

# Matieland

YEAR 59 | 2016



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# Matieland

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Die Stellenbosch Alumnibetrekkings-span stel plaaslike en internasionale alumni-nawe (oftewel *hubs*) saam om die skakeling tussen alumni onderling te verbeter deur gereelde netwerk- en sosiale geleenthede aan te bied. Vir meer inligting oor hoe om 'n *hub* in jou area te stig of by een van ons gevestigde *hubs* aan te sluit, stuur 'n e-pos na [alumni@sun.ac.za](mailto:alumni@sun.ac.za).

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## DO YOU KNOW ABOUT THE ALUMNI HUBS?

The Stellenbosch Alumni Relations team establish alumni hubs both locally and internationally to connect alumni in specific regions with one another through regular networking and social events. For more information on how to start or join an existing hub in your area, send an e-mail to [alumni@sun.ac.za](mailto:alumni@sun.ac.za).

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# Matieland

**EDITOR**  
WAYNE MULLER

## CONTRIBUTORS

**Design**  
Roann Louw

**Layout**  
SUNMeDIA Stellenbosch  
www.africansunmedia.co.za

**Photo Editor**  
Stefan Els

**Writers**  
Ilse Arendse, Alec Basson, Andrew Dunne, Stefan Els, Jo-Ann Floris, Malena Fourie, Wiida Fourie-Basson, Jan-Jan Joubert, Sonika Lamprecht, Pia Nänny, Stephanie Nieuwoudt, Jackie Pienaar-Brink, Barbara Pool, Emily Richards, Lynne Rippenaar-Moses, Arnold Schoonwinkel, Shaun Stuart, Wilma Stassen, René-Jean van der Berg, Naudé van der Merwe, Susan van der Merwe

**Translators and Text Editors**  
SU Language Centre, Marcelle van Niekerk, Clairwyn van der Merwe

## EDITORIAL OFFICE

Corporate Marketing  
Stellenbosch University  
Private Bag XI,  
Matieland  
7602  
Tel: +27 (0)21 808 2927  
Fax: +27 (0)21 808 3800  
Email: matieland@sun.ac.za

## CIRCULATION

Malena Fourie  
Tel: +27 (0)21 808 2709/10  
Fax: 086 611 0138  
Email: alumni@sun.ac.za

## PRINTING

SUNMeDIA Stellenbosch

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## MAKE AN IMPACT

It's human nature to want to be immortal. We try to live as long as we possibly can, and during that lifetime, we try to do things that people will remember us by – no matter how big or how small.

Not everyone gets to discover a cure for a previously incurable disease or change the course of history. Still, we all want to do something that will have a positive effect on the lives of those around us.

A university is like a person because it consists of people. And people want to leave a legacy. This is exactly why Stellenbosch University (SU) has selected "social impact" as one of its strategic priorities. The institution aims to make a lasting impact on society – on the way people think and act.

This past year, SU has made an impact in various ways, having changed people's lives for the better in one way or another. In this edition of *Matieland*, we tell those stories.

Dr Rehana Malgas-Enus's Saturday chemistry classes open up a whole new world of science for school learners. Sharks might now be saved from extinction thanks to Dr Sara Andriotti's research. Rainwater harvesting supplies residents of Enkanini township with drinking water. And the music certificate programme helps artists hone their talent.

These are just a few of the inspiring stories featured.

To SU, our relationship with various communities and interest groups is important. Because together, with innovation and commitment, we may just change what the world will look like in the future.

Wayne

# LETTERS

Write to us at [matieland@sun.ac.za](mailto:matieland@sun.ac.za) or comment on Stellenbosch University's Facebook page.

## IN SEARCH OF OLD MATIE FRIENDS

The picture of the BTK group in the previous edition of *Matieland* (2015) brought back pleasant memories. In these "threatening" times, the magazine has an important role to play in the lives of former Stellenbosch students.

I would love to further promote contact with Matie alumni by asking Matieland to publish the accompanying picture. Thinking back to the SCA Missionary Workers' Camp in Sipetu fills me with nostalgia. I would like to reconnect with those old friends.

As far as I can recall, the people pictured here are, from the back, Francois (?), Daan Jacobs, Samuel (?), Rev Ockie Raubenheimer, Patrys (?), Alta Potgieter, Sophie (with fond memories!) and my brother, Francois Hugo. Pictured in front are Wallie Louw, Annette Burden (then Du Rand), Christie Meyer, Willie Fourie (Oubaas), Alida Marais, Ria van Rensburg, Marita Kritzinger, with Gielie Laker right in front.

I would love to hear from you.

The theme of the camp was Matthew 4:16 ("The people living in darkness have seen a great light; on those living in the land of the shadow of death, a light has dawned").

- Leon Hugo, Dagbreek 1960-1962



## TELL US MORE ABOUT FORMER MATIES' CONTRIBUTIONS

Many elderly people with vast experience and creative abilities (Matie alumni) pass away every year. This is an even bigger loss if these people's contributions have not been recorded anywhere.

I would like to propose that elderly people be afforded a special place in Matieland. Education, working abilities and the like are no match for experience – it must be recorded, particularly in light of the history of South Africa as well as the continent.

The "In Memoriam" page in Matieland says little about Matie alumni who helped build South Africa's success. Such a step may even boost University funds. Who knows?

- Eddie Rademeyer, Strand

## THANK YOU, MATIELAND

As a former Matie, with everything happening on campus recently, I am not always that excited about those representing the University in various fields.

But was I amazed and upbeat when I received the 2015 edition of Matieland in the mail and saw that everything in the magazine (except for the adverts) was again presented in Afrikaans. To me, this was in stark contrast to the message sent out by SU management.

Wayne, thank you to you and your team. I look forward to reading the entire magazine in Afrikaans again next time.

- Mavis de Villiers, by e-mail



*Matieland reserves the right to shorten and edit letters.*



# PROJECT MANAGEMENT: PRINCIPLES AND PRACTICES

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### Western Cape, South Africa

t: +27 (0)21 918 4488  
e: [info@usb-ed.com](mailto:info@usb-ed.com)

### Gauteng, South Africa

t: +27 (0)11 460 6980  
e: [info@usb-ed.com](mailto:info@usb-ed.com)

### KwaZulu-Natal, South Africa

t: +27 (0)31 535 7117  
e: [info@usb-ed.com](mailto:info@usb-ed.com)

### Dar Es Salaam, Tanzania

e: [tanzania@usb-ed.com](mailto:tanzania@usb-ed.com)

### Addis Ababa, Ethiopia

e: [ethiopia@usb-ed.com](mailto:ethiopia@usb-ed.com)

### Rest of Africa

t: +27 (0)82 415 8484 /  
+27 (0)11 460 6988  
e: [africa@usb-ed.com](mailto:africa@usb-ed.com)







Prof Hester Kloppe



Prof Nico Koopman

## SU APPOINTS NEW VICE-RECTORS

**T**he Council of Stellenbosch University appointed two new vice-rectors in May.

Prof Nico Koopman is the new Vice-Rector: Social Impact, Transformation and Personnel, while Prof Hester Kloppe has been appointed as the Vice-Rector: Strategic Initiatives and Internationalisation.

Prior to her current position, Kloppe was an extraordinary professor at the North-West University and the University of the Western Cape, where she was Dean of the Faculty of Community and Health Sciences.

She is an internationally recognised academic and professional leader with an extended network in the fields of nursing and health care.

Koopman, who started his career at SU in 2001 as a senior lecturer, has been acting as Vice-Rector: Social Impact, Transformation and Personnel since June 2015.

He is known as an outstanding church and academic leader with national and international acclaim. As a respected researcher, he has published widely on theological and ethical issues, and has won several awards for his contributions, including the Andrew Murray Prize for Theological Literature.

“Both Koopman and Kloppe bring proven knowledge and experience to the management of the University,” says Prof Wim de Villiers, Rector and Vice-Chancellor.

Koopman said he is grateful for the opportunity to make a contribution in this exciting, interesting and challenging portfolio.

About her appointment, Kloppe says: “I look forward to contributing towards the implementation of the University’s *Institutional Intent and Strategy* with a particular emphasis on strategic initiatives and internationalisation.”

## SUNSCHOLAR RANKED FIRST IN AFRICA

SUNScholar, Stellenbosch University’s Institutional Repository, reached the number one position in Africa in the 2016 July edition of the ranking of open access repositories.

The ranking is performed by The Ranking Web of World Repositories.

SUNScholar is managed by the Library and Information Service at SU. Not only does the repository hold first position on the continent, but it occupies an overall 84th position worldwide among 2 275 repositories. In the “institutional repositories (IR) only” ranking, SUNScholar comes in at 68th position.

The indicators that are used measure the global visibility and impact of the scientific repositories.

A range of criteria is used when assessing repositories, such as size, visibility, content and the so-called “scholar” criterion, which refers to the total number of items from the repository which can be found on Google Scholar.

Prof Eugene Cloete, Vice-Rector: Research, Innovation and Postgraduate Studies, says, “The achievement of the Library and Information Service in strengthening and developing SUNScholar is significant.

“This achievement supports Stellenbosch University’s commitment to open access to scientific information and the promotion of research output and innovation as a central goal of research, innovation and postgraduate studies.”

The aim of SUNScholar is to improve the visibility of and access to SU’s research output.

Research outcomes are freely shared with the rest of the world, as well as preserved in a central archive.

According to Ellen Tise, Senior Director of the Library and Information Service, this number one ranking is indeed proof that SU research output is shared with as wide an audience as possible.

“It also shows that African research is increasingly accessible globally.”

## MFM SCOOPS UP AWARD FOR SAFETY CAMPAIGN

For the second consecutive year, Maties radio station MFM walked away with the award for “Best Campus Media” for its bi-annual safety campaign at the Diageo Responsible Drinking Media Awards.

They were also the runner up in the same category.

The campaign, run in February and August, aims to raise awareness of crime, drinking and driving and general safety in Stellenbosch.

MFM won the award for a radio insert which features an interview with the mother of a child who was killed by a drunk driver.

“This award means a lot to us, because we really try hard to make a difference. We are seen as being a voice for the voiceless and it’s our duty to try and help curb the problem, even if it’s only through creating more awareness. People never think that they will be affected negatively by alcohol misuse, until it happens,” says Charita van der Berg, MFM Station Manager.

“We are humbled to receive this award, as it means our efforts are being recognised. As a community radio station, we are responsible for the people in our community, just as everyone who forms part of the Stellenbosch community needs to look after one another,” Van der Berg added, discussing the role of the media in promoting the responsible use of alcohol.

“If only one person thinks twice after this, before they get into the car while drunk, it would make a difference. The media can also help to emphasise systems such as public transport and help inform the public about the law regarding the misuse of alcohol.”

Photos: STEFAN ELS



From left are Busiswa Sobahle, Shane Sass, Danelle Jansen van Rensburg, Dewald Müller and Wawa Nkosi.

## S.U. STUDENTS ATTEND PRESTIGIOUS LEADERSHIP PROGRAMME

**F**ive Maties visited Washington earlier this year to take part in a prestigious international leadership development programme.

The South Africa-Washington International Program (SAWIP) is an initiative of the Washington-Ireland Program for Service and Leadership and is aimed at inspiring, developing and supporting a new generation of ethical servant-leaders.

Busiswa Sobahle, Shane Sass, Danelle Jansen van Rensburg, Dewald Müller and Wawa Nkosi were part of a group of 20 students from South Africa to participate in the six-week programme of professional exposure to various leaders and to complete an intensive leadership curriculum.

SAWIP focuses on producing emerging leaders who will

actively work towards bringing about social and economic transformation and justice within a sustainable democracy for all South African citizens. Its patrons are Archbishop Emeritus Desmond Tutu and renowned scenario planner Clem Sunter.

In South Africa, 123 students have already graduated from the programme, which is officially endorsed by the South African Department of International Relations and Cooperation and by the United States government.

“This opportunity has definitely assisted me with improving my leadership style and as an individual. It also helped me to look at South Africa with all its complexities and all of its injustice of the past from a different perspective and to focus on creating hope and the great potential we still have to work towards,” says Shane.



# MATIE ATHLETES EXCEL IN RIO GAMES

Six students from Stellenbosch University formed part of the South African Olympic and Paralympic teams who represented the country in Brazil.

Justine Palframan, a Sport Science student, competed in the 200m and 400m events at the Olympic Games, while Roxy Burns, Charl du Toit, Anruné Liebenberg and Dyan Buis (all students in the Faculty of Education), as well as Hendri Herbst, a law student, took part in the Paralympic Games.

Du Toit, who is studying towards his honours degree in education management, returned to South Africa with two gold medals, having been named Paralympic champion in the 100m and 400m events in the T37 class. He also managed to break the world record in the 100m and the Paralympic record in the 400m.

Buis, Du Toit's training partner and also an education honours student, took gold in the 400m (T38) and bronze in the long jump. Education student Liebenberg won silver in the 400m (T47).

According to Ilhaam Groenewald, Chief Director: Maties Sport, these students' success is no accident.

"Their coaches, the Maties Sport High Performance team, relatives and friends supported and spurred them on to achieve these world-class results. Individually, each of them had to delve deep and make the right choices. I have the utmost respect for them, and SU and Maties Sport would like to thank them along with their coaches for being such excellent ambassadors."



Charl du Toit receives one of his gold medals.

## U.S.B. APPOINTS NEW ALUMNI MANAGER

Christ lle Cronj , an MBA alumnus of the University of Stellenbosch Business School (USB), was appointed as Alumni Relations Manager at the business school at the end of last year.

Cronj , who graduated *cum laude* in 2007, says her experience in local government development, marketing, stakeholder relations and human resource management supports her people-focused and brand awareness approach.

Under her leadership over the past few months the Alumni Office has successfully continued to expand its involvement in the rest of Africa, particularly in Ghana, Rwanda, Tanzania and Uganda.

She says she is proud of the team approach between the Alumni Office, the business school, USB Executive Development (USB-ED), main campus and alumni management.

Another project she is proud of is the launch of *AlumNet*, a monthly electronic newsletter where increasing exposure is given to alumni successes in corporate settings and workplaces to share with other alumni worldwide.

About the USB Alumni Office's future plans, Cronj  says: "The activation and strengthening of alumni involvement in the Western and Eastern Cape, KwaZulu-Natal, Botswana, Zambia and Zimbabwe holds great promise for 2017."



Christ lle Cronj 

## RECORD NUMBER OF MATIES GRADUATE

Two special records marked the 2015 academic year: the most qualifications ever were awarded, in total 7 857, which included the most doctoral degrees, 266.

Of the 266 doctoral degrees, 39%

were awarded to coloured, black and Indian candidates, 59% to women and 71% to South African citizens.

A total of 2 833 students received their degrees in March 2016, and along with the 5 024 qualifications awarded

in December 2015, this is also a new record for SU.

Several faculties have also set their own records for the number of degrees awarded in December 2015 and March 2016.



**Prof Wim de Villiers**, Rector and Vice-Chancellor, has been appointed to the Advisory Board of the academic journal *Gastroenterology*.

Agricultural economist **Prof Nick Vink** was elected by the shareholders of the South African Reserve Bank to serve as a non-executive director.

The Bureau for Economic Research

## STAFF SUCCESSES

(BER) at Stellenbosch University has a new Director, **Prof Johann Kirsten**. He is the BER's sixth director since its establishment in 1944.

**Caroline Pule** (photo above) and **Prof Lou-Marie Kruger** received national acclaim when they were honoured with the Department of Science and Technology's Women in Science Awards.

**Prof Alf Botha**, a microbiologist, has been honoured for his contribution to the study of yeast ecology with a newly-discovered yeast species, *Saturnispora bothae*, named after him.

**Prof Umezuruike Linus Opara** has been elected as the incoming president of the International Commission of Agricultural and Biosystems Engineering.

**Prof Andrew Whitelaw**, Head of the Division of Medical Microbiology, has been appointed to the Ministerial Advisory Committee (MAC) on Anti-microbial Resistance.

**Prof Bert Klumperman** of the Department of Chemistry and Polymer Science, and **Prof Michael Samways**

of the Department of Conservation Ecology and Entomology, won the National Science and Technology Forum/South32 Awards.

The publication *Living with Dignity – African Perspectives on Gender Equality* received the Andrew Murray Desmond Tutu prize. **Prof Elna Mouton** (photo below) and **Dr Len Hansen** are two of the editors.

**Ilhaam Groenewald**, Chief Director: Maties Sport, is the first female member of SA Rugby's Executive Council.

**Maryke Hunter-H sselmann** and **Anita Nel** won the Department of Science and Technology and Southern African Research and Innovation Management's Excellence Awards for Research and Innovation Management.

**Prof Sandra Liebenberg** of the Faculty of Law has been elected to serve on the prestigious United Nations committee on economic, social and cultural rights.

**Prof Barbara Huisamen** was nominated as an honorary fellow of the Physiology Society of Southern Africa.

## S.U. FORMS MULTILATERAL PARTNERSHIPS

Representatives from four universities on four continents met at Stellenbosch University (SU) recently to discuss a multilateral partnership between their institutions.

Delegates from SU, University of Bath (United Kingdom), Zhejiang University (China) and University of Campinas (Brazil) came together for the first time to discuss models of engagement and establishing mutual points of interests.

Chaired by Professor Dame Glynis Breakwell, President and Vice-Chancellor of the University of Bath, the group included Prof Eugene Cloete, Vice-Rector: Research, Innovation and Postgraduate Studies at SU,

THE FORMATION OF THIS NETWORK IS THE CULMINATION OF MUCH EFFORT BY COLLEAGUES.

Prof Alvaro Pentead Cr sta, Vice-Rector of the University of Campinas and Prof Yonghua Song, Executive Vice-President of Zhejiang University. The visitors also met with Prof Wim de Villiers, SU Rector.

With a combined alumni base of over

one million, the group of four major global universities agreed to develop an innovative doctoral programme in key disciplines in which students would have several mobility experiences across this intercontinental network.

There was further agreement to support research mobility, doctoral summer/winter schools and joint degrees and also to develop a new global master's in management.

Prof Colin Grant, Pro Vice-Chancellor: Internationalisation at the University of Bath, said the formation of this network is the culmination of much effort by colleagues at the four universities and represents a watershed moment in shared international strategies.



# IN THE CROSSFIRE

| IN THE NEWS |

No single issue this year has caused more despondency and uncertainty about South Africa's future than the student unrest enveloping campuses throughout the country.

By JAN-JAN JOUBERT

**D**espite election results alive with new possibilities, a bench filled with judges brimming with passion, guts and expertise in the fight against corruption and mismanagement, and statistics showing improved life expectancy and health statistics, the chaos on many campuses cast a chill which made thinking South Africans wonder: What is to become of us?

In the time-honoured tradition of what Prof Jakes Gerwel charmingly termed "South Africans' spectacular ability to criticise themselves", the writing has been read on the wall for democratic South Africa (again) by those with the tendency to do so – this time in the higher education sector.

In September, Higher Education Minister Blade Nzimande made an offer on behalf of government which could be the start of a new era in South African university education:

- the poorest students can study with National Students' Financial Aid Scheme (NSFAS) funding as long as they are academically successful;
- students from households with a joint annual income below R600 000 will face no increase in students' fees; and
- students from households with a joint annual income above R600 000 will have to pay up to 8% more next year, as determined by the council of each university.

Although this offer represented a serious strengthening of resolve on government's side compared to its early capitulation to student demands last year, violent protests continued to rock the campuses of Wits, Rhodes, the University of Johannesburg, University of Cape Town, University of KwaZulu-

Natal, University of Limpopo and North West University's Mahikeng campus.

While other campuses closed and left their managements with the decision whether to declare the academic year forfeited, Stellenbosch University's (SU) management undertook to let classes and teaching continue as much as possible.

It was a decision for which SU had to endure much flak from protesting students, but which also resulted in strong support from those who wanted to study and qualify rather than disrupt the academic programme.

As the man at the head of the university management which took these decisions, Stellenbosch University Rector and Vice-Chancellor Wim de Villiers agreed to share the thought process underpinning the decisions, the impact of students' protests on the functioning of the university, and the consequences for the university's financial situation with *Matieland* readers.

De Villiers expressed his empathy with dissatisfied poor students who truly cannot afford rising study fees, but said such empathy is tested by violent behaviour which impacts on the rights of others.

"Balance is key. The message from the university's management is that Stellenbosch supports accessible and affordable quality education. But the rights of those students who choose to study rather than protest, must be respected," the Vice-Chancellor held.

He has no doubt that the decision to continue with the academic programme was the right one.

"We decided to remain open as much as possible, and to put in place contingency plans against disruption.

The advantage is that the academic project, which is our core business, continues.

"The disadvantage is that Stellenbosch was turned into a national target, especially after other top campuses like Wits and UCT were shut down. But the fact remains that the message of disruption does not find much traction on our campus – its support at Stellenbosch is negligible. The organisation Open Stellenbosch has for all intents and purposes disappeared.

"Two aspects which changed this year were that protests became more violent and that students from UCT and the University of the Western Cape came to Stellenbosch to take part in protests," De Villiers explains.

Does he agree with the view that a small group of students is disrupting the right of the rest to study?

"The university respects the right of students to protest. Any university must endeavour to stimulate uncomfortable ideas and intellectual contestation. Likewise, the right to study must be respected. To prevent access to education through the disruption of classes, exams and library study is unacceptable and at odds with the very ideals of the Fees Must Fall movement," De Villiers points out.

"Suspending or expelling students is never pleasant. It is a final recourse because it has massive implications for the students' life choices. We will, however, follow the steps and processes required by law, supported by campus security, private security firms and the South African Police Service's public order policing unit.

"I would prefer not to use private security firms, but given the

Photos: STEFAN ELS





## THE GREATER PROBLEM IS NOT CURRENT QUALITY, BUT RATHER CHRONIC UNDERFUNDING BY THE STATE

unwillingness of protesting students to behave peacefully, we have very little choice.”

What can the university do in practice to stop disruptions by vandals and other protesters?

“Measures have been implemented to restrict access, especially to examination centres because exam disruption impacts on the psyche of those writing the exam, as well as the logistics. We are also developing podcasts to ensure that the information which would have been imparted in classes which are disrupted, is still communicated.

“Use of continuous and online assessment is strongly supported. Of one thing there should be no doubt: Stellenbosch will not compromise on quality. We do not want to create a police state on campus, but we will guard examination centres and we will use class lists to ensure that only students who should legitimately write those exams gain access to exam centres if required by circumstances,” says De Villiers.

He is aware of complaints that private security staff have used excessive force against protesting students. The university demands professional conduct from security firms, and has instituted hotlines to deal with students’ complaints.

Minister Nzimande has expressed concern over top-class flight – that wealthy parents may send their children to study overseas for fear of campus violence and disruption.

Although De Villiers does not dismiss such concerns, he believes the impact of top-class flight to be very limited because of the prohibitive cost of overseas study.

Regarding the university’s financial well-being, De Villiers explained that Stellenbosch is a huge and flourishing enterprise which is very well managed.

“The university currently has 30 000 students and about 3 500 employees with an annual budget of around R6 billion and four main income streams:

- about 25% of income consists of the state subsidy;
- about 20% is raised through student fees;
- about 50% is raised through research and contract work (this is very high for a South African university and is the result of much innovative planning by successive Stellenbosch management teams); and
- about 5% flows from philanthropy, including donations, endowments and the like.

Student fees at Stellenbosch will increase by 8% in 2017 for students from households with an annual income of more than R600 000, said De Villiers.

So why another above-inflation fees increase, Mr Vice Chancellor?

“The South African higher education price index (HEPI) is between 1,7 and 2 percentage points above the consumer price index (CPI) because so many books and journals must be sourced overseas, because access to higher

education must be broadened, because laboratories and the stocking thereof are so expensive and because staff salary and wage increases regularly outstrip inflation,” he explains.

Have financial pressures impacted on the quality and prestige of qualifications attained at Stellenbosch?

“Definitely not at this stage. We guard the standard and prestige of our qualifications jealously. The integrity of our processes and the quality of our qualifications are continuously tested and measured to the highest international standards.

“The greater problem is not current quality, but rather chronic underfunding by the state. The current higher education funding levels of 0,71% of national budget should be increased to 1,2% of national budget.

“Access and success create systemic pressure. It creates a triangle of which access, cost and quality form the three vertices – any pressure on one aspect creates pressure on the others, and the pressures which can be absorbed are not endless,” explains De Villiers.

He believes the most recent government initiatives offer hope for universities, and leave no doubt that Stellenbosch enjoys much support from Nzimande and Gwebs Qonde, Director General of higher education and training.

“I support the Minister’s current initiatives. It represents the first time in 20 years that the downward trend in real university funding is reversed. The minister does not have much room for manoeuvre, but both he and Finance Minister Pravin Gordhan are trying their best. As for the rest of government, that may best be left for another discussion...”

So will SU be okay, Prof Wim? Should parents send their children to Stellenbosch?

“Yes, we should be fine. By all means send your children to Stellenbosch. Campus unrest is not limited to South Africa – it is a global phenomenon. It happens in cycles, usually lasting two or three years. This too shall pass, and we will emerge from it stronger,” said De Villiers.

• Jan-Jan Joubert is Deputy Editor: Politics, Parliament and Opinion at The Sunday Times, and is an alumnus of Stellenbosch University.







Victoria Williamson

# RESEARCH CROSSING BORDERS

A collaborative research project of the Psychology departments of Stellenbosch University and the University of Bath helps communities understand the role of post-traumatic parental support for children. Dr Sarah Halligan and PhD candidate Victoria Williams from Bath share their experiences of doing field work in Khayelitsha.

By **ANDREW DUNNE** and **EMILY RICHARDS**

**R**ecent statistics tell a bleak story of Khayelitsha, a Cape Town township established in 1983. Now, 33 years on, unemployment is widespread, in particular among the young; 74% of households have a monthly income of R3 200; crime is endemic, notably violent crimes and sexual assaults; and the prevalence of HIV/Aids is markedly high.

Compounding these issues are the massive mental health challenges faced by the children of Khayelitsha, as well as their families. Many of them have experienced their own traumatic events and almost all will have

witnessed others, ranging from the frequent and often serious road traffic accidents to violent crimes.

The University of Bath's Dr Sarah Halligan and PhD candidate Victoria Williamson worked with Prof Mark Tomlinson, Dr Jackie Stewart and their team, who are based in a specialist group focusing on maternal and child research in Stellenbosch University's Department of Psychology, on an interesting research project which could have significant impact on communities.

The research focuses on improving responses to child trauma in the township. The comparison between the

situation in Western Europe and that found in Khayelitsha could not be more significant.

"These types of international collaborations are hugely valuable to improve our understanding of the similarities and differences between our countries, and specifically to learn lessons from each other about what works to improve child mental health in different contexts," says Tomlinson.

Williamson has conducted three studies as part of her research in Bath and conducted further data collection in South Africa. "The opportunity to conduct research and collect data at Stellenbosch has helped my research

as I have been able to examine how parents respond to and support their children in a low-resource environment."

The study that she conducted allows for a deeper and wider understanding of how parents in a non-Western context care for their children following a trauma.

"Being able to travel to Stellenbosch has helped me as a young researcher by consolidating links with other researchers with similar interests. This has led to additional collaborations, including a study investigating parents' perceptions of HIV vaccination trials."

Williamson's interest in parents' experiences of supporting their child post-trauma came from the awareness that it can take a considerable amount

**THESE TYPES OF  
INTERNATIONAL  
COLLABORATIONS ARE  
HUGELY VALUABLE**

of time for some children to get psychological treatment after a trauma.

"It can take several months for some children to be referred to a clinician for specialist care, so it is important to understand how parents care for their children after a trauma and if there is any additional support parents feel they need. I wanted to learn more about this and see how my skills as a researcher could help."

Work to date has focused on how parents can help children cope after trauma. Despite having only studied a small sample, early indications appear to confirm the team's estimates.

They suggest that as many as 90% of children have experienced a trauma and that it is common for children to experience multiple traumas. These early findings also point to the much wider challenges in terms of access to healthcare.

Says Halligan: "You have to realise that often the people of Khayelitsha are struggling to get access to physical healthcare for even the most serious

of conditions, let alone about mental health provision. For some families, this means their child can't get access to a doctor. It becomes about a hierarchy of needs and sometimes these children are very badly injured or physically unwell."

About her personal involvement in the study, Halligan says: "I guess anyone who has any sort of compassion would want to help in this kind of situation, and as a psychologist, I can help improve mental well-being in these areas. If we can't stop adverse events happening at least we can better understand their impacts and generate evidence on which interventions could be based."



Dr Sarah Halligan

## EXPANDING DOCTORAL SUPPORT IN AFRICA

Stellenbosch University (SU) held its first ever Joint Doctoral School with Makerere University in Uganda, expanding its PhD support programme on the continent. Makerere, a long-time partner institution, collaborated with SU's African Doctoral Academy (ADA) in offering two training programmes over two weeks to doctoral candidates to strengthen their research and writing skills.

The ADA has been offering high-quality research and academic career development interventions for doctoral students and their supervisors since its inception in 2009. These interventions take the form of yearly summer and winter schools hosted at Stellenbosch University.

Focusing on "Philosophy of Methods" and "Publishing from the PhD", the workshop was held in Kampala in April 2016 and attended by researchers from five Ugandan universities. More than 100 delegates attended courses free of charge – this was made possible by the Carnegie Corporation of New York.

SU partnered again with Makerere in September to host a second doctoral school.

Prof David Okello Owiny, Deputy Director: Administration in the Directorate of Research and Graduate Training at Makerere University, said the workshops were well received by doctoral candidates.

"Some of the trainees at the joint doctoral school were nationals of other African countries such as Nigeria, Rwanda and Ethiopia doing their PhDs at Makerere University. It is anticipated that the skills they gained will benefit their home institutions once they return. It will also help increase research and supervision capacity for Makerere University to train these PhDs."

Corina du Toit, ADA Programme Manager at SU, said feedback has been overwhelmingly positive. "In line with our goal to meet the capacity development and skills training needs of doctoral candidates, we shared our expertise to help create excellence in African academic research. We are looking forward to offering a similar programme at Makerere in 2017, as well as two cycles of Doctoral Schools." – AMANDA TONGHA



# FATE OF THE GREAT WHITE SHARK

While some believe the number of great white sharks in our oceans is increasing, the results of a new study by Stellenbosch University suggests otherwise. Here is the story in pictures.

By **WIIDA FOURIE-BASSON**

**S**outh Africa's great white shark population has the lowest genetic diversity of all great white shark populations worldwide, and there are currently only an estimated 353 to 522 of them left.

"The numbers are extremely low. If the situation remains the same, South Africa's great white sharks are headed for possible extinction," says Dr Sara Andreotti of the Department of Botany and Zoology at Stellenbosch University.

Fieldwork for the research – done in South Africa's shark mecca, Gansbaai, and along the rest of the country's coastline – took six years.

It is the biggest research study to date that has been done through fieldwork to investigate South Africa's great white sharks.

A mark-and-recapture technique was used to

count the sharks, and the results from this part of the study indicate with 95% confidence a population estimate of between 353 and 522 individuals.

According to Andreotti this is 52% fewer than that estimated in previous mark-and-recapture studies.

Apart from the iconic status of these magnificent animals, they are apex predators, meaning they do not have many natural predators.

The loss of such an apex predator will have a cascade of detrimental effects on the ecological stability of the marine environment of Gansbaai and the surrounding areas.

Great whites are among the few shark species feeding on Cape fur seals. If they are taken out of the equation, an increase in the seal population will have an impact on fish populations, which in turn will impact on fisheries.





Dr Sara Andreotti is the main author of the article in the journal *Marine Ecology Progress Series* in which the findings of this study were published. She says the study is the first of its kind on great white sharks. In this study the researchers not only sampled known free-ranging white sharks, but also built a database which links the genetic profile with the photographic identification of each individual shark. Photo: ELSA HOFFMANN



Andreotti says it is a popular misconception that great white sharks prey only on marine mammals like seals. Great white shark juveniles particularly feed on bony fish and smaller, commercially fished elasmobranchs. At this point, researchers still do not know the minimum amount of food required by our great white shark population, and therefore fishery management cannot take it into consideration. Photo: SARA ANDREOTTI

BELOW: Andreotti relied on the expertise of shark behaviour specialist Michael Rutzen of Shark Diving Unlimited to track down these elusive creatures. For the past 15 years, Rutzen's company has been taking tourists on cage-diving experiences to see great white sharks in their natural environment. He is also one of only a few people who free-dives with great white sharks to show that it is a myth that these animals are vicious and feed on human beings. Photo: ELSA HOFFMANN



Between 2009 and 2011 they collected nearly 5000 photographs of the dorsal fins of white sharks frequenting Gansbaai. The dorsal fin is like its unique fingerprint with a specific number of notches on its trailing edge. Andreotti manually and systematically organised the photographs into a database according to each individual's unique fin notch code, specifically documenting the date when the same individual was sighted again. Photo: SARA ANDREOTTI



ABOVE: The fieldwork kept Andreotti and Rutzen busy for six years, sometimes living at sea for up to two months at a time. They had to make sure the sharks came close enough to the boat to take a clear picture of their dorsal fin and collect a biopsy for genetic analysis. The sampling technique consists of poking the sharks with a small sterilised biopsy sampler, an operation that is rarely noticed by the sharks. Photo: ELSA HOFFMANN

## SWIMMING WITH SHARKS

Videographer Stefan Els shares his experience of one of Sara Andreotti and Mike Rutzen's great white shark excursions.

I met Sara Andreotti and Mike Rutzen only a few days before I had my first shark cage diving experience.

It was a couple of weeks before the press conference in which their research on the shark population were to be revealed. I was invited to shoot some video footage.

On arrival in Gansbaai, I joined a couple of tourists and we were given a short but clear safety briefing by the Shark Diving Unlimited crew. We hopped onto the boat and within 10 minutes from leaving the shore we dropped anchor. Chum was mixed and thrown overboard to attract the sharks, and the cage was

dropped into the water. We got into our wetsuits and within a few minutes someone shouted, SHARK!

At that moment the adrenaline started pumping. This is it; I've wanted to experience this for such a long time – from the safety of a boat or cage, of course! There it was, two metres from the boat, the first great white shark I've ever seen. Experiencing the shark so close changed my perspective on it: in a moment the once feared animal became a revered animal.

I spent most of the time on the boat taking footage of the sharks as they went for the bait. When all the tourists had their chance in the cage, I got my opportunity to jump in. I dropped into the cage with my GoPro on my head and had a fantastic encounter with a majestic shark.





# DOCTORS MAKING AN IMPACT

Each year, Stellenbosch University awards doctoral degrees for research that has a huge impact on society. Here are a few unique research projects which made us sit up and take notice this year.

By ALEC BASSON



## AMPUTEE SPRINTERS GO FASTER

Lower limb amputees competing in the 400m sprint could improve their chances of success by using stiffer prosthetics because they help improve sprinting economy for longer distance sprints and could theoretically lead to faster times, says **Dr Lara Grobler (photo)** of the Sport Physiology Laboratory in the Department of Sport Science.

Grobler's doctoral research focused on the mechanical aspects of Running Specific Prostheses (RSPs) and their effect on sprinting performance. She tested eight prosthetics on an athlete with a lower

limb amputation to determine the ground reaction force, the length of time during which the foot is in contact with the ground and the length of time the RSP is in the air after hopping off the ground, as well as the compression of the prosthetic throughout the contact time.

Grobler found that the ground reaction force of the longer distance sprint prosthetic was greater than the shorter distance sprint prosthetic and that stiffer prosthetics improve sprinting economy because of a decrease in contact time and neuromuscular fatigue.

## BATTLING AGAINST T.B.

Tuberculosis (TB), which kills thousands of South Africans each year, seems to be on the rise. However, it could soon be stopped in its tracks thanks to research by Dr Carine Sao Emani of the Department of Biomedical Sciences.

As part of her doctorate in Molecular Biology, Sao Emani found that preventing the TB bacterium from producing its own vitamin (ergothioneine) could be key in the battle against the disease because the organism needs this vitamin to survive. Laboratory experiments showed that when the microbes could no longer produce their own vitamin, they weakened and even died. They struggled to grow when their nutrients were depleted.

Blocking the ability of vitamin-producing enzymes could pave the way for the development of a new drug that will be effective against active and latent TB, especially in South Africa where 80% of the population has latent TB and where HIV, diabetes and obesity can lead to the reactivation of latent TB.

## HOW HEALTHY IS YOUR ORANGE JUICE?

Not all South African orange juices are equally healthy. It depends on where the oranges come from, what was added, which variety was used, and whether the juice was freshly squeezed or made from concentrate.

Dr Cindy Hunlun compared the content of frozen orange concentrate,

the juice that is eventually made from it, and freshly squeezed juice. The anti-oxidant levels – a measure of good health value – were also ascertained for each. Most orange juices made from concentrate had appreciably less health value than a glass of freshly squeezed juice which contained more anti-

oxidants. The health value of orange juice made from frozen concentrate is also affected by the extent to which it is diluted with the juice of other fruits. According to legislation orange juice may be diluted with, for example, apple, pear or grape juice, but may still be sold as 100% orange juice blend.

## AFRIKAANS MUSIC REFLECTS HISTORY

Popular music offers an interesting perspective on our country's history and the lives of ordinary people against the backdrop of significant socio-political changes, says **Dr Schalk van der Merwe (photo)** of the Department of History. He did research about the interaction between political events and popular Afrikaans music, focusing on how music recordings over the last 115 years have reflected South Africa's political history. His research provides examples of support for, and resistance against, the master narrative of Afrikaner nationalism as it existed for large parts of the 20th century. It also offers examples of how these values manifest today.



## STANDARDS FOR POTHOLES

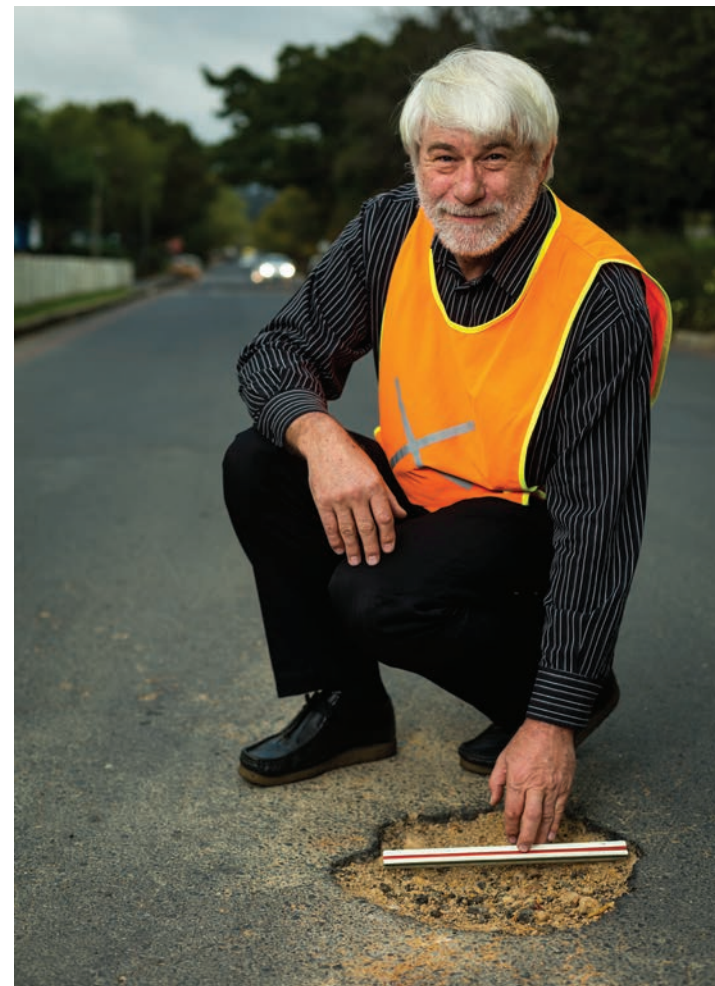
Potholes are a headache for many road users. Just ask drivers who have had to fork out thousands of rands or passengers who have been seriously injured because of potholes. Since potholes are probably the most visible road failure, maintenance standards must be implemented, says **Dr Louis Roodt (photo)** of the Department of Civil Engineering.

In his recent doctorate, Roodt proposed road maintenance standards for, among others, potholes, loose material on the road surface, and highway trees. These standards are important for road safety.

Roodt says in terms of current road assessment guidelines a pothole is described as dangerous if its surface dimension is greater than 300mm and its depth greater than 50mm.

Potholes with a diameter of 200mm and depth of more than 25mm should be repaired immediately to lower the cost and to prevent further deterioration.

Roads in good condition should be inspected every two years for potholes until weak sections are identified. Inspection frequencies must then be increased to once a month in the rainy season.



Photos: STEFAN ELS





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The Russel Botman bursary was established in 2013 and first awarded in 2016 to celebrate the rich legacy of this late former Rector of Stellenbosch University. To his widow, Dr Beryl Botman, a Matie alumna, this bursary is a way of making a difference in students' lives.

By **ILSE ARENDSE**

**Y**ou obtained your doctorate from Stellenbosch University (SU) in 2014. Tell us about your academic background.

After I matriculated from Crestway Secondary School in the late 1970s, I studied at the University of Cape Town. In the four years I spent there, I focused on my BA degree majoring in Afrikaans and Dutch and Sociology, followed by a diploma in Higher Education. My political awakening in the southern suburbs of Cape Town certainly influenced my decision rather to apply for a permit instead of enrolling at the University of the Western Cape. Those were extraordinary times characterised by protest action and exclusion. My generation certainly did not have the full experience of student life; you simply obtained your qualification and got out of there.

In my PhD dissertation, the educational philosophy of Paulo Freire, the South American educationalist, served as theoretical point of departure for my research. He developed from educationalist into a world-renowned philosopher in education.

**Who or what inspires you?**

I have many sources of inspiration. Apart from my parents, family and both primary and secondary school teachers, our principal at Crestway, Mr Yusef da Costa, was particularly inspiring. I doubt whether I would have pursued tertiary studies without his encouragement.

During my years as a student, I was also strongly influenced by iconic women such as Fatima Meer, Winnie Mandela and Theresa Soloman. Broadly speaking, my introduction to Paulo Freire certainly fuelled my inspiration in the field of education.

**Your late husband, Prof Russel Botman, who passed away in June 2014, believed in the next generation's potential as thought leaders for the future, as well as in equitable access to higher education. Do you share this vision?**

Russel was my closest conversation partner. Our vision for education and pedagogy is strongly linked to the future and based on hope as an educational issue. So, if we believe that education addresses the present with a view to the future, the next generation is of paramount importance. The realisation that man and specifically educators are in a sense "unfinished", continuously learning and developing, necessarily implies creating opportunities for the youth to develop into thought leaders. We must allow their leadership to take us further.

**How do you build on Prof Botman's legacy?**

Russel has a rich legacy, which we must preserve at all costs. I call him "the nominee". He never believed in applying for anything without having been nominated, possibly because he had a "calling" as minister of religion. As a result, he was nominated for nearly everything he embarked upon: senior lecturer, associate professor, professor, KKNK chairman, president of the South African Council of Churches, vice-rector and rector, to name but a few. To him, it was important to know that there were people besides himself who wanted him to take up a particular position, to not only remain connected with, but also accountable towards, those around him. His legacy is preserved and made available in various ways. His books, writings, documents and manuscripts

were donated to SU and are mostly kept in the library of the Faculty of Theology. The Russel Botman collection was recently launched by the Beyers Naudé Centre archive and is available for research. Then there's the imminent publication of a memorial book.

The Russel Botman bursary fund is another aspect of his legacy that demands a lot of our time. As the bursary committee, which includes Prof Elna Mouton, former Dean of Theology at SU, and our youngest daughter, Roxanne, we need to ensure that the fund grows, remains sustainable and is sensibly utilised.

**What are your goals for the future?**

I am currently associated with the Institute for Reconciliation and Social Justice at the University of the Free State in the capacity of postdoctoral research fellow. I am also busy preparing manuscripts for publication in academic journals and plan to rewrite and publish my doctoral dissertation. In addition, I would like to concentrate on the development of academic writing, and maybe tackle a literary work in future.

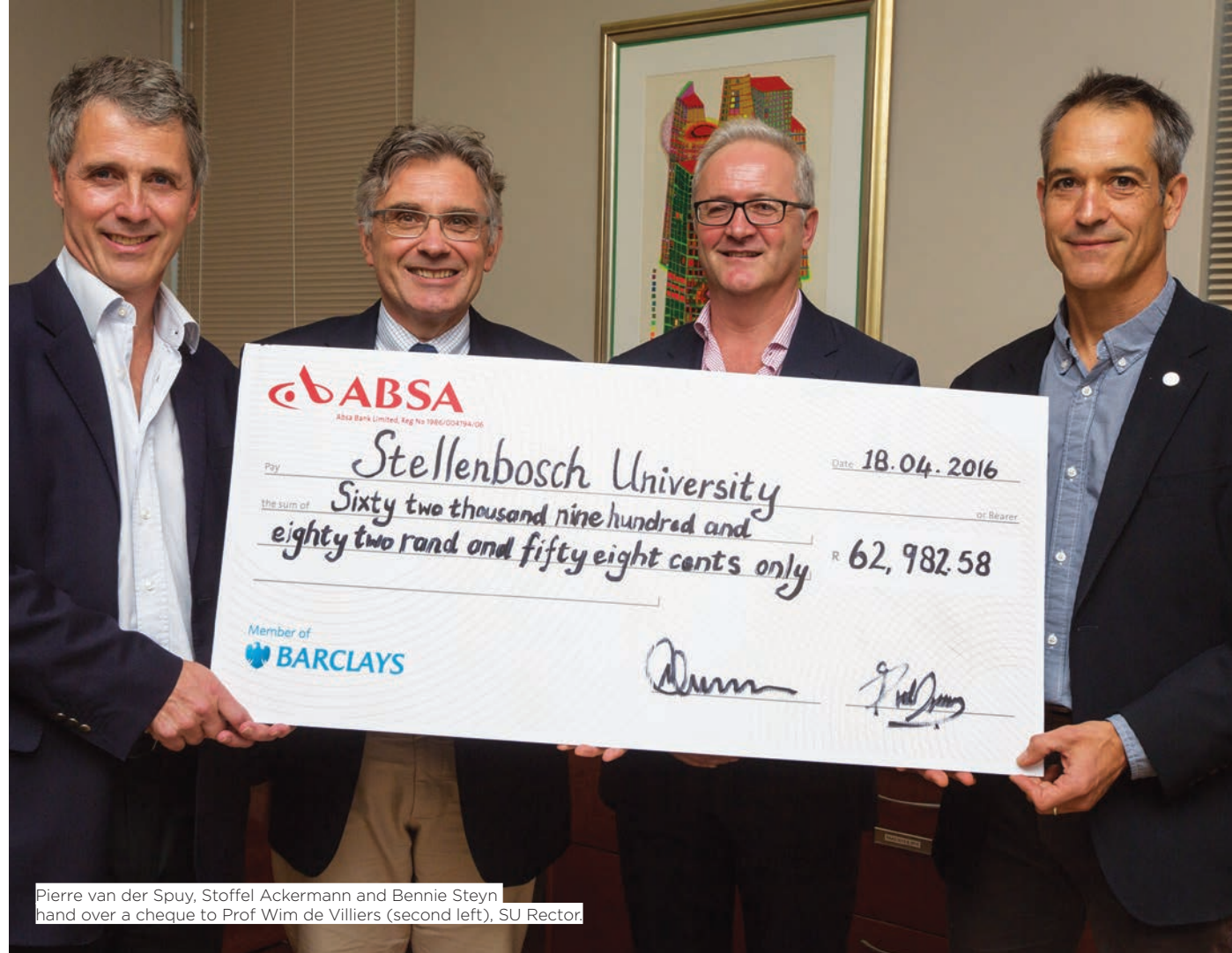
**What is your hope for the next generation?**

Today's youth have the enormous task of building a society that is better than, and different from, the one we used to have. I believe we must support them and afford them the opportunity to create something new, even if we disagree. My message to the youth is: Work towards a greater goal. Give it your all and embrace every opportunity for development and fulfilment. Be part of the project of creating opportunities for others, better opportunities than those you received. Keep on giving.

# CELEBRATING A LEGACY

Photo: STEFAN ELS





Pierre van der Spuy, Stoffel Ackermann and Bennie Steyn hand over a cheque to Prof Wim de Villiers (second left), SU Rector.

# YOUR CONTRIBUTION OPENS DOORS

Would you like to offer others the opportunity to follow in your Matie footsteps? Then do consider making a donation to the University's Maties4Maties Bursary Fund (M4M).

**T**he Maties4Maties Bursary Fund was established in 2012 by the Students' Representative Council (SRC) of Stellenbosch University (SU) as a top-up bursary that makes fairly small yet essential payments aimed at promoting student success.

SRC members contribute to the bursary fund from their honoraria, while other sources include the revenue from the lockers in the Neelsie and Study Centre, as well as projects such as the annual Sêr contest.

According to Shaun Stuart, Manager: Alumni Relations at SU, this fund

is the ideal way for alumni to make a contribution to their alma mater and share the unique Stellenbosch experience with others, particularly students in financial need.

"Financial aid in the form of bursaries is the only way in which these students will be afforded the best possible chance of achieving their full potential, and an opportunity to make a significant contribution to society one day. Your contribution – no matter the size – will make a difference in the lives of fellow Maties."

## YOUR CONTRIBUTION WILL MAKE A DIFFERENCE

Earlier this year, a group of SU alumni known as the Lusaka Maties dipped into their pockets and managed to raise more than R62 000 for the fund. This group stirred up controversy in 1989 when they visited Lusaka and Windhoek to meet with, among others, the then banned ANC. In June 2014,

members of the group attended a special 25-year reunion at SU.

"Following our reunion and having spoken to the then Rector, the late Prof Russel Botman,

we decided that we would like to contribute to a bursary fund to assist previously disadvantaged students with their studies at SU," said Stoffel Ackermann, advocate and a member of the Lusaka Maties.

Photo: STEFAN ELS

## HOW TO GIVE

Once you have decided which aspect of SU's ground-breaking work you would like to support, you can make a donation by cheque, direct deposit, credit card, debt order via electronic funds transfer (EFT) or online.

Our easy-to-use online giving platform (<http://t2000-05.sun.ac.za/donorPay/faces/formAlumniMain.jsp>) makes donating safe and secure. Your online donation will be handled by GivenGain, a secure payment gateway for processing online donations. An SSL encrypted (secure socket layer) link and non-storage of card authorisation information means that your data will never be compromised by third parties. You can donate to Stellenbosch University from the safety of your own internet banking account via EFT (go to [www.sun.ac.za/matieland](http://www.sun.ac.za/matieland) and click on "Donate"). Enter the name of the gift opportunity you wish to support in the beneficiary field (or equivalent) of your internet bank service.

## CONTACT

Please contact our Development and Alumni Relations office for further information on the various projects that you can support. Phone +27 (0)21 808 4020 or e-mail [alumni@sun.ac.za](mailto:alumni@sun.ac.za).

## TAX BENEFITS

Individual and corporate donors to Stellenbosch University receive tax benefits under South African income tax law. The amount of the deduction is capped at 10% of taxable income, which could present quite a sizeable tax saving. In the USA and UK there are options for donating to Stellenbosch University in a tax-efficient way. The full Rand value of your bequest is deductible in determining your net estate duty liability. Contact Hugo Steyn on +27 (0)21 808 3615 or e-mail [hugos@sun.ac.za](mailto:hugos@sun.ac.za).

## TYPES OF SUPPORT

You can determine when and how your gift to the university should be used. It could be provided for current projects or invested to provide a lasting legacy for generations to come.

Current-use gifts of any size can be made to the academic initiative, strategic objective, research programme, faculty, student residence or society of your choice.

These include:

- Stellenbosch University Bursary Fund
- Deans' Funds (in the faculty of your choice)
- Residences and Societies
- Operational costs (equipment and ad hoc human resource needs)
- Named research chairs (for the duration of the funding). A revenue-funded (current-use) research chair requires on average R2 million per annum to support a top researcher and his/her team.

Endowments are permanent funds that are invested to create a lasting resource that grows in perpetuity. The fund may be established in your name or in honour or memory of another.

These include:

- Stellenbosch Trust
- Named research chairs
- Endowed bursaries or scholarship funds
- Endowed Deans' Funds

The cost of endowing a research chair in perpetuity at a South African university falls in the region of R30 million to R38 million. This is based on certain assumptions for growth in the future.





# MORE THAN A BURSARY

To Grizelda Stuurman, the Die Vlake study bursary awarded to her earlier in 2016 is so much more than just a bursary. She sees it as a bequest from her parents and grandparents.

By **ILSE ARENDSE**

**T**eacher Grizelda Stuurman, who is currently studying towards her honours degree in education at Stellenbosch University (SU), is one of five beneficiaries of the very first awards from the Die Vlake Bursary Fund, which SU Rector Prof Wim de Villiers announced in his inaugural address in April 2015.

This bursary fund is a redress and development measure intended for the descendants of those who in the 1960s and 1970s were forcibly removed from Die Vlake, a residential area that was located adjacent to the Stellenbosch town centre and partially overlapped the University.

Stuurman is the only bursary recipient who has lived in Die Vlake. "I was born as one of eight children in Banhoek Road and started my primary schooling at James Hugo Memorial (the Rhenish school).

"The school building still stands, although it currently houses the Department of Home Affairs. My grandparents lived directly opposite the mosque, which today is the parking area for Pick n Pay."

Die Vlake was bounded by Muller,

Bird and Joubert streets, as well as Merriman Avenue. It was home to mostly coloured people, but they were removed in terms of the Group Areas Act in the 1960s. At the time, SU as an institution did not object and later proceeded to build some of its facilities on the expropriated land.

For decades, these removals and the Battle of Andringa Street did not form part of the official history of Stellenbosch. This was only rectified with the publication of *In ons Bloed (2006)* and *Nog altyd hier gewees: Die storie van 'n Stellenbosse gemeenskap* (2007), which put on record the history of the area with the University's support.

Stuurman says her family was forced to move to Cloeteville in 1970 and 1971. "I had to change schools, as we were not provided with any transport to

## RESIDENTS OF DIE VLAKTE DID NOT LET THEIR CIRCUMSTANCES GET THEM DOWN

still attend school in town. The people of Die Vlake were like one big family. We all took care of one another's families. This sense of community was lost and close friendships were broken up when families were moved to either Cloeteville or Idas Valley.

"But today, I am proud to say that the residents of Die Vlake were people of substance because they did not let their circumstances get them down. Despite the challenges, they continued to fight in order to offer their children a quality life, and a better future when grown up."

She says it was pure coincidence that the Die Vlake study bursary became available just as she applied to study towards her BEd Hons (Education Management).

"Apart from the financial benefit of having all my study expenses covered, the bursary is of sentimental value to me. My mother, Eunice Damon, passed away exactly a month before I was informed that I had been named one of the bursary recipients. Our parents

were the driving force behind their eight children's efforts to further their studies.

"My mother used to say that although she and my father would not be able to leave us large sums of money, we had to see our opportunities to obtain an education as their bequest to us."

According to Stuurman, the importance of bursaries cannot be overestimated. She wants bursary donors to know that they are not only investing in an individual, but in the future of our country. "Some of my fellow bursary recipients mentioned that they would never have been able to study without a bursary. With the sluggish economy and high unemployment rate, most parents cannot afford to send their children to a higher education institution. Bursaries ensure that more students gain access to further studies.

"I was awarded this bursary as a result of the injustice done to my parents and grandparents, and so many others. So now, I'm studying on their behalf, which to me is a great honour," Stuurman says.

## MORE ABOUT THE BURSARY

Up to five Die Vlake study bursaries are awarded each year to qualifying former residents of this area or their children and grandchildren. Current and prospective students who wish to register for an undergraduate or a first postgraduate qualification may apply. Applicants who no longer live in the Stellenbosch area, but are able to furnish proof of their parents or grandparents' eviction, will also be considered.

## S.U. PAYS TRIBUTE TO DIE VLAKTE

In 2013, SU opened the Memory Room in the Wilcocks building as a token of reconciliation between SU and the coloured community of Stellenbosch. The room is a contemporary exhibition space and is open to the public. It was the brainchild of the late Prof Russel Botman, then SU Rector.

The opening of the Memory Room was preceded by an apology by student leaders from the men's residence Dagbreek for the Battle of Andringa Street in 1940, when white SU students assaulted coloured residents of Die Vlake and damaged their homes.

As a result of the forced removals, the Lückhoff School in Banhoek Road ended up in the hands of the University. In 2007, the school building was symbolically dedicated to the community, and now houses various community organisations as well as SU's Social Impact Division. In 2008 and 2009, a permanent photo exhibition was installed in the building in recognition of former Lückhoff pupils who went on to become prominent role-players in South African society.

In 2015, an installation on forced removals in Stellenbosch was launched on the second floor of the Arts and Social Sciences building. It was officially opened on 12 November 2015 and is open to the public. The installation consists of panels (with narrative, pictures, maps and stories) that describe what happened when Die Vlake was declared a white area in 1964.



# NYUKELA!

“Nyukela” means “going up” in isiXhosa. And here are a few Maties who are moving up in their respective fields.



**Fatima Jakoet** is an airline pilot for South African Airways, heads a non-profit organisation, and now she can

add Harvard African Fellowship candidate to her resume. Jakoet, who completed an MBA at Stellenbosch University's Business School, says she is always seeking to develop and sharpen her leadership skills and enrich her knowledge base. So when the opportunity was presented to apply for the Harvard African Fellowship Programme, she saw it as the ideal time for self-development and to be able to represent South Africa at an international leading institution.



BCom graduate **Bevan Ducasse's** mobile payment platform, wiGroup, recently won the 2016 FNB Business

Innovation Awards, for using innovation to drive business growth. Ducasse is the founder and CEO of wiGroup, which is the dominant interface for mobile transactions across the formal grocery, health and beauty, cellphone and hospitality sectors, with significant coverage in fashion, petroleum and credit-based retailers.



Independent school operator Curro Holdings has appointed **Mari Lategan** to head all of its marketing

and communications across its six brands. She is a former publisher of the women's magazine division at Media24 and founder of the strategic business and communications consultancy In Context. Lategan, who is currently completing her PhD at SU, already holds an MBA from the SU Business School, an honours degree in journalism, and a BA degree.



**Matthew Haden's** company, The Recycler, was recently awarded the prestigious Sankalp Africa

Award, beating over 250 other African enterprises. These awards recognise the most sustainable and scalable social enterprises that are doing business. Haden started his company in 2014, offering professional waste management and recycling solutions for waste streams in Tanzania. He obtained a BA in International Relations from SU in 2011.



It took him more than a decade to get to the top echelon, but former SU Sport Science student **Warren Adams** believes

it is all about perseverance and a willingness to learn. In April 2016, this Matie alumnus was named the new strength and conditioning coach of the Springboks. Adams studied Sport Science at SU, where he achieved a master's degree.



**Dr Noel du Toit**, who completed his degree in Mechanical Engineering at Maties, recently teamed up with

NASA for an extreme underwater mission that involved living and doing research at the bottom of the Atlantic Ocean for eight days. During these missions, the astronauts (known as “aquanuts”) focused on evaluating tools and techniques being tested for future space exploration. The mission took place at the Aquarius habitat, an undersea research station off the coast of Key Largo in Florida – the last facility of its kind in the world.



Japie Otto, an SU alumnus who studied Engineering, and his wife Susan attended the first Homecoming Weekend in 2016.

## GEAR UP FOR HOMECOMING 2017!

Stellenbosch University's inaugural Maties Homecoming Weekend for alumni in March 2016 was a huge success and we are already preparing for Homecoming 2017, complete with a range of exciting activities tailor-made for Maties alumni.

By **SHAUN STUART**

**T**he 2016 Homecoming Weekend had something for everyone. Some of the highlights included a cocktail party with the Rector and Vice-Chancellor, Prof Wim de Villiers; faculty panel discussions on current and topical issues; the popular Dagbreek/Maties Street Mile; residence-specific events including Heemstede's 50th reunion; and an intergenerational discussion on the challenges and opportunities for student leadership hosted by the Frederick Van Zyl Slabbert Institute and facilitated by Prof Pierre de Vos.

So, we have a hard act to follow for our 2017 Homecoming Weekend. Here's what we have planned.

The 2017 Homecoming and Family Weekend will take place from 2 to 6 March 2017 on the Stellenbosch campus. We'll continue our partnership with the SU Woordfees, so be sure to claim your Homecoming Maties Alumni discount for selected Woordfees shows.

For those of you travelling from other parts of the country or internationally, be sure to make your accommodation bookings in good time as Stellenbosch is bound to be a hive of activity during that time.

We kick off with an opening concert in collaboration with Woordfees – a host of popular South African artists and musicians will perform live at Coetzenburg and we have reserved a

Homecoming VIP area just for you.

Interesting faculty discussions including, for example, the Economics and Management Sciences Faculty will host a panel discussion on the state of the economy and career choices for the world of work in 2050, whilst various other discussions and debates will be presented by the other faculties. Be sure to keep an eye out for this “Back to

### THERE WILL DEFINITELY BE SOMETHING FOR EVERYONE AT HOMECOMING 2017

Class” series of faculty talks.

There'll be an opportunity for alumni to engage in sporting and recreational events over the Homecoming Weekend. These include a North vs South Golf Challenge, an early morning family fun run at Coetzenburg or a mountain bike ride.

We'll also have a mini fanpark area where you can watch the Varsity Cup rugby match between Maties and Shimlas. Even though this is an away-game for our boys, get your maroon on to cheer them on!

The Alumni team is also putting together campus tours and a walking tour of Stellenbosch to see how much

has changed and how much is still the same – so be sure to book as these tours proved popular in 2016.

Class reunions are also on the agenda, so come and meet a current dean, previous deans, your old and new professors, and reconnect with some of your classmates who you may have lost touch with after varsity.

For example, the LLB class of 1995 is planning an exciting class reunion – if you would like to arrange a similar event for your class, please get in touch with us via [alumni@sun.ac.za](mailto:alumni@sun.ac.za).

There will also be residence reunions during the Homecoming Weekend, such as Huis Ten Bosch, which will be celebrating their 80th birthday.

And, in between, there are over 100 Woordfees events to pick and choose from – from music to art, debates to live radio broadcasts and other social activities. There will definitely be something for everyone.

Let other Maties know about Homecoming 2017 and follow our social media platforms and [www.matiesalumni.com](http://www.matiesalumni.com) for regular updates and our full programme of activities.

We look forward to welcoming you back to Matieland in 2017!

**For more information contact us on [alumni@sun.ac.za](mailto:alumni@sun.ac.za); tel +27 (0)21 808 9265; or interact with us on our social media platforms.**





## SHARE YOUR STORIES

Stories about Die Laan, the Neelsie, flunking subjects and acorns falling on your head – every single Matie has numerous anecdotes to tell about their student days at Stellenbosch University. In the run-up to SU's centenary, we are looking for the best stories about Matieland.

**Y**our time spent at university is said to be the phase of your life when you grow most and become you. This is where you meet lifelong friends, sometimes even the love of your life, and prepare for a profession you'll be practising for the rest of your days.

Those very important and life-changing events are accompanied by hilarious stories about nights on the town, missed assignment deadlines, and happy times at your "huisdons". Anyone who spent a couple of years in Matieland always has a good story to tell about their years in Stellenbosch.

So, why not share that interesting piece of news, funny anecdote or picture from your days as a student or staff member at Stellenbosch University with us? We are planning to create a platform where everyone will be able to share their stories, read others' and relive those formative years.

"In celebrating our university's 100th anniversary as an institution with full-fledged university status in 2018,

we will, amongst others, be compiling a database of news and anecdotes. We invite all alumni and former staff members to share their memories with us so as to colour in the past with everyone's experiences," says Prof Hester Klopper, Vice-Rector: Strategic Initiatives and Internationalisation, and SU management member primarily responsible for the centenary celebrations.

"As one of the most important elements of the celebrations, we will be using these stories, anecdotes and pictures of alumni and former staff members to tell the story of the university over the past 100 years in a more informal way. This information will be shared on a wide platform," Klopper adds.

From mid-2017, these memories will be systematically made available on various electronic media, where interested parties would be able to view them. Although the stories will be published then only, you may start sending your contributions now.

News items and pictures may be sent in various ways. In January 2017, a webpage will be launched that will specifically focus on the centenary. It will also contain a link where anecdotes, pictures or sound bites may be posted electronically. Please keep an eye on SU's website [www.sun.ac.za](http://www.sun.ac.za) for news on when this online platform will go live.

Information may also be e-mailed to [100@sun.ac.za](mailto:100@sun.ac.za) or posted to the Centenary Office, Private Bag X1, Matieland 7602. Should you opt for ordinary mail, kindly send us copies of your material, and not the originals.

More information on the submission of stories by alumni, former staff members and other stakeholders will be announced soon.

For enquiries, contact Centenary Project Manager Dr Barbara Pool on [100@sun.ac.za](mailto:100@sun.ac.za). Please also use this e-mail address for other inputs and proposals relating to the centenary.

**Turn to page 78 for more on the history of SU and plans for the centenary celebrations in 2018.**

Photo: STEFAN ELS

## IN MEMORIAM

As is customary, *Matieland* pays homage to alumni who have passed away. With regret, Stellenbosch University has received news of the passing of the following alumni.

**Dr CM (Cas) Bakkes** (90) from Paarl. Well-known historian and lecturer at the Military Academy in Stellenbosch and later in Saldanha, as well as chief director of the Institute for Historical Research at the Human Sciences Research Council in Pretoria since 1970.



**Mrs A (Adrienne) Cillie (born Oosthuizen)** (79) from Wellington. Former resident of Lydia. Diploma for Teachers of Special Classes (1956). Taught in Middelburg (Cape) and later in Wellington.

**Mrs E (Elme) Coetzer (born Van Heerden)** (60) from Worcester. Former resident of Erica. BA (1979), HED (1980). Worked at the Department of Health in Worcester.

**Mr PD (Piet) du Toit** (74) from Langenhoven Park. Former resident of Dagbreek. BA (1962), SED (1963).

**Dr LC (Leon) Ferreira** (82) from Sedgefield. BSc (1955). Worked at Sasol for 44 years.

**Mr CE (Gene) Fivaz** (81) from Centurion. Former resident of Dagbreek. BSc (1954), MSc (1956). Worked as metallurgist at Rand Mines following two years as lecturer in the Department of Physics.

**Mrs MG (Maryke) Fordyce (born Van Wyk)** (51) from Christchurch, New Zealand. Former resident of Minerva. BSc (1985), HonsBSc (1986), HED (1987). Taught in Springbok and later in Christchurch, New Zealand. Director of the Risingholme Community Centre for Adult and Community Education. Received the 2010 Charlie Herbert award for adult education.

**Mr JJCG (Jo) Gevers** (84) from Bree, Belgium. MDram (1964). Lectured performing arts at SU from 1962 to 1965. Later associated with, amongst others, the Theatre Arena in Ghent, Belgium, as well as the University of the Free State.

**Dr EJ (Eduan) Hay** (83) from Wellington. Former resident of Huis Marais. BA

(1952), SED (1953). Taught in Kimberley and Pretoria. Returned to Stellenbosch for theological training in 1957. Also sang in the choirs of both SU and the Theological Seminary, and was actively involved in student affairs as house committee member for PSO and chairman of the SCA. Was admitted as minister in the Dutch Reformed Church in 1962. Retired in 1997.



**Prof CA (Chris) Kapp** (69) from Stellenbosch. BEd (1972), MEd (1980), DEd (1983). Well-known education expert associated with SU. Research fellow and professor emeritus at the Centre for Higher and Adult Education, which he established in 1996.



**Prof PH (Pieter) Kapp** (76) from Stellenbosch. Former resident of Dagbreek. BA (1958), HonsBA (1959), SED (1961), MA (1966), DPhil (1975). SU professor emeritus of history, author as well as former president of the SU Convocation. Member of governing board of the Huguenot Society of South Africa. Made a significant contribution to unlocking and promoting the history of the Huguenots in South Africa.

**Dr MM (Tökkie) Liebenberg (born Glass)** (69) from Potchefstroom. BA Social Work (1966). Also studied psychology and plant pathology at the universities of the Free State, North-West and South Africa.

**Mr E (Gene) Louw** (84) from Parow. BA (1956), LLB (1960). Former minister of defence and public works. Chairman of SU's Students' Representative Council in 1957.

**Dr U (Ulrike) Radzewitz** (59) from Vanderbijlpark. Former resident of Huis Fransie van Zijl. MBChB (1980). Had a long-standing medical practice in Vereeniging.

**Dr K (Kobus) Serfontein** (57) from Stellenbosch. PhD (2010). Served as head of Leadership Studies at Stellenbosch University's Business School.



**Rev SS (Fanie) Smit** (80) from Johannesburg. BA (1960), LicTheol (1965). Presented RSG's programme *Loof die Here* for 44 years. Minister at the Dutch Reformed church in Birchleigh from 1970 to 1973. One of the first TV directors in South Africa.

**Ms M (Dene) Smuts** (67) from Kenilworth. BA (1970), HonsBA (1971). Journalist and politician. Longest-serving female Member of Parliament, who served in five parliaments since 1989.

**Mr JC (Jacobus) Strauss** (87) from Sasolburg. Former resident of Dagbreek. BScEng (1949). Former city engineer at Sasolburg Municipality.



**Ms HM (Hedwig) Strijdom** (75) from Somerset West. Former resident of Sonop. BA (1960), SED (1962), HDL (1975), HonsBLib (1990). Taught in Piketberg and Beaufort West. Later associated with the National Library in Cape Town. Was involved in a wide range of charity projects in Somerset West following her retirement.

**Mrs SC (Sophia) Terreblanche (born Smuts)** (80) from Stellenbosch. Former resident of Lydia. HPED (1958). Wife of SU academic and economist Prof Sampie Terreblanche.

**Mrs A (Alwina) Van Noort (gebore Kok)** (67) from Stellenbosch. BEcon (1983). She started the first guesthouse in Stellenbosch, Dorpshuis (on the corner of Dorp en Weidenhof Streets), in 1991.

**Ms C (Caren) van Rooyen** (40) from Calgary, Canada. BA (1997), HonsBA (1999). Former resident of Huis ten Bosch.

**Dr WL (Wessel) van Wyk** (91) from Strand. Former resident of Dagbreek. BSc (1945). Worked at the Department of Mining for his entire career, inter alia as geological survey director, secretary of mining, and deputy general of mineral and energy affairs.



Please send information to [alumni@sun.ac.za](mailto:alumni@sun.ac.za) or phone +27 (0)21 808 2709/10.





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If you have reason **to celebrate, to meet, to launch or simply to get together in stunning surroundings**, the perfect venue is waiting to welcome you and your guests – at the University Museum.

Each of our five flexible spaces offers an affordable, high-character alternative to other commercial offerings in and around Stellenbosch.

The historic front foyer with its double-volume ceiling and dramatic woodwork accommodates 150 guests in comfort and style. It is the ideal function room for a book launch, new product release or important media briefing. Seating can be arranged to suit the function and number of guests.

The Lecture Theatre seats 40 attendees in classic lecture room style, with fixed desks and upright chairs, a podium, a lectern, a retractable projection screen and a data projector. The room is wired for stereo sound and cable microphone at the lectern. Internet is also available for clients from within the university. The Museum Courtyard is a novel venue idea. Perfect for all fresco functions such as a cocktail event, a traditional braai or a wine tasting. Can host up to 200 guests.

The back Foyer is a functional, elongated space, highly recommended as a food preparation space or serving area for functions taking place in one of the other venues. It could also be put to great use as a mini-exhibition room.

All of the venues offer a choice of audio-visual equipment, tables, chairs, podium and sound. The University Museum does not offer catering but recommends catering companies contracted to the University.



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# THE ART OF FORGIVING

Prof Pumla Gobodo-Madikizela has made it her life's work to research South African's uneasy past. On 1 February 2016, she took up the Research Chair in Historical Trauma and Transformation at Stellenbosch University to further understand the experience of trauma and its repercussions.

By **RENÉ-JEAN VAN DER BERG** and **JACKIE PIENAAR-BRINK**

It is 1996. An awkward truth for South Africa is locked away safely – sentenced to more than 200 years in prison. Now South Africans could forget about the evil deeds of a man dubbed “Prime Evil”.

But to Prof Pumla Gobodo-Madikizela, researcher of historical trauma, forgiveness and reconciliation, the testimonies before the Truth of Reconciliation Commission (TRC) by condemned apartheid criminal Eugene de Kock sparked her interest in a question that South Africans have been grappling with for the past 20 years: How do we reconcile, and what does forgiveness mean after so much violence, pain and suffering?

As clinical psychologist, Gobodo-Madikizela was involved in the hearings and testimonies of the TRC between 1996 and 1998, where she listened to the raw testimonies of perpetrators and the pain of survivors.

After De Kock's sentencing, she recorded 46 hours of interviews over three months with him from the Maximum C Correctional Facility in Pretoria – an experience that launched her research interest in forgiveness and reconciliation.

“That encounter turned everything I had learned about perpetrators, and about the nature of evil, on its head,” she acknowledges.

From these interviews Gobodo-

Madikizela wrote her book, *A human being died that night: A South African story of forgiveness*.

The book received several awards, including the Eleanor Roosevelt Award, the Christopher Award, and the Alan Paton Award. Recently, a theatre play based on the book was performed for the first time and has since been seen by audiences in South Africa, the UK and New York.

**OFTEN PEOPLE  
THINK WHEN THEY  
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Shortly after De Kock was granted parole in 2015, Gobodo-Madikizela said in a radio interview to the journalist Pippa Hudson: “Often people think when they forgive, you forgive and forget. That's not the point. Forgiving, in fact, I found is the wrong word. We are using forgiveness for a range of responses. What I find useful in this kind of work is to think about how people change, how people are transformed. In other words, to think about our empathic connection to people who are our former enemies; to

reach a place where both parties can see each other as fellow human beings. Somehow when a person expresses remorse – in the way Eugene de Kock has done – it opens a door for the different kinds of relationships to that traumatic past.”

[This interview is available at <http://bit.ly/GobodoMadikizela>.]

Gobodo-Madikizela describes her work at the TRC as an extraordinary opportunity, because as a clinical psychologist she is interested in understanding the experience of trauma and its repercussions.

“Before joining the TRC, I was engaged in doctoral research on ‘necklace murders’. As part of preparation for writing up my study, I spent a year at Harvard University as a guest of the Graduate School of Arts and Social Sciences, perusing archives of studies on perpetrators of Nazi atrocities.

“Responding to the invitation to serve on the TRC at the end of my stay at Harvard meant that I had to suspend my doctoral research. Having read extensively on the impact of the Holocaust on victims, and on the role of perpetrators and bystanders in Nazi Germany, serving on the TRC was a wonderful privilege and a unique opportunity to reflect on the impact of two different historical traumas. That experience redefined my doctoral research. It continues to define my

Photo: STEFAN ELS



# GETTING TO KNOW PROF PUMLA

career as the bedrock upon which my professional activities are based.”

Gobodo-Madikizela grew up in Langa township in Cape Town. “Although Table Mountain is clearly visible from Langa, I have no memory of seeing it during those years – or at least actually experiencing Table Mountain.”

When she went to Rhodes University in 1984 to study for her Master’s degree in Clinical Psychology, she had to apply for “ministerial approval”, and was the only black student in her class.

She started her career as a psychologist in the final days of the apartheid era, and eventually became a full professor of psychology at the University of Cape Town, and thereafter a research professor at the University of the Free State.

At the start of 2016, Gobodo-Madikizela joined Stellenbosch University (SU), occupying the Research Chair in Historical Trauma and Transformation.

It goes to the heart of the issues at the

**ALTHOUGH TABLE MOUNTAIN IS CLEARLY VISIBLE FROM LANGA, I HAVE NO MEMORY OF SEEING IT DURING THOSE YEARS – OR AT LEAST ACTUALLY EXPERIENCING TABLE MOUNTAIN**

forefront of current debates about what transformation means in the post-apartheid environment.

While focused on the South African context, the Chair’s research focus speaks to global questions of the transmission of traumatic memory in the aftermath of historical trauma, how societies emerging from conflict and violent oppression deal with the past, and the possibility of transformation and breaking intergenerational cycles of historical trauma.

“In our research we intend to go

**What is the best compliment you’ve received?**

Three award moments stand out. In the United States, being awarded the Eleanor Roosevelt Award at the former US First Lady’s home in New York; and the Christopher Award for *A human being died that night: A story of forgiveness* for “a book that speaks to the human spirit”. It was wonderful to be honoured at home for the book the following year with the Alan Paton Award.

**What makes you laugh?**

My two little grandnieces. They spend afternoons and weekends at my mother’s, and when I visit her in the Eastern Cape, they give me such joy with the funny stories they tell and enact. Another little girl who makes me laugh is Thandi of the *Madam and Eve* cartoon strip.

**What do you do in your free time?**

For me, “free time” often rolls into my work time. I very much enjoy being back in Cape Town, for all the wonderful opportunities to enjoy opera and theatre. The Baxter, Artscape and Fugard theatres offer the kind of diverse arts and cultural life that I think is truly South African.

**If you could have dinner with three famous people from history, who would they be?**

Firstly, Noor Inayat Khan: I read about her for the first time in the private and enclosed section of our school library (at Inanda Seminary, a private school for African girls during the apartheid years) where books banned by the South African government were kept. She was a pacifist sent to Nazi-occupied France as a British spy working with the French Resistance during World War II. She was later captured and sent to the Dachau concentration camp just before the end of the war. Reportedly, her last words when she was executed were: “Liberté!”

**Then, Rosa Parks: for her courage in the American civil rights movement.**

**And Beyers Naudé: for his indomitable spirit, and disrupting the apartheid bubble. When I wrote my first book, his story was a great inspiration for my reflections on how individual and collective conscience can be silenced – and how it may be awakened.**

**Tell us about your parents and your son.**

My parents instilled a strong sense of self in me. Both my father (who passed away in 2002) and mother have a wonderfully generous spirit. I brought up my son as a single parent after my divorce shortly after he was born. He has a beautiful heart, and continues to face life with his own struggles and challenges.



Prof Pumla Gobodo-Madikizela with Archbishop Emeritus Desmond Tutu, former chairperson of the Truth and Reconciliation Commission.

beyond theoretical debate in order to contribute to new knowledge production that will inspire public consciousness about the vexed relation of historical trauma, memory and contemporary experiences of humiliation in the post-apartheid environment. In this sense then, our research and public engagement will enhance not only the humanities agenda, but also the nexus between humanities and society,” explains Gobodo-Madikizela.

What attracted her to her current job at SU was the opportunity to combine two areas of study that have been at the centre of her research for most of her academic career: the experience of trauma associated with gross human rights violations, and

**IN OUR RESEARCH WE INTEND TO GO BEYOND THEORETICAL DEBATE IN ORDER TO CONTRIBUTE TO NEW KNOWLEDGE PRODUCTION THAT WILL INSPIRE PUBLIC CONSCIOUSNESS**

how individuals and communities deal with, or “work through” (as they say in psychology), the memory of these horrific experiences.

“In all my work, I have tried to integrate the theoretical and the practical. What inspires me is the view that the goal of social science research is to advance one’s discipline within not only academia, but also having some impact on public debate and influencing audiences at the broader level of civil society. I bring this approach to SU. It is what continues to inspire passion in my work. During my tenure at SU, I hope to contribute to efforts to advance diversity and inclusion. This is not only a challenge in our university, but continues to be a central challenge in many other South African universities.”



# STUDENT SUCCESS THROUGH TECHNOLOGY

Stellenbosch University is increasingly making use of technology to open up the doors of learning and knowledge, and improve the academic success of students.

By **SONIKA LAMPRECHT**

**W**ith the adoption of the Information and Communication Technology (ICT) Strategy and the Teaching and Learning Strategy, both in 2013, Stellenbosch University has committed itself to the value placed on a technology-rich learning environment that could enhance the learning experience for all students.

Faculties each have Blended Learning Coordinators who, under the guidance of the Centre for Teaching and Learning, are encouraged to consider approaches where technology could be integrated into learning, teaching and assessment practices. From a pedagogical perspective it does, however, remain imperative that technology supports teaching and does not drive curriculum design, and therefore a blended learning approach is recommended.

In the Faculty of Engineering Dr Moira Bladergroen coordinates the blended learning initiative, currently consisting of some 22 projects. Video recordings play an important role in the new approach. Firstly, videos of demonstrations assist students with their preparation for practical sessions, ensuring that they arrive well prepared,

saving a lot of time during practical periods.

Lecturers also make videos demonstrating calculation and computation problems. Students who struggle may then watch the video several times until they grasp the concept. Lunch-time revision lectures for first-years are also videotaped and

## STUDENTS AGREE THAT THEY WOULD LIKE THE BLENDED LEARNING APPROACH TO CONTINUE

made available to students. Information on document cameras and PowerPoint presentations is also incorporated into these videos. Lastly, "vodcasts" of selected live lectures have been made on an experimental basis to determine the impact and sustainability.

All the information is placed on SunLearn, an online platform where students can access it easily. The faculty also keeps track of the success of this initiative by determining how many students make use of the videos,

how long they viewed it, and how often it was viewed.

Another handy tool for lecturers is the use of clickers in the classroom. This method of assessment is used to determine the level of understanding that students have of a particular concept while lecturers are still busy lecturing. The most common method of using the clicker tool is for a lecturer to have completed a portion of the lecture and then ask the students questions about the work that has been covered. Students' responses serve as an indication of their understanding and what needs to be revised.

According to Bladergroen it is evident from the existing data that students all agreed that they would like the blended learning approach to continue, since they find a number of benefits from it, including the opportunity to study in their own time and space and at their own pace.

"Initially we wanted to run the programme for two years only, to assess the impact of a blended learning approach on both lecturer and student; but the positive feedback from the students directs us towards the search for a long-term, sustainable and more feasible approach to using ICT in the faculty and tertiary institutions at



Dr Gareth Arnott of the Department of Chemistry and Polymer Science.

Photo: STEFAN ELS

large," says Bladergroen.

At the Faculty of Science, Dr Gareth Arnott of the Department of Chemistry and Polymer Science has been using YouTube as a means for delivering lectures and communicating with the students in his undergraduate courses. In 2012 Arnott was toying with the idea of using a video introduction for the (then) Chemistry 154 course. This course had just over 900 students split into five classes, so a welcoming message to the class using a video would enable him to introduce himself to the whole class on a personal note.

"At the same time I came to the realisation that lectures tended to be a lot of 'information-pushing' without the students engaging in problems. Some students were quick on the uptake, but many would still struggle no matter how well you thought you had explained something."

Arnott decided to provide a short, weekly wrap-up in video format so that students would have the opportunity to revisit the key concepts at a later time.

In 2012 Arnott was also teaching the third-year organic chemistry course, where a weekly test system had been

implemented. The concern was that placing the answers to the test online was not the most helpful option for the students. If the lecturer could show them where they were making mistakes, their learning processes might improve.

There was little time in class to do this, so YouTube was also used for this purpose. Straight after the class, Arnott would mark the tests and then immediately film the memorandum. The feedback on these memorandum videos was very positive.

In 2013 and 2014, the YouTube platform was used for a "flipped" classroom approach, a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class, while in-class time is devoted to exercises, projects or discussions.

"In principle I had hoped that the lectures could be used every year, but in practice some videos had to be redone as slight changes in the course and lectures had occurred. What has evolved is a more cohesive series of teaching videos that are short and to the point," says Arnott.

Every course has its own playlist. The videos were also edited to make them a bit more professional.

Opening the channel to the world has seen an exponential increase in people from other countries viewing the videos and posting comments and questions for Arnott.

He says that the videos are a tool to complement the course content. "It has been working for me; the students have been generally positive, but the videos are only meant to augment my class lectures, where more details are given and examples are worked through.

"For me this method works because I enjoy working with the technology and find pleasure in trying to make the videos better. For my colleagues these videos have other strengths which they bring to their teaching.

"But I think it is a wonderful complementarity to how we operate as a department and faculty."





Dewald Müller

# FOOD FOR THOUGHT

Bright ideas and sound business plans come together at the Nedbank Stellenbosch University LaunchLab. We visited just two of the successful foodie companies which had their roots on campus.



On a campus with slightly more than 30 000 students there are bound to be innovative business ideas floating about. What the Nedbank Stellenbosch University (SU) LaunchLab aims to do is to help young entrepreneurs to turn their ideas into successful businesses. LaunchLab is a business incubator offering budding entrepreneurs infrastructure and network services, as well as guidance from academic staff and leaders in the business world to help them launch their business ideas. It also offers these entrepreneurs mentoring and affordable rental rates in

an entrepreneur-friendly environment: a modern, almost warehouse-like space situated on the periphery of the Stellenbosch campus. The accelerator includes SU spin-off companies (formed in conjunction with the university) as well as student-owned enterprises, which function independently of the university but have access to the services in the business accelerator. Two entrepreneurs, Antoine van Heerden and Dewald Müller, made full use of all the expertise and services the LaunchLab has to offer in order to establish and grow their businesses. Van Heerden, who completed his

Engineering studies at SU in 2013, started ButtaNutt Tree Nut Spreads, while Müller, currently an honours student in Actuarial Science, launched Cuppa Campus. Müller's entrepreneurial flair has been widely recognised – he's been named one of the winners in LaunchLab's Pitching Platform competition, and received recognition at the Western Cape Premier's Entrepreneurship Recognition Awards. But where did it all start? When he started the business Biltong Broers as a Grade 4 learner at Robertson Primary

School? Or when he noticed students' habit of buying expensive coffee? Well, all of the above. Müller started Cuppa Campus in 2014 when he realised that he would be able to sell coffee at cheaper prices if he could persuade companies who offer services to students to advertise on the cups. Now he is exploring the idea of a cross-subsidisation marketing process that gives companies direct access to the lower income market while enabling this market to buy basic products at lower costs. "I used to think that entrepreneurship was about creating something that didn't exist and making money off it. But I realised it's about influencing the environment around you. How do you start a business that people want to be a part of?" Although being a student entrepreneur is not easy and he has had to learn to deal with red tape, disasters and failures, Müller firmly believes that if you walk out of university with only a degree, you have wasted your time. He enjoys the irony of studying a course that teaches you how to determine risk and avoid it. "And as soon as I walk out of class I jump off a cliff," he smiles. "When you're an entrepreneur you don't go into things half-heartedly."

## ButtaNutt

ButtaNutt Tree Nut Spreads, which Van Heerden launched in June 2015, is a natural foods business serving up a series of hand-crafted, authentic, high-quality tree nut spreads. He sources local almonds, macadamias and pecan nuts from small family farms and produces spreads which are not only delicious but full of health benefits and environmentally responsible. The company currently operates in two locations: the manufacturing plant in Cape Town and the management and distribution office in Stellenbosch. The range of tree nut butters is sold at various food stores, health and artisanal outlets, and farm stalls. Van Heerden attributes ButtaNutt's successes to the passion that the team has for this health-food start-up. "We wanted to surround ourselves with like-minded entrepreneurs and access to

Photos: STEFAN ELS



Antoine van Heerden



mentors. We found LaunchLab to be the motivating and inspiring space we were looking for," he says. Since its inception, ButtaNutt has been part of LaunchLab's Lift-Off Programme and, as a result, has enjoyed much growth in business and investor networks. Recent successes include becoming the exclusive supplier for health-food outlet Kauai. ButtaNutt has also been selected as a finalist in the Boost Your Biz

challenge to become a supplier for Pick n Pay. Van Heerden believes ButtaNutt's future is bright and exciting. "We have major growth plans nationally and want to expand into international markets as well. We're constantly innovating our products and packaging, and we're working on some exciting extensions in the plant-based food and beverage sector," says Van Heerden. • Visit [www.buttanutt.co.za](http://www.buttanutt.co.za).



# THE POWER OF WATER

Sprawled across the slopes of Papegaaiberg lies Enkanini with its population of about 10 000 residents, but with access to only 36 communal taps. Microbiologists from Stellenbosch University are piloting innovative rainwater harvesting technologies in the area to alleviate the pressure on municipal water delivery.

By **WIIDA FOURIE-BASSON**

**A**s Brandon Reyneke takes another sample from the small-scale rainwater harvesting solar pasteurisation treatment system installed a few metres outside the entrance to Victor Mthelo's dwelling, he says: "I enjoy the chance to get out of the laboratory and interact with the people involved in the project."

Since September 2015, the 23-year-old Reyneke and fellow students in

the water resources microbiology laboratory have been visiting three pilot systems in Enkanini once a month to collect samples and to check if the systems are still functioning.

Often they also take time to chat with the families involved.

This time Reyneke is alerted to the fact that, during the rainy season, the hole containing the solar pasteurisation system overflowed, with water running down into the shack immediately below.

"Initially we had a hard time finding enough space between the shacks, as well as a level surface, to install the systems," he explains. "The roofs of the shacks are also not strong enough to carry the system."

That is only one of the obstacles the water resources microbiology laboratory, under the leadership of Dr Wesaal Khan, are working on. Her laboratory is currently one of the primary laboratories in South Africa

focusing on the treatment of rainwater using solar technologies.

The South African government has earmarked rainwater harvesting as an alternative and sustainable water source in rural areas and urban informal settlements. But while the practice of harvesting rainwater has been around for ages, the technology has not kept up with our modern, more polluted, conditions.

"South Africans are familiar with the concept. But while communities in the Eastern Cape routinely use the rainwater for drinking purposes, our research shows that rainwater in especially urban areas is heavily contaminated with chemical and microbial pollutants," Khan explains.

In urban areas rainwater becomes contaminated with heavy metals due to air pollution from nearby industrial areas. Micro-organisms from the debris of plants and faecal matter from birds

and small animals on the roofs also find their way into rainwater tanks.

She warns that several micro-organisms isolated from rainwater tanks during their trials are associated with diseases such as diarrhoea, pneumonia and worm infections, amongst others.

That is why it is so important to develop cost-effective and sustainable technologies to disinfect the rainwater.

Khan recently completed a project for the Water Research Commission in which she tested various existing technologies for treating harvested rainwater.

The solar pasteurisation method, also called SOPAS, came out as the most reliable and inexpensive treatment system.

Khan's group is now working towards the installation of small- and large-scale rainwater harvesting treatment systems that will provide for the water

needs of a group of households in a specific area, or to local schools and clinics.

"The idea is not to develop an alternative to the drinking water supplied by municipalities, but rather to supplement existing services. After treatment, the rainwater can be used for washing the dishes, laundry and personal hygiene."

Their research is a combination of applied and fundamental science: "We want to make this technology work so that the community will use it. But we are also trailblazing new molecular methods in rainwater treatment that we are very excited about."

"We are one of the first laboratories in South Africa to focus on the large-scale monitoring of the chemical and microbial quality of rainwater. The bottom line of all our research efforts, though," she adds, "is to have an impact on the community."

## WHAT DO THE RESIDENTS SAY?

**61%** of the respondents were familiar with the concept of rainwater harvesting

**67%** were favourably inclined towards using rainwater for their daily needs

**77%** indicated they would use the water for bathing and cleaning their house

**65%** would use the water for cooking

**46%** would use the water for potable or drinking purposes

Source: Social perception of implementing a pilot Domestic Rainwater Harvesting (DRWH) Multi-Tank station in Enkanini, Stellenbosch WRC project K5/2368//3)







An artist's impression of the planned Learning and Teaching Centre.

# THE FUTURE OF LEARNING

In 2017, the building of a modern Centre for Learning and Teaching at Stellenbosch University will commence, thereby ushering in a new era in learning and teaching.

**T**imes have changed, and the ways in which students learn and lecturers teach are worlds apart from how it was done a mere 20 years ago. These days, technology ensures an array of learning experiences – the days of students sitting at their desks and listening to a lecturer are long gone.

With its new, modern Centre for Teaching and Learning, Stellenbosch

University (SU) is set to change to way in which Maties acquire and share knowledge. Thanks to a donation to the value of R50 million from Jannie Mouton, SU alumnus and founder of the investment management company PSG Group, this will soon become a reality.

The University, as well as the Department of Higher Education, has also made contributions to this project. But why a new teaching space and what

will it offer students?

“By 2015, SU’s student numbers had grown to 30 150 – all eager and hungry to make a success of their studies. This has implications for our facilities. We are facing mounting challenges in accommodating ever-increasing numbers of students in an environment that is invigorating and conducive to innovative thinking,” says Prof Wim de Villiers, SU’s Rector.

“This is where our envisaged Learning and Teaching Centre comes in. As a flagship infrastructure project, it will accommodate not only a large number of students but also offer them cutting-edge technology and the latest design to facilitate collaborative knowledge exploration,” De Villiers adds.

Prof Arnold Schoonwinkel, Vice-Rector: Learning and Teaching, explains that the model for instruction in university lecture halls is changing. “We are entering a new era where technology is playing a critical role in shaping our society. Gone are the days where students sit and listen passively to a lecturer standing in front of a class.

“Methods of teaching and learning have changed to ensure that students can be active participants in their own learning. Our goals are to more effectively nurture and shape the learning aspirations and experiences of students, create additional learning and teaching spaces to address the critical shortage in classrooms being experienced at present, and transform SU’s teaching landscape to manifest the university’s vision of moulding excellent graduate professionals for a better South African society and economy.”

The new Learning and Teaching Centre will be a space that enables improved student success. The traditional talk-and-chalk model has been superseded by peer- and self-directed learning, tablets in the

classroom, smartphone applications, personal learning environments and social learning spaces that require university campuses to move toward a new, dynamic learning experience.

Nestled between the Neelsie and the Polymer Science building on the Stellenbosch campus, the newly-anticipated centre will have a low carbon footprint while harnessing technology, facilitating group work and enhancing the overall learning experience. It will also accommodate more students than any other current teaching space on campus.

A modern learning space with an atrium, terraced seating and inviting lawns will create light and flow, providing a welcoming place for students while they tackle the latest theories and concepts. The centre

will have 350-, 270- and 150-seater flexible group-work classrooms where lecturers and students can adapt their environment to facilitate discussion and teamwork.

Triple-volume circulation spaces dotted with pause areas for interaction will connect the auditorium and computer classrooms.

This will minimise congestion and promote an effective learning and teaching space.

The gather-and-share communal space that will be adjacent to the main rooms is for breakaway discussions and peer-to-peer interaction. The undercover walkway will link the centre with other campus buildings and a restaurant will offer meals to keep students sustained and eager to learn.

Watch this space.

## IN A NUTSHELL

The new Centre for Learning and Teaching will be built on these three central principles:

**Future-proofed:** providing flexible spaces that foster group learning and discussion, useful for current and evolving teaching styles.

**Student-centred:** facilitating maximum participation for active problem-solving.

**Bold and creative:** moving beyond tried-and-tested teaching to energising, engaging and inspiring students and staff.



# LET'S TALK

Stellenbosch University's Language Policy is often subjected to scrutiny. But what exactly does this policy entail and aim for?

By **PROF ARNOLD SCHOONWINKEL**

**W**hen Stellenbosch University's new Language Policy was adopted earlier in 2016, this again sparked fierce debate on Afrikaans at the institution, especially with allegations of English being promoted to the detriment of Afrikaans. It is time to put an end to these misconceptions.

The expansion of the English offering for the sake of greater access does not mean the abolishment of Afrikaans as a language of instruction at Stellenbosch University (SU). Some critics maintain that language application is a matter of Afrikaans *or* English, whereas SU has for decades been following the approach of using both Afrikaans *and* English. The way it is implemented certainly differs from previous years.

Language usage cannot merely be measured in terms of the number of minutes lectured in either Afrikaans or English. The new Language Policy will be applied within SU's acknowledged blended learning model consisting of traditional lectures (talk-and-chalk) supplemented by interactive contact sessions, technological aids and simultaneous interpreting. The focus of language application has shifted beyond the lecture to all learning opportunities.

Some of the significant premises of SU's 2016 Language Policy are that language should promote access to SU and support the academic and career success of students and staff. Language use should facilitate pedagogically sound learning and teaching.

In short: The implementation of the Language Policy must ensure that the lack of proficiency in Afrikaans or English should never serve to exclude any student from SU's academic



offering, or any staff member from the University's activities.

According to our *Institutional Intent and Strategy*, broadening access is an approved strategic priority. One way to achieve such an objective is through the effective implementation of multilingualism. "Broadening", however, does not mean that Afrikaans-speaking students, academics and other staff have a lesser place at SU.

Indeed, SU has a historical association with Afrikaans. The donation by philanthropist Jan Marais in 1918 was intended to be used to

establish a university where Afrikaans could develop as an academic language alongside Dutch. One could even argue that an Afrikaans university was established as a countermeasure for higher education in two colonial languages, Dutch and English.

That was nearly a century ago. SU is preparing for its centenary celebrations, and plans to acknowledge this heritage in an appropriate way. But the world, South Africa, the higher education sector and the students of 2018 have come a long way since 1918.

• Visit: [www.sun.ac.za/language](http://www.sun.ac.za/language)

## IT WORKS LIKE THIS



### How will the new Language Policy be implemented in practice?

In undergraduate modules, Afrikaans and English will serve as the languages of learning and teaching. Where reasonably practicable and pedagogically sound, separate Afrikaans and English lectures will be presented for large groups, although tutorials and practical sessions will again involve students from both language groups.

In lectures using both Afrikaans and English, all information will be conveyed in at least English, also supplemented with a summary or emphasis of facts in Afrikaans. Questions are answered in the language of the question. Simultaneous interpreting will be available during each lecture in first-year modules. In further years of study, interpreting will be provided at a faculty's request.

Single-medium undergraduate lectures are allowed only where justified by the nature of the subject matter, where the lecturer is proficient to teach in one language only, or where all students in a class group unanimously vote for one language by ballot paper. For at least the first year simultaneous interpreting into the "other" language will be available.

Students will be supported further in both Afrikaans and English, via consultations in office hours, routine tutorials and practical sessions, information and communication facilitated learning (audio and video recordings) and the service offering of the Language Centre.

All compulsory reading material will be made available in English, and will be provided in Afrikaans also (excluding published material). SU's module frameworks and study guides are still available in both languages. In undergraduate modules, test and exam papers as well as other assessments are set in both Afrikaans and English, and students may complete all assessments and written work in either Afrikaans or English. The multilingual model also supports Afrikaans students

### OUR POINT OF DEPARTURE IS KNOWLEDGE TRANSFER IN MORE THAN ONE LANGUAGE

who in the first study year have not yet mastered English at an academic level.

By their final year they will be able to hold their own nationally and internationally. For students with Afrikaans as preferred language Afrikaans will be applied amply and practically in all three language modes. Although all information will be conveyed also in English, Afrikaans is not pushed to the background. Our point of departure is knowledge transfer in more than one language, focused on the needs of our students.

SU promotes the academic potential of Afrikaans through teaching; research; symposia and short courses, courses in Afrikaans language

acquisition; supporting language teachers and hosting guest lectures in Afrikaans; developing academic and professional literacy in Afrikaans; supporting reading and writing development in Afrikaans; providing language services such as translations, editing and document design of Afrikaans texts; developing multilingual glossaries that include Afrikaans; the SU Woordfees, and popular science publications in the general media.

SU is committed to promoting isiXhosa where reasonably practicable, through short courses in basic communication skills for staff and students, career-specific communication, discipline-specific terminology guides and phrase books.

### How does SU ensure that its Language Policy is correctly implemented?

Each faculty drafts a language implementation plan – aligned with the Language Policy – for approval by Senate, and annually reports on compliance. The Vice-Rector: Learning and Teaching annually also reports to Council on the faculty feedback. Council retains its oversight role and approves the Language Policy with the concurrence of Senate.

### How will a student know in which language a particular module is presented?

Language combinations for modules will be published on faculty webpages and in the relevant module frameworks.

For its second century SU is well positioned to be accessible to the best of all students, also for Afrikaans students.



# A BRIGHT BURSARY IDEA

Against the backdrop of controversy surrounding the cost of higher education, Stellenbosch University's Faculty of Economic and Management Sciences has come up with an innovative bursary scheme to make tertiary education a reality for more students.

By **PIA NÄNNY**

It takes some doing to juggle a heavy workload, tests, exams and adjusting to student life. But at least, thanks to the Project Zero initiative, a group of students in the Faculty of Economic and Management Sciences at Stellenbosch University (SU) do not need to worry about their student accounts.

This initiative is aimed at reducing the cost of studying at SU to zero for talented students from previously disadvantaged communities. Project Zero bursaries, along with the University's recruitment and merit bursaries, cover the student's full university account. Based on academic merit, the bursary is offered to black, coloured and Indian (BCI) students, half of whom come from communities with the lowest socio-economic status.

Prof Stan du Plessis, Dean of the Faculty of Economic and Management Sciences, explains: "The total cost of studying towards a BCom degree is approximately R100 000 per year, of which some 40% constitutes the programme fee.

"We started to notice that a group of talented students end up with large student accounts every year, with balances of between R30 000 and R40 000. These students would have typically received a recruitment bursary that covers their programme costs. Some may have also received a merit

bursary, which covers a further portion of the account.

"Unfortunately, that still leaves about 35% of the account unpaid, which becomes a source of great worry for these students. The Project Zero bursary now shifts the student's financial risk to the Faculty. We literally go and source the funds. The Faculty has a greater capacity for carrying this risk than a student from a poor community. We provide peace of mind so that the student can focus on his or her studies and graduate successfully," Du Plessis says.

After all, he says, previously disadvantaged communities are the ones who stand to benefit most from having graduates in their midst. "This initiative forms part of our vision for social impact. It is a powerful intervention because it offers a unique opportunity, which students from resource-poor backgrounds would otherwise not have had."

The aim is to award the bursary to 40 students every year.

What makes the initiative sustainable is that the Faculty's exposure per student is limited to that portion of the account not yet covered by other bursaries, whether it's R10 000 or R40 000, as well as the judicious awarding of bursaries. Only top academic performers qualify. The faculty collaborates closely with projects such as Rachel's Angels, a

mentorship programme in 25 partner schools, in order to identify potential recipients.

The first cohort of Project Zero bursary students embarked on their undergraduate journey at SU in January 2016. Most of the students who accepted the bursary offer have registered for a degree in actuarial science or accounting.

Courtney Alexander, who matriculated at St Joseph's Marist College in Rondebosch in 2015, could not believe her eyes when she received the e-mail notifying her that she had been selected as a recipient of a Project Zero bursary. "I called my mother to come and read the e-mail because it just seemed too good to be true."

Courtney discovered a passion for accounting in Grade 10 and decided to become an accountant. The Project Zero bursary not only helps her realise this dream, but also lightens the financial burden on her mother, a teacher and single parent since

Courtney's father passed away.

Even at school, Courtney's studies were her priority. "I knew that hard work would open doors," she says.

To Lionel Gordon too, a bursary was the only hope. This former learner of Bernadino Heights High School in Kraaifontein, as well as former member of the Rachel's Angels programme, knew he wanted to study actuarial science, and that SU was where he wanted to go. "I hoped to be offered a bursary because that was the only way in which I would have been able to study here," he explains.

Shortly before his final Grade 12 exams, he received notice that he had been provisionally selected for a Project Zero bursary, provided that he achieved an average of 80% or more in the exams. "That gave me even more reason to give it my all," says Lionel, who went on to achieve seven distinctions and an average of 90%.

One day, he hopes to plough back and contribute to the Project Zero bursary



Prof Stan du Plessis, Dean of the Faculty of Economic and Management Sciences, pictured with Courtney Alexander and Lionel Gordon.

so as to assist others who, like himself, would otherwise not have been able to afford to study at SU.

According to Du Plessis, there is no such thing as too small a donation or contribution: "Of course, we are extremely grateful towards donors who contribute large amounts, but we would also like to establish a culture of regular, small donations. The interest shown in this project thus far has been very encouraging," he says.

"The Faculty would like to assist more students, but if one is to make a critical intervention, it's sometimes best not to spread your resources too thinly, but rather concentrate them to achieve maximum impact.

"In a time of immense financial pressure on universities, we cannot recklessly hand out bursaries left, right and centre. We have to be able to support those students with the best chance of success up until the end."

In 20 years, the ideal would be for the Project Zero bursary to have adopted other criteria for identifying potential bursary recipients.

"A bursary always responds to the needs of society. We would have surely failed as a society if this urgent need has not been alleviated at all in 20 years," he argues.

"We would have liked to give more. This initiative is but a drop in the ocean. But it's an important drop nonetheless."

## YOU CAN HELP

Funds can be earmarked for the Project Zero initiative. Contact the faculty manager, MJ Brooks, on **+27 (0)21 808 2078** or **mjb Brooks@sun.ac.za** if you wish to contribute.



# PEOPLE-CENTRED CHANGE

Stellenbosch University's Division for Community Interaction has been renamed Social Impact. This, however, is much more than a name change, but signals a new way of thinking about the way the university uses its core functions to make a greater impact on society.

In April 2016, students, academics and members of management sat around a table to discuss what "social impact" means to Stellenbosch University (SU). The question on the table was: How can SU make an impact on communities in and around Stellenbosch, as well as society at large?

"The university's core business is the generation and transfer of knowledge that needs to be relevant to the society of which we form part. The way in which SU is managed must also be aimed at society – if not, we'll have no impact," says Dr Antoinette Smith-Tolken, acting head of the university's Division for Social Impact.

This division used to be known as Community Interaction up until 2015, but has been renamed Social Impact, which is one of SU's strategic priorities. For decades, community interaction has in one way or another formed part of SU's way of work – a good example being Maties Community Service, which was established in the 1960s.

But in 2004, SU formalised its community engagement and activities in a policy and plan. At the same time,

the Division for Community Interaction was established.

A number of flagship projects were initiated, which were partially funded by the university itself, and staff and students were encouraged to bring SU and its neighbouring communities closer together.

Smith-Tolken gives credit to her predecessor, Dr Jerome Slamat, currently executive manager of SU's Rectorate, for having laid this foundation.

"We appreciate the way in which he did so over a period of 10 years. He has left a sound legacy – we haven't had to start from ground zero; there are existing structures and principles on which we can build."

With the drafting of the university's new *Institutional Intent and Strategy*, social impact was afforded an even bigger role in how the University would be using its core functions to make an impact on society, whilst also being open to society's impact on SU.

"This required us to pull up our proverbial socks to facilitate greater collaboration with other institutions and stakeholders in the respective spheres of society. Having social impact as part



First-year students paint a school as part of a Maties Community Service project.

**EVERYTHING WE DO MUST HAVE A DEEPER AND BROADER REACH. AS WE GENERATE NEW KNOWLEDGE, WE SHOULD CONTINUE TO ASK WHAT IMPACT IT WILL HAVE ON SOCIETY**

of a university's strategy has certain implications for the way in which society views the university," explains Smith-Tolken.

Having evolved from medieval times, 21st-century universities must be accessible and relevant to society. To SU, this means a sharper focus on the challenges facing our country, the continent and the world. These challenges are well defined in, amongst others, the National Development Plan and the United Nations' Sustainable Development Goals.

Smith-Tolken describes the concept of social impact as the mutual influence that occurs where people interact, which may be transformative and conducive to development and is based on a reciprocal relationship between SU and various stakeholders and role-players in society.

The Division for Social Impact manages these relationships by focusing on engaged scholarship, facilitating volunteer programmes

for students, staff and Stellenbosch residents, creating development opportunities for communities who were previously excluded from SU, and managing partnership categories based on reciprocity, collaboration and knowledge sharing.

According to Smith-Tolken, this affords everyone at SU – from students to staff – the opportunity to take part in social impact activities.

"Everything SU does must have a deeper and broader reach, and must be more visible. As we generate new knowledge, we should continue to ask what impact it will have on society," she says.

"Social impact must be part of SU's institutional culture. We still have a long way to go, but with the willingness and enthusiasm on campus, we can make a difference."

## FLAGSHIP PROJECTS

**Maties Community Service**  
Students volunteer their services in programmes tailor-made to suit various communities' needs.

**SciMathUS**  
A bridging programme for Grade 12 learners to improve their marks in mathematics and science in order to gain admission to tertiary studies.

**Community-based research**  
Communities become active participants and collaborators in SU's research projects.

**Youth Sport Development Initiative**  
Young athletes are discovered and developed through Maties Sport's school partnerships.

**Service learning**  
Students earn academic credits for community work.



# CREATING CHEMISTRY

Without proper laboratories and chemicals, less privileged schools struggle with the teaching of chemistry. But Dr Rehana Malgas-Enus, lecturer at Stellenbosch University, decided to make a plan.

By **WIIDA FOURIE-BASSON**

**G**rowing up in Beacon Valley on the Cape Flats, a teacher once remarked that no one from this neighbourhood would ever become a doctor, let alone obtain a PhD in chemistry.

Yet that is exactly what Dr Rehana Malgas-Enus achieved at age 28. Today, six years later, this Stellenbosch University (SU) alumna is a researcher and lecturer in the Department of Chemistry and Polymer Science at her alma mater, where she specialises in nanotechnology.

But this article is not about her or her research. It is rather about her passion to give something back, to inspire children from similar circumstances that they have a choice, that they can make something of themselves. Just as she did.

Shortly after her appointment at SU in 2013/2, she approached the then head of department, Prof Klaus Koch, with ideas for an outreach project. With the department and some funding on her side, the next step was to find out how best to achieve this ideal.

"I didn't want to force our project onto the community. So we first organised a meeting with teachers from local schools to understand what they needed," she explains.

The answer was unexpected, but crystal clear: "Please help us to comply with the CAPS guidelines," they said. CAPS is the acronym for Curriculum Assessment Policy Statements and entails a revision of the current National Curriculum Statements.

Since 2014, physical science teachers are expected to present and assess nine formal and 12 informal practical assessments per year for Grades 10 to 12. But the text books lack good examples of how to perform the experiments.

Add to that insufficient laboratory facilities, apparatus or even chemicals, and the odds are that very few learners ever gain any practical experience.

"Chemistry has the reputation of being difficult and obscure," says Koch. "Yet it is a very practical, tangible and fascinating science. That is why it requires a practical learning-by-doing approach if you want to arouse learners' interest in the field."

Trixie Niklous, a physical sciences teacher from Zeekoevlei High School in Lotus River, says 90% of the parents cannot afford the R1 500 annual school fee. "Most families do not know where their next meal will come from. We provide breakfast and lunch to our learners. There is no extra money to

buy chemicals for experiments."

So Malgas-Enus obtained the CAPS document, worked through it, and designed a series of CAPS compliant experiments for Grades 10 to 12 physical sciences. The next hurdle was to have the experiments approved by the Western Cape Education Department. Only then could the initiative, called SUNCOI (SU Chemistry Outreach Initiative), get off the ground.

"We had to make it worthwhile for the teachers and learners to give up their Saturday for chemistry. I believe this is one of the main reasons why the workshops are so popular," Malgas-Enus adds.

Since 2013, nearly 900 learners and 200 teachers have donned white lab

coats and spectacles to perform the prescribed experiments in several of the Chemistry Department's fully-equipped laboratories.

SUNCOI relies on a group of dedicated staff and postgraduate students in the Department of Chemistry and Polymer Science.

While Malgas-Enus takes care of the content, the senior technical officer, Jabu Lukhele, investigates the technical and practical feasibility of each experiment.

After many talks and changes, he takes the experiment to his colleagues, Peta Steyn, Moebarrick Bickerstaff and Kwezi Mbalo, to prepare it for the laboratory. Since 2013 the group has not missed a single SUNCOI workshop.

Photo: STEFAN ELS



physical sciences as a subject until Grade 12 has increased slightly since they became part of the initiative in 2015. Previously, the school contemplated dropping the subject because of a lack of interest.

Niklous, says the fact that Malgas-Enus comes from that community is a huge inspiration to her learners: "They see someone who comes from their community, someone who came to university and made something of herself. If she can do it, then why can't they?"

In order to reach even more learners, SUNCOI presents an annual workshop for physical science educators from high schools in the Metropole South and Cape Winelands district. And to address the problem of resources, the SUNCOI team also designed kits with the minimum amount of chemical reagents and basic lab consumables needed to perform the complete practical five times.

Looking back at growing up on the Cape Flats, Malgas-Enus says she was fortunate to have grown up in a safe and loving home: "Even though I grew up in Mitchells Plain, I never went to bed hungry or cold. After my father passed away in 2003, my mom's factory job kept us going. I worked hard to be where I am today because I knew how hard my mom worked for us."

She feels strongly that SUNCOI is not about recruiting learners for chemistry per se: "Rather, I'm using chemistry as a vehicle to show them that there are other ways to escape from the gangsterism and drugs. Realise that you have the potential and that nothing can hold you back."

"I can say it because I've been there. And if I could do it, so can they."



# SMART, SUSTAINABLE, STELLENBOSCH!

Sustainability is the buzzword of the 21st century and a major focus of Stellenbosch University. But how does this translate into practice? Recent developments which aim to further environmental sustainability on our campuses show exactly how.

**A**ccording to the World Commission of Environment and Development, sustainability is the ability to provide for current human needs and to enhance and develop quality of life without increasing the consumption of materials and energy more than the current support systems can tolerate.

So what exactly does sustainability mean for Stellenbosch University? "Sustainability is an indispensable element of the university's *Institutional Intent and Strategy*, says Dr Barbara Pool, Director: Projects, who manages the Sustainability Initiative.

"The university must be sensitive to the ecological footprint of our activities, for example in our research, as well as facilities, such as buildings, experimental farms and gardens, on the environment," she adds.

Sustainability also refers to the impact of activities on people, society and the economy. "This is particularly relevant for us as a university as our core functions of learning and teaching, research and social impact are all directed towards people," says Pool.

In response to these sustainability goals, the university runs numerous water-related, recycling, energy-saving and mobility initiatives. "In addition, we have a number of other exciting projects that are already bearing fruit, such as the conservation of mountain areas, regular tree planting initiatives, an 'eco walk' at our Tygerberg campus and the owl box project at the Stellenbosch campus," says Pool.

The Tygerberg campus is situated in what would have historically been home to Cape Flats Sand Fynbos (CFSF). However, rapid urbanisation has caused most of this type of vegetation to be eradicated, with only 15% left and only 5% in good condition.

When the student residence Ubuntu House was constructed on the Tygerberg campus, an opportunity arose to establish new landscaping around the building. After consultation with botanists from the City of Cape Town and Platteklief Heritage Site, a range of CFSF plants were identified for use in a new eco walk.

"The idea behind the eco walk is for campus users to be able to stroll or jog around the campus along a trail surrounded by local fynbos. So far, about 250m of the eco walk has been installed, and an estimated 1km will be available once stage 3 of the project is completed. The ultimate goal is for the eco walk to extend around the entire perimeter of the campus," says Meg Hamilton, Environmental Manager at SU's Facilities Management.

The same indigenous plant palette has been extended to all new landscapes on the Tygerberg campus and any new plants used are restricted to the list of species decided on in consultation with botanists from the City of Cape Town and Platteklief Heritage Site. In total, an estimated 5 030m<sup>2</sup> of landscape on campus is now indigenous to the area, firmly establishing Tygerberg's identity as a "green" campus.

Some of the plants that may be found in these fynbos areas on campus include proteas, restios, asters and ericas. Indigenous annuals and bulbs are also predominant during spring.

Besides the natural beauty of the fynbos, it also offers a number of advantages. The CFSF is naturally adapted to the local climate and therefore requires less irrigation in the summer months and can also manage the very wet winter conditions.

"The fynbos also adds to the biodiversity of the area by establishing a green corridor in a predominantly

urban area, thereby attracting birds and other fauna occurring naturally in the area. This results in less need for the use of pesticides, as the local fauna act as natural predators," she says.

Ideally, an ecologically sustainable campus is one where no chemical poisons are used to control pests. One solution to this dilemma is to increase the number of predatory birds on campus, thereby reducing the need for bait stations that are used to control rats, mice and other rodents. For this reason, the owl box project was launched at the Stellenbosch campus.

"Both spotted eagle owls and barn owls live and breed in the urban green belts that wind their way through the suburbs in most areas of the Western Cape. To encourage these owls to visit the Stellenbosch campus, 10 owl boxes were installed in 2012 and 2013 across the campus. The rationale was to provide breeding sites within the campus gardens for these birds," says Hamilton.

It is hoped that pairs of owls will eventually use these artificial spaces to raise their young, thereby contributing to the control of rodents and numerous insect species.

"Young owls reared in these boxes often return to the same area to raise young of their own. This characteristic, known as natal recognition, results in birds moving into the area where owl boxes are supplied," adds Hamilton.

While a few spotted eagle owls have been seen on campus, barn owls have yet to make their appearance. "The university's Sustainability Initiative has already delivered a host of benefits to the environment, people and our financial viability. Much work lies ahead, but, with the cooperation and enthusiasm we have experienced thus far, the university can look forward to a very long and sustainable future," concludes Pool.

The Eco Walk at the Tygerberg campus

Photo: STEFAN ELS



# FORMIDABLE PARTNERS

Stellenbosch and Leipzig universities have been in a collaborative partnership for nearly 20 years. When visiting the German institution, the many similarities between the two universities are evident.

By **WAYNE MULLER**

**L**ike many European cities, Leipzig's city centre has its fair share of centuries-old buildings and cobble-stone streets. But on the Augustusplatz, once the site of the university church (inaugurated in 1240), which miraculously survived World War II, but was destroyed in 1968 by the communist regime, one finds the imposing glass buildings known as the Augusteum and Paulinum.

Today, these impressive glass structures house Leipzig University offices, as well as a hall in the style of the Pauliner Church of old. The buildings also serve as a landmark in the city – similar to Stellenbosch University's distinctive "Ou Hoofgebou" (or Old Main Building).

Leipzig University is old indeed. It was established in 1409 and has over the past six centuries grown into one of Germany's leading academic institutions. But even though Stellenbosch University (SU) is some five centuries Leipzig's junior, the two institutions appear to have much in common. Like SU, Leipzig University too is spread across the central city, with a central square serving as a place for students to unwind and air their views, much like SU's Rooiplein.

But the similarities go much deeper than that. After the fall of the Berlin Wall in 1989 and the unification of Germany, Leipzig University – which

from 1953 to 1991 was known as the Karl Marx University Leipzig under the communist regime – had to reposition itself. This was the very era when South Africa embarked on its journey to democracy, similarly requiring SU to reposition itself.

Since 1997, these two universities have been building a partnership that today includes student and staff mobility, research projects, joint degree programmes and special academic appointments. Nearly 20 years later, SU is still Leipzig's only South African partner institution.

According to Dr Svend Poller of Leipzig University's International Centre, the search for a South African partner started in 1996, when a delegation from Leipzig visited the country. "In the 1990s, Leipzig University opened its windows to the world. At the time, South Africa was in a similar situation than Germany, although from a slightly different perspective. The keywords were societal transformation. That is why we decided on South Africa and SU as our partner in this transformation process," Poller explains.

Robert Kotzé, Senior Director of SU's Postgraduate and International Office, says the impact of the partnership on SU is especially felt at the institutional level, as it has resulted in new thinking about joint and dual degree programmes. It has also led to ties

## NEARLY 20 YEARS LATER, S.U. STILL IS LEIPZIG'S ONLY SOUTH AFRICAN PARTNER INSTITUTION

with other European universities, such as the universities of Graz, Ljubljana, Bologna, Utrecht and Antwerp.

To Poller, the success of the partnership goes beyond the programmes and projects in the various disciplines. "On the one hand, it's about a combination of institutional and sustainable collaboration, particularly with regard to joint degree programmes. On the other hand, however, it is also about a deep understanding of people, of friends, which has developed over the years. That seems to be at the heart of this partnership."

As highlights, both Poller and Kotzé mention the joint master's degree



Rita Griebenow and Mikail Barnard

Rita Griebenow and Mikail Barnard are two SU students who have had a student exchange experience at Leipzig in 2016.

Griebenow, who lives in Metanoia residence in Stellenbosch, spent a semester in Leipzig, where she worked on her master's degree in Engineering.

"It was an educational and enjoyable experience. Life in Leipzig is easy, but as a South African, you do miss the diversity and the openness with which we speak and address issues."

## A STUDENT EXPERIENCE

"I must admit, Leipzig is a quiet city in general – people are quiet on the streets – compared to the jovial South Africans," she says.

Barnard, who is studying towards his master's degree in Global Studies, also finds the exchange opportunity enriching.

He started in October 2015 and will be spending two years in Leipzig.

"It was extraordinary to spend Christmas here. And they do have some diversity, particularly in terms of music and the arts," Barnard says.

According to Jane Moros of Leipzig University's International Centre, they try to create a welcoming environment for international students.

in German as Foreign Language, the joint PhD in Global Studies by Stephanie Baumert, who wrote a thesis on internationalisation at SU under supervision of Prof Jan Botha, as well as various rector's visits and workshops.

"But it's not so much the highlights, but rather the continuity and variety of exchange programmes that make this partnership special," Poller says.

Campus debates on diversity similar to those currently happening in South Africa are also taking place at Leipzig University. The day before my departure from Leipzig, I took part in a panel discussion on diversity – the agenda included the role of women in academia, first-generation working-class children entering university studies, as well as the impact of Syrian refugees in Germany.

It turned out to be an insightful debate that foregrounded various views on diversity. Undoubtedly, SU and Leipzig University have a whole lot in common – very possibly due to our similar histories – which we will still be able to jointly debate and reflect on for years to come.





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# 60 YEARS AT A GLANCE

In 2016, Stellenbosch University's Faculty of Medicine and Health Sciences celebrated its 60th anniversary. Join us on a journey of highlights and achievements.

By **WILMA STASSEN**



## 1956

Stellenbosch University's (SU) Faculty of Medicine (as it was called then) is established. It was housed in an unpretentious building on the site of the Karl Bremer Hospital, which was also the training hospital for the faculty from 1956 to 1973.



## 1963

Stellenbosch University starts offering a BA degree in Nursing.

## 1966

Physiotherapy training at Stellenbosch starts in a single classroom on the Stellenbosch campus.

## 1971

The Faculty of Dentistry is established at the Tygerberg campus.

The first buildings are completed on the Tygerberg campus and were officially opened in 1975.

## 1974



## 1984

Former head of the Department of Obstetrics and Gynaecology, Prof Thinus Kruger, "conceives" South Africa's first "test-tube baby".



## 1961



The first group of 19 medical students graduate. In the front row, third from the right, is the then Rector of the university, Prof HB Thom, and to his right is the first Dean of the faculty, Prof Francie van Zijl. The Department of Occupational Therapy was also established in this year, making SU the first institution in the Cape to offer occupational therapy training.

## 1988

Training in speech-language and hearing therapy is established at the faculty.

## 1990

The Centre of Rehabilitation Studies is established by Prof Chris Wicht, the head of the Department of Community Health at SU at the time.

## 1991

The Department of Human Nutrition is established.

## 1999

A new MB,ChB programme is implemented, shifting the training towards addressing the healthcare needs of people within the socio-economic realities of South Africa.

## 2001

The Ukwanda Centre for Rural Health is established as a platform for the decentralisation of training for both the medical and allied health professions. Ukwanda's first service training facilities opened in Worcester in 2002 and have since expanded to include several other areas in the Western and Eastern Cape.



## 2003

The Centre for Tuberculosis Research and Education is established, and in 2004 it was renamed the Desmond Tutu Tuberculosis Centre when Archbishop Emeritus Desmond Tutu, who suffered from tuberculosis as a child, became the patron of the centre. At the time, Prof Nulda Beyers and Prof Paul van Helden became co-directors of the Desmond Tutu TB Centre.

## 2006

A restructuring exercise reduces the faculty's 33 departments to 10.



## 2000

The faculty establishes the Simulation and Clinical Skills Laboratory where students can practice basic skills on realistic anatomical models and computerised simulators.

## 2006

The Centre for Health Sciences Education (now called the Centre for Health Professions Education) is formed.



## 2012

A satellite campus opens in Worcester and serves as a hub for the Ukwanda Rural Clinical School. Seen here is the late Rector and Vice-Chancellor, Prof Russel Botman (left), celebrating with Prof Jimmy Volmink, Dean; Western Cape Premier, Helen Zille; and Councillor Basil Kivedo, the former Executive Mayor of the Breede Valley Municipality.

## 2015

The world's first successful penile transplant is performed by a team of surgeons at the faculty under the leadership of Prof André van der Merwe.



## 2016

The faculty celebrates its 60th anniversary!

## DEANS OF THE FACULTY

1956–1971: Prof Francie van Zijl becomes the first Dean of the faculty.

1971–1984: Prof Andries Brink

1984–1993: Prof HP Wasserman

1993–1995: Prof JP du Toit

1995–2001: Prof Jan Lochner

2001–2011: Prof Wynand van der Merwe

2011: Prof Jimmy Volmink is the current Dean of the faculty.





# WALKING TALL WITH CONFIDENCE

Although hip dysplasia limits her ability to move, it does not hinder Samantha Stander, a medical student at Stellenbosch, from taking part in running and cycling races.

By **WILMA STASSEN**

**D**efeating the odds is a daily achievement for Samantha Stander, a second-year medical student at the Faculty of Medicine and Health Sciences at Stellenbosch University (US). This 23-year-old was born with severe congenital developmental

dysplasia in both her hips – a condition that causes misalignment of the hip joint. Stander's condition is so severe that doctors told her mother that she would never be able to walk.

Today this determined young woman not only walks, she regularly takes part in running and cycling races.

Earlier this year she even completed two obstacle races, appropriately dubbed "The Grind", where she not only had to run 5km, but she also had to climb over walls, crawl through mud and swim through quarries (to name only a few of the 20-odd obstacles) to cross the finish line.

## PARTAKING IN SPORT AND SUCCEEDING IN IT HAS GIVEN ME A REAL CONFIDENCE BOOST

"The Grind [obstacle races] was definitely the toughest race I have ever done," recalls Stander, who hails from the Eastern Cape Town of Cradock.

"The obstacle course challenges every part of your body – your legs, your arms and even your mind."

Due to her hip dysplasia, Stander has limited function in her legs and movement is difficult and sometimes painful. Currently she can only run short distances and switches between running and walking when doing running races.

She was not allowed to partake in any sports while she was growing up and her body was still developing, and she

only became active in 2015 for the first time in her life.

"I believe that the only real disability is a bad attitude," says Stander in her bright and bubbly manner.

"I constantly convince myself that I have to finish the race, I have no excuse for not getting myself to the finish line, even if I have to drag myself to the end," Stander confesses.

She has now set her sights on the Cape Town Cycle Tour taking place in March 2017. This gruelling 109km road race is notorious for all its hills, including Chapman's Peak Drive, and Suikerbossie Hill in Hout Bay.

In preparation for the event, she cycles up to 100km a week and include at least 1 000m of hill training. She has already completed several shorter cycling races.

"I'm really enjoying the cycling. It puts less strain on my hips than running, but

it has other challenges," says Stander while showing off a grazed elbow and bruised knee from a recent mountain biking accident.

Once a week she also does ballroom dancing with the Maties Ballroom and Latin American Dance Society on the Tygerberg campus.

"Partaking in sport and succeeding in it has given me a real confidence boost," says Stander. "But I could not have done it without the support of all the people who believe in me – it makes it easier to believe in yourself."

She says she has also considered adding swimming to her repertoire of running and cycling, and in true Samantha spirit, has started toying with the idea of triathlon.

"The idea might be farfetched, but one year ago, so was the idea of running a race or doing the Cape Town Cycle Tour."

## WHAT IS DYSPLASIA?

Congenital hip dysplasia (CHD) occurs when a baby is born with an unstable hip due to abnormal formation of the hip joint during the early stages of foetal development. This instability worsens as the child grows. The ball-and-socket joint in their hip may sometimes dislocate (when the ball slips out of the socket).

The cause of CHD is unknown in many cases, but contributing factors include low levels of amniotic fluid in the womb, when a baby is born hips first, and a family history of the condition. Confinement in the uterus may also cause CHD or contribute to it.

In babies younger than six months CHD is treated with a harness that presses their hip joints into the sockets. The baby may wear the harness for six to 12 weeks, depending on their age and the severity of the condition.

If treatment with the harness is unsuccessful, the child may require surgery to manoeuvre the hip into the socket, or to lengthen the tendons and remove other obstacles before positioning the hip.

If the child is older than 18 months or didn't respond well to treatment, they may have to undergo surgery to reconstruct their hips.

Source: Healthline

Photo: STEFAN ELS



Lwazi Madi, Maties water polo player, takes an eye coordination test at the SU High Performance Sport Unit with the assistance of Grant van Velden of the Sport Technology Unit.

# CUTTING-EDGE SPORTING TECHNOLOGY

Advanced technology at Stellenbosch University's High Performance Sport Unit helps Maties deliver some of the best athletes in the country.

By **PIA NÄNNY**

**C**harl du Toit is a Paralympic gold medallist and world record holder. Mariske Strauss is the African mountain bike champion. Alexander Ham is part of an Olympic training squad for sailing. Justine Palframan is an Olympic athlete and world universities champion. Sasha Lee Petersen is an SA u-21 netball player. Lwazi Madi represents South Africa in water polo.

What do these sport stars have in common?

They are all IMAS (Integrated Medicine and Science) bursary recipients benefiting from Maties Sport's high-performance programme.

The idea of a High Performance Sport Unit as part of Maties Sport was first tested in 2012 and implemented two years ago.

This unit seeks to recruit and develop top athletes in both team and individual sporting codes, and to facilitate sport stars' academic success through a range of support programmes.

Sean Surmon, an alumnus of the Department of Sport Science at Stellenbosch University (SU), was officially named head of this unit in September 2016.

"Our goal is to follow a holistic and integrated approach to improve student athletes' performance and to optimally prepare them to compete. Assistance

primarily focuses on three key areas: sports medicine, performance enhancement, and empowerment."

Sports medicine affords student athletes in Maties Sport's high-performance programme access to services rendered by a range of sports medicine and healthcare providers.

The Campus Health Service, for example, offers a sports injury clinic, which student athletes of a Maties sport club may visit if they are struggling with a new injury sustained whilst training or competing.

In the field of performance enhancement, Maties Sport offers student athletes opportunities to improve as sportspeople. They have

access to the Maties Gymnasium, which boasts facilities for power training and physical conditioning.

The Sport Technology Unit is also used to ensure that training sessions are effective.

Empowerment refers to the holistic support rendered to student athletes, coaches and sport managers. One of the primary elements of this key area is the PACER (Persistence, Achievement, Commitment, Effort and Resilience) programme, which is rooted in the vision that student athletes' success should not only be measured against sport achievements, but also their academic progress, personal empowerment and community involvement. Student athletes have already attended various workshops this year focusing on study, thinking and thriving skills.

Student athletes get involved in the high-performance programme in one of two ways.

Top-performing athletes are identified for IMAS bursaries. An IMAS bursary differs from other Maties Sport bursaries in that it does not

## OUR GOAL IS TO FOLLOW A HOLISTIC AND INTEGRATED APPROACH TO IMPROVE STUDENT ATHLETES' PERFORMANCE

take the form of a financial boost on athletes' student accounts. Instead, the available resources are used to draw up a customised programme for the specific athlete, or to promote his or her performance. Top performers in any sporting code are nominated by their coaches, and the final awarding of bursaries is done by a selection committee. A total of 13 IMAS bursaries were awarded in 2016.

However, most student athletes benefit from the high-performance programme by competing in a high-performance sporting code. The identified high-performance sporting codes are athletics, basketball, cycling, hockey, cricket, netball, parasport, rugby, soccer and swimming.

Through their involvement in one of these sporting codes, students gain access to power training and conditioning programmes, thinking

skills training and the benefits offered by the Sport Technology Unit.

The high-performance sporting codes are expected to achieve one of the top three positions in university tournaments such as Varsity Cup, Varsity Sport or USSA.

It is no secret that Maties Sport seeks to be a dominant tertiary, national and international player in key sporting codes, to deliver world-class athletes, and to offer an excellent university sport experience.

"We want to support students to perform to the best of their abilities. This is our guarantee to student athletes: Join Maties, and you will improve.

"You will obtain a degree from a reputable institution, you will be able to practise your sport, you will receive support, and you will have fun," Surmon says.

Photo: STEFAN ELS

## TECHNOLOGY CONTRIBUTES TO EFFICIENCY

Managing a student athlete's physical workload at university level is very important to Maties Sport's High Performance Unit.

The VX Sport GPS athlete tracking system is one of various tools utilised by the High Performance Unit to ensure smarter and more efficient training for teams and athletes.

"The VX Sport GPS system enables us to measure how we play or train. Having access to the numbers and statistics affords us the opportunity to critically assess the efficiency of coaching provided to teams or student athletes," explains the Sport Technology Unit's Grant van Velden.

"Student athletes are first and foremost students and then athletes, which is why their academic responsibilities receive priority during the day. This leaves us with perhaps two hours' training time by late afternoon/early evening, two to three times a week. This limited contact time must be used smartly and efficiently. The statistics and numbers generated by the GPS units help us determine exactly what should be the focus of a specific training session, which can

then be designed so as to achieve those goals."

The High Performance Unit currently has 30 VX Sport GPS units, 15 of which are so-called "real-time" units.

"Real-time means that we can immediately see what's happening to a player on the field whilst competing. Immediate changes can then be introduced if a player starts showing signs of exhaustion or fails to achieve certain physical targets that he or she would normally achieve in a match or contest."

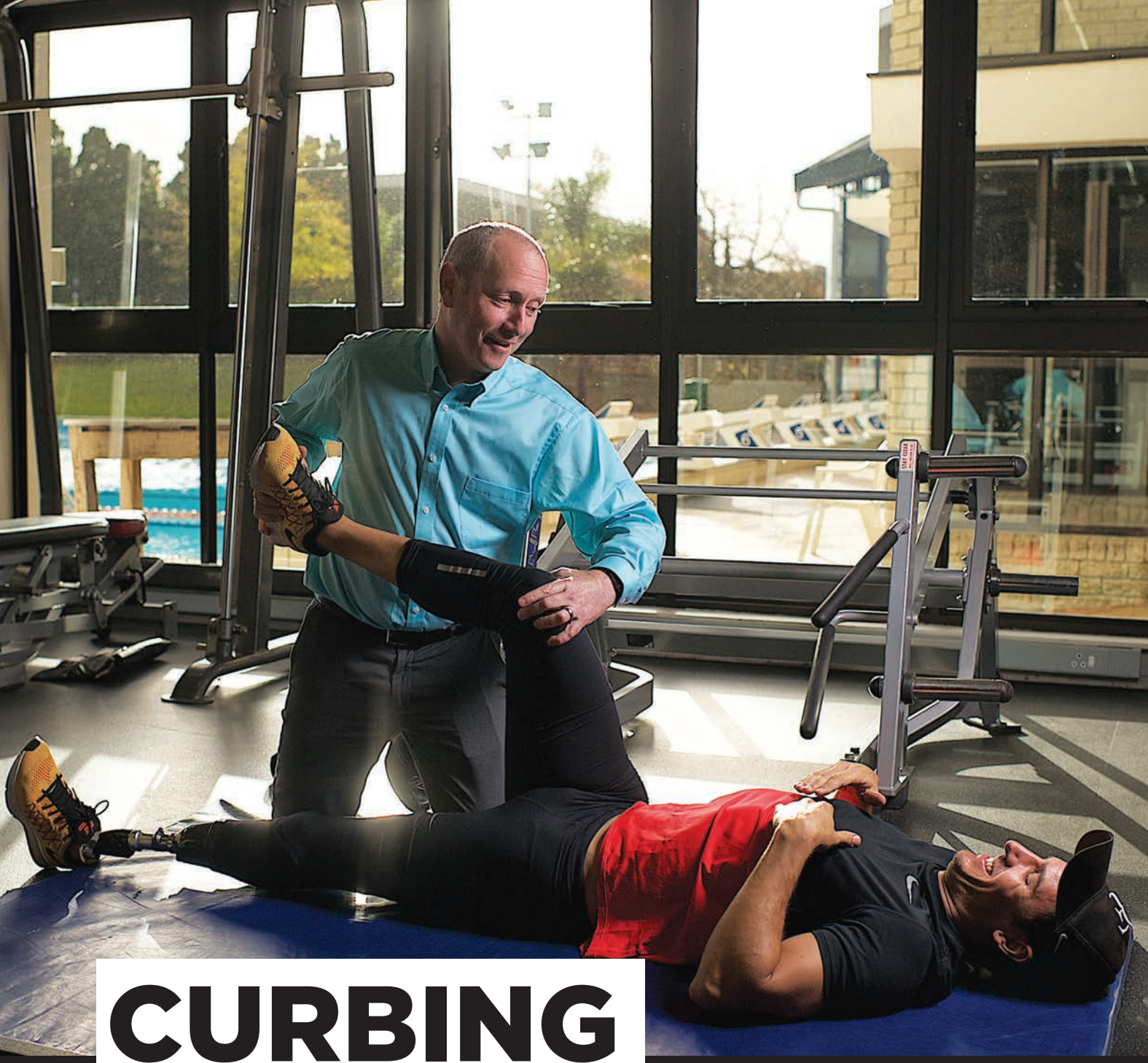
It is important for the GPS data to be interpreted along with video data.

"The GPS data can for example show that a player has run 9km on the hockey field – which is a lot – but then the video would show that this distance has been covered without having any significant impact on the game. Another player may have covered 7km only, but his or her impact on the game may have been more crucial.

"The statistics must be interpreted alongside the video data, which makes video analysis important in itself."

– Eunice Visagie





# CURBING INJURIES

The work done by researchers at Stellenbosch University's Institute for Sport and Exercise Medicine at the 2016 Paralympic Games in Rio de Janeiro will ensure that these athlete will stay healthy and suffer fewer injuries.

By **WILMA STASSEN**

**T**he Institute of Sports and Exercise Medicine (ISEM) at Maties is leading a group of international researchers studying the injuries and illnesses sustained at the 2016 Paralympic Games in order to make future events safer for athletes.

"By studying a large group of athletes like this – more than 3 500 athletes competed at the Rio Paralympic Games – we are able to discern risk factors for illness and injury, which allows us to put preventative measures in place," says Prof Wayne Derman, Director of ISEM at Stellenbosch University's (SU) Faculty of Medicine and Health Sciences.

ISEM has signed a memorandum of understanding with the International Paralympic Committee (IPC) to gather and analyse data on injuries and illnesses sustained at the Paralympic Games in Rio, as well as the subsequent Winter Paralympic Games in PyeongChang (South Korea) in 2018, and the 2020 Paralympic Games in Tokyo (Japan).

The study is being done in collaboration with Harvard University (America), the University of Brighton (United Kingdom) and the University of Pretoria (South Africa).

The research does not focus solely on sports-related injuries, but investigates all injuries and illnesses sustained and recorded during the Games, and that could have impacted on sports performance.

"An injury or illness doesn't have to be related to sport to impact on an athlete's performance. For example, a dental abscess or even influenza can take you from 'hero to zero' in a short space of time and ruin years of preparation," says Derman, who was involved in similar studies during the Sochi Winter Paralympics in 2014, and the London Paralympic Games in 2012.

Data for the study was collected through a web-based system, custom designed at ISEM. All doctors who accompanied athletes to the Games logged details of all the injuries and illnesses. In addition to measuring

the number of athletes affected (incidence), the system also tracked the duration and specifics of an affliction, and reported on injury and illness in

the number of "athlete days". This information also gives insight into the rates and severity of the injuries/illnesses sustained over the period of the Paralympic Games.

Similar studies into the previous Games have delivered interesting results.

According a study published in the *British Journal of Sports Medicine* (2013:47), athletes competing in football 5-a-side ("blind football"), powerlifting, and goalball sustained the highest number of injuries of all sports at the 2012 London Paralympics.

"The most injuries sustained with football 5-a-side were associated with foul play, and the most commonly injured body region was the lower extremity," says Derman, who was involved in this research.

The most common illnesses during the 2012 London Paralympics affected the respiratory and digestive systems, as well as the skin.

Derman also led the research into the incidence of injury and illness at the 2014 Sochi Winter Paralympic Games, which was recently published in a two-part series in the *British Journal of Sports Medicine* (2016).

"These studies showed that Paralympic athletes are at higher risk of injury and illness than Olympic athletes, and also that the Winter Games are more dangerous than the Summer Games," says Derman.

The incidence of injuries sustained at the Winter Games (26.5 injuries/1 000 athlete days) is more than double the incidence at the Summer Games (12.7 injuries/1 000 athlete days).

There was a significantly higher incidence of injuries (41.1 injuries/1 000

athlete days) with alpine skiing/snowboarding during the 2014 Winter Games at Sochi compared to previous Winter Games. The researchers

ascribed the high injury rate to warm weather conditions melting the snow.

"Our data inform sporting organisations, coaches and athletes of risk factors associated with winter sports for athletes with impairment. The identification of

these risk factors provides the basis for injury prevention programmes at the athlete, as well as at the organisational level," says Derman.

ISEM researchers are not only working to make the Games safer for all Paralympic athletes, they are also using their craft to improve the health and the performance of the Paralympic athletes in the Maties athletics team.

ISEM researcher and biokineticist, Dr Phoebe Runciman, has extensively studied the relationship between exercise and cerebral palsy (CP). Her research has shown that athletes with CP perform at the level of the side most affected by the CP hemiplegia (paralysis of one side of the body).

Therefore athletes should focus their training on strengthening the weaker side of their body to improve their performance.

Runciman's research further suggests that doing regular exercise from a young age is beneficial to people with CP, and will improve their strength, balance, mobility and other functions.

For her PhD, Dr Lara Grobler, studied the biomechanics of prosthetic running blades and is currently involved in the monitoring and training of Maties parasport athletes.

In addition to overseeing all this research, Derman is also the team doctor for the Paralympian team at Maties Sport.

**THESE STUDIES SHOWED THAT PARALYMPIC ATHLETES ARE AT HIGHER RISK OF INJURY AND ILLNESS THAN OLYMPIC ATHLETES**



From tattooed gangster to timid teenager – actor Dean John Smith, an alumnus of Stellenbosch University, has played diverse characters on the theatre stage. It's no wonder that his talent has impressed audiences and earned him some prestigious prizes.

By **NAUDÉ VAN DER MERWE**

**I**t's difficult not to notice Dean John Smith when he enters a room. And it has nothing to do with his physical stature but everything to do with presence.

Is it his youthful energy? Or his intense green eyes? Maybe it's a combination of both.

He certainly is not self-conscious. And this is why he intrigues people – something other wannabe performers in today's entertainment industry would probably be envious of.

Smith (22), who completed an honours degree in drama at Stellenbosch University in 2016 and is considered one of the best young local talents, is anything but a wannabe in this industry. While growing up in Malmesbury he had already shown promise as a young thespian in school plays, but exposure to theatre was not part of his world.

Smith's father, John, owns a business where he fixes television sets. "So my dad is also in the TV industry," he quips. "I always tell that to people who want to know what my dad does for a living, and then they immediately want to know who he is and what he's performed in."

But don't ask Smith Jr to fix a TV; he won't be able to help. "I'm useless when it comes to electronics."

With acting, however, that's definitely not the case.

Thinking back on his childhood, Smith says he had always been interested in acting. "Most children do crèche concerts – I call them 'noise concerts'. But I remember Grade 4 was the first time I got to play a bigger part. I was the prince in *Snow White*, and to me it was a big deal. Because *Snow White* was the main character, she was played by three different girls, but I was the only prince. I had a big crush on one of the girls, but there was no kiss!

"I basically just brushed her hair; it

was a bit disappointing."

But that experience was so exciting that it stuck with him. Since then the stage has become his second home. In Grade 7, he joined a newly established drama group at the school, and went on to Schoonspruit Secondary School in Malmesbury, a focus school for the arts. So, since Grade 8 his life has been full of drama! "It wasn't a matter of whether I'm going to it or not; I was determined to do it."

After winning a national acting competition for high school learners, Smith's career path for life was set. While still at school, he performed in the play *Vaselinetjie*, sharing the stage with professional actors like Vinette Ebrahim.

Many parents would be hesitant to let their children study in the arts, but Smith's parents have been nothing but supportive. They often see his plays, even when things become a bit risqué, like in *A Cock 'n Bullshit Story*, a play with which he toured the country with fellow star Edwin van der Walt. It's a frenzied production of Richard Zajdlc and Richard Crowe's play about a talented boxer, his best friend and the complications of their relationship.

Smith embraced the role and received excellent reviews, but on the night his family came to see the play, with grandmother in tow, things went a bit haywire. "It was probably the most uncomfortable I've ever been on stage. My family members really aren't theatregoers. It's just not part of the culture in Malmesbury. So I started introducing them to the theatre world.

"I never think about people in the audience, but that night I couldn't help it. They said they were coming, so I thought, okay, I'll warn them about the foul language in the play. My mother said I needn't worry, they know it's only a character. I told her it contains all of

the swearwords she can think of. She assured me all was fine."

The theatre was a very intimate space, and apart from the swearing, Smith also had a nude scene where he changed costumes on stage. This caught his mom, Helen, off guard.

"Just as I took off my pants and my Jockey, I heard my mother slowly whisper: 'Hey Boetie!'"

He wanted the stage to swallow him then and there, but somehow he survived the ordeal. His mom did too.

Luckily Smith has played in a variety of plays which his parents have enjoyed: *Vaselinetjie*, *Braai*, *Die Dag is Bros* (for which he won the 2016 Fiësta Theatre Award for best supporting actor) and *Die Gangster*.

In the film industry he has also made his mark, having participated, for instance, in the 48 Hour Film Festival. He had a small part in the new film version of the play *Vaselinetjie*, directed by Corné van Rooyen, an experience he thoroughly enjoyed.

Smith's colleagues and peers only have praise for his talents and work ethic. Theatre-maker and director Nico Scheepers, who designed the lighting for *Die Dag is Bros*, says, "Dean's talents know no boundaries, and you wouldn't necessarily say that when he's not on stage. Also, everyone becomes his best friend, and his friendship is real. He always helps in any way he can."

Being blasé about his work and life just isn't part of Dean's DNA. "My excitement about things in the industry is still great. With *Cock and Bull* I was so excited about the show, but also because I got to go to Joburg. And I booked a window seat on the plane, so that I can look out at the world!"

Next time Smith is on stage, book yourself a seat. You're in for a memorable experience.

# THE MANY FACES OF DEAN



Photo: STEFAN ELS



# FOR THE LOVE OF MUSIC

Students in the SU Conservatoire's Certificate Programme learn more than just music theory and to play an instrument – they learn how to turn their passion into a career.

By NAUDÉ VAN DER MERWE

A few years ago, when a student from Mdantsane in the Eastern Cape walked into Felicia Lesch's office with no musical training and only an unfinished engineering diploma to his name, there was not much hope for his success. Financially, academically and socially he was up against a hill the size of Mount Everest, compared to other students who qualify for an academic programme at Stellenbosch University (SU).

But the love of music, personal determination and the structures put in place by the Music Department's Certificate Programme empowered him to climb that mountain.

Turn the clock a few years on to 2014. That same student had excelled and during a review panel interview on the Certificate Programme he is asked if he is going to become a successful choral conductor. He says it might have been his dream at some stage, but now he wants to focus on a PhD in Musicology.

This is just one of the many success stories of students whose lives have been significantly changed by the Music Department's Certificate Programme.

Lesch, who holds a music degree from the University of Cape Town and is currently working towards a PhD in Musicology, has been the Certificate Programme Coordinator since 2005. She recounted this story of the student from Mdantsane in an academic paper she delivered at the South African

Society for Research in Music (SASRIM) in 2014, focusing on the impact of the programme on students and communities.

"The history of the programme is a story of change, and as the programme coordinator, I have not been exempted from this change," she told the delegates at SASRIM.

The possibility of a Certificate Programme in music, a bridging course for students from previously disadvantaged communities where music was not a subject in high school, was first researched in 1998 by Prof Ria Smit and Prof Hans Roosenschoon, at the time respectively the head of music education and head of the department.

It was initially designed and managed by Stefné van Dyk and Tarnia van Zitters, after which Albert Engel took over in 2001. After his untimely death in 2003, the programme went through several changes, and eventually Lesch took over in 2005.

It is now run as part of the Unit for Community Music.

"The core function of the Certificate Programme is to prepare students for pre-graduate programmes like BMus, BA Mus or a Diploma in Practical Music. But we also want to improve their living conditions," says Lesch.

Since 2005 the programme has been presented in partnerships with other organisations, such as the South African National Defence Force, and a satellite campus has been established

at the army base at Youngsfield in Wynberg, where the Certificate Programme now provides musical training to its members.

The nature of the Certificate Programme is unique to South Africa. "It is a specialised skill that we teach and there is no FET or other college offering this qualification or level of teaching. When I adjudicate at local music competitions, I see that the level of playing is rising and this is because these bands now have students and former students from this programme as members," says Lesch.

The Certificate Programme was also envisioned to fill the gap created by the education system of the past. Part of its vision is to "provide music programmes that cater for learners who have little or no access to formal music education". And although the results weren't

## IT DIDN'T ONLY TEACH ME HOW TO PLAY AN INSTRUMENT, BUT IT HELPED ME TO SEE THE REALITIES OF THE MUSIC WORLD.

initially favourable – few students advanced from the programme to a BMus degree – things are considerably different these days.

In 2016, 71 students were part of the Certificate Programme. From the ranks of former students, nine completed a higher certificate in music, 11 were enrolled in the three-year course in practical music, 11 were busy with a four-year BMus degree, and one is enrolled in the MMus course.

And these are only students who have furthered their studies at SU. Many more conduct orchestras, work at schools, play in local and internationally

orchestras, and study or teach at other universities.

Trombone player Angus Petersen, a former student of the Certificate Programme, can attest to the success of the course.

"The Certificate Programme gave me a foundation that I didn't previously have. It didn't only teach me how to play an instrument, but it helped me to see the realities of the music world."

Currently Petersen is a freelance trombone player and trombone teacher at, among others, Bishops in Cape Town.

The instrumental ensembles at

SU – from the Symphony Orchestra and the Windband to the various choirs – benefit from the talents of the Certificate Programme students. The SU Jazz Band, of which Lesch is the conductor, was specifically established as an ensemble for the Certificate Programme and has gone from strength to strength.

Lesch says she has a message that she always imparts to her students: "When I greet you and ask you how you are, I look at the knowledge shining from your eyes; I look at the changes in your facial features as you become more confident. You hold your head up higher than you did when you first walked through my door. I look and see that your eyes are no longer dull, and that you speak with authority when you answer me. When you do, I nod and walk away, thinking, 'Yes, you are on your way.' And that makes me smile."



Photo: STEFAN ELS





## THE HEAVY BURDEN OF KNOWING

If a book's title could appropriately capture its contents, Prof Steven Robins' *Letters of Stone* has done so. Like the heaviness of stones, the reader is made aware very early in this story of the tragic end that Robins' grandparents, aunts and uncle would meet during the Holocaust.

By LYNNE RIPPENAAR-MOSES

**discovered the names of your father's family in *The Memorial Book of The Federal Archives for the Victims of the Persecution of Jews in Germany (1933-1945)*. This led you to the State Archive in Berlin. What did that trip reveal?**

During my visit to the state archive I discovered a folder compiled on the Robinski family by Nazi officials. The folder contained information about my family's racial classification, property expropriated from them, their deportation and eventual extermination. Three days after this form, a declaration of assets was filled in, my grandparents, Cecilie and David, were deported to Riga. Their children Hildegard, Edith and Siegfried would be forced to work as slave labourers at factories in Berlin and were later deported to Auschwitz.

I used this information to track down the buildings that Siegfried and his wife Edith lived in, as well as where my grandparents lived. While Siegfried and Edith's apartment building in Kreuzberg still stood, the building my grandparents had called home had not survived the Allied bombings.

Two years later, I returned to Berlin again as a visiting scholar and while out walking, literally stumbled across these brass plaques nestled amongst the

paving stones of building entrances and inscribed with the names of victims of the Holocaust and the dates of their deportation. They had been installed by the Berlin artist Gunter Demnig, a haunting reminder that the buildings in front of which they were placed had once been the homes of Jews who had been deported and murdered. This felt like a fitting memorial for my own family.

In 2000, we laid the first of these stones for Siegfried and Edith, followed by additional stones for my grandparents and aunts.

**What makes your story so unique is that it is not only about the personal impact of racial science on those we love, but about the conditions across the globe that made it possible for the Holocaust to occur in the first place.**

Yes, this book is written in the style of a family memoir, but it also a social history that locates my family within a much broader context of global processes of the 20th century: colonialism, eugenics, Nazism and apartheid. It shows us how the scientifically informed pathways of destruction, in the form of racial laws and programmes, impacted so devastatingly upon the everyday lives of millions of people.

Photo: STEFAN ELS

Murder and mystery abound in three new novels published in 2016 by well-known and debuting South African writers.

By STEPHANIE NIEUWOUDT



### TUISLAND KARIN BRYNARD

This detective/crime novel, *Tuisland* (Penguin), revolves around the fate of a group of Bushmen on the border of the Kgalagadi Transfrontier Park. The book kicks off as cleaner Kytie

Rooi flees from the guesthouse where she works, after she strikes a German scientist over the head with a heavy object.

She escapes with the child who was almost forced by the tourist to commit a sex act.

Who is this child who is welcomed with great enthusiasm by the strange San medicine woman, Optel, with whom Kytie finds refuge?

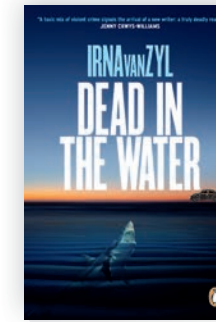
But Kytie's "victim" is not the only tourist who experiences strange things. Captain Albertus Beeslaar (readers got to know him in Brynard's previous books, *Plaasmoord* and *Onse Vaders*), is also the detective who must unravel the mystery in this new novel. This time he has a wonderful female colleague, Colonel Koekoes Mentoer, who also has a secret or two.

This story shows how vulnerable children from poor households are used by unscrupulous people who sexually abuse them and leave them with scars from cigarettes and other materials.

It also tells the story of the exploitation of the equally vulnerable Bushmen – whether from the plundering of their natural medicine, land or identities.

But the Bushmen are not overlooked. An important development awaits them, but underlying struggles and conflicting interests may ruin the project.

Brynard's story remains compelling until the last page.



### DEAD IN THE WATER IRNA VAN ZYL

The discovery of the body of a journalist whose arm seems to have been torn off by a great white shark, leads to an investigation by detective Storm van der Merwe. When other bodies start surfacing, it becomes clear that it's murder.

Irna van Zyl's debut novel *Dead in the water* (Penguin), is set in the fictional Grootbaai where abalone poaching serves as a large source of income for a poor community. But who is behind

organised crime in this small town where tourists shell out thousands of rands to go shark cage diving?

Storm is determined to find answers. She is forced to work alongside her ex-colleague and alcoholic, Andreas Moerdyk. He, in turn, is investigating the death of a famous Springbok rugby player.



### THREE MINUTES WITH FRANÇOIS BLOEMHOF

**You are one of the most prolific Afrikaans writers, having written more than 80 books for different age groups. Your latest offering, *Doodskoot* (Penguin), has been simultaneously published in English as *Double Echo*. Briefly tell us what your book is about.**

Paul Mullan is trying to escape a traumatic night in his past, only to get caught up in

events in the Winelands that promise to turn out even worse. Like in those old *films noirs*, he is the fallible hero, there is a *femme fatale* at hand, and an ending in which nobody dies becomes less and less likely. I love writing thrillers because it is essential that something exciting has to happen quite often. It is literally thrilling to write these scenes.

**Is *Double Echo* your first book published in English, and how do you think the translation will affect your readership and sales?**

No, my *Rillers* series for young readers also appeared as *Chillers*, but *Double Echo* is my first English novel for adults. English books by local authors don't exactly sell in their millions, but here's hoping that readers will be willing to try something off the beaten track.

**Why is it important to have books by Afrikaans writers translated? Were you hoping to reach an international audience with the English translations of your book?**

We have no less important or exciting stories to tell than those coming from the USA and Britain. Making good stories available to more people is very, very important. If that should happen, great! But my reason for writing has always been to entertain a local audience, therefore I don't want to become so fixated on ambition and more money that I fail to appreciate what I already have.





LEFT: The full staff and student corps of Stellenbosch University in 1918. BELOW: Construction of the "Ou Hoofgebou" commenced in 1880. This picture was taken at the stone-laying.



# EN ROUTE TO 2018

Although there were many milestones in the run-up to the founding of Stellenbosch University, 1918 was the year when Maties really became Maties. Plans for our centenary celebrations in 2018 are already well under way.

By **BARBARA POOL**

**T**o the town of Stellenbosch as well as Stellenbosch University (SU), 2 April 1918 was a watershed moment.

On this day, the then Victoria College obtained formal university status in terms of the University Acts of 1916 and was officially named "Stellenbosch University".

"The University and its immediate predecessor, Victoria College, did not simply appear from nowhere in 1918," says Dr Hans Heese, historian and

former SU archivist.

"The academic character of Stellenbosch came about in 1859 with the establishment of the Dutch Reformed Church's Theological Seminary led by Professors John Murray and NJ Hofmeyr, as well as Reverend JH Neethling. The character of the seminary was embedded in the Afrikaans-Dutch language and culture. However, the area had no elementary or secondary schools that were able to prepare students within this context

for admission to theological studies," Heese explains.

This need eventually resulted in the establishment of the Stellenbosch Gymnasium for boys in 1866.

At that stage, Stellenbosch already had a state-aided English school, established in 1815, and a Rhenish school for girls, established in 1860, which today is known as Rhenish Girls' High. Schoolchildren and students attended the Stellenbosch Gymnasium.

But this state of affairs was not ideal.

As an increasing number of students started enrolling for the so-called Second Class certificate (BA) it was inevitable that the Gymnasium would reach a point where schoolchildren and students would have to be catered for separately. Legislation tabled in the Cape Parliament expedited this process.

In terms of this legislation (the Higher Education Act of 1874), the Cape Parliament approved the establishment of an Arts Department and a Mathematics and Science Department. With the founding of the Arts Department in 1874, therefore, Stellenbosch Gymnasium took on the form of an institution for tertiary education.

"One of the most important added benefits of this change was that government contributed 200 pounds to the salary of each professor appointed. The rest of the academics' salaries had to be funded from own resources," says Heese.

"A mere five years later, the 1879 calendar of Stellenbosch Gymnasium clearly reflected that it was no longer a school only. The shift in emphasis in the status of the academic institution was affirmed in 1880 when it was renamed 'Stellenbosch College and Public School'.

"In the 1879/80 academic year, the institution had 81 enrolled students."

As a town of higher education, Stellenbosch also started looking the part. With the town's bicentenary celebrations in 1879, the local authority decided to build a stately academic building in the Greek classic style instead of a traditional monument.

This building, which is today known as the "Ou Hoofgebou", was inaugurated on 6 November 1886.

At this very inauguration, Dr Langham Dale, then superintendent-general of education, suggested that it would be an appropriate gesture for Stellenbosch College to pay homage to Britain's Queen Victoria by naming the college after her. Up until the official transition to full-fledged university status in 1918, the name "Victoria College" was

synonymous throughout Southern Africa with a top-quality academic institution.

The content of the Calendar of Victoria College for the period 1908 up to 1918 attests to the systematic growth in student numbers, as well as lecturing staff at the college. During this time, student numbers increased from 327 to 503, while the number of lecturers grew from 20 to 40.

According to Heese, University Acts 12, 13 and 14 of 1916 stipulated the nature, structure and provisions of the

**TODAY, NEARLY A CENTURY LATER, S.U. IS ONE OF THE LEADING UNIVERSITIES IN AFRICA WITH A VISION OF BEING INCLUSIVE, INNOVATIVE AND FUTURE-FOCUSED**

universities of Stellenbosch, South Africa and Cape Town in detail. The acts provided that Stellenbosch, along with the University of Cape Town, would become teaching universities offering courses and degrees from baccalaureus level up to doctorates.

The four faculties that already existed on 2 April 1916 in terms of Act 13 were Arts, Mathematics and Science, Education, and Agriculture. The act also provided for the establishment of the faculties of Music and Law, which were instituted soon afterwards.

Bequests from multiple benefactors and donations from companies such as De Beers were a financial guarantee that Stellenbosch University would be able to function independently if it utilised its funds judiciously.

Today, nearly a century later, SU is one of the leading universities in Africa with a vision of being inclusive,

innovative and future-focused. We are ready to embark on the journey through the next 100 years.

• **Turn to page 34 to find out how you could get involved in SU's centenary celebrations.**

## CENTENARY PLANS

Stellenbosch University is preparing for its centenary celebrations in 2018, with many plans in the pipeline to make this a very special occasion.

"We are planning to align the centenary celebrations with existing events, such as the Woordfees. In fact, as the Woordfees has already become established on the South African and Stellenbosch events calendar, one could even use it as the anchor for SU's centenary celebrations," says Prof Hester Klopper, Vice-Rector: Strategic Initiatives and Internationalisation, and SU management member primarily responsible for the centenary celebrations.

"In addition, we are already hard at work on a special centenary publication, which will focus on factual historical moments in the University's existence. It will offer readers a truly comprehensive look at where we come from and the events and people who contributed to our success.

"This will be supported by a publication on the history of the faculties," says Klopper.

In the course of 2017, SU will announce further plans and the full programme on its website to keep alumni, former University staff and other interested parties informed. Please keep an eye on [www.sun.ac.za](http://www.sun.ac.za) for more information.



## STELLENBOSCH, OH STELLENBOSCH ...

**JO-ANN FLORIS**, who spent 2010 at Stellenbosch University as an academic fellow, would never have thought that Maties would steal her heart.

**S**tellenbosch – and the university – and I crossed paths in 2010 only. It was a bit of a blind date. We met through the Department of Journalism when I accepted the Rykie van Reenen fellowship.

It wasn't love at first sight with the town. On the contrary, when I walked into a coffee shop for the umpteenth time, plonked myself down at a table with my crossword omnibus for company and looked up, and people were actually staring at me, I thought: This is going to be a bumpy ride.

But time went by, and I started caring less about who was looking – in fact, I actually started appreciating the looks! After all, I'm only human, right?

In any event, the place I called home for a year was not Stellenbosch town, but 56 Crozier Street – or "Crazier Street" for its "residents". This is where journalism students' skills are honed before they are sent off into the world, empowered with knowledge of the power of the pen.

This is also where Prof Lizette Rabe, with her composed, unshakable presence and wisdom, keeps the ship on course. I have had many mentors in my life, to whom I'll be forever grateful. Prof Rabe is one of them. I have always been amazed and surprised by people who are willing to generously share their knowledge, as not everyone who knows their stuff is prepared to teach others to know it too.

But I digress. Back to Stellenbosch.

So, I really was a little nervous. Okay, I actually feared the place. I didn't study there; no-one in my family did. I only knew Stellenbosch through the eyes, ears and stories of colleagues I greatly respected. If they were the standard to go by, I knew I would have to pull out all the stops and perform.

In the course of the year, I helped students learn, but actually I learned much more. Working at a news desk forces you in a particular direction, often leaving you with little time to stand back and reflect on what you're busy with. The year 2010 offered me that opportunity: to consider exactly what it is that journalists do and should do, hold up the mirror and say: "This is the theory, but what actually happens at the news desk?"

That year taught me many things:

- To be more patient. Everyone has to start somewhere, and everyone has someone somewhere who has taught them something.
- To make time, no matter how busy you are. Primarily for the reasons mentioned above.
- To listen. Because then you're not only able to hear

better, but you tend to see better also. And you can learn from others.

- To let go of your preconceived ideas. If I had written off Stellenbosch as a white town and the university as a place for whites, I would have left there a much poorer human being and extremely bitter. Instead, I got rid of my baggage – which actually was nothing but nerves and fear – and opened up my heart and mind. And ended up scoring all the way!

- Not to be scared to have fun. Yes, we're serious about our work, but honestly, could we please just stop being afraid of laughing out loud, of making life just a tad more fun for ourselves and those around us?

- To be courageous. No-one is inferior or superior to another, as we all have something to offer.

The year 2010 passed and I returned to Port Elizabeth, where I worked as head of *Die Burger Eastern Cape*. I maintained some contact with Stellenbosch, but the long-distance relationship – eish, it was less than ideal.

In 2014, though, life in the form of my cousin, Craig Williams, and his dream to study music brought me back to Stellenbosch. Now busy with his first year as a BMus student, Craig first had to complete a two-year bridging course because he had learned to play the violin at quite a late stage and had virtually no theoretical background.

Then I got to know Stellenbosch from another perspective. The almost unaffordable accommodation, "Stealingbosch" (his cellphone has been nicked a few times), the protests, the language battle, the panic attacks about whether or not he would be awarded a bursary.

But all of that fades away because he is being afforded the opportunity to realise his dream. And through his eyes, we get to see the dedication of the lecturers, how they nurture talent, and their unwaveringly high standards.

We also get to experience how a child who started out with nothing gains the confidence to take to the stage and take up his place in the orchestra – simply because someone was willing to give him a chance. Now that I'm back in Johannesburg, my link with the town and the university is no longer a fragile long-distance relationship. I feel and sense it every day, because now I have "local interests".

Does Stellenbosch have its share of problems? Of course. Does it have its share of trouble? Without a doubt. But I know of at least one young man who is getting the chance to live his dream. So, Stellenbosch, the blind date has now officially become a full-fledged relationship.

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Slaapkamer "Loft" | Badkamer 1 | WEB 8562  
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CAPOLAVORO R3 250 000



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STELLENBOSCH R1 270 000



Slaapkamers 2 | Badkamer 1 | Parkering 1 | WEB 8595  
Nuut op die mark, ekstra kombiskaste. Baie netjies met balkon. Sekuriteitskompleks.

STELLENBOSCH R3 790 000



Slaapkamers 3 | Badkamers 2 | Motorhuise 2 | WEB 8593  
Jonkerspark - Mostertsdraai area. Ruim leefareas met onderdak stoep, groot balkon, privaat tuin. Reg om in te trek!

STELLENBOSCH R1 600 000



Slaapkamers 3 | Badkamers 2 | O/dak Park | WEB 8574  
Gedeeltelik gerestoureer. Groot, noordfront tuin. Goeie huurinkomste en sekuriteit. Naby Ingenieursfakulteit.

STELLENBOSCH R2 960 000



Slaapkamers 4 | Badkamers 2 | Motorhuise 1 | WEB 8584  
Losstaande woning in sekuriteitskompleks. Oopplan met aparte kaggel en binnebraai. Lugversorging in slaapkamers.

STELLENBOSCH R1 060 000



Slaapkamers 2 | Badkamer 1 | O/dak Park | WEB 8588  
Netjies, lig en ruim. Noordfront woonstel met ingeboude stoof, badkamer met stort en wasmasjienpunt. Teëlvloere.

STELLENBOSCH R6 200 000



Slaapkamers 4 | Badkamers 4 | Motorhuise 2 | WEB 8217  
De Zalze Winelands Golf Estate. Noordfront familie woning met uitstekende afwerkings. Modern, met patio en swembad.

STELLENBOSCH R1 250 000



Slaapkamers 2 | Badkamers 2 | Parkering 1 | WEB 8587  
Uitstekende belegging! Eie titel meenthuis in die gewilde Berg-en-Dal sekuriteitskompleks. Naby kampus.

STELLENBOSCH R6 300 000



Slaapkamers 4 | Badkamers 3 | Motorhuise 2 | WEB 8129  
Puik ligging naby skole. Noordfront met berguigste. Ruim tuin met braaiarea.

Kontak ons  
VERHURINGSAFDELING

021 887 5119  
[rentals@annabasson.co.za](mailto:rentals@annabasson.co.za)

Vir studente en / of gesinsverblyf

LEEF STELLENBOSCH



LIVE STELLENBOSCH





Ref# ST1261122

Stellenbosch / R8.9 million

**Bedrooms 3 / Bathrooms 3 / Parking 2 /**  
Luxurious Manhattan style penthouse. If you are looking for a very special home, this is it.

Lizette Botha 084 440 1057



Ref# ST1270755

Stellenbosch / R3.75 million

**Bedrooms 2 / Bathrooms 2 / Parking 2 /**  
Andringa Walk - Your new way of living. 24/7 concierge controlled access and a direct link to the newly refurbished Eikestad Mall.

Vanessa Johnson 082 588 7007



Ref# ST1275771

Stellenbosch / R2.95 million

**Bedrooms 2 / Bathrooms 2 / Parking 2 /**  
Historic charm on Campus. This spacious cottage, loaded with character, is within walking distance to all amenities and only a heartbeat from campus.

Deanne Kriel 083 531 7827



Ref# ST127539

Stellenbosch / R2.79 million

**Bedrooms 2 / Bathrooms 2 / Parking 1 /**  
Charm, style and quality. Spacious unit with historic Stellenbosch right on your doorstep. A must-have.

Deanne Kriel 083 531 7827



Ref# ST1278096

Stellenbosch / R2.395 million

**Bedrooms 2 / Bathrooms 2 / Parking 2**  
Prime position in Mostertsdriest with upmarket finishes and view-balcony. Popular amongst senior students, investors and young working couples.

Karine Swiegers 082 772 8610



Ref# ST1275844

Stellenbosch / R1.64 million

**Bedrooms 2 / Bathrooms 1 / Parking 1 /**  
Historic gem on Campus and close to amenities. Spacious, North facing and garden. Not to be missed.

Deanne Kriel 083 531 7827



Ref# ST1277574

Stellenbosch / R1.06 million

**Bedrooms 2 / Bathrooms 1 / Parking 1 /**  
A unique investment opportunity. Stunning cottage style loft apartment in the Banhoek Valley.

Lizanne Fourie 079 047 8585



Ref# ST1265720

Stellenbosch / R800 000

**Bedrooms 2 / Bathrooms 1 / Parking 1 /**  
Ideal for senior students, couples and young professionals. 24 Hour manned security. Only 5 min drive to campus.

Vanessa Johnson 082 588 7007



Ref# ST1225886

Stellenbosch / R600 000

**Bedrooms 1 / Bathrooms 1 / Parking 1 /**  
Excellent investment with great returns. Ground floor unit in secure well-managed complex. Laundry and braai facilities.

Lizanne Fourie 079 047 8585