we had, since 1959, refused to elect an SRC. At one point I even volunteered to be a one-man delegation. I remember arguing fervently that there could not be a struggle without pain or casualties. This was roundly rejected. A few of us persisted until, on the Friday, students relented, and I was elected to lead a delegation on behalf of the students.

We presented ourselves at the rector's office at noon that day. The rector received us only to tell us that he had decided to close the university and all of us were dismissed. You can imagine that we did not take kindly to what we regarded as a breach of faith, and we told the rector this in no uncertain terms … While we were debating our next move, a convoy of police and army appeared as if from nowhere. Armed police and soldiers, with fierce Alsatian dogs surrounded us. The commanding officer declared that we were all under arrest for trespassing! One by one we were all herded into our rooms to pack, back to buses that were awaiting us, and to the trains, and that was the end of our time at the university.

The university re-opened after a few weeks, but I was forbidden even to set foot on campus. As I was an activist in the national student movement a few months later I made my way to Fort Hare to meet student leaders. That evening there was a party on campus. As we were partying word went out that Mr Malan, the deputy registrar who was known to be the resident security policeman, came in with security police looking for me. I jumped out of the window, over the fence and disappeared into the night. That was the last time till 1990 that I set foot on the campus ... Needless to say, I never graduated at Fort Hare.

I tell those two stories not so much to evoke nostalgia. I tell them to acknowledge that every generation of students has its own stories to share, unique to each generation and circumstance. However, none is so unique that there are no lessons to be learnt. You will be aware that, no less by reason of my own experience as a student leader in my time, I have an interest in the struggles of students at universities in our time. This interest is both social and political learning and discovering, but never without critique. For me the critique is that, while acknowledging the importance of student activism, especially in a democratic society, it is important both to take account of context and to be forever alive to what it would take to bring matters to a satisfactory solution. No struggle, as we all know in South Africa, is a zero-sum game.

The French philosopher Michel Foucault has made this very pithy observation: "Our greatest political problem is a lack of imagination." Foucault is a post-modernist theorist and, as with so much of contemporary French thought, we are confronted with the claims of life and society on knowledge, being and the imagination. In essence it is about the exercise of the mind to transcend and transform, and to imagine beyond the present. In a convocation address at Harvard University in June 2008, the author of the popular Harry Potter children's fairy-tale series of books, JK Rowling, had this to say: "The imagination is arguably the most transformative and revelatory capacity, it is the power that enables us to empathise with humans whose experiences we have never shared".

She made the point that what higher education does is to cultivate the power of the imagination that is inherent in many of us. It makes one think beyond the possible, and create a world of fantasy and a vision of the future. To do so requires that one place oneself, if you like, in an out-of-body condition and dare otherness. She takes the view that to the extent that we can stretch our imagination, we can vision a better world. When we dare to vision we shall not be bound by the constraints that seek to confine and imprison.

On one of the many occasions that I spent in prison without trial not very far from here, the poem by Richard Lovelace "To Althea, From Prison" came to mind, and it was of great inspiration:

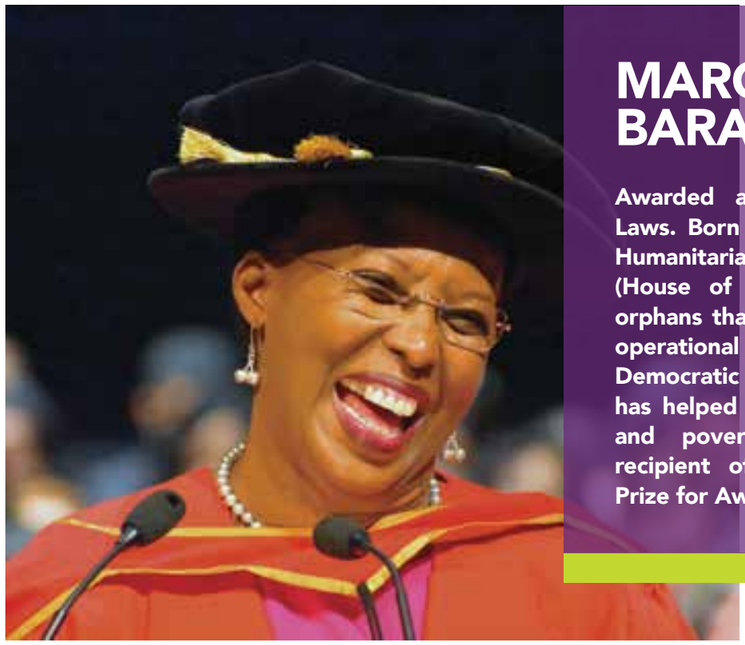
> Stone walls do not a prison make,
> Nor iron bars a cage;
> …
> If I have freedom in my love,
> And in my soul am free,
> Angels alone, that soar above,
> Enjoy such liberty.

It means that we can reach out to a world beyond our immediate experiences. Rowling then concludes: "We do not need magic to change the world. We carry all the power we need inside ourselves already. We have the power to imagine better."

I believe that the best possible kind of activism for our country is one that seeks to help us to re-imagine a better future that combines both our social and intellectual activism for our world.

The university, in my view, has a very important role in this regard. It becomes the incubator for advanced ideas, and projects that advance the future of humankind. The university is a space of contemplation, socialisation and idealism, and critical thought. In this context it is welcome to experiment and test ideas. With society at large, the university is a partner in the laboratory of life.

"The best possible kind of activism for our country is one that seeks to help us to re-imagine a better future"



MARGUERITE BARANKITSE

Awarded an honorary Doctorate of Laws. Born in Ruyigi, Burundi in 1957. Humanitarian; founder of Maison Shalom (House of Peace), a safe house for orphans that grew into an organisation operational also in Rwanda and the Democratic Republic of the Congo. She has helped more than 30 000 orphans and poverty-stricken children. First recipient of the international Aurora Prize for Awakening Humanity.

IF we would like our world to be one where there is more chance of love, of tolerance, of unfaltering search for peace and settling conflicts, nobody can really better fill these conditions than youth. A generation that has been taught in love and has been taught the meaning of compromise is capable of spreading unconditional love.

In them is a folly called love. A need, a force, a folly to crush walls built by egoism, by fear of the other. And this folly is simply faith.

Dear public, this folly that I am talking about is not utopian, it is the life I have been living since I was 16 years old and which took a concrete form with the creation of Maison Shalom in 1993. It is a folly that continues even now that I am exiled from my mother – Burundi.

In 1993, my country was gripped by a terrible civil war. Hutus and Tutsi killed each other, estimated then at 300 000 dead. I was 36 years old when the civil war started and I had already adopted seven Hutu and Tutsi children.

From the terrible day of 24 October 1993, the Burundi people began to flee. With my seven children, I found shelter in the church of Ruyigi, but the rebels forced their way in even there. I had just enough time to hide the children in the cupboard of the sacristy, and to indicate to them to be silent, whatever they saw or heard.

Seventy-two people were massacred. The attackers, Tutsis, wanted to kill me as I had saved children from the enemy ethnicity, but did not dare to do it as I was their sister, I was from the same ethnicity.The thugs tied me and beat me to know where the children were. I replied that I would rather die than tell them. I was able to save my children in exchange for food. From this tragedy, I started to save others.

With friends, I founded Maison Shalom. Children heard all the time on the radio "shalom" – peace. This is the reason for the name. The main objective of Maison Shalom was not to welcome orphans but to create the conditions to gather children who otherwise would grow up hating each other, who would grow up with prejudices. These children were fragile and hurt by civil wars and ethnic conflicts. It was to crush the borders of hate built by men. To give them the key to love and to compassion.

For this reason, I set up an education system that teaches independence to the young, so that they can take back their lives and not have to depend on anyone, so that they can be free without the chains of hate, but can live with this folly inside called love.

The children of Maison Shalom have, over the years, broken many borders. They have become doctors, scientists and musicians, and are still united by love and compassion.

I continue my mission of unconditional love and education of young people so that they can live in dignity and in the spirit of freedom. In spite of the exile, I want this youth to continue to know that life is to be celebrated and that God has not abandoned us.

I will continue to help a new generation that will carry the light of forgiveness when we will come back from exile.

"The main objective of Maison Shalom was not to welcome orphans but to create the conditions to gather children who otherwise would grow up hating each other"

I call on all the young people who are listening to put before everything else, and without fear, their mission to break borders. Changes in our world will come from their hearts, until the world becomes paradise, their paradise.

I will conclude by asking those gathered here to think of all those young people who have been left alone, raped, those who have fled, those who have died in civil war, a crisis like the one currently in Burundi, to open their hearts because we are all one big family, a family of mankind. As I always say, love will have the last word.

PENNY SIOPIS

Awarded an honorary Doctorate in Fine Arts. Born in Vryburg, Northern Cape in 1953. She has a Master's in Fine Arts from Rhodes and is honorary professor at Michaelis School of Fine Art, University of Cape Town

Quake - 2010, Ink and glue on canvas

MY discipline is the domain of the image. But images feature in all fields. We don't have to be scholars of the humanities or social sciences to know that our brain processes the world as images, and that images can come to represent the ideas for which we might even be prepared to die. To have the chance to study how images resonate as "imaginative narrative", as we read, write, make sounds, move our bodies and argue, is a gift. Our relationship with images shows us, and our society, what it means to be human, and acts as society's safeguard against authoritarianism, the kind in which creative and analytical work function only insofar as they serve the ideologies of authoritarian power.

There is a view that it is not necessary to go to university to develop this creative and critical consciousness. Artists and thinkers are born, not made, they say. As a schoolgirl, I was of this view. All I needed was to develop my natural talent by perfecting my technical skill. My mother disagreed. "You need an education for life," she declared, insisting that university was where I'd find it. What better place to learn to be a free thinker and enact freedom of expression, the desideratum of my discipline. This was the 70s, the time of the hippie generation, of flower power and free love. Everything was free. Even those harrowing critiques when your professor tore your precious creations to shreds. "You must destroy in order to create" went the mantra. "Breaking old moulds will set you free." What a good education!

We know, of course, that it was not a good "good education". And it was certainly not free. Someone was paying the terrible price of racial oppression, that crime against humanity that supported the system ...

Times have changed, and there is still so much that needs to be changed. But you can safely say today that you have had a good education, the type of education that so many more should have access to; the right to access this education is the right for which we must continue to fight. The digital revolution has had its way with images. Politics has a new face; hashtags win the day. This is not to say that the importance of physical form fades away. The statue of Cecil Rhodes could fall a trillion times on the internet, but for things to really change, his bronze body had to come down from his platform, and be removed from the land he had so long surveyed.

A cartoon by Zapiro sparked another debate around our public symbols. It depicts a rape scene where President Jacob Zuma and one of the Gupta brothers are the perpetrators. The rape victim is draped in the South African flag. Zapiro defends his use of rape as a metaphor for the violation of our country through state capture. But rape is an all too pervasive and painful reality in South Africa. Besides, what is demonstrated by presenting rape as the so-called universal sign for violation, and woman as the sign of a nation, is that our visual language is still imprinted with patriarchal and colonial inscriptions. It also shows that images can hurt. Is the image worth the hurt? One might ask.

South Africans are passionate about debating images because the consensus of what we look like is still to come ... What would my mother say now about "an education for life"? She would want me to be "woke", or whatever the equivalent of "woke" then was - a state of enlightened understanding, particularly related to social justice, and a way to be awake to one's own privilege. The grounds for this "awake" state lie in embodied engagement with others.

I benefited from embodied learning at Rhodes in ways that changed my life. I remember one moment in particular. It was the first-year drawing class, in the art school in Somerset Street. We students were perched on our donkeys – easels on which you sit rather than at which you stand. I was making my best drawing ever. The medium was liquid - pen and ink - the subject an imagined composition. There was a great sense of freedom with the medium … Then an accident happened, moments before my lecturer was to review my work, I spilled a blob of ink and blotted my picture. Pointing to the blot, my lecturer exclaimed, "The cat works wonderfully!". "It's a mistake," I retorted. "Lucky you, to have a mistake that turns into a cat." Lucky indeed.

I learned a vital lesson that day, one that guides my art practice today – to see the potential of the mistake, and the benefit of another's eyes to help to see that potential.

My advice to you today? Embrace your mistakes. They can be creative and teach you a lot about yourself. Engage the image-world around you, love it and critique it. And in so doing, ask not only what the image can do for you, but what you can do for the image.

"The statue of Cecil Rhodes could fall a trillion times on the internet, but for things to really change his bronze body had to come down"

THE BATTLE OVER TROUT

PROFESSOR Gavin Fraser's reputation as a brilliant PhD Economics supervisor brought Juniours Marire to Rhodes University.

One of the students Fraser, Head of the Department of Economics, had supervised, Swaziland-based economic policy analyst Thula Sizwe Dlamini, recommended him to Marire when they met at APORDE, the African Programme on Rethinking Development Economics, held annually in Johannesburg.

Marire took the advice and arrived at Rhodes in 2013, graduated with his PhD last year – with Professor Jen Snowball supervising it with Fraser - and is now ensconced as a senior lecturer in the Economics Department.

"I am very happy at Rhodes," said Marire. "When I got here I was easily integrated into the community. The department has a very good culture; if you are a PhD student and you are keen on doing things they tend to incorporate you and ask you to give this lecture and that lecture. And it is situated in a very quiet community and I like that. It is perfect for me, conducive to research and studying."

Marire is originally from Zimbabwe and completed his Master's at the University of Malawi through the African Economic Research Consortium's Collaborative Master's Programme, which follows a curriculum taught at 26 universities in 21 sub-Saharan countries.

At first he described himself as a generalist who teaches econometrics, micro economics, public economics and environmental and development economics. Later, however, he said Fraser had introduced him to a paradigm in economics called institutional economics. "He does that to his students. He just scratches the surface and he leaves it there. I developed an interest and read a little bit deeper into it and so right now I would consider myself to be an institutional economist," said Marire.

It is this field of economics that forms the basis of his PhD. Titled "Institutional change, institutional isolation and biodiversity governance in South Africa: A case study of the trout industry in alien and invasive species regulatory reforms", it shows the battle between protecting the environment and protecting the trout industry.
Marire explained that the Department of Environmental Affairs argued trout was an invasive species, and the trout business sector fought back. "The trout people had road shows, threatened litigation against the department for trying to destroy its livelihood – the battle went on for close to 10 years."

The trout industry employs many people, from those who work in B&Bs where people stay when they go trout fishing to those who specialise in preparing the flies used to catch trout. "What's interesting is that departments of government don't harmonise their policies. While the Department of Environmental Affairs was saying trout was a threat to the environment, the Department of Rural Development and Land Reform was busy focusing on trout as a strategy for rural redevelopment and local economic development.

"I was trying to look at how societies change the rules of the game that govern what we can do and what we cannot do. On what basis do they decide such changes of institutions? By institutions I mean your laws, your policies, regulations," Marire explained.

"When you are looking at environmental issues you are looking at very complex matters where there are so many conflicting interests. We call those 'wicked problems' because there are no direct solutions. Society is divided on what is best to do about them".

Marire believes problems should not be left to experts to solve because what they think is a solution is all too often not an answer for people on the ground. "There is a syndrome in policy making where there is a tendency to over-rely on science and to neglect the community. You have created this tension with the community and you have cycles and cycles of redrafting the law and regulations, but what that does is spend lots of economic resources, redrafting and redrafting, hiring consultant after consultant to write regulations, just because you don't want to consult and work together to promote sustainable development while also promoting the environment. Those are some of the themes of the thesis."

Despite his deep immersion in the subject, Marire has eaten trout only once, when Professor Gavin Keeton, also in the Economics Department, took him to the fly-fishing haven of Dullstroom in Mpumalanga. "When I ate it I enjoyed it," Marire said, but when prodded added rather sheepishly, "I don't eat fish often."

"In policy making there is a tendency to over-rely on science and to neglect the community"

Dr Juniours Marire

Master's student Sinazo Ntsonge

MAKING A CASE FOR PRICKLY PEARS

"It was love at first tut"

SINAZO Ntsonge's LinkedIn profile is headed "Passionate about what I do and the positive impact it will have on society in the near future".

That pretty much captures the bubbly MSc Economics Master's student, who jabbers away with enthusiasm about everything except the thought of having to leave Rhodes University at the end of her studies.

Ntsonge, 25, from Port Elizabeth, chose Rhodes for its history - "It's been around for a number of years so it's probably up to something good" – and it has been a perfect fit. "I am not really a big-city girl and at Rhodes you get individual attention, even in undergrad," she said.

Ntsonge arrived on campus ready to do law but during O-week (orientation week) wasn't bowled over by the lecturer, who "really didn't sell it".

"So I went straight to the Dean of Science and said, 'I don't want to do law but I am already here', and Rosie Dorrington (then Deputy Dean of Science) said there was this new course, Environmental Science, and I said, It's fine, I'll take it. In my first year I did Economics and, as I used to tell my tutlings, the kids I tutored, 'it was love at first tut'. I really love ecos and decided to continue with it." She didn't think twice about doing Honours. "I had had friends who were here before and they left straight after undergrad and struggled to find jobs," she said. After a brief tussle as to whether she should choose "ecos" or "enviros" for her Honours, "ecos won". Ntsonge wanted to do a Master's but didn't have funding so she spoke to Professor Gavin Fraser, head of the Economics Department, who told her he knew of a sponsorship for a student willing to do a certain project.

"When I was writing exams, he reminded me, 'Make sure you pass well!' and I had an incentive and … the rest is history," she said, beaming.

"My project is looking at the value chain for prickly pears in the Nelson Mandela Bay region. The prickly pear is an alien plant that became invasive a couple of years ago but now is under control. The government is still wanting to clear them but there are people who are making a living selling them."

"My project is looking at the contribution prickly pears make to livelihoods. CIB, the Centre for Excellence for Invasion Biology in Stellenbosch, is sponsoring my research. It was a bit of a shock for them that someone was arguing against clearing the plant. We are seeing if we can justify that, instead of clearing everything, you control it so people can benefit from it."

"I found three stakeholders involved in the market: harvesters, transporters and traders, or sellers. They are mostly women and that confirmed what I found in my literature review, that it's mostly women who are susceptible to poverty. Because the prickly pear season, from January to March, coincides with the beginning of the school year, they pay for school fees, buy school uniforms and basic school necessities. The season is short so they do have other ways of making money." Some said they used the money to join stokvels.

"Prickly pears are amazing. I stayed with my grandma in the Transkei until 1997 and I grew up eating them. There was a prickly pear tree not too far from where we stayed."

Her Master's falls under the department's Environmental and Natural Resource Economics Focus Area, known as ENREFA, which, since it was introduced in 2013, has been a hit in terms of attracting post-graduate students and funding as well as generating fascinating inter-disciplinary studies.

Meanwhile, Ntsonge is in a dilemma. "I just came back from the post office where I sent a job application; it had to be posted because they want hard copies. It's in economics research in Pretoria."

"But I don't want to leave. I am so comfortable in Grahamstown. I want to do my PhD. I would like to lecture. And I am considering staying. There is this programme Fraser told me about, this nGAP (government-sponsored New Generation of Academics Programme, which fast tracks and mentors academics) through which they are trying to have more black women lecturers. "So I am starting to think: What am I going to do for my PhD? I took the application form but in case that doesn't work out, let me apply for jobs and see what comes up. "You get comfortable in small Grammie…," Ntsonge said wistfully.

PICTURE: Sinazo Ntsonge

PICTURE: Flagpedia.net

DOING THEIR RESEARCH

THERE is a special breed of people at universities who are neither students nor lecturers. Instead, they explore the chasm between the two. Already graduated with a PhD, they do research and/or work towards publishing articles in accredited journals on already completed research. They are known as postdoctoral research fellows or, more simply, postdocs.

At Rhodes these fellowships are awarded across all faculties for one year, with the possibility of renewal. Applicants must have attained a doctoral degree within the previous five years, preferably from an institution other than Rhodes.

International mobility is part of the ethos; the chance to network with key players and gain new insights in their field is part of the appeal, and Rhodes attracts postdocs from many different countries. Most of the 68 postdocs this year are international fellows, with the largest contingent from India. The others come from Bangladesh, Cameroon, Malawi, Zimbabwe, New Zealand, Mauritius, Portugal, Ghana, Peru, Nigeria, Congo, Namibia, Kenya, Italy, France, Germany, Chile, Brazil and Sweden.

Each fellowship is worth R180 000 for the year, plus an extra R20 000 to be used at the discretion of the Head of Department and the fellow. The university benefits because postdocs increase its research output and so, in turn, its government subsidy. Perhaps of equal value is that postdocs bring in fresh ideas, having been influenced by different academics' modes of thinking.

And for the postdoc? It means a CV boosted with published articles plus the chance to learn from a mentor, or host, who guides the research. Jaine Roberts, the Director of Research at Rhodes, describes a postdoctoral fellowship as "an exceptional period where the doctoral graduate becomes a research fellow, and only research and writing is required of them".

Eyitayo Toplulope Ijisakin

Eyitayo Tolulope Ijisakin, 45, obtained his PhD in African Art Studies from Obafemi Awolowo University, Ile-Ife in Nigeria last year. His thesis won the Dissertation-Fellowship of the African Humanities Programme, under the auspices of the American Council of Learned Society, New York. He is now at Rhodes doing a postdoc with the Arts of Africa and the Global South research team in geopolitics and the arts of Africa.

ART AND INEQUALITY

His host at the Department of Fine Arts is Professor Ruth Simbao, the National Research Foundation Chair in Geopolitics and the Arts of Africa.

The aim of the Arts of Africa research team, he explained, is to investigate how Africa's geographical position and politics is entangled with the knowledge it produces, such as written scholarly works and artistic practice. Ultimately, the team is looking at ways of "addressing the imbalances of power in the international art world".

Ijisakin's research is on printmaking; how prints become a social matrix because they often reflect cultural images and symbols.

"I have enjoyed every bit of my stay here. I have been privileged to meet very pleasant people in Rhodes. My host is wonderful and very inspiring. I also enjoy the enthusiasm of my research team. The one-week 'Writing Break Away' of our research team, provided a quiet and enabling environment for concentration on academic writing," he said.

Ijisakin also enjoyed attending a graduation ceremony, the International Day in May and the Postdoc Meet and Greet. His only regret about attending a publishing workshop with his research chair and a co-postdoctoral fellow, Rachel Baasch, in Uganda in July was that he missed part of the National Arts Festival in Grahamstown.

"I enjoy the beautiful environment: the flora and fauna, and the cityscape; with a lot of history behind the university and the host community, Grahamstown. However, I struggled to cope with the very chilly weather during winter," Ijisakin said.

WATER WISE

TATENDA DALU, 31, published his first scientific article after completing a BSc honours degree at the University of Zimbabwe.

It was based on his dissertation about the impact of microscopic organisms on the quality of drinking water in Harare.

Since then he has published at a phenomenal rate. His Master's on tropical hydrobiology and fisheries science, based on features of the Malilangwe Reservoir in the southeastern lowveld of Zimbabwe, resulted in 12 peer-reviewed scientific publications. Then he moved to Rhodes University, where his PhD in Marine Biology also resulted in 12 peer-reviewed scientific papers. Most recently, he has published in the esteemed Nature and Global Change Biology journals.

Dalu, a freshwater ecologist, is on his second postdoc at Rhodes. In 2015, he was awarded a Rhodes fellowship; now he is a Claude Leon fellow in the Department of Zoology and Entomology. His intended research on animals and plants living in wetlands hit a snag out of his control – the drought.

"All ephemeral ecosystems dried up and the rains have not been enough to fill them up," he explained, "making it difficult to continue with my research. Hence, I switched to environmental monitoring and assessing of seasonal streams and rivers flowing through Grahamstown, to investigate the impact of agriculture and urbanisation on aquatic ecosystems.

Dalu is happy at Rhodes, where he has made good friends and met "people from all walks of life".

"Also, I am receiving excellent research support from the university and the South African Institute of Aquatic Biodiversity. This is the best place for anyone interested in studying aquatic ecology or any other kind of research, being a well-resourced institution boasting fantastic facilities and excellent support systems. Not forgetting that Grahamstown happens to be the 'home of festivals' – the National Arts Festival, the schools' festival, the national sci-fest and the Grahamstown flower festival."

MANAGEMENT *SPECIALIST*

MARTIN OWUSU ANSAH, 37, from Ghana, describes himself as multicultural: he has a PhD from Wits University in Johannesburg; Master's and Honours degrees from the Kwame Nkrumah University of Science and Technology in Kumasi, Ghana; and a diploma from the Institute of Commercial Management in Manchester in the UK.

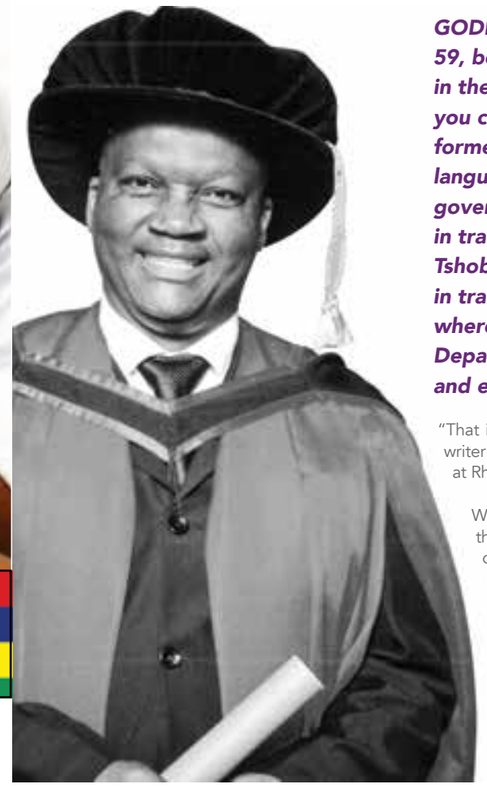
"I heard of Rhodes University through a South African friend I met at a postgraduate fair at the University of Oslo in Norway back in 2006, where I wanted to pursue my Master's degree. I thought him to be very smart and a true academic so I asked about his educational background and that was where I first heard of Rhodes University. I knew about the University of Rhode Island but not Rhodes University. After our encounter, I started researching it."

"Some years later, I applied to pursue a PhD at Rhodes, the University of Johannesburg as well as the University of the Witwatersrand, where I ended up. But Rhodes was still on my mind," he said, and so he visited the campus after attending a Department of Trade and Industry conference in East London last year.

He is now a postdoc in the Faculty of Commerce, doing research on management. His main research is on "China in Africa".

"I am enjoying it here. The university as well as the department are very supportive of research and that has made me settle in with ease. My host, Professor Lynette Louw, is a wonderful person and supports me with anything I need in making my fellowship period a success. I am very grateful for that. The management department has strong human-relationship ethics. The head, Trevor Amos, all the lecturers as well as the administrative staff members – Judy Seymour and Naomi Walton - have been supporting me, so I feel at home. God bless Rhodes University."

ACADEMIA *HIS FIRST LOVE*



GODFREY VULINDLELA MONA, 59, born and bred in Komga in the Eastern Cape, "before you cross the Kei River into the former Transkei", worked for a language unit in the former Ciskei government. There he was trained in translation by Professor Peter Tshobisa Mtuze, who had trained in translation at Rhodes University, where he became head of the Department of African Languages and eventually Deputy Registrar.

"That is my mentor," says Mona of the revered writer who was the first black professor at Rhodes.

While a senior researcher at Fort Hare in the early 90s, Mona graduated with an MA cum laude from Rhodes, with a thesis on ideology, hegemony and isiXhosa written poetry from 1948 to 1990.

He then took a 20-year detour as a government bureaucrat, more specifically as director for arts and culture in the Eastern Cape.

In 2015, he graduated with a PhD from Rhodes, "my exit plan from government" and then took early retirement. "I wanted to come back to academia. I had promised my mentors I would come back. I was not a bad academic, you know," he said. Not bad at all, with the African Language Association of Southern Africa (Alasa) voting his PhD as the best in African languages for that year. Now he is a postdoc under Professor Russell Kaschula and hard at work publishing papers based on his doctorate. He has written five, one of which has been published, two have been accepted for publication and another two are in the peer-review process for publication.

He has presented at two international conferences, one in Jacksonville in the US, another at Rhodes, and is teaching translation.

"My ambition is to join the staff of Rhodes University if that opportunity should avail itself. I am still energetic and can be working hard for the next 10 years," said Mona.

LOOKING TO **STAY**

ASHMITA RAMANAH, 27, from Mauritius, says she so enjoys South Africa that she would like to settle here. After completing a BSc Hons in Pharmaceutical and Health Sciences at the University of Nottingham in the UK, she came to Rhodes to pursue a Master's in Pharmaceutics in 2012. It was upgraded to a PhD and she graduated in April this year.

"I heard about Rhodes University from a colleague at a clinical trial centre in Mauritius," she said.

Hosted by Professor Roderick B Walker and Dr Sandile MM Khamanga, she is in the Pharmacy Faculty undertaking research on a vaginal gel she formulated with an antifungal drug called ketoconazole to treat yeast infection. The gel is administered as a liquid at room temperature and sets rapidly at body temperature (37 degrees Celsius), remaining in the vagina. "This gel could replace topical vaginal dosage forms on the market, which are uncomfortable for women as they leak soon after application," said Ramanah. "My ultimate aim is to formulate treatment options that could improve the quality of life of women."

As chair of the postdoctoral liaison sub-committee, she helps other postdocs liaise with the university's Research Committee and organises the Postdoc Meet & Greet and other meetings, which are mainly aimed at finding out postdocs' needs and deciding if they need to be fast-tracked to higher authorities. Fitting in the committee work is quite a challenge because of the duties attached to being a postdoctoral fellow: submitting quarterly progress reports, publishing a minimum of two papers annually in subsidy-earning peer-reviewed scientific journals, conducting research, presenting papers at local/international conferences and contributing towards the research culture at the faculty.

Another challenge has to do with the personality profiles of postdocs. "They seem to be introverts in general and prefer to refrain from socialising or participating in events. This is understandable as, being a postdoc myself, I also limit my social interactions as I am busy with my work and research most of the time."

"Being a postdoc in South Africa could be improved, especially for foreigners, as we have to be under a visitor's visa in order to obtain funding for postdoctoral research. A visitor's visa is extremely limiting and does not allow us to change our visa status within the country. Therefore, it becomes harder and costlier to move on to a full-time job with a work visa after being a postdoc, which is generally the next step. Being a postdoc is not easy, although it is a change from studying before being thrown into the working world," said Ramanah.

LIGHTING *THE WAY*

ANURAG PANDEY, 31, from India, graduated with an MSc (Physics) from the Udai Pratap Autonomous College in Varanasi in 2010 and a PhD in Applied Physics from the Indian Institute of Technology (ISM) in Dhanbad in 2014.

"Before I joined Rhodes University, I worked as a postdoctoral fellow at the University of the Free State since 2014. I heard there about the reputation and quality of research at Rhodes University and made a plan to move here.

"Fortunately, I met Professor Makaiko L Chithambo, Head of the Department of Physics and Electronics at Rhodes, at the SA Institute of Physics conference in 2015 and applied for a Claude Leon Postdoctoral Fellowship under his mentorship. I was awarded it in 2016 and joined Rhodes University in January 2017. The fellowship is for two years, so I will be here until the end of 2018."

Pandey's research focuses on the development of rare-earth doped phosphors for lighting and dosimetry (radiation) applications.

"I am enjoying my stay here, especially the lovely weather and friendly people. The organisation at Rhodes University, teaching-learning strategy, research atmosphere and facilities are outstanding. Also, Grahamstown is a very safe city to stay in and plenty of foreigners are working and studying here," said Pandey.

PETER CARRINGTON, 22, a 3rd year Fine Art student from Port Elizabeth, recently returned from five months at Willamette University in Salem, Oregon in the US.

I HAD never been overseas before this trip. My parents could not afford it. When I saw international students coming to Rhodes - I met some French, English and American students - I was driven to know how they did it. The deal with international exchanges is we pay the same tuition fee overseas as we do here. So mine were covered by my Raymond Mhlaba bursary from Rhodes.

Willamette is a liberal arts institution and in that way is very similar to Rhodes. However, it is very rainy there. At times it rained for two months on end. They had artificial UV lights, which stimulate your vitamin D intake, so we wouldn't get depressed. They call them happy lights. Willamette is a beautiful place: it's extremely green and they don't have water shortages, but ja, you do feel happier when it's a warm day. I used the happy lights but I need the real sun.

I mainly hung with all the international students: people from Europe, a few from Africa, a few from Asia and a lot of French and Swedes. I was in a room with a Swedish guy.

I joined the college fraternity called Kappa Sigma and I was able to pay my dues by painting an artwork they commissioned. I tried to make the most of the experience as I knew I wouldn't get this opportunity again. You have to be organised. If you want to be an exchange student, you're going to have to work hard.

I ticked all the boxes to be considered. You have to have a good CV; at school I was very involved with Scouts. I achieved my Springbok Colours in Scouts. I got my gold president's award. I tried my best at varsity here and I didn't fail any subjects.

Rhodes had to say, "We back this guy; he can go overseas and he can hold his own on the opposite side of the world."

It was scary knowing I was so far away from home for five months of my life and I had to make it on my own. But the world is your oyster; you can make it what you want.

I have a friend here whose uncle is head of layout at DreamWorks (Animation studio) and he organised a tour. So hopefully I will get a job opportunity there when I finish my degree. I am majoring in Digital Art. Then I am hoping to go to DreamWorks. And if not? No, I am going to DreamWorks.

PICTURE: Rena Healy

CATHERINE BROWNELL, 22, is an International Relations student from SUNY (State University New York) Geneseo who is studying Politics and Sociology during her five months at Rhodes

I HEARD about Rhodes during my first year of college when I went to a study-abroad interest meeting. I knew that I wanted to study in Africa and Rhodes was the only full-semester programme. I had no idea I would love it so much. I really wish I could stay a full year. Rhodes has stolen my heart.

I am staying in Hobson House. Having my own room is heaven (at home we have to have roommates). Everyone was so welcoming, which helped me settle in to my new home away from home.

Oh man, life at Rhodes is fabulous. I never expected such a lively night life. I have gone out more in the first month of being here than I would during a full year at home. Rhodents really know how to have a good time! My classes have been amazing as well. The professors seem dedicated and interested in what they are teaching, which has motivated me to do well. I hope to see as much of South Africa as I can. My top three destinations are Cape Town, Durban and the Kruger National Park.

I will 100% advocate for this programme at my home institution. Grahamstown is seriously underrated. I think students from my university could really benefit from experiencing everything South Africa has to offer.

FRIEDRICH ZWEIGLE, 21, studies business at the Westfälische Wilhems-Universität in Münster, western Germany

Before coming to Rhodes in July I spent 10 days travelling in South Africa, including Joburg, the Kruger Park and the Drakensberg. On the weekends I go to different places like Port Elizabeth, Bathurst or the Addo Elephant Park with other international students. In the vacation we will go to Cape Town.

In Germany, I am studying business, so I am studying Economics, Management and Accounting here at Rhodes. These are the same modules as my studies back home. Since Rhodes is my university's only partner in South Africa, I applied for one of the two spots available every year.

I am staying on campus at Robert Sobukwe. For me it is a completely new experience because in Germany such a thing like on-campus living does not exist. Students share flats that they rent either from the university or mostly from private owners. We have to cook for ourselves. So for me it is an unknown convenience to just go to the dining hall and get my meals without putting much effort into it.

I really enjoy life at Rhodes. It is a lot different from Münster. One of the main reasons is that back home the university buildings are distributed across the city, meaning we don´t really have a campus. Also, distances here are smaller. The people are friendly and helpful. I enjoy meeting new people, which is really easy because as a German exchange student people often recognise you, even if you have no idea who they are. Also studying seems to be a little nicer because the lectures are only 45 minutes long and the lecturers seem to know the students, even a little personally. In Münster, almost nobody knows a professor by their first name.

People are way more open-minded here. In Germany, especially in Münster and again especially in the subject I am studying, people are quite conservative. The bad part is that the Rhodes campus needs to be protected, because the government fails to offer security, and yet there is still the risk of criminality. Also the buildings and reses are in a bad condition in some ways.

But I definitely would recommend coming to Rhodes. Not only for the possibility of travelling the country and enjoying the free time; it is very interesting to see how different cultures and education systems work and how it affects students. Living in a different country makes you think, and you see the world from a different perspective. I am really enjoying the time here.

IT SOUNDS LIKE AN URBAN LEGEND. BUT IT IS TRUE. THIRTY-FIVE RHODES UNIVERSITY ALUMNI BECAME JUDGES

1. Judge Mbuyiseli "Russell" Madlanga
2013, Constitutional Court

2. Judge Lex Mpati
2000, Supreme Court of Appeal; 2008, President of the Supreme Court of Appeal – also Chancellor of Rhodes

3. Judge Clive Plasket
2003, Eastern Cape; 2012, 2013 and 2016 Acting Judge of Appeal

4. Judge Gerald Bloem
2003, Eastern Cape

5. Judge Richard Brooks
2010, Eastern Cape

6. Judge John Smith
2016, Eastern Cape

7. Judge Judith Innes Cloete
2013, Western Cape

8. Judge Ian Kirby
2000, President of the Botswana Court of Appeal

9. Judge Sylvester Salufu Mainga
1999, Namibian Supreme Court; Judge of Appeal

10. Judge Kathleen "Kathy" Satchwell
1996, South Gauteng High Court

11. Judge Tom Cloete
2000-2013, Witwatersrand Local Division, Judge of Appeal

12. Judge Ronald Jones
1985-2010, Eastern Cape, Acting Judge of Appeal – former chair of Rhodes University Council

13. Judge Nathan Erasmus
1990s-2010, Eastern Cape, Acting Judge of Appeal

14. Judge Neilen Locke
1999-2005, Transkei

15. Judge John Foxcroft
1987-2005, Western Cape

16. Judge Frank Kirk-Cohen
1977-2003, Transvaal Provincial Division

17. Judge Lionel Melunsky
1991-2002, Eastern Cape, Acting Judge of Appeal

18. Judge Shirley Anwyl (nee Ritchie)
1995-2014, Crown Court QC, UK - Rhodes's first female LLB graduate

19. Judge Neville Wallace Zietsman
1976-1999, Northern Cape and Eastern Cape Judge President

20. Judge Tom Mullins
1981-1998, Eastern Cape

21. Judge Alexander John Milne
1971-1993, Judge of Appeal

22. Judge Hans-Joachim Berker
1990-1992, Judge President of Namibia

23. Judge Charles Waddington
1979-1984, Zimbabwe; 1985-1994, Bophuthatswana

24. Judge Solly Miller
1960-1986, Natal Provincial Division and Judge of Appeal

25. Judge Johannes Dante Cloete
1961-1986, Eastern Cape, Judge President

26. Judge Norman Addleson
1965-1982, Eastern Cape

27. Judge John Fieldsend
1963-1983, Rhodesia and 1981-1983, Zimbabwe, Chief Justice

28. Judge John Lewis
(1964-1982, Zimbabwe, Judge President, Judge of Appeal and Acting Chief Justice, 1981)

29. Judge Allen Gilmour "Jesse" Jennett
1949-1976, Eastern Cape, Judge President and Acting Judge of Appeal

30. Judge Eric Jarvis
1963-1977, Rhodesia

31. Judge George Wynne
1956-1967, Eastern Cape

32. Judge Oswald Sampson
1940s-1958, Eastern Cape

33. Judge Cyril Newton Thompson
1946-1958, Western Cape

34. Judge Frederick Reynolds
1948-1959, Eastern Cape and Judge of Appeal

35. Judge William Pittman
1930s-1948, Eastern Cape, Judge President

IN THE ERA OF CLICKBAIT, *FACTS WIN*

IT'S hard not to be impressed when visiting the School of Journalism and Media Studies at its building known as the Africa Media Matrix, which sports an exterior electronic ticker tape flashing daily news updates, a motivational or journalism quote and the school's social media details.

Samuel Morse sent the first-ever electronic communication with the words "What hath God wrought?". To honour him, the building's first ticker tape message, in January 2008, was an isiXhosa version: "uThixo wenza ntoni?".

Even more impressive is the passion and drive of those inside the building. Ryan Hancocks, Director of the South African Reserve Bank Centre for Economics Journalism at Rhodes, received a standing ovation at the Bloomberg Media Initiative Africa programme graduation in Johannesburg in July when he became emotional talking about the importance of journalists today. A Rhodes journalism and economics (MCom) graduate and financial whizz who watches three business channels simultaneously, Hancocks lectured financial journalism on the programme at the Gordon Institute of Business Science, done in conjunction with Rhodes.

A month later, we meet in his office at the Africa Media Matrix and he becomes the embodiment of those journ students he is in awe of, those with what he calls "fire in the eye". Go back to the 1940s, 1950s and 1960s. The only way people found out what was going on about things that affected them was the man on the street covering his beat and getting it to you in the press first thing in the morning.

"Jump forward to the 2000s and there's a lot of stuff going on that we really do need to know about, that affects our lives and our livelihoods and that of our families. But without those hardened journalists who are willing to track down real stories that affect real people and real lives, you'd never know because you'd be buried under 10 tons of Facebook, people liking dancing cats, what the Kardashians are doing with their amenities these days, and who's slept with whom in the Hello! magazine. Because you get subjected to so much of that, you lose track of what the core of real information is."

"What is the point of studying journalism and why do people come here and study it? It's the human spirit of hope. If we just gave up … If I go and pour my life and tears and long hours for nothing into doing this, to feel I have made a difference in this world, if all of those people stopped, well, then, we really have lost."

"I think there is a value to society in becoming journalists. If you don't have journalists, who wins? Corporations win. Government bodies win. Everyone who has enough money to lather sex, lies and whatever the hell they want on the walls, they win, because they are producing media then, and people will consume whatever's produced for them."

"So we have to continually fight against this waterfall that's pushing down on us, to produce strong reliable work, because all you have to do is reach one in every 100 people and you have made a change. One person means you have effected a difference and your work is recognised."

"Journalists are making people a force in society. We can act as their focal point to take 1 000 unhappy voices and turn them into a hammer that you can beat on the walls of power with; that is role of journalists in the society today."

"But without those hardened journalists who are willing to track down real stories that affect real people and real lives, you'd never know because you'd be buried under 10 tons of Facebook, people liking dancing cats, what the Kardashians are doing with their amenities these days, and who's slept with whom on the Hello! magazine"

Bella Boqo and Mandisa Mpulo are two MA students Ryan Hancocks co-supervises. They are funded by the South African Reserve Bank Centre for Economic Journalism in the School of Journalism

Mandisa Mpulo

Economics Journalism Master's Student

MY research investigates how members of a pyramid scheme called MMM negotiate mainstream finance journalism on social media. The aim is to understand the structural conditions that motivate people to join pyramid schemes despite warnings from various financial and media institutions. I also want to understand the role of social media in mediating mainstream news (which in this instance was the main source of warnings against MMM, and arguably accelerated its collapse in South Africa).

I completed a BA majoring in English Literature and Journalism and Media Studies at Rhodes in 2012 and a Postgrad Diploma in Media Management with the Sol Plaatje Institute for Media Leadership, also at Rhodes, in 2013. This was followed by two years of internships at various digital start-ups.

The most recent was at Perform DM Africa, a digital media agency specialising in social and programmatic buying. There I helped manage social-media and digital ad campaigns, while also assisting with strategy.

I thought it was important to complete my MA at an institution that I knew had a good reputation and that I was familiar with. But I was particularly triggered by the events of the Fees Must Fall campaign and how the socioeconomic matters at the core of the protests had been sidelined in several media reports, and grew to become a secondary concern to students who themselves were part of the protest.

In my own township - Kagiso, on the outskirts of Krugersdorp, west of Johannesburg - I witnessed the disempowering poverty and desperation faced by the majority of black people in South Africa. And, on the other hand, I have been exposed to the luxury and privilege experienced by a very small minority of people in this country. I think it's important for economics or financial issues to be dealt with contextually, in relation to the political and social, rather than separately. What, where and how I can contribute is still a matter of discovery.

Last year's course work consisted of four components: media and society, digital journalism studies, methods and methodology, and discourse analysis. It was designed to illustrate how media and the way in which we understand the media are deeply informed by our theories of society, that is, how it operates and functions politically. Different schools of thought provide different approaches and arguments, but we were also taught to apply these frameworks to contemporary issues such as the SABC 8, who braved death threats and job suspensions in order to defend their right to report protest action through the public broadcaster.

After my Master's I intend to pursue a PhD, also with a digital economics media focus. I'm motivated to contribute to the decolonisation project, first by increasing the number of black, female academics within the academy (even if it's only by one). But I also think it's important that the impact and consequence of digital media is documented and researched, especially in Africa. Digital media offers a disruptive and potentially transformative agenda. Looking at how it is used in the everyday, particularly in the sphere of economics, financial literacy and money management, is something I find interesting.

I would recommend journalism at Rhodes at an undergrad level. The school is well resourced and has a reputation in the industry. It enables students interested in media production to explore various specialisations. As far as I've heard, other institutions are either under-resourced and so teach production theoretically, or offer journalism only as a postgraduate qualification.

Bella Boqo

I WAS 16 when the Rhodes University School of Journalism visited my high school in Johannesburg, Rosebank Mercy Convent, to introduce us to its programme, and I was immediately drawn in.

However, my parents advised me to try accounting first and then branch out into journalism later in life if I still felt the desire to do so. I did exactly that in 2014 when I applied for the Post-Graduate Diploma in Journalism at Rhodes and was offered the South African Reserve Bank scholarship.

I had previously studied for a BCom Accounting degree at the University of Johannesburg and my Bachelor in Accounting Science (Honours) through Unisa. I then completed my trainee contract at PwC before moving into a finance role at AIG (SA). My last job was as an internal auditor at Nedbank.

While on induction for my first media job I got a call saying that I'd been accepted to the Master's programme. I decided to study economics journalism to bridge my prior technical training as an accountant/auditor with journalism. I was also keenly interested in the field after being taught by Reg Rumney in the PGDIP course. He taught me to keep the human impact of the numbers at the heart of my stories.

My research focus is the chimera of "White Monopoly Capital" and its representations and ideological use in relation to the social context in which they are used. It will be an analysis of articles appearing in legacy media (newspapers and their online platforms).

In the course-work component of the MA last year I learnt theories that equipped me to be more conscious of the societal relations governing the mediation of events and phenomena in society.

I am not sure what I intend to do after this, as my current goal occupies my every waking moment and I've taken a conscious decision to focus on this at the moment. I have a bad track record of making rational decisions and following my interests only late in life.

I would really like my research to result in a change of direction in my career but, being aware of the changes that the media industry is going through (retrenchments and revenue models that are under threat), I truly am not sure about the financial viability of a career as a journalist. For now, I am preparing to write the second board exam. Should I pass the exam in November, I will be a qualified chartered accountant.

I am truly grateful to the SA Reserve Bank for enabling me to finally experience the Rhodes Journalism and Media Studies programme. It has been one of the best learning experiences of my young (I'm still a youth until 35!) life and I am ready to take up the challenge of how best to apply the learning so I can leave a positive impact in whatever small corner of the industry I'll eventually call home.

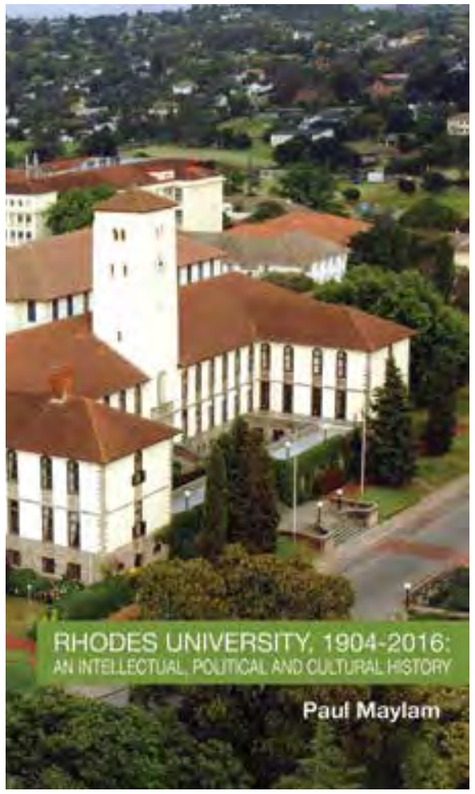
RHODES University College Rag, 1938

HOW RHODES BEGAN

These are two edited extracts from the latest book on the university by Paul Maylam's Professor Emeritus of History, Rhodes University, 1904-2016: An Intellectual, Political and Cultural History (Institute of Social and Economic Research, Rhodes University, 2017).

IN 1893 various Eastern Cape educational, judicial and clerical figures submitted their views on higher education in the region to The EP Magazine, the journal of the Eastern Province Literary and Scientific Society. In the view of some of the contributors Grahamstown would be the ideal location for an institution of higher learning: it was already the chief educational centre in the region, and the Albany Museum provided facilities for the natural sciences.
Dr Bisset Berry, a Queenstown figure who would later become Speaker in the Cape legislative assembly, also favoured Grahamstown, while being fully aware, too, of the town's limitations: "Its sanitation is defective; its supply of potable water is poor ... the pursuit of the fine arts is not much in vogue; practical demonstration of the many-sidedness and fertility of modern civilization is impossible, and the social atmosphere is somewhat overcharged with that jejune, old-world ecclesiasticism, so often the cause of loss of faith in the young and of the sense of proportion in the middle-aged".

A committee was established to devise a higher education scheme but in 1894 it finally reported it was unable to propose a practicable scheme.
In the meantime there seemed to be little prospect of resuscitating the scheme for a university in Grahamstown. Selmar Schonland – botanist and enthusiastic proponent of the scheme – gave up hope. Josiah Slater, editor of the Grahamstown Journal, called a public meeting of interested persons in the municipal council chamber in December 1902.



A committee was appointed, to be chaired by Slater and comprising Dr MacGowan (principal of St Andrew's), Dr Greathead (chair of St Andrew's council), the rector of St Aidan's, Francis Graham, and Schonland.

At a further meeting on 5 March it was agreed the institution be called the Eastern Province University College – a name that might sit much more comfortably in the minds of many today, but also a name that might have made it difficult for the institution even to get off the ground. Four days later, on 9 March, another committee meeting was held, at which a resolution put forward by Graham was adopted: that the name of the proposed new College should be "the Rhodes University College" and that the trustees of the Rhodes estate be approached with a view to obtain from them a substantial grant for the purpose of the new institution.

The name was ratified at a further committee meeting in early April and at a public meeting in late May. The reason for the proposed new name was obvious – to provide leverage in approaching the Rhodes Trust, which administered the estate of Cecil Rhodes (who had died in March 1902), for funding. But was the name appropriate for a university in Grahamstown?

Cecil Rhodes's association with the town was minimal. He is known to have made one visit to Grahamstown – a significant one at that – in 1887, arriving at Christmas time to meet with the British High Commissioner, Sir Hercules Robinson, who was attending the South African Exhibition as part of Queen Victoria's Golden Jubilee celebrations. Rhodes needed to meet with Robinson out of a concern that a Boer adventurer from the Transvaal, Piet Grobler, was securing a treaty with Lobengula, the Ndebele king – a treaty that would have threatened Rhodes's expansionist ambitions north of the Limpopo.

Rhodes had been keen to establish a university, but not in the eastern Cape. In 1891 he had wanted to found a university on his Groote Schuur estate in the foothills of Table Mountain. It was to be modelled on his Oxford college, Oriel, and he even went so far as to have the plans of Oriel sent to him in Cape Town. Funding for the scheme was to come from the profits of the canteens at the De Beers compounds, which accommodated black workers at the Kimberley diamond mine. According to Herbert Baker, the imperial architect, Rhodes used to joke that "he meant to build the university out of the kaffir's stomach". He envisaged it as a white institution that would bring English and Dutch students together as a basis for future Anglo-Dutch cooperation. The scheme, though, foundered in the face of opposition from Victoria College in Stellenbosch, a largely Dutch institution that viewed Rhodes's proposed university as likely damaging to its own interests, and the Jameson Raid put an end to the project.

Order the book from the Rhodes Institute of Social and Economic Research. Contact Bulelani Mothlabane at b.mothlabane@ru.ac.za

Military Parade on Drostdy grounds 1895

A letter was promptly sent to Sir Lewis Michell, a Cape Town-based trustee who managed the Rhodes Trust's financial affairs, appealing for "substantial assistance" towards the establishment of a university college in Grahamstown, with which "Mr Rhodes's name might be coupled".

Michell was initially lukewarm towards the project, but would be won around. Schonland, one of the prime movers in Grahamstown, went to Cape Town to meet with Michell after being given an introduction by Jameson. In August 1903 George Parkin, the chief secretary of the Rhodes Trust, came out from England, and recommended that Grahamstown, an ideal educational centre, be given financial support. Jameson weighed in with his backing, proposing that the interest on an endowment fund of £50 000 be granted by the trust to fund the college's first professors.

Milner, the British High Commissioner, also offered his support. Jameson would become increasingly influential and a key player in establishing the college. As leader of the Progressive Party he contested the Grahamstown seat in the Cape election early in 1904, even though, like Rhodes, he had had no previous connection with the town. With Jameson winning the seat and the Progressive Party gaining a majority in the election, the Albany member of the Cape parliament was now also the Cape premier, as well as being a Rhodes trustee. Jameson's status and influence facilitated the passing of the Act incorporating Rhodes University College in May 1904. This provided for the establishment of a council and senate, laying down the functions, powers and composition of both bodies. The measure enabled the college to start operating in July 1904.

In the meantime a suitable site had to be found for the new institution. Goodwin's Kloof and Waterloo Farm were considered but ruled out. In October 1903 a sub-committee set up to identify a site resolved that the Drostdy grounds would be the most desirable location. The centrepiece was the old Drostdy House (on the site of the present main entrance, under the clock tower), a mustard-coloured, double-storey building that had been constructed in the 1820s and intended as an office for the landdrost.

From 1836 to 1870 the site served as the imperial government's military headquarters in the eastern Cape. During these years new buildings were constructed – military barracks (the surviving part of which currently houses the Linguistics Department), a prison (the Old Provost), a guardroom (the Drostdy Arch) and, among others, the Drostdy Lodge (now occupied by the Maths Department).

Eventually the college received the go-ahead to occupy the buildings at a rental of one shilling a year. So in November 1904 the old Drostdy House was first occupied by Rhodes University College ... not, though, without objection from one local figure. Town councillor Nelson complained that 'the place was crammed full of microbes and *bacilli'*, only to be overruled by the Medical Officer of Health who reported the site to be clean and healthy.

Lorraine Imphy leading drum majorettes

OF TREASURE HUNTS AND *'BIRDS OF THE WEEK'*

HOW often does one hear academics say that standards were much higher in their own student days? This view should be treated as mere perception and not as fact. Precise comparative measurement is impossible, but it can be argued that academic standards at Rhodes are no lower now than they have been in the past.

Throughout even the decades when Rhodes was a 'whites-only' university there were regular complaints about students' low level of academic performance.

In the first decade of Rhodes's history there was a widely held view that the institution's courses were very elementary. Through the 1930s and 1940s articles appeared in Rhodeo castigating students for their general intellectual laxity. In 1954, a Senate sub-committee concluded that hard work was not the norm among students and that recent exam results had been shamefully poor. At the end of the year there appeared in Senate minutes lengthy lists of students whose academic performance was deemed to be unsatisfactory.

According to Terence Beard the standards of politics students were no higher at Rhodes than at Fort Hare in the late 1950s and early 1960s.

It is thus probably a myth that academic standards have declined at Rhodes in recent years.

Some may argue that it is now easier to obtain credits for courses than it used to be – that marking has become softer; that the routes to obtaining a degree are easier; and that the exam timetable has become less compressed and less onerous. Whether this is the case or not, Rhodes has managed to maintain one of the highest throughput and graduation rates in the country. And its top students have been shown to be able to hold their own anywhere in the world. While it is difficult to draw firm conclusions about changes in academic standards over time, it is much easier to state what is an obvious point – that the character of student life has changed dramatically over the decades.

Long gone is the gentility and propriety that characterised student culture in the first 50 or more years of Rhodes's history – the treasure hunts and fancy-dress events of the 1920s; the dancing "classes", bioscope (cinema) outings, and the respectable courting (or "pushing" as it was known), all of which prevailed through to the 1960s, punctuated by occasional moments of frivolity or rowdiness. In time this gave way to a culture of drinking, partying and dope-smoking, at least among those who were so inclined and could afford such indulgences.

The culture of these early decades was also strictly heteronormative and often sexist. As late as 1972 Rhodeo carried a regular feature, "Pick a chick with Rhodeo", and a picture of the 'Bird of the week'. But from the mid-1970s the newspaper began to carry articles written from a feminist perspective, while others opened up homosexuality as a topic for discussion. In the late 1970s a student women's group was formed, and this campaigned against the notorious "Athies auction".

By the early 1990s issues pertaining to sexuality and gender had become a more significant element in the overall discourse of students. There was a call for contraception to be more readily available on campus – in the form of a condom vending-machine, for instance – a call that was eventually met. Beauty contests were being challenged, leading to them being dropped from the calendar of student events.

As student culture changed over time, so too did the rules and regulations that for so long confined it within the bounds of gentility and propriety. Some of the early rules and dress codes would seem laughable to the current generation of students – the requirement, for instance, imposed in Rhodes's first years, that men and women students go into the main building through separate entrances. As late as the 1960s men had to wear jackets and ties in classes and in the library, while women students were allowed to wear jeans or shorts only at weekends. The in loco parentis principle ruled, with its strict prohibition on intervisiting in residences, until this restriction was gradually lifted from 1980.

Also significant have been the shifts in student politics over time. For the first 60 years this politics was characterised by a deference to authority and a general indifference towards South Africa's discriminatory, oppressive racial order. The vast majority of Rhodes students, being beneficiaries of this order, took it for granted and accepted it as normal and natural. Only a small minority of students questioned it. When Nusas began to adopt more liberal stances during the 1940s the Rhodes student body generally voiced its opposition to the organisation. While there was some student support for academic racial integration at the university, allowing for the admission of black students, this was not to be accompanied by social integration.

Only from the late 1960s did Rhodes's student leaders begin to confront the university authorities.

1938 Student Rag

The Old Drostdy

African languages
as first languages

Professor Russell Kaschula, NRF SARChi Chair, African Languages

I COULD not hide my surprise when I met Professor Russell Kaschula. Was I in the wrong office? I thought to myself as I looked at the name on the office door for reassurance.

I was expecting a black professor of African Language Studies, not a white man. How could this be?

Kaschula smiled, "I get that reaction often. Especially if I speak with someone in isiXhosa on the phone, then when they meet me they are bemused. My surname is sometimes also Xhosa-ised into 'Ratshulwa' or 'Katshulwa', which is interesting."

Kaschula was born in Stutterheim, Eastern Cape but grew up in the former Transkei, at Mgwalana, and "always listened to the Xhosa radio station and studied the language at school. IsiXhosa was always my first love."

He can speak four Nguni languages (isiXhosa, isiZulu, isiNdebele and Siswati), English and Afrikaans, and teaches isiXhosa from first year to PhD level. He recently supervised the first PhD produced in isiXhosa at Rhodes, by Hleze Kunju (see next page).

Kaschula also holds a National Research Foundation SA Research Chair in the field of Intellectualisation of African Languages, Multilingualism and Education. The initiative aims to boost the number of African-language postgraduate students and to promote research to lift the status of indigenous languages. "There are, for example, 18 PhD students," he says.

In Kaschula's opinion, post-1994 the pendulum swung in favour of English, to the detriment of Afrikaans and African languages, but in the last 10 years it has swung back to African languages as people consider how they can contribute to the "decolonisation of South Africa". Language is key to this process of celebrating and teaching indigenous knowledge, he believes.

English is still viewed as "a bread-and-butter language" and there is no question of its importance, but multilingualism should be viewed as a resource, rather than a problem," says Kaschula. "We need to work out ways of using African languages in schools and in the higher-education system. In countries such as China, Germany and Japan, children are taught and learn in their mother tongue but acquire English during this time."

Research indicates that if children are taught in their mother tongue, and they grasp concepts, it is easy for them to acquire another language such as English. South Africa has a high failure rate at school level and it is believed the introduction of English as a medium of instruction from Grade 4 contributes to the problem.

He mentions the Cofimvaba pilot project in the Eastern Cape, which involves 70 rural schools that have been teaching maths and science in isiXhosa for the past six years. English is taught as a subject and is used alongside isiXhosa to teach maths and science. These pupils are now in Grade 8 and still learning in their mother tongue.

When the project started, pupils were scoring on average around 20% in the Department of Basic Education's Annual National Assessments. This has now increased to about 65%.

When it was time for the Grade 7s to be taught in English their parents objected because they had seen their children's learning improve after years of failure.

"Naledi Mbude is doing her PhD under the Chair and she is documenting and analysing the entire process as part of her research. It is important that the language issue and medium of instruction be underpinned by sound empirical findings," Kaschula says.

Research shows that for teachers to teach in more than one language would cost 2% of the education budget and that it would greatly improve school pass rates. There has been a resurgence of student interest in African languages at Rhodes. In 2006, there were 50 students taking African languages. Now there are 600 students across all races studying African languages. "About 100 students are registered for isiXhosa mother tongue, which was reintroduced in 2008, while there are now about 1 600 isiXhosa first-language speakers, out of a total of 7 300 students. Every year we grow," says Kaschula.

Journalism students are required to study isiXhosa over any two semesters of their degree. IsiXhosa courses are also offered in Pharmacy, Law and Education. These are vocation-specific: when students graduate they will require this language for their professions. "We produce television anchors and newsreaders in African languages, and people who take up careers in education, Parliament, banks and the Road Accident Fund who need to know African languages. We provide market-related courses," he says.

I left the interview exhilarated: not only did I have the privilege of being on a university campus whose student body mirrors the demographics of Africa, but here was Kaschula, a progressive leader, who epitomises multiculturalism and a move toward the decolonisation of the curriculum.

TALKING BACK TO COLONIALISM

DR HLEZE KUNJU is waiting for the day he is interviewed in his mother tongue for a position as an isiXhosa academic.

Now a lecturer in IsiXhosa, Drama and Music at the School of Education at the new Sol Plaatje University in Kimberley, he was the first person to produce a PhD thesis in isiXhosa. The topic was "IsiXhosa as a Minority Language in Zimbabwe: Survival and Maintenance".

Kunju's thesis provides new knowledge about the amaXhosa living in Zimbabwe, analysing their sociolinguistic and historical background, and showing how a cross-border language can survive the odds.

His research reveals that land, culture, songs, religion, South African Isixhosa classical literature, technology and social media, as well as the 2013 Zimbabwean constitution, have played a role in the survival and maintenance of isiXhosa in Zimbabwe. Kunju's thesis also assesses language policy issues as isiXhosa is now an officially recognised language in Zimbabwe. Kunju wrote the thesis in isiXhosa to honour the amaXhosa of Zimbabwe — this is the only document about their history. "It had to be in isiXhosa, a language that they all have access to," he says.

The challenge was that he had to read all the literature in English and translate it into isiXhosa before he could use it in the thesis. "It was as if I was doing two PhDs at the same time (the actual PhD and a translation PhD). Of course it was worth it. There are now students interested in writing in isiXhosa and some were not even aware that one could write a thesis in isiXhosa," he says.

Furthermore, he wanted to show that decolonisation is possible through the use of African languages in higher education, and the inclusion of African knowledge in African languages.

With the majority of people in South Africa speaking African languages, "I don't think we can even begin to talk about decolonisation without talking about African languages," says Kunju, who is from eNgqwarha, Mqanduli in the Eastern Cape. "I don't think we can even begin to talk about social cohesion without talking about African languages."

He says it's good that African languages and knowledge are being taught at primary and secondary schools, but universities need to lead in this approach. "One of the main reasons parents send their children to schools is to prepare them for university. If parents know that African knowledge and African languages are used for the benefit of students at universities then they won't have a problem in encouraging their children to learn African languages. Universities need to lead the decolonisation of education, while academics need to publish academic work in African languages.

"What I noticed after I submitted was that this is the first isiXhosa thesis at Rhodes University (which was named after Cecil John Rhodes) and it's about amaXhosa who were displaced by a colonial master, Cecil John Rhodes. I think that's probably a big shock for Cecil John Rhodes," he laughs.

First isiXhosa PhD graduate Dr Hleze Kunju

Gugu Kubheka, Lindokuhle Nene, Professor Tebello Nyokong, Reitumetse Nkhahle, Sivuyisiwe Mapukata

GREAT THINGS COME FROM *SMALL PARTICLES*

Nanotechnology is the science and engineering of small things, in particular things that are less than 100 nanometres in size. An average human hair is about 60 000-100 000 nanometres wide, your fingernails grow a nanometre every second and a sheet of paper is about 100 000 nanometres thick – National Nanotechnology Coordinated Infrastructure

Sivuyisiwe Mapukata

THE water shortage in Grahamstown, and in other parts of South Africa, has prompted Sivuyisiwe Mapukata, 25, from Strabane in the Eastern Cape, to focus her chemistry Master's research on water purification.

"My project seeks to find a means of recycling waste water from industries because they are one of the biggest users of water and yet the biggest contributors to water pollution. The pollutants from industries are dangerous as they can cause various diseases when consumed. They compromise aquatic life and they accumulate in the environment, killing plants and animals," she explained.

In her research, Mapukata uses blue/green dyes called phthalocyanines to degrade these pollutants. These phthalocyanines are ordinarily being used to dye jeans. "However, they are attractive for recycling water as they produce species that are reactive to pollutants and facilitate their degradation."

She makes dyes and links them to tiny magnets, which she also makes in the lab. She then puts them both in polymer fibres using a technique known as electrospinning.

This is how she purifies the water: "In the presence of the fibre and light, the toxicity of various water-soluble pollutants and bacteria is diminished. Since the fibres have magnets in them, after applying them they can be magnetically regenerated and reused."

The treated water can be reused, while the polymer fibres can be incorporated in wound dressing (bandages) as they keep out contaminants.

This year Mapukata co-authored an article on degrading a dye from textile that was published in the Journal of Molecular Catalysis: Chemistry.

An increase in laser attacks on military and civilian aircraft motivated Gugu Kubheka, 28, a PhD Chemistry student from Estcourt in KwaZulu-Natal, to research materials that can be used to protect pilots' eyes. This field of study is known as non-linear optics.

She said laser attacks on pilots are increasing because lasers are becoming more accessible and less bulky to carry. "In South Africa, approximately 181 laser incidents were reported from 1 January to 28 February 2010. The danger of laser light is that it diverges as it goes through the air and then forms a very bright swath on the screen of the aircraft, dazzling the pilot. This can lead to temporary or permanent visual impairment depending on the duration and intensity of the light," said Kubheka. Ways of preventing this laser damage are urgently needed. She makes green dyes known as azaBODIPY dyes because they do not absorb light in the visible region. "I also mix these dyes with polymers to make thin film for glare-protection eyewear," she explained. Her tests have been promising and the next step is to publish reports on the outcomes. "There are only a few reports published on these dyes for this application."

Kubheka chose this area of research because "I like to work with numbers and this project gives me that opportunity since it involves calculations of a number of parameters to prove whether the material is good or bad and how fast it responds to the intense light".

Gugu Kubheka

Reitumetse Nkhahle

REITUMETSE Nkhahle, 23, from Rustenburg, started her Chemistry Master's this year on metal sensing, particularly arsenic. She explained that arsenic is a metalloid with the properties of both metals and non-metals. "It is a naturally occurring element found in water, soil, air and food ... it is also a by-product of copper smelting, which leads to overexposure, with the end result being arsenic poisoning."

Arsenic poisoning affects vital organs such as the lungs, kidneys and liver and can result in death. "My work is about developing a simple, nano-based device that can detect arsenic in water. We have made the compounds that we intend using for the detection of arsenic. All that is left to do is to test the compounds and, once we have obtained the results, we will attempt to tailor the sensor towards the specific metal/ metalloid."

Sensing is not limited to metal detection so there is room for expansion into other areas.

Nthabeleng Molupe

HAVING watched her grandmother fight cancer, Chemistry Master's student Nthabeleng Molupe, 25, from Lesotho is researching photodynamic-therapy drug molecules as an alternative to conventional cancer treatments.

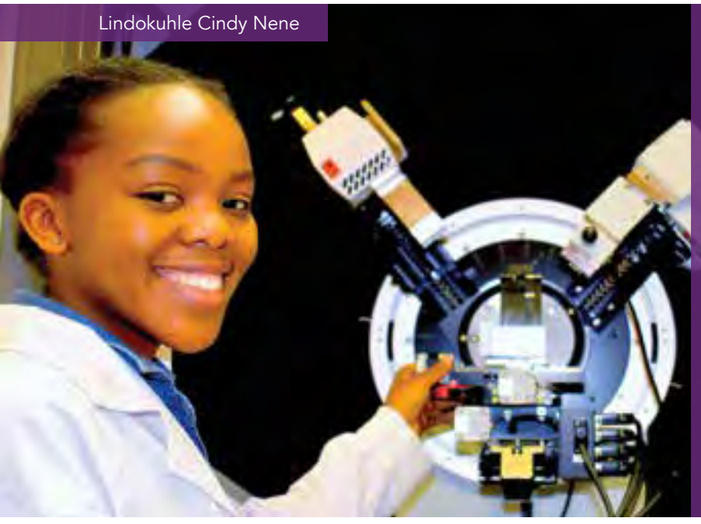
These drug molecules are specific to cancer cells and are minimally invasive. "The drug molecules we are trying to make are basically dyes that have properties that make them suitable for cancer treatment," said Molupe.

When the dyes interact with the body's molecular oxygen, they produce toxic oxygen species, which then kill the cancer cells. These dyes are of importance because under ambient light, they are not photo-active; their reaction is triggered by a special light.

Since the dyes are not compatible with the body, cyclodextrins, which are commercially available and approved for pharmaceutical applications, will be used as carriers.

Although her grandmother did not die from cancer, Molupe said it "felt right that I do something about it in her memory. She will not benefit from my work and that of my colleagues, but the future generation will."

Lindokuhle Cindy Nene



Master's student Lindokuhle Cindy Nene, 23, is making organic dyes that can be used in the treatment of cancer. These dyes work only when exposed to light of a specific wavelength, which allows for control of the duration of the drugs' therapeutic value.

"Previous cancer treatments have a limitation in that they attack other non-cancer cells in the body. These dyes will be modified .. [so that they] will be recognised by the receptors in cancer cells. This will increase the specificity of the dyes to cancer cells. The drug will be administered intravenously."

The advantages of nanoscience, said Nene, is that it is versatile, with various and promising applications for the betterment of humans. Also, most of the materials are biocompatible. It is like an "all-in-one toy that is sure to make the user happy and overwhelmed with surprise at what more it can do".

Professor Tebello Nyokong

DISTINGUISHED Professor Tebello Nyokong, Director of the DST/Mintek Nanotechnology Innovation Centre and holder of a Department of Science and Technology/National Research Foundation professorship in Medicinal Chemistry and Nanotechnology, has successfully supervised more than 80 PhD/MSc students and has published more than 630 manuscripts.

Revered by her students, Nyokong said: "I've been profiled all over. Speak to my students." Nyokong's achievements include:

- 2016: Winner of the African Union Kwame Nkrumah Scientific Award;
- 2015: A Unesco Medal for Contribution to the Development of Nanoscience and Nanotechnologies;
- 2014: Featured in 21 Icons on SABC3;
- 2013: Awarded a medal by the World Academy of Science for outstanding contributions to science and technology; the South African Chemical Institute Medal; and an "A" rating and Lifetime Achievement award from the National Research Foundation;
- 2011: Recognised by the Royal Society in Chemistry/Pan-African Chemistry Network as a Distinguished Woman in Chemistry; and awarded a Distinguished Professorship by Rhodes University.

MZANSI ENGLISH

HIDDEN away in St Peter's Building on campus, the Dictionary Unit for South African English has spent almost 50 years collecting examples of how the language is used in South Africa.
Using the same formula as the "Oxford English Dictionary", the unit has identified quotations from as far back as the 17th century to illustrate how our own distinct variety of English has evolved since early travellers arrived on South African shores. The use of "dagga" by the Khoi peoples, for example, is first noted in 1670:

1670 J. OGILBY Africa, 583 'A powerful Root, which they call Dacha; sometimes eating it, other-whiles mingling it with Water to drink; either of which ways taken, causeth Ebriety.'

But what's the point of this research? Initially, it was to produce the definitive dictionary of South African English, at a time when other former British colonies were documenting how their varieties of English differed from the original language of the colonial settlers.

Equally important was to demonstrate that South African English was more than just "boeries", "braais", "robots" and "eina". More than 25 years of intense scholarly effort went into tracking down documents, letters, newspapers and literature that would show the extraordinary range of unique words that had entered the language used by English speakers in South Africa.

The result was an epic 1.7-million-word text that contained 4 600 headwords, supported by 44 000 quotations. And it is the only dictionary of which 100 copies are signed by Madiba.

What the dictionary also shows is how the languages and cultures of all South Africa's peoples are woven through the English we speak. The online edition, www.dsae.co.za, published as a pilot version, allows readers to dip into the dictionary more easily and explore South Africa's history through this fascinating linguistic record. Any guesses what a "diving goat" might be? And when did we start talking about attending imbizos instead of bosberaads?

In 1998 the unit was approached to "South Africanise" the "Concise Oxford Dictionary". By adding words familiar to South Africans but not (yet) recognised by a wider English-speaking readership, it enabled Oxford University Press to publish the first-ever desktop general English dictionary especially for use by South and Southern African students and the general public.

The "South African Concise Oxford Dictionary", published in 2002, was so successful that the Dictionary Unit collaborated on a second edition, the "Oxford South African Concise Dictionary", published in 2010. This edition featured numerous additions, including a brief history of South African English and extended "word history" boxes that provided more background on especially interesting words such as "dubbeltjie" and "peri peri".

Now, with 21st-century technology, the Dictionary Unit team is working to open up its online dictionary in new and adventurous ways. The aim is to make its rich content more accessible to academics and the public alike. The team is keeping track of the vocabulary that accompanies the colourful development of our newly democratic country. So in future editions expect to see the appearance of "blesser", "fong kong", "smallanyana" (as in skeletons), "tenderpreneurs" and possibly even "state capture". Some of these may not look like English, but if our research indicates they appear in a wide enough range of different English-language sources, across a five- to 10-year time span, they'll qualify for the dictionary.

- Jill Wolvaardt, executive director of the Dictionary Unit for South African English

Some post-1994 South African English words from the 'Dictionary of South African English' research

backyarder

A tenant who occupies an improvised dwelling or shelter built in a backyard

beneficiation

A way of adding value to raw materials, especially minerals (eg gold and diamonds), by processing them in the region they originate in rather than exporting them in their raw state

happy letter

A certificate approving the completed work of a building contractor, signed by a customer or beneficiary of a house in a low-cost housing scheme (eg an RDP house), before legal transfer of ownership takes place

Mzansi

A nickname for South Africa

makarapa

An elaborately decorated hard hat or miner's helmet typically worn by soccer or other sports fans

kloofing

The sport of exploring kloofs, typically involving scrambling up and down cliffs, swimming and jumping off high rocks into a stream

Zuma year

An informal name for a year of mandatory community service required of medical, veterinary and dental graduates, before registering to practise. (Named after the former health minister Nkosazana Dlamini-Zuma who introduced the scheme in 1997)

zama zama

An informal name for illegal miners

nyaope

A highly addictive street drug, composed of a mixture of ingredients that may include low-grade heroin, dagga, antiretroviral medicine and rat poison

blue light (attributive/ adjectival use, eg brigade, convoy etc)

Denoting the use of flashing blue lights on one or more vehicles, especially those transporting a VIP

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Mr AO Wilson
Ms EM Wilson
Mrs EM Wilson
Mrs I Wong
Mr HD Workman
Mrs WM Wrench
Prof DA Wylie
Mrs El Yates
Mr G Young
Ms AI Zehnder
Dr S Zschernack

sustainability

Many organisations see the importance of sustainability in business but are yet to master how to integrate it.

Economy

Equity

Rhodes Business School helps managers **join the dots**. Through intensive scholarly **critical thinking** about management practices, we develop business visionaries who can **lead for sustainability**.

Ethics

Ecology

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Further Information

Please contact: Nicole Craig
Tel: +27 (0) 603 8852/8617
Email: mba@ru.ac.za
www.ru.ac.za/businessschool

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