



# APPENDIX C

## HERITAGE IMPACT ASSESSMENT: PRESIDENT MT STEYN STATUE

FOR

THE UNIVERSITY OF THE FREE STATE



**ROODT** 

ARCHITECTS EST 1952

ASSISTED BY: NTANDO MBATHA & SEOTSENG TLHOAELE  
03.10.2018 - FINAL





A HERITAGE IMPACT ASSESSMENT REPORT:  
MT STEYN STATUE ON THE  
UNIVERSITY OF THE FREE STATE BLOEMFONTEIN CAMPUS



# TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
LIST OF ACRONYMS	2
GLOSSARY OF TERMS	3
Conservation	
Conservation Plan	
Cultural	
Cultural Significance	
Demagogic Conservation	
Heritage	
Heritage Impact Assessment (HIA)	
Negotiated Conservation	
Symbol	
The Conservation Object	
The Conservation Subject	
1.0 CONTEXTUAL PARAMETERS	5
1.1 General Information	5
1.2 Project Background	6
1.3 Heritage Impact Assessment	6
1.4 History of the Report	8
1.5 Statutory and Legal Parameters of the Report	8
2.0 TERMS OF REFERENCE	15
2.1 Assessment of Impacts	15
2.2 Approach to the Study	15
STAGE I: The Statue and its Context	
STAGE II: Developing and conducting the HIA	
2.3 Extent of the Study	16
2.4 Scope of Work	16

3.0	PROJECT DESCRIPTION	19
3.1	Property Details	19
3.2	The Custodian of the Statue	20
3.3	The HIA Consultants	20
4.0	HERITAGE IMPACT ASSESSMENT	23
4.1	Approach to Informing Intervention Alternatives	23
4.2	Stage I: Assessment of the Significance of the MT Steyn Statue	23
4.3	Stage II: The HIA and its Implementation	36
4.4	The HIA and Intervention Alternatives	39
5.0	RECOMMENDATIONS	78
ANNEXURE A: INTEGRATED TRANSFORMATION PLAN OF THE UNIVERSITY OF THE FREE STATE		82
APPENDIX 1: CURRICULA VITAE OF HERITAGE CONSULTANTS		95
APPENDIX 2: MT STEYN: A SHORT HISTORICAL INTRODUCTION		119
APPENDIX 3: THE CURRENT DEBATE IN THE MEDIA		128
APPENDIX 4: A VISUAL AND SPATIAL STUDY OF THE MT STEYN STATUE		143
BIBLIOGRAPHY		175
APPENDIX 5: PUBLIC PARTICIPATION		183





# EXECUTIVE SUMMARY

The aim of this heritage impact assessment (HIA) is to assess the impacts associated with the proposed retention or relocation of the MT Steyn statue in front of the Main Building on the Bloemfontein Campus of the University of the Free State.

The HIA was conducted within the frameworks of institutional policy and heritage legislation, as well as gauging national and international trends. Current debates in the media were also considered as a barometer of public opinion.

Generally, positions on campus regarding the fate of the statue are extremely polarised. Certain groups argue that the statue represents a discriminatory past and should go, whereas others cite culture and heritage as reasons for retention.

An HIA was conducted to investigate the possible impacts of the most likely interventions at the statue, namely: avoidance (retention), relocation, re-interpretation and removal. Mitigating alternatives were presented and illustrated with conceptual sketches.

The recommendations contained in the report to the ITP task team, are the conclusions reached by the authors. The process of consultation with stakeholders and interested parties has been concluded, and the recommendations were drafted taking cognisance of public opinion. The consultants recommend firstly, that an avoidance option be investigated. Should this not prove feasible, it is secondly, recommended that the UFS enter into discussions with the War Museum and the National Women's Memorial to relocate the MT Steyn statue to this site.

The HIA of interventions on the Bloemfontein Campus can be a useful framework within which a consultation programme could take place; it will also allow the UFS to advance a preferred option for approval by the Free State Provincial Heritage Resources Authority (FSPHRA).

The ultimate aim of the HIA is to promote heritage conservation.

# LIST OF ACRONYMS

ANC	: African National Congress
ANCYL	: African National Congress Youth League
CBD	: Central Business District
CIEEM	: Chartered Institute of Ecology and Environmental Management
DA	: Democratic Alliance
DAC	: Department of Arts and Culture
DHET	: Department of Higher Education and Training
EFF	: Economic Freedom Fighters
FAK	: Federasie van Afrikaanse Kultuurverenigings
FSSACR	: Free State Department of Sport, Arts, Culture and Recreation
GUC	: Grey University College
HASA	: Heritage Association of South Africa
HIA	: Heritage Impact Assessment
HFS	: Heritage Free State
HWC	: Heritage Western Cape
ICOMOS	: International Council on Monuments and Sites
ITP	: Integrated Transformation Plan
MMM	: Mangaung Metropolitan Municipality
NEMA	: National Environmental Management Act (No 107 of 1998)
NHRA	: National Heritage Resources Act (No 25 of 1999)
PHRA	: Provincial Heritage Resources Authority
RMF	: #RhodesMustFall campaign
SAHRA	: South African Heritage Resources Agency
SAIAFS	: South African Institute of Architects Free State
SRC	: Student Representative Council
ToR	: Terms of Reference
UFS	: University of the Free State
VF+	: Vryheidsfront Plus
ZAR	: Zuid-Afrikaanse Republiek

# GLOSSARY OF TERMS

## Conservation

A traditional definition is: "The profession that is devoted to preserving cultural property for the future". Associated activities include examination, documentation, treatment and preventive care, underpinned by research and education (Roodt 2009:15). Conservation forms part of the dynamics of change that allows, in this case, a statue from being something to becoming something by having meaning introduced to it.

## Conservation Plan

A Conservation Plan is a document that contains strategies for managing heritage-related change to a place or object of significance (See Kerr 2996:1). The HIA informs the conservation plan.

## Cultural

Cultural refers to explicit and implicit patterns, relating to behaviour obtained and transmitted by means of symbols that comprise the particular accomplishments of human groups, including their expression in artefacts. The essence of culture consists of traditional ideas and the values that are attached to them (Roodt 2009:15).

## Cultural Significance

"Cultural significance means aesthetic, historic or spiritual value for past, present or future generations" (Roodt 2009:15).

## Demagogic Conservation

Demagogic conservation occurs when the conservator (or custodian) abdicates his/her role in favour of popular taste. Conservation then abides by the dictates of external factors, such as people preferences.

## Heritage

Heritage is the contemporary use of the past. The present creates the heritage it requires and manages it for a range of contemporary purposes. Heritage is distinct from the past and history. The latter attempts to explain selected aspects of a past (Graham, Ashworth & Tunbridge 2004:2).

### Heritage Impact Assessment (HIA)

The aim of an HIA is to provide an informed heritage-related opinion by a suitable heritage specialist on a proposed intervention at a heritage resource. Alternatives are proposed to ameliorate or mitigate impacts.

### Negotiatory Conservation

Contemporary theory of conservation requires that conservation takes place by means of negotiation. Affected people and stakeholders include students, academic or cultivated users of the object, interest groups, staff, and even future users of the object. Cultivated users and knowledgeable persons could act as mediators between the object and society, as they act as interpreters of the object's meaning. Students and interested groups may have a stronger voice when it comes to local symbols and their future.

### Symbol

In the sense of this study, a conservation object is symbolic if it has another "abstract" meaning, apart from its material functions. These meanings differ from individuals to groups and, in respect of conservation objects, these meanings take precedence over other original material functions (Roodt 2009:17).

### The Conservation Object

The conservation object was, at its inception, narrowly defined as an "artwork", but today includes a broader category, known as heritage. Thus, the MT Steyn statue will, in terms of heritage, include anthropological issues associated with the built object, e.g. craftsmanship, place (in this case the space around the statue) and beliefs (Roodt 2009:37).

### The Conservation Subject

It is no longer only the materiality of the object, but rather the conservation of the meaning of the object that is of primary concern. The significance of a conservation object resides not in its materiality, but in the meaning that a group attaches to it (Roodt 2009:40).



# 1.0 CONTEXTUAL PARAMETERS

## 1.1 General Introduction

The aim of this study is to assist the University of the Free State in adopting a suitable conservation plan with strategies to either retain, remove, relocate or re-interpret the MT Steyn statue on the Bloemfontein Campus, and assessing the heritage impact associated with each of these intervention options.

The MT statue, although located on a campus with controlled access, could nevertheless be considered public art. As public art it functions as a landmark, and the combination of the Main Building with the MT Steyn statue is an iconic image of the campus. It is a monument celebrating the life and work of MT Steyn, here depicted as the president of a sovereign country, the Orange Free State. It is further a cultural symbol that served as an inspiration for young Afrikaners and their role in nation-building, and lastly it functions as an independent aesthetic object. In the case of the latter, it is arguably one of the finest sculptures produced by Anton van Wouw, the father of (Western) sculpture in South Africa (Carter 2010:162).

In another sense, the category of statues has also, over time, become associated with cultural and political issues such as colonialism, institutionalised racism, and white supremacy as articulated by the #RhodesMustFall Mission Statement (See [jwtc.org.za/resources/docs/salon-volume-g/RMF\\_combined.pdf](http://jwtc.org.za/resources/docs/salon-volume-g/RMF_combined.pdf)). There appears to be similar sentiments in the USA regarding Confederate statuary (See Newsome 2017: online, Grayford 2016: online and Fortin 2017: online).

It is therefore the aim of the University of the Free State (UFS) to manage these changes within its policy framework, the various university communities, and the legal requirements of the National Heritage Resources Act (No 25 of 1999) (NHRA). An integral part of this process is an inclusive participatory approach that seeks to gauge the position and sentiments of the university's interested and affected parties.

To this end, ROODT\* Architects and Heritage Consultants was appointed. It has prepared an HIA report that assesses the various heritage-related impacts based on the three potential interventions, namely removal, relocation, and re-interpretation. A fourth position will also be considered, namely avoidance that retains the statue, but offsets the retention with some form of restitution that could benefit the group of students who consider the MT Steyn statue offensive. The university will seek statutory approval from the Free State Provincial Heritage Resources Authority (FSPHRA) for the preferred option of intervention.

## 1.2 Project Background

ROODT\* Architects, Urban Planners and Heritage Consultants was appointed by the UFS to conduct an HIA of possible interventions at the MT Steyn statue in the forecourt of the Main Building on the Bloemfontein campus.

The appointment was accepted by the consultants on 23 April 2018, and the terms of reference were stipulated in the contractual agreement. The contract between the parties also required that previously disadvantaged specialists be appointed and monitored by ROODT\* Architects during the HIA process.

The mentees are Ms Ntando Mbatha (historian), and Ms Seotseng Tlhoale (architect).

The *curricula vitae* of the team members are appended to this document.

## 1.3 Heritage Impact Assessment

The aim of a full HIA, according to the NHRA and considered in the context of the MT Steyn statue, is as follows:

- Surveying, identifying and analysing the heritage issues relating to the statue in its immediate and broader physical context.  
  
Who was MT Steyn, and why was a statue erected for him? What does it celebrate, and what meanings are associated with the piece? Who was the artist, and what are the spatial parameters and influence of its position?
- Assessing the significance of the MT Steyn statue as a cultural resource as set out in Section 6(2), or prescribed under Section 7 of the NHRA.
- Assessing the impact on the heritage resource based on the four possible modes of intervention at the statue, namely: avoidance, removal, relocation or re-interpretation, or some combination thereof.

- Assessing the sustainable social benefits of the proposed interventions. Economic benefits are not assessed here. Theoretically, it would be possible to try and quantify the impact of attracting more students of particular groupings or alienating others, thanks to, or due to a chosen intervention.
- Inclusion of the results of consultation with stakeholders. These results are included in this HIA report (See Appendix 5). The HIA draft report 1.2 was used to structure and guide consultation discussions, but not to the exclusion of other proposals.

The consultation process began on 9 July 2018 and continued until 9 September 2018. The invitations for comments were broad enough to reach the following potential stakeholders:

- Students;
- Heritage authorities (FSPHRA and SAHRA);
- Senior university management;
- Staff (academic and otherwise);
- Professional associates (e.g. South African Institute of Architects Free State);
- Steyn family;
- Department of Sport, Arts, Culture and Recreation (FSSACR);
- Alumni of the UFS;
- Local community;
- Mangaung Metropolitan Municipality;
- Department of Arts and Culture (DAC);
- Donors of the UFS;
- Parents of students;
- Department of Higher Education and Training (DHET);
- Cultural organisations (e.g. Federasie van Afrikaanse Kultuurvereniginge (FAK);
- Political organisations (e.g. ANCYL, ANC, DA, EFF, VF+ and others).

The HIA team was not part of the planning or conducting of the consultation sessions.

- The formulation of alternatives in terms of interventions and assessing the adverse effects of these interventions. Mitigation measures and proposals to counter adverse effects will be put forward.
- Ultimately, the aim of the HIA is to **promote heritage conservation**.

It should be noted that the screening and scoping (Basic Assessment) phases of the HIA were not conducted, but it could be argued that the numerous previous engagements with the fate and future of the MT Steyn statue were sufficiently indicative to compel the UFS to have an HIA conducted.

## 1.4 History of the Report

This is the **Final** HIA report.

## 1.5 Statutory and Legal Parameters of the Report

The requirements of the NHRA necessitate this HIA. A summary of the “triggers” are tabulated below.

ACT	SECTION	CONSIDERATION	RELEVANCE	TO COMPLY
NHRA	S 34	Impacts on buildings and structures older than 60 years	The MT Steyn statue was erected in 1929 (89 years ago)	Approval via the FSPHRA of final HIA report
	S 37	Impacts on public monuments	The MT Steyn statue could be affected	Full HIA with mitigation alternatives
	S 38	Developments requiring an HIA	The MT Steyn statue contextually dominates a large public space (>5 000 m <sup>2</sup> )	Full HIA



In terms of South African legislation, the conservation of cultural heritage is repeatedly referred to. In the **Constitution of the Republic of South Africa** (1966), Section 30 of Chapter 2, the right of everybody to participate in the cultural life of their choice is enshrined.

The **Environmental Conservation Act 73 of 1989** states in Part 1, paragraph 2, subsection 1(e), that cultural resources should be effectively managed to ensure their protection and responsible use.

In the **National Environmental Management Act 107 of 1998**, Chapter 2, paragraph 4(a)(iii), it is required that "... the disturbance of landscapes and sites that constitute a nation's cultural heritage is avoided, or where it cannot be avoided altogether, is mitigated and remedied." Paragraph 4(i) states: "The social, economic and environmental impact of activities, including disadvantages and benefits, must be considered, assessed and evaluated, and decisions must be appropriate in the light of such consideration and assessment."

### 1.5.1 National Heritage Resources Act No 25 of 1999

The MT Steyn statue has quickened emotions on the UFS Bloemfontein Campus with polarised groups arguing for the removal of the statue on the one hand and the retention of the status quo on the other.

The NHRA is quite clear in Section 5(1) what principles are to be followed under the Act to manage heritage resources in the custodianship of bodies such as the UFS. Of particular interest to this HIA are the following paragraphs:

(c) heritage resources have the capacity to promote reconciliation, understanding and respect, and contribute to the development of a unifying South African identity; and

(d) heritage resources management must guard against the use of heritage for sectarian purposes or political gain.

In Section 3(3) the attributes associated with cultural significance are articulated. Those that are applicable to the MT Steyn statue include:

- Its **importance** in the community. The statue and the debate surrounding its importance or lack thereof in the ongoing media reports and student action are associated with this attribute.
- Its possession of **rare or uncommon** aspects of South Africa's cultural heritage.

As an artwork, it represents a particular era in the South African art history as far as Western public sculpture is concerned. Van Wouw's large works are not considered special or unique in the international sense, but locally he was the favoured sculptor for public commissions during the first three decades of the twentieth century.

- Its potential to **yield information** that will contribute to an understanding of South Africa's cultural history.

From the recent media debates, it is clear that there is little shared knowledge on MT Steyn's legacy. A sculpture "lives" only through the meanings that are attached to it, and only communicates meaning through its formal aspects, in this case, a bearded (white) figure in ceremonial dress.

It could well be that "yielding information" is not important, but that the statue is merely a concrete focus for addressing wider issues of discontent.

- Its importance in demonstrating the **principal characteristics** of a particular class of South Africa's cultural history.

The MT Steyn statue is an important piece of public art from a particular period. Van Wouw sculpted four major public works: Louis Botha in Durban, MT Steyn in Bloemfontein, Paul Kruger in Pretoria and Jan Hofmeyr in Cape Town (De Kamper 2018: personal communication).

- Its importance in exhibiting **particular aesthetic characteristics** valued by a community or cultural group.

Van Wouw was the preferred sculptor for public sculpture commissions in South Africa between 1895 and 1930 (De Kamper 2018: personal communication).

- Its importance in demonstrating a high degree of **creative or technical achievement** at a particular period.

Van Wouw is acknowledged as the father of (Western) sculpture in South Africa, although he could be considered old-fashioned working in the Romantic style that was already being superseded in the 1880s by Impressionism (De Kamper 2018: personal communication).

- Its strong or **special association** with a **particular community or cultural group** or organisation of importance in the history of South Africa.

The MT Steyn statue was erected with funds collected by the Afrikaanse Studentebond. The statue of MT Steyn was decided on because “he had worked so diligently for an indigenous Free State university during the republican years before the Anglo-Boer War and had been the ‘soul’ of the war”, and because of what he meant for the Afrikaner (Fourie (ed) 2006:92).

- Its strong or **special association** with the **life or work** of a person of importance in the history of South Africa.

MT Steyn’s role in the history of South Africa is briefly considered elsewhere in this report. See also previous point and Appendix 2.

Section 38(1) of the NHRA lists the activities that would require an HIA to be conducted by an independent consultant for the following categories:

**38(1)** *Subject to the provisions of subsections (7), (8) and (9), any person who intends to undertake a development categorised as –*

- (a) the construction of a road, wall, powerline, pipeline, canal or other similar form of linear development or barrier exceeding 300 m in length;*
- (b) the construction of a bridge or similar structure exceeding 50 m in length;*

- (c) *any development or other activity which will change the character of a site –*
    - (i) *exceeding 5 000 m<sup>2</sup> in extent; or*
    - (ii) *involving three or more existing erven or subdivisions thereof; or*
    - (iii) *involving three or more erven or divisions thereof which have been consolidated within the past five years; or*
    - (iv) *the costs of which will exceed a sum set in terms of regulations by SAHRA or a provincial heritage resources authority;*
  - (d) *the rezoning of a site exceeding 10 000 m<sup>2</sup> in extent; or*
  - (e) *any other category of development provided for in regulations by SAHRA or a provincial heritage resources authority,*
- must at the very earliest stage of initiating such a development, notify the responsible heritage resources authority and furnish it with details regarding the location, nature and extent of the proposed development.*

**38(2)** *The responsible heritage resources authority must, within 14 days of receipt of a notification in terms of subsection (1) –*

- (a) *if there is reason to believe that heritage resources will be affected by such development, notify the person who intends to undertake the development to **submit an impact assessment report**. Such a report must be compiled at the cost of the person proposing the development, by a person or persons approved by the responsible heritage resources authority with relevant qualifications and experience and professional standing in heritage resources management; or*
- (b) *notify the person concerned that this section does not apply.*

**38(3)** *The responsible heritage resources authority must specify the information to be provided in a report required in terms of subsection (2)(a): Provided that the following must be included:*

- (a) *The identification and mapping of all heritage resources in the area affected;*
- (b) *An assessment of the significance of such resources in terms of the heritage assessment criteria set out in section 6(2) or prescribed under section 7;*
- (c) *An assessment of the impact of the development on such heritage resources;*



- (d) *An evaluation of the impact of the development on heritage resources relative to the sustainable social and economic benefits to be derived from the development;*
- (e) *The results of consultation with communities affected by the proposed development and other interested parties regarding the impact of the development on heritage resources;*
- (f) *If heritage resources will be adversely affected by the proposed development, the consideration of alternatives; and*
- (g) *Plans for mitigation of any adverse effects during and after the completion of the proposed development.*

In Section (2) the submission of an impact assessment report is mandated, and in Section (3) the contents of the report are stipulated.

In the case of the MT Steyn statue, it is almost certain that an intervention will trigger Section 38(1), especially when read in conjunction with Section 37.

***Section 37.*** *Public monuments and memorials must, without the need to publish a notice to this effect, be protected in the same manner as places which are entered in a heritage register referred to in Section 30.*

From the above, it could be inferred that although the MT Steyn statue is not a listed heritage resource, it enjoys the same protection, i.e. if the statue is indeed “public” in the sense that public access to the UFS is now controlled. It is our opinion, however, that the statue remains “public” in the minds of the general public.

In terms of Section 37, it means that the local authority will also become an interested party to the HIA. In our experience though, the MMM does not have a heritage officer (as contemplated in Section 8) and will rely on the PHRA’s opinion in this matter.

Furthermore, if the spatial influence of the statue is considered, it extends at least through the so-called “Red Square” and even beyond to the CBD. The Red Square is approximately 1,6 ha in extent, and well above the limit of 5 000 m<sup>2</sup> noted in Section 38(1)(c)(i). Based on this condition, an HIA will be required by the PHRA.



Figure 1.5.1: An early aerial photograph of the UFS Bloemfontein Campus. The yellow line indicates the axis that passes through Grey College and King's Park and beyond to the city. The MT Steyn statue is situated on this axis that emanates from the entrance of the Main Building. This suggests a very powerful relationship with the UFS management. (Fourie: 2006)



## 2.0 TERMS OF REFERENCE

The ToR for this project has been appended to the Consulting Agreement between the UFS and ROODT\* Architects.

The ToR is based on the requirements of Section 38 of the NHRA as discussed in 1.5.1 of this document.

### 2.1 Assessment of Impacts

In a typical HIA, the “development” is a given quantity. In this HIA, the “development” is the intervention at the statue. Even avoidance could be viewed as an intervention as it does have an impact. The interventions are alternatives with conditions of mitigation attached.

The possible interventions considered here are: avoidance, removal, relocation or re-interpretation, or a hybrid of these.

### 2.2 Approach to the Study

For the purpose of this report, a two-stage approach is followed.

#### STAGE I: The Statue and its Context

- Gathering documentary and physical evidence;
- Coordinating and analysing evidence;
- Assessing and stating significance.

#### STAGE II: Developing and conducting the HIA

- Compiling information for the development of the HIA:
  - Physical condition: A short assessment of the condition of the materiality of the statue;
  - External requirements: Legal requirements in terms the National Heritage Resources Act;

- Requirements for the retention of significance: The significance of the statue is readily demonstrable, and strategies for intervention will have to consider the retention of that significance;
- Client requirements: The transformation objectives of the UFS in terms of the statue should be considered.
- Developing the HIA;
- Stating the proposed conservation strategy with the options for intervention.
- Measuring and evaluating the strategy against public sentiment.

Together, Stage I and Stage II form the HIA. The HIA with its recommendations and preferred interventions constitutes a conservation plan that could become UFS policy.

## **2.3 Extent of the Study**

The study area includes the portion of the “Red Square” directly in front of the main entrance to the Main Building, and the MT Steyn statue. The study area is part of a larger, open space that is less formal, and contains a water feature, a monument that commemorates the 1938 Ox-Wagon Trek, walkways and landscaping. Although this greater area is not studied in depth, reference will be made to the contextual relationship with the study area and the city.

## **2.4 Scope of Work**

### **Collating of Baseline Data**

The literature review encompasses published sources such as biographies on MT Steyn and the history of the statue, both as an artwork and as an object on campus. Unpublished reports were also scrutinised. Academic articles on iconoclasm and iconophobia were consulted. Media reports and debates (ongoing) about the fate of the statue are included, as these highlight the differences of opinion.

The following documents and publications, *inter alia*, informed this report:

- **The National Heritage Resources Act No 25 of 1999 (NHRA)** provided the legal framework for this assessment. The HIA is also consistent with applicable ICOMOS and African Charters on heritage.
- **SAHRA, Erection and Removal of Elements of the National Estate** (2017). This brochure provides information in a nutshell on how statues are to be dealt with in terms of the NHRA.
- **South African National Dialogue on the Transformation of the Heritage Section with Focus on Statues, Symbols, and Place Names that Define our Public Spaces.** This document is a position statement by the Department of Arts and Culture (2015).
- **Heritage Western Cape: Guidelines for Public Monuments and Memorials** (2015). The guidelines were probably developed in the wake of the RMF campaign and offer useful insights in the case of the MT Steyn statue.
- **The Integrated Transformation Plan (ITP)** of the UFS (2018) Section 36, "Names, Symbols and Spaces" deals with the position of the UFS with regard to statues. (See Annexure A).
- **Published and Unpublished Material** on the statue and its context, as well as on the present debate, both cultural and political, on the fate of colonial statuary.

These published works include biographies of MT Steyn by Schoeman (1983) and Meintjes (1969), material on the #RhodesMustFall campaign, and the removal of confederate statuary in the USA.

- The current and ongoing **debate in the media** regarding the MT Steyn and other statues, both locally and abroad.
- **Previous Proposals and Reports** regarding the MT Steyn statue were also consulted. This allowed an assessment after the fact of the efficacy of the proposals and their implementations (e.g. Van der Berg 2011).

- **The Site and the Statue.** The site and setting of the statue are crucial parts of the assessment, as the statue is not a “rootless” object, and has become, for better or for worse, with the Main Building as backdrop, an iconic brand image of the UFS. The spatial concept and context have local and metropolitan implications. A baseline survey of the site was made. (See Appendix 4).
- The **UFS Strategic Development Plan**, 2013 (as amended). The planning policy aligns itself with the NHRA.
- **Guideline for Involving Heritage Specialists in EIA Processes** (2005). This document sets out the nature of the involvement of heritage specialists in the assessment process.
- Other **best-practice HIAs** prepared by recognised experts such as Cultmatrix and others.
- No archival research was done, but the **database for Provincial Heritage Resources** in the Free State was consulted.
- **Photographic surveys** of the campus and potential relocation sites were conducted. Google Earth Pro was used to study larger contexts. Historical photographs of the campus were taken from published sources. Survey drawings of the herm (base) of the statue were made. (See Appendix 4).
- **The UFS campus plan** was used and drawings of the Main Building were provided by University Estates.
- No **stakeholder consultation** was undertaken for the first draft of the HIA report, as per agreement with the UFS. The final document includes the findings of the public participation process (See Appendix 5).

Collating the HIA including:

**Fieldwork** was undertaken to identify potential positions for relocation should this intervention emerge as a preferred option.

**No specialist studies** were commissioned for the report, although a visual study of the statue and its context were made, and is appended hereto. (See Appendix 4).

The impact assessment for each intervention was undertaken and alternatives proposed.



## 3.0 PROJECT DESCRIPTION

### 3.1 Property Details

The statue of MT Steyn is situated in front (east) of the Main Building on the Bloemfontein Campus. The statue forms part of the "Presidentsplein" that was dedicated / completed in 1984. The name was chosen to commemorate both Presidents MT Steyn and CR Swart. The statue of the latter has been removed after the student protests during February 2016. (News24 23.02.2016).

The name, however, never took hold, and the open space is known as the "Rooiplein" or "Red Square".

For security reasons, access to the campus became restricted, and the public can no longer enter the campus at will.

The MT Steyn statue is not a listed provincial heritage resource, but has the same protection as stated in the NHRA Section 37, as well as under Section 34. However, the Main Building is a listed provincial heritage resource, and from the SAHRA database, the following information was obtained:

#### *Description*

*The Main Building of the University Free State, together with its north and south wings, but excluding the modern west block, situated on a certain portion A of Erf 1962 (Grey College reserve), in the town of Bloemfontein. Deed of Transfer 546/1914, dated 2 March 1914.*

#### *Historical and Architectural Interest*

*The cornerstone of this building with its neo-classical features was laid on 19 December 1907 by Sir Hamilton Goolld-Adams. It was finally opened on 16 October 1909. The north and south wings date from 1915 and 1929, respectively.*

*10/211042*

*G van N Viljoen, Minister of National Education.*



Today, the statue is situated on Erf 25025, Bloemfontein, which is part of the campus properties. The erf is zoned for “education” purposes.

### 3.2 The Custodian of the Statue

The custodian of the statue is the UFS. The contact person is the Senior Director: University Estates, Mr Nico Janse van Rensburg, telephone 051 401 9309.

### 3.3 The HIA Consultants

- **Anton Roodt**  
ROODT\* Architects, Urban Planners and Heritage Consultants  
PO Box 28278  
DANHOF  
9310  
Telephone number: 051 406 2100 / 083 251 6094  
Email: [anton@roodtarchitects.co.za](mailto:anton@roodtarchitects.co.za)  
Field of expertise: Architecture, Heritage, Environment
- **Seotseng Tlhoale** (Architect and Heritage Practitioner)  
102 Park Lane  
Arboretum  
BLOEMFONTEIN  
9307  
Telephone number: 081 419 6335  
Email: [elodie@artchitecture.co.za](mailto:elodie@artchitecture.co.za)  
[seotseng@gmail.com](mailto:seotseng@gmail.com)  
Field of expertise: Architecture, Heritage

- **Ntando Mbatha** (Historian)  
2 Juan tre  
DF Malherbe Avenue  
Universitas  
BLOEMFONTEIN  
9301  
Telephone number: 078 057 5750  
Email: [ntandolicy@yahoo.com](mailto:ntandolicy@yahoo.com)  
Field of expertise: Historian, Heritage Coordinator, Researcher

### **Role of Members of the Project Team**

In this study, a multi-disciplinary approach is followed, taking into account skills, experience, and contextual knowledge of the various team members. The team is made up of the following members:

- Heritage specialist: Anton Roodt – Architect and Environmental Management Practitioner;
- Historian: Ntando Mbatha
- Architects: Seotseng Tlhoale / Anton Roodt;
- Urban Planner: Anton Roodt

The **heritage specialist** is the leader of the team who has to ensure that the various required sets of information are integrated into the assessment, in order to ultimately articulate the preferred strategy in conjunction with the university management and interested parties such as students, political and cultural groupings, and staff. The outcome of the HIA will be in the form of a report that incorporates the Stage I and Stage II phases of the project. This report will form the conservation plan for the statue and could become the basis of UFS policy.

The composition of the HIA team is founded on the nature and scope of the assessment. MT Steyn is a prominent figure in the history of the Free State, and as a statesman and a general he attracted attention, not only nationally, but internationally. In order to establish the significance of his position within the history of the Free State, an historical overview of his life is deemed important. Furthermore, in terms of contemporary history, the #RhodesMustFall movement and the events relating to the Cecil John Rhodes sculpture contextualise the parallel events on the UFS Bloemfontein Campus and the demands relating to the removal of the MT Steyn statue. Furthermore, there is currently a similar wave of change relating to colonial statues in the United States (See e.g. Newsome 2017: online).

Analysing these events should offer the team, and also the different interested groupings, the opportunity of engaging with the situation based on the same sets of information. The objective is to create an atmosphere of mutual understanding, so that benefits and losses are put into perspective.

The role of the **architect** in this project is to assist in visually representing options for intervention, e.g. relocating or reinterpreting the MT Steyn statue. These proposals are not final designs but are rather based on principles. In this situation, design would be an important contribution to the healing process, e.g. in re-designing the space in front of the Main Building, should the sculpture be removed. The design proposal should be developed further (See Section 5.4).

The **urban planner** will offer input on the spatial dynamics that come into play with the various options for intervention. As has been stated earlier, the issues here are not merely related to the statue itself, but also impacts on its spatial relationships within its immediate context, and even on a much larger scale, e.g. as part of an axis that extends eastwards through the grounds of Grey College, through the various war memorials adjacent to the Zoo in King's Park, where it engages with the street grid of the Central Business District (CBD).

The need for other specialist reports, such as a visual impact assessment, was not deemed necessary at this stage. It should be noted, however, that a specialist on the art of Anton van Wouw was consulted to ascertain the level of significance of the MT Steyn statue when viewed as an artwork.

## 4.0 HERITAGE IMPACT ASSESSMENT

### 4.1 Approach to Informing Intervention Alternatives

As stated earlier, a two-stage approach to conducting and completing the HIA was followed.

### 4.2 Stage I: Assessment of the Significance of the MT Steyn Statue

The assessment of the significance of the statue of MT Steyn is important to this study, as it will inform the nature of the intervention alternatives. Significance in this sense means heritage significance. From contemporary reports it is clear that a section of the students considers the statue to be insignificant and even meaningless, while others value its cultural significance. In terms of the diverse range of heritage contexts identified by Bauman & Winter (2005), the MT Steyn statue could be classified as:

**Historical Built Urban Landscape context**, that includes “historical structures, i.e. older than 60 years.” The MT Steyn statue is 89 years old.

In assessing the significance of the statue, a number of criteria will be used.

#### Ability to Demonstrate

The MT Steyn statue is situated in front of the Main Building on the Bloemfontein Campus of the UFS. It is furthermore situated on an important central axis, formed by the classical and contemporary ensemble of buildings arranged in a U-shape around a landscaped open space. In addition, its position represents the most important spot on the campus, as it stands in a particular relationship to the seat of power on the campus, and often forms the focus of student gatherings. The statue’s location is e.g. a favourite place to take graduation photographs.

Photographs of the Main Building with the statue have, in a sense, become a brand icon by which the quality of the campus environment is projected to the outside world.

By “ability to demonstrate”, the question could be asked on a primary level whether the nature of the statue’s significance demonstrates the elements associated with cultural significance as articulated in Section 3(3) of the NHRA.

In considering the relationship between the significance of the heritage context, the intensity of the development, and the significance of the expected impact, the MT Steyn statue could be considered as having **a high intrinsic associational and contextual value**, with a provincial and local context. It has the potential of a Grade 2 heritage resource that are defined in the NHRA as having “special qualities which make them significant in the context of a province or region (HASA 28-03-2017). The MT Steyn statue, given Steyn’s national and even international reputation as a statesman, and his patronage of Afrikaans as a language, could even warrant a Grade 1 classification (See Appendix 2).

The sculpture of MT Steyn represents the time just before the Anglo-Boer War (1899-1902) and introduces MT Steyn as a statesman in formal regalia. As a representation of a person, the statue is a good likeness of MT Steyn, and considered by De Kamper (2018:personal communication) to be Van Wouw's finest large-scale sculpture of this nature. The statue is typical of 19th century sculpture that celebrates power and purpose. Steyn is presented as a person of reflection (he was a jurist), and also as a person that commands respect. The statue is therefore large (twice life-size) and placed on an almost equally impressive base. This verticality creates a commanding presence against the backdrop of the primary façade of the Main Building. The original sandstone of the building was replaced with granite during the 1970s and the grey-coloured stone offers less contrast to the statue.

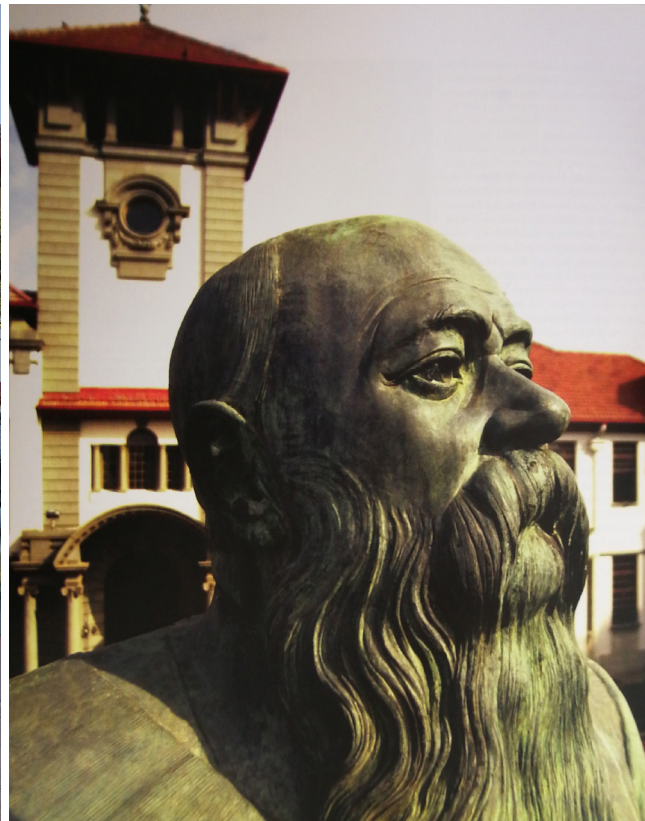


Figure 5.2.1 - 5.2.3: The statue of MT Steyn is in a commanding position in front of the Main Building. The twice life-size statue is a good likeness of the president (Fourie: 2006).



As far as this type of statue is concerned, the scale and subject matter are relatively rare in South Africa, and the statues of Paul Kruger, Jan Hendrik Hofmeyr and Louis Botha, sculpted by Van Wouw, display a similar style and approach as the MT Steyn statue.

The statue of MT Steyn is associated with a particular cultural group. The Afrikaanse Studentebond raised the necessary funds for the purpose of erecting a statue of MT Steyn outside the Main Building over a period of twelve years. The students decided on a statue of the former president because Steyn worked so diligently during the Republican years and after the war to have an indigenous Afrikaans Free State university. The unveiling of the sculpture on 28 September 1929 was attended by a thousand people, and on that occasion the representative of the student body noted, *inter alia*, that the statue was erected in honour of a great statesman and would serve as a beacon to inspire students to stand in the service of their people (the Afrikaner) (Fourie 2006:892).



Figure 5.2.4 - 5.2.7: The placing and unveiling of the statue (Fourie: 2006).

## Formal or Aesthetic Qualities

In 1933, *Die Nuwe Brandwag*, a magazine for art and literature, carried an article on Van Wouw. The article was written only four years after the completion of the MT Steyn statue. In this article, the writer credited Van Wouw for embodying the ideals of the Boer Republics in his sculptures. Over more than 40 years, the art of Van Wouw was part of the culture of the Afrikaner. The highlight of his career came with the construction of the Voortrekker Monument, which was not yet completed at the time of the writing of the article. The writer further discussed the nature of Van Wouw's art. He noted that Van Wouw became loved among his people because of his artistic style known as "realism" (Bokhorst 1933:65). He credits Van Wouw for his keen, visual observation of reality. Van Wouw did not practice modern realism where reality tried to express some other, hidden reality. He was rather inspired by the daily lives of ordinary people around him. He was also influenced by the naturalism of the Dutch writers of the 1880s. The art of Van Wouw is noted for the fine and accurate detail found in his work, which echoes the nature of writing in Holland at the end of the 19th century. Van Wouw took great pains to get the detail of a particular pose right and often worked from life. It was Van Wouw's keen way of capturing the particular characteristic of the person that made him so popular, despite the fact that in the case of generals and statesmen, he often had to use photographs (Bokhorst 1933:66).

But not everyone was as impressed with Van Wouw. Emily Hobhouse regularly visited him in his studio in Europe while he was working on the women and child group destined for the Women's Memorial in Bloemfontein. In her correspondence she notes "... I shall do my utmost to keep him (Van Wouw) up to the pitch, and not let him be satisfied too easily. But, of course he may not have *greatness* in him. I do not yet know." (Van Reenen (Ed) 1984:513). The MT Steyn statue was done more than a decade later than the work at the Women's Memorial and probably represents the mature phase of Van Wouw's work.

An authority on Van Wouw's work, Gerard de Kamper from the University of Pretoria, suggests that most of the important public sculptures in South Africa between 1895 and 1930 were created by Anton van Wouw (De Kamper 2018: personal communication).

His first commission was from the financier Sammy Marks, who asked him to create a monumental statue of Paul Kruger, which stands on Church Square in Pretoria (Wikipedia 2018: online).





Figure 5.2.8: Van Wouw's maquette of the Paul Kruger statue (*Wikipedia*: online)



Figure 5.2.9: Defacing of Paul Kruger's statue on Church Square in Pretoria (*News 24*: online)

Anton van Wouw (1862–1945) was born in Driebergen in the Dutch province of Utrecht. He moved to the ZAR in c 1890. According to De Kamper, his work was in the Romantic style, but somewhat behind the times. His realism was already overtaken by Impressionism during the 1880s in Europe.

De Kamper (2018: personal communication) suggest that Van Wouw started out with Impressionism when he arrived in the Transvaal, but soon sensed that the public was not ready for this mode of expression.

Little has been published on the MT Steyn statue by Van Wouw, although according to De Kamper (2018: personal communication), it is his finest large-scale piece.

Van Wouw has a further bond with Bloemfontein. In 1913, the National Women's Monument was inaugurated, honouring the women and children who died in the Anglo-Boer War (1899-1902). The design of the monument was a collaboration between Frans Soff and Anton van Wouw, who sculpted the women and child under the watchful eye of Emily Hobhouse (Schoeman 1980:213). The father of the idea for the monument was MT Steyn, who was also buried at the monument.



Figure 5.2.10: The Women's Memorial in 1926 with the placing of Emily Hobhouse's ashes (*News 24*: online)



## Other Statues

There are also other statues of MT Steyn, most notably those commissioned by Helene Kröller-Müller and her husband. Kröller-Müller (1869-1939) collected more than 11 500 artworks, many by famous artists and architects.

She commissioned a sculpture of MT Steyn by Joseph Mendes da Costa (1863-1939) which was realised in the form of a bench. She did not like it, and it was re-interpreted as "The Philosopher" (Kröller-Müller 2018: online).



Figure 5.2.11: "The Philosopher", originally intended to be MT Steyn by the sculptor Da Costa (Kröller-Müller: online).

Kröller-Müller then commissioned the architect Henry van de Velde (1863-1957), who designed the "Steynbank" (1924) in MT Steyn's honour. The bench forms part of a park at De Hoge Veluwe (Otterlo) and is designed in the form of a cross. The bench design features a sword, a magnifying glass and a barometer. The bench for Kröller-Müller became the symbol of Steyn as the wise man dispensing wisdom from his bench. The three items depicted in relief symbolises the way in which Steyn approached a problem: Acquire a sense of the problem's context (barometer), scrutinise things carefully (magnifying glass), and where necessary, engage (sword) (Van der Krogt:online).



Figure 5.2.12: The "Steynbank" designed by Henry van de Velde (Van der Krogt: online)



Figure 5.2.13: The sword and barometer/ magnifying glass detail on the Steyn bench (Van der Krogt: online)

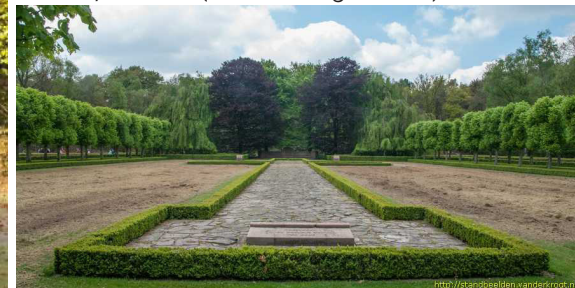


Figure 5.2.14: Steyn Park at De Hoge Veluwe with bench in distance. The idea of the bench or philosopher's seat could offer inspiration for the rehabilitation of the space in front of the Main Building in the case of relocation (Van der Krogt: online)

This view of Steyn's legacy might well become a conceptual informant for dealing with the space in front of the Main Building, should the MT Steyn statue be relocated.

In 1922, a statue of MT Steyn was erected in Deventer by the Nederlands-Zuid-Afrikaanse Vereniging, and the Algemeen Nederlands Verbond. The sculptor was Toon Dupuis, and shows Steyn on a koppie in battledress, holding his hat in his left hand. The statue was vandalised several times during 2017 (*Wikipedia* 2018:online).



Figure 5.2.15: The statue of MT Steyn at Deventer, the Netherlands (*Wikipedia*: online)



Busts of Steyn are located at Grey College, the Old Presidency, the War Museum and Meisieskool Oranje in Bloemfontein.

Pier Pander (1864-1919), a well-known Dutch sculptor (who also gave advice to Van Wouw), sculpted a marble bust of Steyn (*Wikipedia* 2018:online; Van Reenen (ed) 1984:513).

There is also a smaller, full-length sculpture of Steyn at the UFS (De Kamper 2018: personal communication).

Fanie Eloff (1885-1947) produced eight bust versions of Steyn in terracotta in 1912. The busts had small variations. Three were eventually cast in bronze (Moloney 2011:online).

These artworks further underscore the esteem in which MT Steyn was held, not only locally, but also internationally.



Figure 5.2.16: Fanie Eloff with an aging MT Steyn during Eloff's sculpting of the ceramic busts (*Moloney*: online)

## Level of Significance

Some aspects of this criterion have been discussed under a previous section.

Many of the associated early meanings attached to the MT Steyn sculpture by its sponsors, have been lost. It is argued by Rossouw (*Volksblad* 21-03-2018) that the cultural milieu on the campus has dramatically changed, and that the impulse of the gesture by the Afrikaanse Studentebond has lost its original significance within a significantly changed South Africa. When the statue was erected, the Afrikaner was still struggling to find its feet and was yet to become a force in politics and commerce. By studying and becoming qualified at the then Grey University College (GUC), they could be instrumental in changing this state of affairs.

The significance of the statue today is mostly tied up in its physical presence - just by being there in the wrong place at the wrong time. In that sense, the formal aspects and characteristics of the statue that were originally so admired, have now conspired against its presence. These include its size and height, its prominent position in front of the Main Building, and its countenance that is no longer recognised by most, except perhaps as an old, bearded white man.

Under politically neutral circumstances (if such conditions exist) a statue like this becomes part of people's mental maps of a specific place, or is remembered as a piece of urban furniture, a placemark used in directing people to and from some destination or acting as a meeting place or beacon.

In a political sense, a different type of significance appears to have become attached to statues like these. Exactly because it seems to represent only a particular cultural group, this sense of exclusion reinforces the alienation that especially black students come to experience on the Bloemfontein Campus of the UFS. It is this iconic image of the Main Building with the statue that evokes fond memories for some, but for others reinforce the sense that the institution remains untransformed.



### 4.3 Stage II: The HIA and its Implementation

In this stage, the HIA and options for intervention are compiled and integrated. In order to develop the HIA, the following information is utilised:

- The implications arising from the statement of significance;
- The requirements of the client in terms of the Integrated Transformation Plan (ITP), cost, and feasibility;
- The physical condition of the statue and its suitability for relocation;
- Requirements imposed by external factors such as the National Heritage Resources Act (No 25 of 1999), as well as institutional dictates and development agendas.

#### Implications for the Retention of Significance

With any physical intervention at the statue, the level of significance associated with the object will have to be considered. It has been shown that the MT Steyn statue conforms to most of the attributes of cultural significance as articulated by the NHRA. This means that the intervention will have to be done in a dignified way, and the conditions at the relocation site should retain the level of significance as far as possible. This will offer mitigation in the case of relocation.

#### Client Requirements and Resources

The UFS has contemplated the fate of the MT Steyn statue for many years, and as recorded, past initiatives have only had partial success. The UFS is under threat of protest action by students if the MT Steyn statue is not removed. The university is engineering the comprehensive transformation of the campus and its academic programmes by means of an Integrated Transformation Plan (ITP) (See Annexure A). The changes to names, buildings, and places on the campus form part of this plan. On occasion, the previous rector of the university (Aydemir 2014:12) stated that “there is something mindless and mean in displacement (of statues) alone”. It is thus not only a question of what and when, but also of how. From the various comments and reports made by different members of the public and university staff, it appears that it is not so much the position of the statue that is being debated, but rather how the situation will be dealt with and what will become of it (Appendix 3).

The UFS will also be mindful of the costs involved, as injudicious spending would also attract criticism.

## Physical Condition

All of the interventions contemplated in this study, except avoidance, will entail the actual dismantling of the statue and its herm (base). There are firms in South Africa specialising in the transportation and erection of statues of this size. From historical photographs we know that the statue was erected with a crane, and therefore it should be possible to demount it in the same way. The dolerite blocks that form the exterior of the herm should also be relocatable, but the advice of a structural engineer should be obtained in order to reinforce the internal concrete core. Any relocation will have to be undertaken by specialists, as replacement of any of the elements would prove to be costly.

The herm and the sculpture are both in a good and sound condition.

## External Requirements

The most important external requirements relating to an intervention at the MT Steyn Statue are the requirements contained in the NHRA (No 25 of 1999) (See Section 1.5).

## Conservation Policy

An important objective of this HIA report is to assist the UFS, and specifically the ITP Committee dealing with name changes, places, and symbols in formulating a conservation policy to deal with similar situations in the future.

The Conservation Policy should be guided by the following principles:

- Stating the **philosophical or theoretical approach** in dealing with aspects such as the retention, reinforcement or revelation of significant fabric, retaining the concept, and understanding the level of significance. Interventions should be feasible, compatible with the nature of the object and place, as well as appropriate.

In the case of the MT Steyn statue, the relocation or re-interpretation, the nature of the concept, i.e. a freestanding statue on an elevated herm or base, should be retained, the vista from and towards the statue should be on an urban scale, and the new space should be contextually dignified.

- The principle of **controlled change** should be adopted. Spaces or locations should be adapted to retain the significance of the object. This could, e.g. mean that a suitable backdrop for the statue should be created or fashioned from existing conditions.
- The principle of **retaining the character** of the statue, meaning that its appearance in terms of patina and weathering should be preserved. The character could be enhanced by the sensitive addition of suitable lighting, both natural and artificial, urban furniture, and landscaping.
- The creation of a **suitable setting** should be followed. This principle suggests that an object or symbol is part of a larger context, and that the setting should reinforce the significant aspects of the symbol. At present, the MT Steyn statue is positioned in a specific relationship to its setting. Understanding these conditions would assist in making suitable choices for alternative locations.
- The **management of objects** such as the MT Steyn statue calls for a management plan that sets out the care, maintenance, signage, dealing with graffiti, as well as interpretation and presentation. New students often do not have the necessary background information relating to the symbolic content of buildings, places, and objects on the campus. Providing suitable information by means of small plaques, electronic brochures, and general lectures could foster an early understanding of the campus surroundings.

In order to allow the UFS and the heritage authorities to consider the impacts that an intervention at the MT Steyn statue would have, a number of alternatives are proposed. The table in the next section sets out the possible interventions, perceived benefits and losses, financial implications, and comments.

## 4.4 The HIA and Intervention Alternatives

The aim of the intervention alternatives is to avoid or ameliorate heritage impacts on the MT Steyn statue.

In order of preference, the alternatives include, avoidance, relocation, re-interpretation, and removal.

- **Avoidance**

From a heritage point of view, impacts should always be avoided where possible. In the case of the MT Steyn statue, avoidance alone will not be in the best interest of the object, as it may become the target of vandals or iconoclasts. It should be noted that “keeping” the statue, i.e. avoidance, received the most support in the public participation process (See Appendix 5).

Therefore, **compensation or restitution** could offset the act of avoidance and restore some balance to the cultural environment on the campus. This approach could even produce a net gain for transformation and unity on the campus if the right action or programme is chosen. These might include focused post-graduate study bursaries or dedicated accommodation for intercultural activities. This links avoidance with **enhancement**.

This approach might prove more costly, but has the potential of being a sustainable legacy, and therefore likely to attract outside funding.

- **Relocation and Mitigation**

The relationship between relocation and mitigation is critical. Mitigation measures are most effective when they are “embedded” or “designed”, meaning that the measures are intrinsically part of the process, and therefore have a greater certainty to be delivered (CIEEM 2016:26).

The different relocation options with mitigation measures are considered preferable when the residual impact of the relocation is minimised to low or even results in enhancement.

INTERVENTION	INTENSITY OF IMPACT	MITIGATION	COST IMPLICATIONS	NOTES
<p>AVOIDANCE</p> <p>The statue is kept in its present position.</p>	<p>LOW</p> <p>However, future residual impact will have to be managed to counteract the "forgetting" of agreements made.</p>	<p>The statue remains as is, but the demand by certain students that the statue be removed, is not met.</p> <p>Offset or compensation is made to the aggrieved party (See notes).</p> <p>As an example: Two black men were recently arrested in a Philadelphia Starbucks for sitting at a table without ordering anything. They settled with the city for a symbolic compensation of \$1 each, and a \$200 000 programme for young entrepreneurs (<i>Associated Press</i> 02.05.2018).</p> <p>The addition of a large number of artworks to offset the retention of the statue was not successful. The damage to the CR Swart statue being a case in point.</p>	<p>O or RRR</p> <p>The cost will depend on the programme. An annual lecture might be relatively inexpensive, while a new facility could be costly.</p>	<p>The notion of an offset investment that would specifically compensate the aggrieved group of students could be made. The offset could take the form of a memorial lecture or study bursary with themes investigating de-colonisation, and so on. The offset investment would take the form of a public space or programmes that would foster and allow the visible expression of culture subjugated under colonialism within the university context.</p> <p>A multi-functional (cultural) facility could be established that would celebrate diversity, encourage creativity based on local traditions, and communicate "equal worth" by word and deed could be established. This would advance change in a meaningful, bottom-up way and provide a sanctuary in the often "alien" physical environment of the campus. The overall benefit of this "intervention" is that the gains are visible, and the approach tolerant and inclusive. The students also directly benefit and become actively involved in the transformation process.</p> <p>During the public participation process, the principle of avoidance was the most favoured, although from 117 responses, the strongest theme to emerge was that the statue is a reminder of apartheid (17), oppressive (12), racist (9), not representative (7), a painful reminder (4), engendering black inferiority (2), divisive (2) and murderer (2) (Appendix 5:10).</p>

INTERVENTION	INTENSITY OF IMPACT	MITIGATION	COST IMPLICATIONS	NOTES
<p>RELOCATION (1)</p> <p>Relocating the statue to a different position in front of the Main Building.</p>	<p>LOW</p> <p>But unpredictable residual impact (See notes).</p>	<p>Relocation will remove the statue from its dominant position on the east-west axis through the Main Building. The statue is retained, but in a different position. Add a companion statue / artwork in the form of a counter-monument.</p> <p>Clear presentation of the dialogue between the two monuments in terms of information panels should depolarise the dominant cultural tradition.</p> <p>The new artwork/ memorial in a sense “needs” the existing statue to show how it contests, challenges, mimics or reworks the ideological agendas that the MT Steyn statue represents.</p>	<p>R-RR</p> <p>The cost to move the sculpture/ statue will be a known quantity. The cost of a new artwork would vary and be dependent on the nature of the piece and the artist.</p> <p>The counter-monument could also be an architectural/ urban design intervention, e.g. seating, landscaping, landscape architecture. The costing for these proposals are less subjective and readily quantifiable.</p>	<p>This relocation would allow a dialogue between the old and the new. Adding a counter-monument of a female role model (e.g. Winnie Mandela) would be a fitting companion to Steyn who has demonstrated his sympathies towards women with, inter alia, the establishment of the Women’s Memorial and the Meisieskool Oranje in Bloemfontein.</p> <p>Counter-monument refers to a structure or artistic work that not only confronts an existing monument but highlights its bias and challenges its intended “message”, contests or interrogates its tradition, conventions, and the functions of monuments and memorials (Marschall 2009:287).</p> <p>The introduction of other artworks on campus to stimulate dialogue did not seem to prove effective, as protesting students vandalised these artworks as well. This intervention could be perceived as an “us and them” situation, with the two objects seen as being set up as adversaries. If the counter-monument fails as an artwork, or even fails to attract popular acceptance, then the original intention of the relocation might be lost.</p> <p>Public responses to replacing or complementing the MT Steyn statue yielded 56 responses. Most respondents were non-specific (32), which demonstrates the difficulty of the idea of a “companion” work of art. Other suggestions were Nelson Mandela (4), Winnie Mandela (3) and a number of other famous political figures (Appendix 5:10).</p>



Figure 5.4.1: A very verbal dialogue (*Where's the drama?*: online)



Figure 5.4.2: 'The upside down duke' - a counter monument by Černý (*Art in the public sphere*: online)



Figure 5.4.3: Using sculpture in a different way so that an approach such as this could set up a strong visual dialogue between the MT Steyn statue and a counter-monument. The Mandela sculpture at the so-called "capture site" (*Tripadvisor*: online)



INTERVENTION	INTENSITY OF IMPACT	MITIGATION	COST IMPLICATIONS	NOTES
RELOCATION (2) Relocating the statue to a different position on campus	MEDIUM  Due to a changed location and unpredictable future residual impacts.	<p>Relocation would remove the statue from its existing dominant position.</p> <p>The statue remains on campus, but in a different, less conspicuous position. The benefits include a dedicated space and the retention of the statue on campus. The axial view of the primary façade of the Main Building is no longer "obscured" by the statue.</p> <p>The psychological impact at both extremes of student sentiments will be softened. In cultural terms, the position of the statue was not crucial, as it celebrated larger ideals such as language and the qualities of being an Afrikaner.</p> <p>The building facade was not originally designed to act as "backdrop" for a statue. The facade is quite "fussy" around the entrance and does not visually frame the statue.</p> <p>However, the object will still be open to "encounters", in a positive and negative sense.</p>	<p>RR</p> <p>Costs would include the physical relocation to a different position on campus, with the concomitant costs of redeveloping the new space to suitably accommodate the statue.</p>	<p>A new setting could be carefully crafted to retain the level of significance of the statue, but in a less dominant position.</p> <p>Typical spaces to investigate could be the open green in front (north) of the Wekkie Saayman Building. The first classroom of the GUC would aptly act as a backdrop to the statue of MT Steyn. The space between the Van der Merwe Scholtz Hall and the Theology Building also has potential, as the MT Steyn statue remains in touch with the "Red Square".</p> <p>Although the statue remains on campus, it is "demoted" in spatial and cultural terms. It might soften, but not appease the opposing viewpoints. The statue is now extracted from its spatial relationship with its immediate context which represents a significant heritage impact. Historically though, it could be argued that when the statue was commissioned in the 1920s, there was really no other suitable place to put it. The campus was sparsely developed, and the statue was placed some distance away from the Main Building, separated for many years by a roadway with angled parking on both sides. The statue was more part of the park in front of the building. The removal of the road created a closer link between the statue and the Main Building.</p>





Figure 5.4.4: The statue was distinctly separated from the Main Building by a roadway and parking c. 1950s. (Fourie: 2006)

INTERVENTION	INTENSITY OF IMPACT	MITIGATION	COST IMPLICATIONS	NOTES
RELOCATION (3) Relocating the statue to a different site/ institution	HIGH  The residual impacts are known and largely stable and could be considered low.  Relocation could occur in different locations where the residual impacts could be slightly different, yet similar in character.	<p>The relocation of the statue to a different site that is compatible with its significance would ameliorate any perceived loss by one cultural group, while satisfying another group's demand to have the statue removed.</p> <p>The original position of the statue is not crucial, both from the point of view of the intentions of the sponsors of the statue, and of current conditions on campus. The original motivation of the Afrikaanse Studentebond was to inspire young Afrikaners to take up leadership in South Africa, and to become culturally relevant by means of Afrikaans. The conditions on campus and in the country under which the ideals were formulated, are drastically different today.</p>	RR  Costs would include the physical relocation of the statue and the herm. It would also include the redevelopment of the space in front of the Main Building.	<p>Relocation to a site away from the campus could, <i>inter alia</i>, include the following: Possible sites chosen for their compatibility with the nature of the statue include:</p> <ul style="list-style-type: none"> <li>Grey College: MT Steyn had close ties with the school (Meintjes 1969:15-18). The consultants informally received notice that the school was not interested in receiving the M.T. Steyn statue.</li> <li>Meisieskool Oranje: MT Steyn was instrumental in founding the school and he is celebrated as such. A meeting with the school principal, Ms A Klink, indicated their enthusiasm to receive the sculpture. A suitable site was identified. However, a final decision will have to be debated by the School Governing Body. (See location proposals). The school is a public school, and the MT Steyn statue might not be received equally well by all learners and their parents. The UFS would not wish to inadvertently create new problems in a different location.</li> <li>War Museum and National Women's Memorial: Both these institutions have indicated their willingness to accept the statue. MT Steyn has perhaps the strongest physical (and possibly cultural) link with this site (both institutions are located here), as he was the author of the idea of the Women's Memorial and is also buried there. President MT Steyn could be considered one of the most important role players in the Anglo-Boer War (1899-1902), and his relationship with the War Museum is therefore very strong. The institutions are represented by Prof Piet Strauss and Mr Tokkie Pretorius, respectively. (See location proposals).</li> </ul> <p>Relocation also needs to focus on the "scarred" context of the threshold space on which the statue was located. A redesign of this space to suggest a more "democratic" relationship with the university management should be considered (See accompanying proposals).</p> <p>The responses by the public/students/staff regarding alternative positions (from 54 responses) indicate an equal preference for the Women's Memorial (9) and the War Museum (9). It should be remembered that the Women's Memorial and War Museum are often perceived as one institution.</p>

## **KEY TO RELOCATION POSITIONS OF THE MT STEYN STATUE**

The following positions were considered as alternatives for relocating the statue:

### **1. Bloemfontein Campus of the UFS**

- 1.1 At Grey University College Classroom
- 1.2 Faculty of Theology and Religion
- 1.3 Traffic circle at the Odeion

### **2. Grey College**

In front of the Main Building

### **3. C&N Meisieskool Oranje**

### **4. War Museum and National Women's Memorial**

- 4.1 Against east facade of War Museum building
- 4.2 Against south facade of War Museum building at the entrance
- 4.3 At the entrance to the Wall of Remembrance
- 4.4 As part of the Wall of Remembrance



The creation of a small President MT Steyn Park, with the original Grey University College classroom as backdrop, will relocate the statue to a less prominent, but still relevant position.



**1.1** Bloemfontein Campus of the UFS  
MT STEYN STATUE - POSITION 1  
UFS CAMPUS (FRONT VIEW)

**KEY PLAN:**







1.1

Bloemfontein Campus of the UFS

MT STEYN STATUE - POSITION 1  
UFS CAMPUS (SIDEVIEW)

KEY PLAN:





The space between the Faculty of Theology and Religion and the H van der Merwe Scholtz Hall could be redeveloped into a small park with the MT Steyn statue. The position is less prominent but remains “in touch” with the “Red Square”.

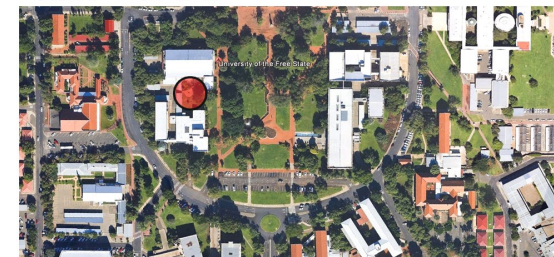


## 1.2

Bloemfontein Campus of the UFS

MT STEYN STATUE - POSITION 2  
UFS CAMPUS (SIDE VIEW)

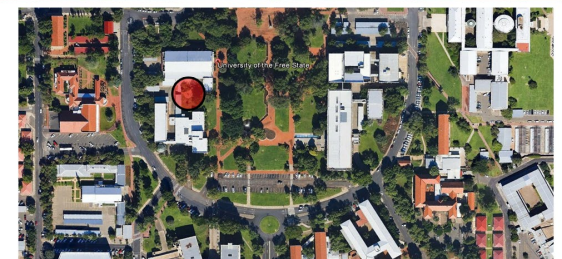
KEY PLAN:







KEY PLAN:



# 1.2

Bloemfontein Campus of the UFS

MT STEYN STATUE - POSITION 2  
UFS CAMPUS (FRONT VIEW)



This position is on the main axis to the entrance of the Main Building. The MT Steyn statue is positioned on the traffic circle at the Odeion looking back (west) to the Main Building.

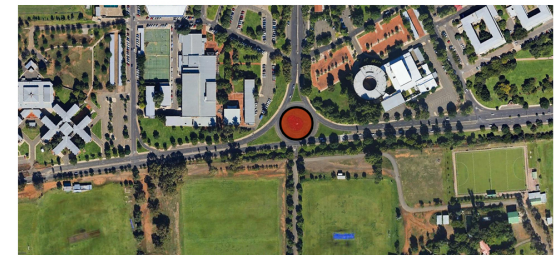


# 1.3

Bloemfontein Campus of the UFS

MT STEYN STATUE - POSITION 3  
UFS CAMPUS (FRONT VIEW)

KEY PLAN:





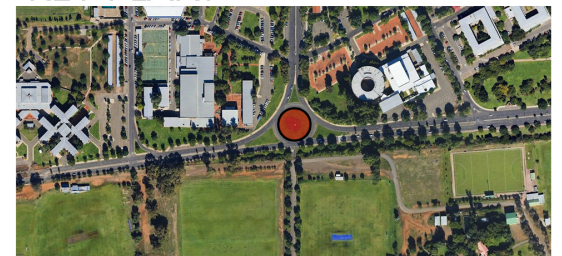


# 1.3

Bloemfontein Campus of the UFS

MT STEYN STATUE - POSITION 3  
UFS CAMPUS (BACK VIEW)

KEY PLAN:







KEY PLAN:



2

GREY COLLEGE

MT STEYN STATUE - POSITION 1  
GREY COLLEGE MAIN BUILDING





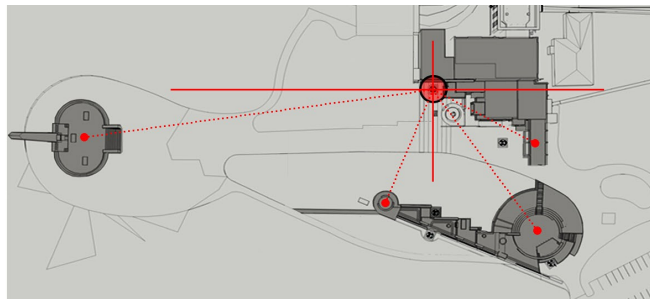
3

C&N MEISIESKOOLO ORANJE

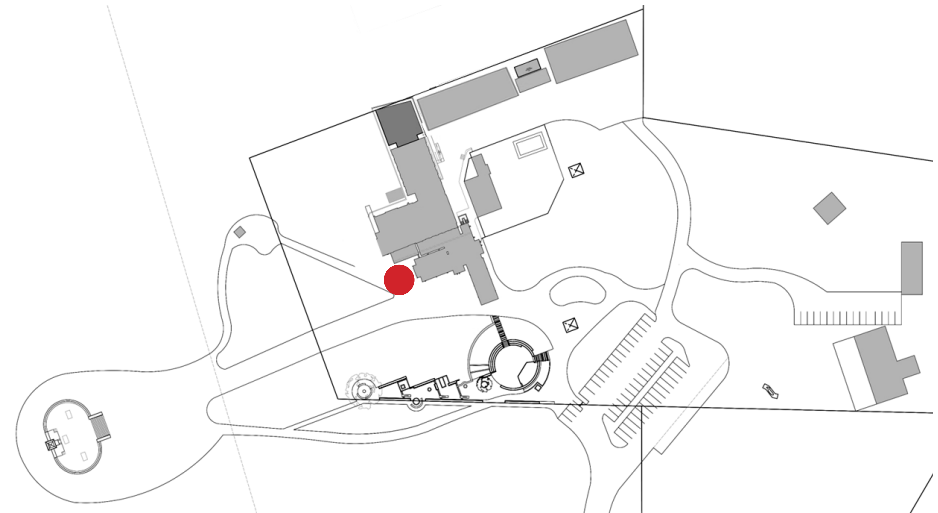
MT STEYN STATUE - POSITION 1  
C&N MEISIESKOOLO ORANJE

The statue of President MT Steyn as the founding father of Meisieskool Oranje, would find a natural home on their campus.





**4.1** War Museum and National Women's Memorial  
 MT STEYN STATUE - POSITION 1  
 AGAINST THE EAST FACADE OF THE WAR MUSEUM







The War Museum and the Women's Memorial offer a natural relocation for the statue. President Steyn has an intimate connection with the Women's Memorial as initiator for the idea of the monument, and his role in the Anglo-Boer War places him as a central historical figure at the War Museum. The issues that he stood for remain relevant today.

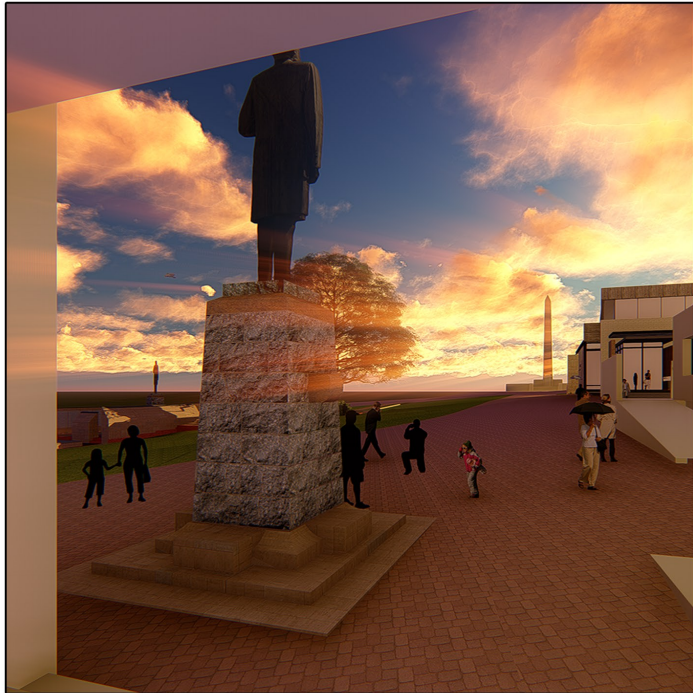
The management of the War Museum will have to agree to the proposed positions of the MT Steyn statue.

## 4.1 War Museum and National Women's Memorial

MT STEYN STATUE - POSITION 1  
AGAINST THE EAST FACADE OF THE WAR MUSEUM

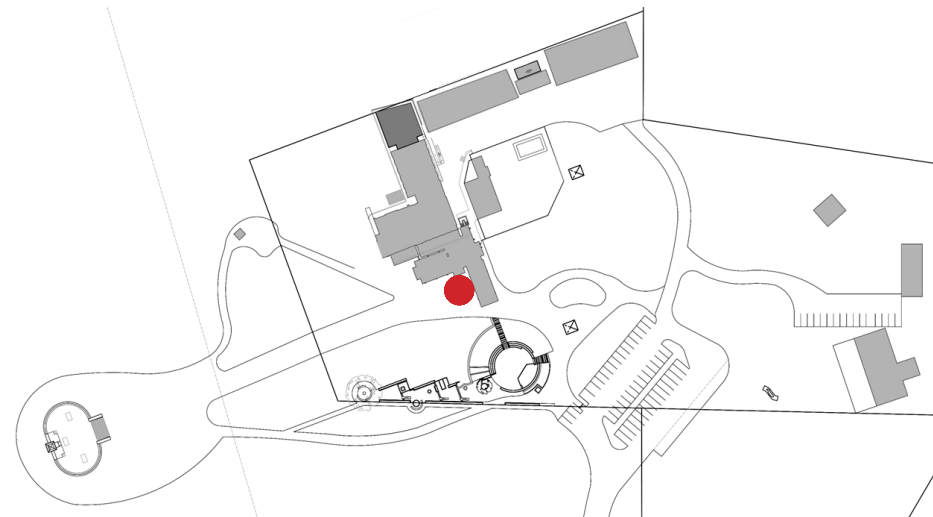






## 4.2 War Museum and National Women's Memorial

MT STEYN STATUE - POSITION 2  
AGAINST THE SOUTH FACADE OF THE WAR MUSEUM (ENTRANCE)







## 4.2

War Museum and National Women's Memorial

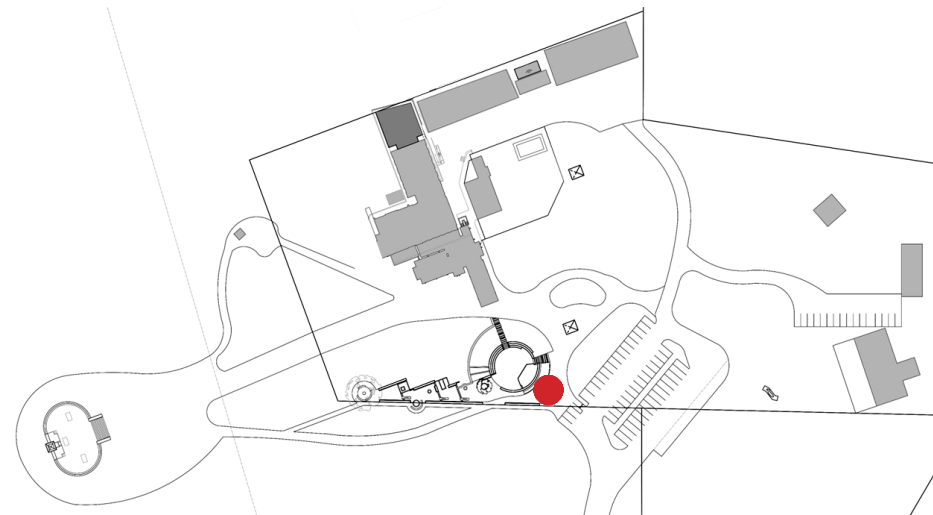
MT STEYN STATUE - POSITION 2  
AGAINST THE SOUTH FACADE OF THE WAR MUSEUM (ENTRANCE)





## 4.3 War Museum and National Women's Memorial

MT STEYN STATUE - POSITION 3  
AT THE ENTRANCE OF THE GARDEN OF REMEMBRANCE (NORTH)







## 4.3 War Museum and National Women's Memorial

MT STEYN STATUE - POSITION 3  
AT THE ENTRANCE OF THE GARDEN OF REMEMBRANCE (NORTH)

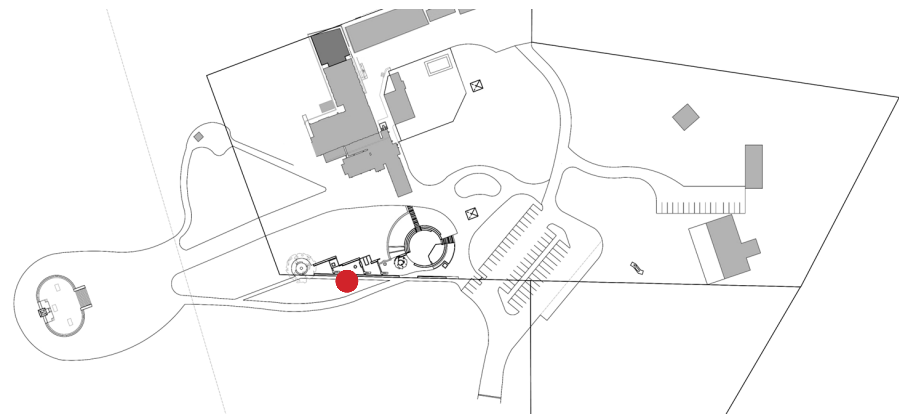




M.T STEYN STATUE IN CONTEXT

## 4.4 War Museum and National Women's Memorial

MT STEYN STATUE - POSITION 4  
AS PART OF THE WALL AT THE GARDEN OF REMEMBRANCE (SOUTH-EAST)







## 4.4 War Museum and National Women's Memorial

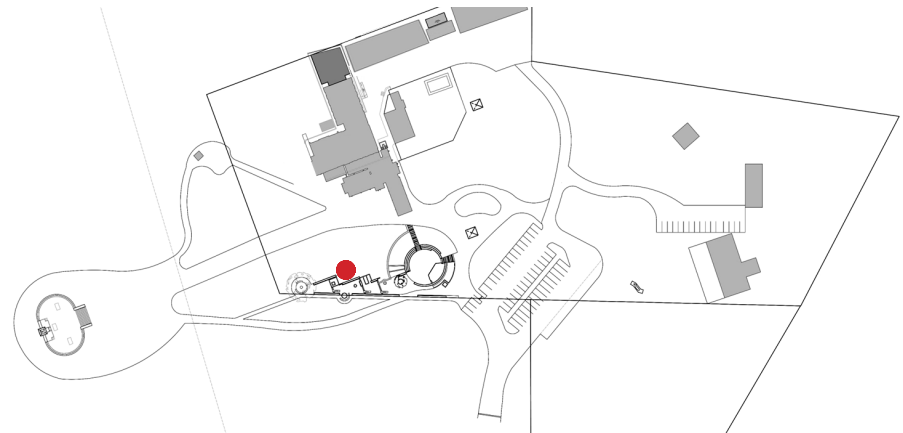
MT STEYN STATUE - POSITION 4  
AS PART OF THE WALL AT THE GARDEN OF REMEMBRANCE (SOUTH-EAST)





## 4.5 War Museum and National Women's Memorial

MT STEYN STATUE - POSITION 5  
AS PART OF THE WALL AT THE GARDEN OF REMEMBRANCE (SOUTH-WEST)



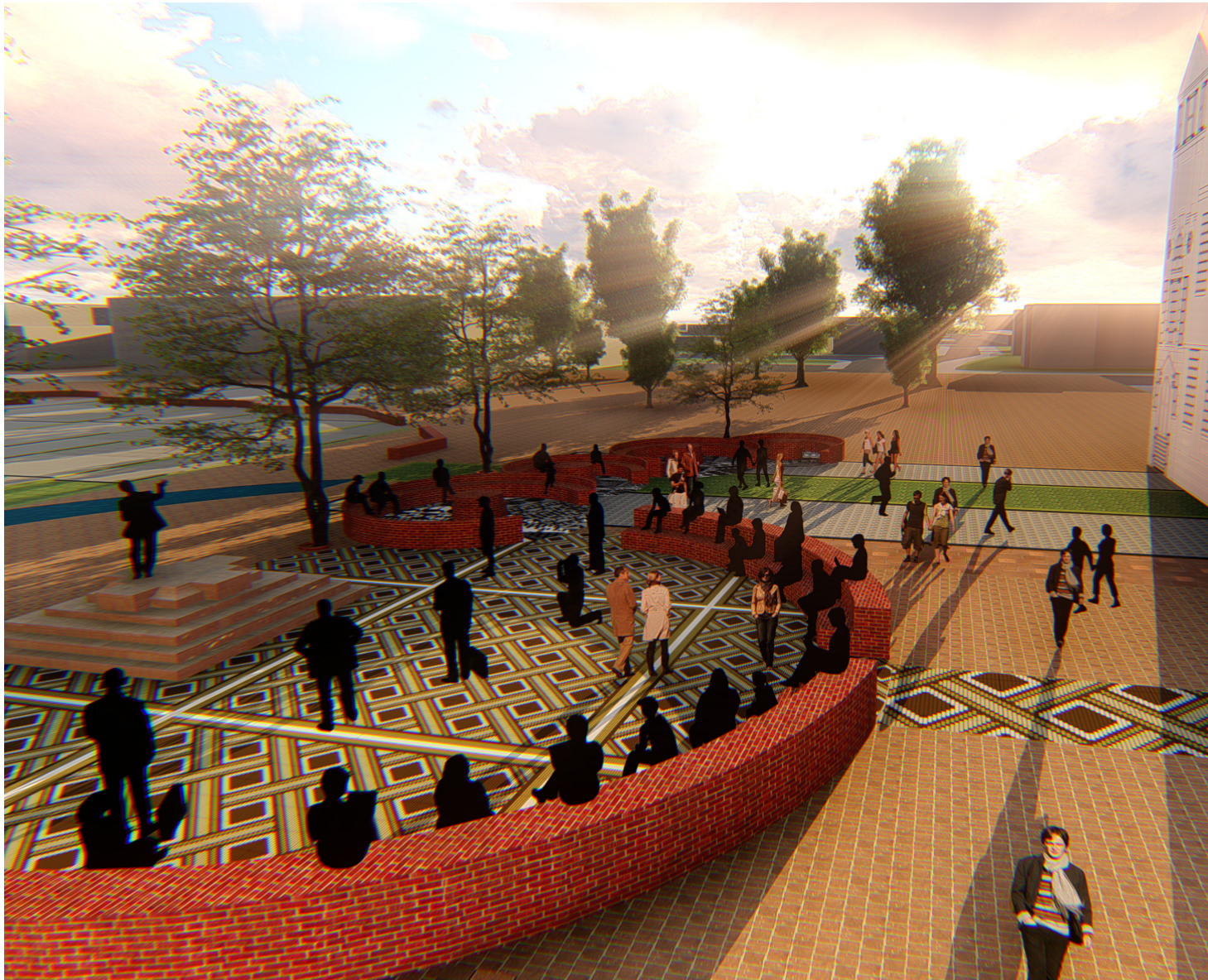




## 4.5 War Museum and National Women's Memorial

MT STEYN STATUE - POSITION 5  
AS PART OF THE WALL AT THE GARDEN OF REMEMBRANCE (SOUTH-WEST)





#### REDEVELOPMENT OF THE SPACE IN FRONT OF THE MAIN BUILDING

The redevelopment of the space in front of the Main Building would, in the case of relocating the MT Steyn statue, offer the opportunity to create a space for communication and interaction with the UFS management.

#### DESIGN INTERVENTION: PLACE OF DIALOGUE AND CONSULTATION

Should the MT Steyn statue be relocated, the altered or remaining space will have to assume a different meaning. It could be argued that an ontological gap exists between the interested and affected parties that are in part exacerbated by issues of language.

The remaining space as “ontological gap” must be redesigned to allow a past that still resonates there - to be channelled into something new and reconciliatory. By appropriating the earlier artistic and architectural interpretations of the best qualities of MT Steyn, it is proposed that the space in front of the Main Building be re-envisioned as a place of dialogue, meeting and consultation.

In design terms, this could take the form of the “philosopher’s seat” as a series of overlapping kgotlas, with the position of the statue becoming the focal point of a public speaker addressing a larger group of students. It is not conceived as a space of conflict, but rather one of consultation as equals - as human beings.

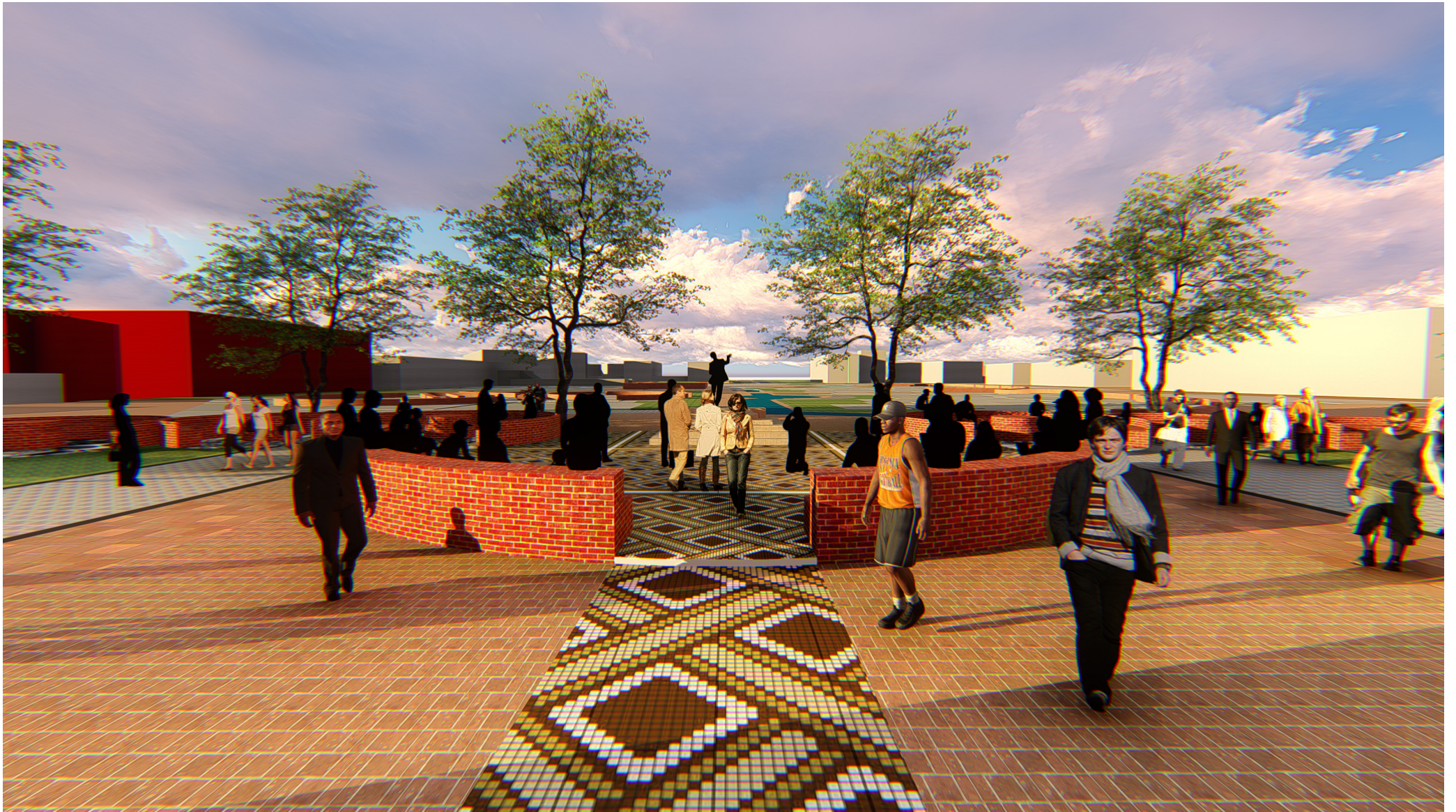
The ultimate form of the place is open for debate and the accompanying images merely suggest one possibility.





A large seating area with the base of the MT Steyn statue (or a contemporary replacement) as a dais could be complemented by smaller seating areas. New trees could be planted, but in such a manner that the Main Building's facade is not obscured. The idea of the "bench" is taken from the Kröller-Müller Steyn bench, but here adapted for group discussion. This idea could be developed further.

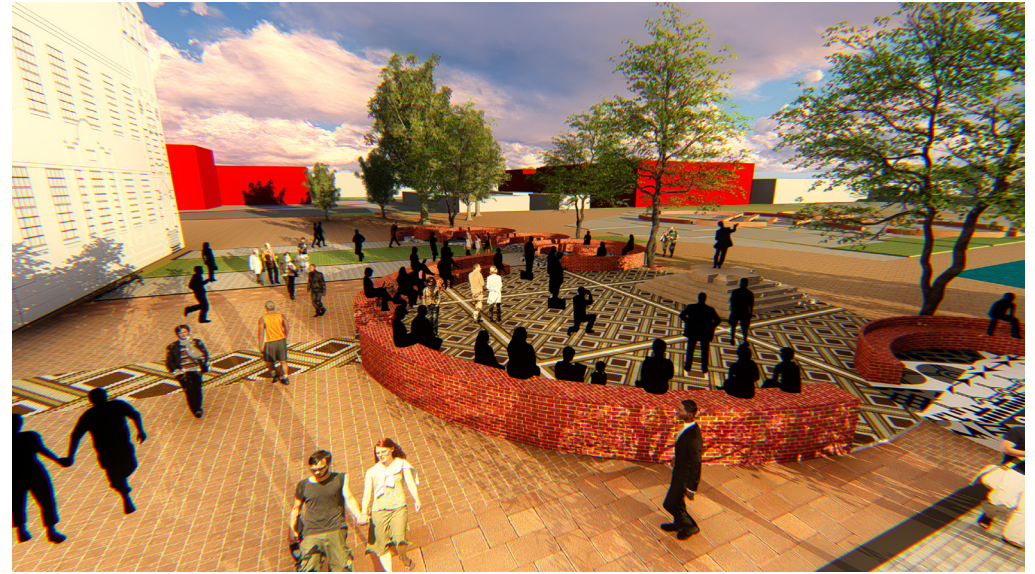


















INTERVENTION	INTENSITY OF IMPACT	MITIGATION	COST IMPLICATIONS	NOTES
<p>RELOCATION (4)</p> <p>Relocation of the statue to another institution without a guarantee of the retention of significance.</p>	<p>HIGH</p> <p>But although the residual (physical) impacts are low, the statue might disappear from public view, which represents a significant impact. The statue will also almost certainly be completely divorced from any culturally reconcilable context.</p>	<p>Benefits the demands of the students to have the statue removed.</p> <p>The statue is retained by sympathetic cultural organisations.</p> <p>The survival of the statue is secured, but there is no control over the retention of significance, character or setting.</p> <p>The proper care of the statue is also not guaranteed.</p> <p>The context, or lack thereof, can hardly be mitigated and should be avoided unless expressly negotiated.</p>	<p>R</p> <p>Cost would include the relocation of the statue to a location some distance from Bloemfontein, and the re-erection at the new location.</p>	<p>Cultural organisations are sympathetic to objects and symbols that represent their causes. A number of busts and sculptures of politicians such as HF Verwoerd, have found their way to Orania in the Northern Cape.</p> <p>Although sympathetic, not all of these organisations are financially capable to care for statues such as these. Despite this fact, the most significant danger is the appropriation against the statue for sectarian purposes. This is cautioned against in the NHRA.</p> <p>The UFS therefore has an obligation to ensure the continuation of responsible custodianship from one institution to the next.</p> <p>The FAK has indicated that it will support the relocation of the statue, but not if the reason is “to pacify radicals” (FAK 2018).</p> <p>The Erfenisstigting and the Orania Beweging have also indicated their interest to accept the statue and the former “has the capacity to deal with legal and logistic issues” (Senekal 2018).</p>



INTERVENTION	INTENSITY OF IMPACT	MITIGATION	COST IMPLICATIONS	NOTES
<p>RE-INTERPRETATION</p> <p>Re-interpretation could also occur in a condition of avoidance or relocation.</p>	<p>LOW</p> <p>The impact could, however, vary depending on the nature of the physical intervention.</p>	<p>Re-interpretation of a statue is not easy, especially if the statue remains in its original position.</p> <p>The benefits of re-interpretation are that the meaning attached to the work is brought into the present, and within the ambit of general acceptability.</p> <p>Re-interpretation is more successful when a heritage resource has use-value, e.g. the Union Buildings and the Parliament Buildings that have been appropriated by the new political dispensation in South Africa.</p> <p>The first stage in the re-interpretation of a statue that celebrates a person's life is to come to a better understanding of what the person stood for, both in a positive and negative sense.</p>	<p>R-RRR</p> <p>Costs could vary from insignificant, e.g. information panels, to substantial, e.g. if the statue is relocated.</p>	<p>Re-interpretation in situ is rarely successful in the absence of any physical change.</p> <ul style="list-style-type: none"> <li>The UFS applied at the FSPHRA for a permit "to make the statue topical while the review process is underway." The intervention consists of an installation that would facilitate an "exchange of information." In physical terms the installation consists of a V-shaped reflective surface placed before (east) the statue. The reflective surfaces will effectively "remove" the statue from the axial gaze from the east. The installation will also offer information and include a "post box" for contributions (HFS 2018).</li> </ul> <p>This installation could serve as an intervention to facilitate re-interpretation. The duration of the installation could be debated should be temporary to avoid a lasting impact.</p> <p>The concern with this intervention is that once the students are familiar with the installation and its intent, they move through the university and the message of the re-interpretation becomes lost on future generations of students.</p> <ul style="list-style-type: none"> <li>The creation of a three-dimensional archive on the "Red Square" could be juxtaposed with the MT Steyn statue. An example would be the group of statues brought together by Dali Tambo and known as the "Long March to Freedom National Heritage Monument" (See: <a href="https://2summers.net/2018/01/07/long-march-freedom-national-monument/">https://2summers.net/2018/01/07/long-march-freedom-national-monument/</a>)</li> </ul>

INTERVENTION	INTENSITY OF IMPACT	MITIGATION	COST IMPLICATIONS	NOTES
				<p>(continued)</p> <p>(See conceptual proposals)</p> <p>Re-interpretation would also occur in certain instances where the statue is relocated, e.g. to schools and the War Museum / Women's Memorial, and also to unknown sites provided by sympathetic cultural organisations. These locations and institutions would focus on other aspects of President Steyn's contributions / attributes.</p> <p>At the Meisieskool Oranje, his contribution as founding father of the school and his support of women's affairs in general would e.g. be highlighted. The school has an annual celebration of women at the National Women's Memorial (<i>Volksblad</i> 14.04.2018).</p>





Figure 5.4.5: The girls of Meisieskool Oranje at the National Women's Memorial in April 2018 (News 24: online)

Figure 5.4.6: The popular re-interpretation of the communist monument in Sofia, Bulgaria, could offend particular groups (*The Sofia Globe*: online)





# ROODT

ARCHITECTS EST 1952

## LONG MARCH TO FREEDOM SCULPTURES - POSITION 1 UFS BLOEMFONTEIN CAMPUS



By including the MT Steyn statue as part of a three-dimensional historical “archive”, a more inclusive approach to the past of the country is created.



ROODT

ARCHITECTS EST 1952

LONG MARCH TO FREEDOM  
SCULPTURES - POSITION 2  
UFS BLOEMFONTEIN CAMPUS



KEY PLAN:





INTERVENTION	INTENSITY OF IMPACT	MITIGATION	COST IMPLICATIONS	NOTES
<p>REMOVAL</p> <p>Relocation is strictly speaking also a type of removal, but in this sense, it is defined differently.</p>	<p>HIGH</p> <p>With high residual impacts, e.g. destruction and recycling and the exhibiting of the statue without its cultural and architectural context.</p>	<p>The demand of the prejudiced students will be met, and the pro-statue parties will have their position violated. The new custodians of the statue are either unknown or a third party.</p> <p>The direct benefit would be visual, as the primary façade of the Main Building will become visible.</p> <p>An example of such a removal would be a theme park such as contemplated by the Minister of DAC. Theme parks such as these are not yet established in South Africa. In Moscow there is a theme park called Muzeon Park that exhibits statues from the communist era (See <a href="http://lidenz.ru/moscows-soviet-monument-graveyard/">http://lidenz.ru/moscows-soviet-monument-graveyard/</a>)</p>	<p>R</p> <p>Costs would entail the physical removal to a storage facility.</p>	<p>Typically, removal implies that the end destination is neither contemplated nor participated in by the UFS as present custodians of the statue.</p> <ul style="list-style-type: none"> <li>Removal could mean that the statue is mothballed in a yard or storage facility, or even destroyed.</li> <li>The statue could also be appropriated for sectarian purposes by other cultural organisations and be withdrawn from the public domain.</li> <li>The theme-park approach could be criticised on different grounds, including the negation of the past, selective loss of authenticity, and a dangerous artificial “amnesia” that leaves people unengaged with the country’s past, and therefore unable or unwilling to deal with unpleasant memories.</li> </ul> <div data-bbox="1429 991 2058 1350" data-label="Image"> </div> <p>Figure 5.4.7: The Soviet monument “graveyard” in Moscow (<i>Liden &amp; Denz: online</i>)</p>



## 5.0 RECOMMENDATIONS

The recommendations put forward here are based on the study and HIA process conducted in this document as well as taking note of the public participation process that followed.

The recommendations are made to the task team of the ITP that are responsible for guiding the UFS in transformation matters relating to names, symbols, and spaces (Section 3.6 of the ITP).

The consultants recommend the following:

- 5.1 Although heritage is, in the first instance, best served through a strategy of **avoidance**, it has been shown that the safety of the MT Steyn statue as heritage resource in its current position could not be assured. The statue of CR Swart was toppled and defaced, despite the offset investment made in other artworks that were to stimulate dialogue and add functional value to the campus environment. It is, however, recommended that the establishment of a cultural facility that would pro-actively deal with the students' transformation concerns, be investigated.
- 5.2 *In situ* **re-interpretation** of the meaning and relevance of the MT Steyn statue are to our minds also doomed to failure. There has been little indication of a constructive and suitably intellectual debate between the various positions on the campus. A few exceptions have appeared in the local media and have been noted in this report (See Appendix 3).

For re-interpretation to be successful in this instance, relocation of the statue would be required. As argued, the relocation will also have to be carefully considered for the re-interpretation to be successful.

- 5.3 The strategy of **relocation** is extensively discussed in the report. Options for internal relocation, i.e. on the campus, were investigated. None are deemed wholly satisfactory for reasons that range from satisfying the wants and needs of polarised parties, to the physical demands of a statue of this nature (See Appendix 4).

Results yielded by the public participation process indicate little support for the relocation of the statue and overwhelming support to retain the MT Steyn statue in its present position (See Appendix 5).

Relocation to a new position elsewhere on the campus, although feasible, is not recommended.

For relocation to be successful, considering the positions of both the statue and the UFS as custodian body, successful re-interpretation should be allowed to take place, i.e. the new “home” should be compatible in a historical, intellectual, political, social, and physical sense. If this is not achieved, the UFS could become embroiled in other disputes.

Although various alternatives for the external relocation of the MT Steyn statue are available, only one offers a set of conditions that appear to best serve most of the heritage requirements.

The War Museum of the Boer Republics (and its physical proximity to the National Women’s Memorial) is ideally suited to accommodate the MT Steyn statue if relocation is preferred above avoidance. The following reasons could be cited:

- MT Steyn was one of the most important role players in the Anglo-Boer War (1899-1902), and this museum is dedicated to the events of this war. Steyn’s position as a fierce opponent of colonialism and imperialism is well-documented.
- The museum has a committed and proven programme of transformation that has received wide-spread recognition.



- MT Steyn was the initiator of the idea to erect a memorial for the women and children who died during the Anglo-Boer War, and the physical presence of his statue here would enhance the experience of visitors and tourists.
- The museum is a public institution where access is open and voluntary. It displays material and objects in a controlled environment that ensures their protection in terms of the NHRA. It therefore addresses most, if not all, the concerns of the parties involved in the dispute.
- The museum has indicated their willingness to receive the statue in writing. The task team is in possession of their statement. The commission managing the site and affairs of the National Women's Memorial also supports the relocation to their domain. The Steyn family also endorses the relocation to the War Museum.
- The nature of the War Museum is one of custodianship that exemplifies and echoes the spirit of the Constitution of the RSA, as well as the relevant legislation. The museum is also the custodians of a large number of valuable artworks depicting the war, and the statue as an artwork will be duly recognised.
- The relocation to the War Museum is physically possible from a technical and logistical viewpoint. Its position at the War Museum would complement the Garden of Remembrance. The walls that carry the names of black and white women and children who died in the Anglo-Boer War, also bear quotes of Steyn's speech delivered during the unveiling of the Women's Memorial.

Although the War Museum and National Women's Memorial are perceived as one facility, they are managed by two distinct bodies. Both have expressed interest in taking the MT Steyn statue into custodianship. It is recommended that the UFS engage with both parties as a matter of courtesy.

If avoidance is not possible, the relocation of the MT Steyn statue to the War Museum is recommended, with the proviso that the necessary requirements of the NHRA are complied with.

ANTON ROODT  
ARCHITECT, URBAN PLANNER & HERITAGE CONSULTANT



04-10-2018

DATE

NTANDO MBATHA  
HISTORIAN & HERITAGE COORDINATOR



04-10-2018

DATE

SEOTSENG TLHOAELE  
ARCHITECT



04-10-2018

DATE



# ANNEXURE A

## INTEGRATED TRANSFORMATION PLAN

of the University of the Free State

# Integrated Transformation Plan

## Contents

1	Introduction.....	.....
2	The Process behind the ITP .....	.....
2.1	The Work Streams that Developed the ITP .....	.....
2.2	The Work Stream Process.....	.....
2.3	The Consultation Process .....	.....
3	The Transformation Plans .....	.....
3.1	Teaching and Learning .....	.....
3.2	Research, Internationalisation, and Innovation.....	.....
3.3	Engaged Scholarship .....	.....
3.4A	Student Experience.....	.....
3.4B	Student Accommodation and Residence Culture .....	.....
3.5	Staff Experience and Composition.....	.....
3.6	Names, Symbols, and Spaces.....	.....
3.7	Universal Access.....	.....
3.8	Financial Framework (Size and Shape).....	.....
3.9A	Governance and Policy.....	.....
3.9B	Governance: Systems and Administration .....	.....
3.10	Multi-campus Model.....	.....
4	The Process Going Forward.....	.....
4.1	The Composition of the Cross-functional Task Teams.....	.....
4.2	The Implementation Committee.....	.....
4.3	The Oversight Committee.....	.....
4.4	Critical success factors .....	.....
5	Conclusion.....	.....

## 1 Introduction

A transformed university in South Africa will be one **which strives for social justice<sup>1</sup>** in everything it does. It will be an institution where its diverse people feel a sense of **common purpose** and where the **symbols and spaces, systems and daily practices all reflect commitment to openness and engagement**. It will respond to the **needs of the local community**, while at the same time **participating in the global knowledge production**. It will be an institution that has engaged actively with its colonial and apartheid legacies and which recognises its common humanity and the universal nature of the intellectual endeavour. A transformed university will be a place for **competing views, disagreements**, and sometimes even **discomfort**.

This document is the University's Integrated Transformation Plan (ITP). The development of the ITP started in January 2017 when the rectorate, deans, directors, student leadership, union representatives, and members of Council met with the incumbent Rector and Vice-Chancellor to identify the **areas of transformation** which the University of the Free State (UFS) needed to focus on, as well as the process going forward.

The consensus reached at the January workshop was translated into an ITP Framework. The framework, which was developed collaboratively by a representative team from the workshop, identified the conceptual points of departure for the task of transformation, as well as a broad vision centred on the notion of **social justice and inclusivity**. The framework noted that transformation in South Africa means the **dismantling of the legacy** of apartheid and **colonialism at political, social, economic, and intellectual** levels in order to adopt new practices, modes of organisation, and values capable of delivering social justice. It was in this sense that the framework noted that the **key outcome of transformation is social justice**.

In turn, the framework document built on a number of previous reports, including the Soudien Report of 2008, the 2001 SAHRC Report, the 2016 Report on Transformation at Public Universities in South Africa, the UFS Transformation Report 2016, and the Shimla Park Report 2016.

The ITP Framework was approved by Council at its March 2017 meeting. Work streams were identified, each of which had a convenor responsible for working consultatively with relevant stakeholders to produce this ITP. It represents the operationalisation of the framework document and has followed a long process of consultations in itself.

The ITP signals the commitment of the University of the Free State to **widen the scope** and radically accelerate transformation in the University:

- it **instigates a curriculum review** which will interrogate the marginalisation of particular identities and philosophies of knowledge, incorporating scholarship from Africa and the global South
- it emphasises methodologies and practices for improving student success
- it advances the UFS as a research-led university with an increased knowledge contribution locally, on the continent, and globally
- it accentuates improving the visibility of the UFS's engagement with society at large
- it is set to strengthen the administrative systems to develop robust, stable, and socially just processes underpinning the operational structures in the University

<sup>1</sup> *Social justice* is an understanding of the principles and practices which promote compassionate and fair distribution of the resources of a society. In the context of South Africa, it covers the **notion of redress** towards those who have **suffered discrimination and exclusion**.



This document is set out as follows: Section two looks at the process that was followed, the set-up of the work streams, how they fit together, what they were asked to do, and the ensuing consultation process; Section three looks at the individual transformation plans as developed and consulted by the individual work streams; Section four looks at the process going forward and how the Integrated Transformation Plan will be managed.

The University is a functioning organisation with all the complexity this entails. The aim of the ITP is for the University to review its focus. This requires managing the challenges that cut across university structures, hence the need for cross-functional task teams. Day-to-day issues should continue to be addressed as they arise; improvements that can be made within a department or faculty should be managed by the responsible manager. The cross-functional task teams are being set up to realise the plan below in a twenty-four-month time frame.

## 2 The Process behind the ITP

The University has been grappling with the implications of transformation for some time. Intractable problems in an organisation are typically those that require solutions that cut across departmental boundaries. Challenges which occur within a management domain are resolved by the responsible manager, given the capability, appropriate focus, and commitment. However, problems cutting across an institution require multi-functional teams with executive support, terms of reference, and adequate time and resources.

The framework identified a number of work streams and assigned work stream convenors. The convenors were charged with (a) constituting the work streams, and (b) each developing their part of the ITP.

### 2.1 The Work Streams that Developed the ITP

The work done in all streams have been informed by the understanding that universities are complex organisations which require the management of people, processes, physical resources, and finances in such a way that they can deliver on their specific purpose. In some cases, work streams were sufficiently complex that they had to be split later on. In other cases, it transpired that the work streams were working on activities that were related, and could ultimately be merged. In the end, ten work streams were chosen. These can be grouped into three broad areas, namely the **core university functions**, **university culture**, and **structural and operational issues** that underpin the existence of the University.

Core Functions	1 Teaching and Learning
	2 Research, Internationalisation, and Innovation
	3 Engaged Scholarship
University Culture	4 Student Experience
	5 Staff Experience and Composition
	6 Names, Symbols, and Spaces
	7 Universal Access
Structural Issues	8 Financial Framework (Size and Shape)
	9 Governance, Systems, Policy, and Administration
	10 Multi-campus Model

Figure 1: The ten work streams

**Core functions:** The core functions of a university consist of: **(1) Teaching and Learning, (2) Research, Internationalisation, and Innovation, and (3) Engaged scholarship.** Transforming this area requires a **'decolonised' curriculum** which includes the **voices that have previously been excluded**, **recognition of students in their human fullness**, engagement in the global conversation, and the UFS to take its place in the **disciplinary, multidisciplinary, and transdisciplinary** debates.

**University culture:** University culture is a complex set of ingrained behaviours, practices, and norms governing the experience of those who study and work in the institution. Four work streams are responsible for this area: **(4) Student Experience, (5) Staff Experience and Composition, (6) Names, Symbols, and Spaces and (7) Universal Access.** These teams look to promote university culture that does not exclude or intimidate, but encourages people to experiment with and challenge established conceptions of the world while feeling part of a community.

**Structural issues that underpin the University:** These include **(8) Financial Framework (Size and Shape), (9) Governance, Systems, Policy, and Administration and (10) The Multi-campus Model.**

### 2.2 The Work Stream Process

In the case of transformation, the process of getting to the answer is often as important as the answer itself. The process of engagement must ensure the active participation of representatives from all relevant UFS stakeholder groups, and the principles and modes of engagement that are used must ensure institution-wide buy-in.

The work streams were asked to do their own transformation planning and have engaged in varying degrees of consultation leading to the plan going forward. The teams cut across functions and included the people needed to drive implementation later on.

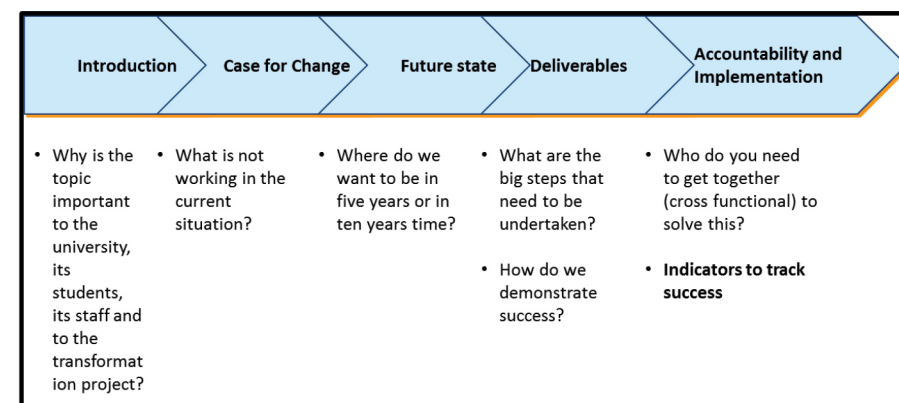


Figure 2: Setting the terms of reference for each work stream

Once they had done this, each team was asked to produce what is effectively a one-page terms of reference

- Introduction:** Why is the topic important to the University, its students, its staff, and to the transformation project?
- The case for change:** What is not working in the current situation?
- The future state:** Where do we want to be in five years' or in ten years' time?

4. **The deliverables:** What are the big steps that need to be undertaken? How do we demonstrate success?
5. **Accountability and Implementation:** Who do you need to get together (cross-functional) to solve this?
6. **Indicators to track success:** What will be used to demonstrate and track success? These will be firmed up by the cross-functional task teams once they have been constituted.

The teams were also asked to identify the key interfaces to the organisation and other work streams. Once the cross-functional task teams are constituted, one of their first activities will be to review the deliverables, sketch the key steps to achieve them, and present them together with the time frames to the oversight committee, which will be defined in Section 4.

### 2.3 The Consultation Process

As noted in the framework, transforming an institution which is more than a hundred years old, presents a variety of challenges. Firstly, the work streams have consulted internally in order to produce their transformation plans. Then the plans were summarised for this document. After that, the integrated plan was consolidated and consulted with a variety of stakeholders. The consultative process is mapped out below and culminated with the submission of the ITP to Council for adoption on 8 September 2017.

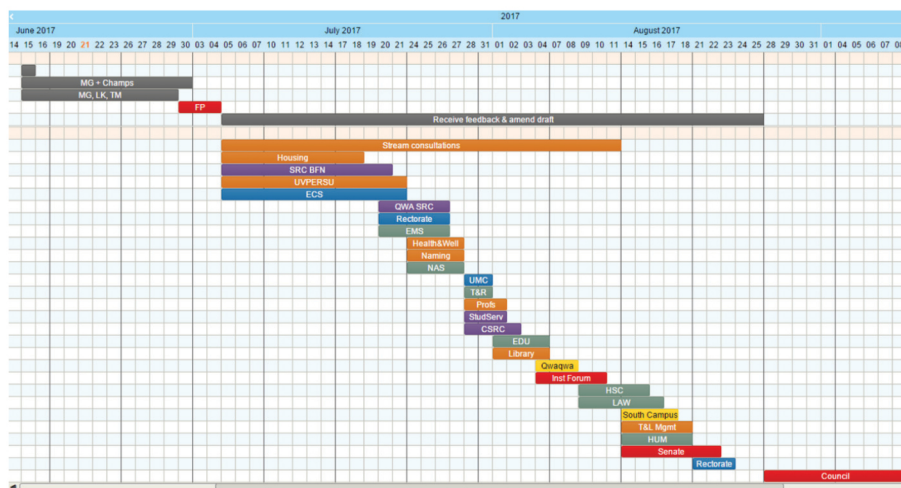


Figure 3: The ITP consultation process<sup>2</sup>

<sup>2</sup> Among those consulted: Bloemfontein Campus (BFM), Central Student Representative Council (CSRC), Executive Committee of Senate (ECS), Education Faculty Board (EDU), Economic and Management Sciences Faculty Board (EMS), Institutional Health and Wellness Forum (Health&Well), Residence Management Committee and Residence Heads (Housing), Health Sciences Faculty Board (HSC), Humanities Faculty Board (HUM), Institutional Forum (IF), Law Faculty Board (LAW), Library Senate Committee (LIBRARY), Naming Committee (Naming), Natural and Agricultural Sciences Faculty Board (NAS), Professoriate Committee (Profs), Qwaqwa Campus (QWA), Qwaqwa Campus Coordinating Management Committee (Qwaqwa), South Campus Executive Management Committee (South Campus), Student Representative Council (SRC), Student Services Forum (StudServ), Teaching and Learning Managers (T&L), Theology and Religion Faculty Board (T&R), University Management Committee (UMC), University of the Free State Staff Union (UVPERSU).

## 3 The Transformation Plans

### 3.1 Teaching and Learning

**Introduction:** The 'massification' of higher education has resulted in a complex, challenging, and contested teaching and learning environment. In addition, the isolation of the apartheid years means that we are still in a process of catching up with disciplinary developments which form the conversations happening in the rest of the world. Teaching and learning will focus on **evidence-based teaching excellence and deep curriculum transformation**. This involves engaging with **cutting-edge** methods that enable scholars and students to pursue global standards of excellence in ways that speak to concerns in South Africa.

**The case for change:** Much of the curriculum **traces back to isolation years or is stuck** in a past that neither reflects **contemporary global thinking** nor shows sufficient respect for local understanding, experience, and problems. Students do not feel recognised **in their human fullness** and feel that their knowledge and the knowledge produced by their communities are not valued. At the same time, we are not fully engaged in the global conversations and the disciplinary, multidisciplinary, and transdisciplinary debates taking place. There is an achievement gap, particularly between black and white students, that needs to be addressed.

**The future state:** A transformed and decolonised teaching and learning function which offers curricula that reflect a variety of ways of knowing, pedagogy that engages students in their own learning, instruction that provides them with the necessary tools to access knowledge; and education that produces excellent graduates who can contribute to a sustainable, just society locally and globally. There will be a clear integration and alignment of workload and performance management. The **'decolonised' curriculum** will draw on **engaged scholarship** and **locally relevant research**, include local and other voices that may have been excluded, and reference more comprehensively global issues, developments, and scholarship.

Deliverables
<ul style="list-style-type: none"> <li>'As-is' analysis of curricula, pedagogies, performance, and achievement gaps by department and campus</li> </ul>
<ul style="list-style-type: none"> <li>An explicit assessment in all departmental reviews of the curricula with respect to decolonisation and relevance (Does it reflect global practice? Is it locally relevant? Does it refer to the students' experience?)</li> </ul>
<ul style="list-style-type: none"> <li>Implement a <b>peer-review mechanism of the pedagogies for undergraduate and relevant postgraduate and open distance-learning modules</b> in order to transform the relationship between lecturer and student, using evidence and technology and making student engagement the preferred approach to successful learning.</li> </ul>
<ul style="list-style-type: none"> <li>Reconceptualise academic staff development, continuous professional development, reward and promotion. Review the current policy for academic staff employment (in relation to professional training in teaching and learning, and UFS probation period and the respective requirements).</li> </ul>
<ul style="list-style-type: none"> <li>Improve the <b>quality of student learning and decrease the achievement gap</b> (particularly between black and white students). This might include foregrounding the role of language, academic literacy, and developing innovative online support platforms.</li> </ul>
<ul style="list-style-type: none"> <li>Clarify the <b>proposed UFS graduate attributes</b> and promote the intentional mapping and integration of these attributes into curricula and co-curricula</li> </ul>



Deliverables
<ul style="list-style-type: none"> <li>Develop a learning analytics approach for teaching and learning</li> </ul>
<ul style="list-style-type: none"> <li>Conduct an audit of the programme catalogue to clarify module progression rules and pathways</li> </ul>
<ul style="list-style-type: none"> <li>Devise and implement a strategy to provide library services and flexible workspaces to meet differentiated learning and research for postgraduate and undergraduate students</li> </ul>
<ul style="list-style-type: none"> <li>Submit indicators for tracking to the Implementation Committee</li> </ul>

**Accountability and Implementation:** A cross-functional task team. Convenor: Vice-Rector: Academic Director: Centre for Teaching and Learning (CTL), Faculty Teaching and Learning Managers, Director: DIRAP, University Preparation Programme (UPP) Manager, Qwaqwa Campus Academic, South Campus Academic, Student representation, Academic with experience of undergraduate research teaching, Director: Student Affairs Bloemfontein, Director: Postgraduate School.

**Some possible indicators:** Number of revised modules, number of peer reviews, increased success rate to 86% in three years, number of departmental reviews with recommendation successfully implemented, reduce the achievement gap by 4% in four years.

### 3.2 Research, Internationalisation, and Innovation

**Introduction:** The University of the Free State (UFS) has made considerable progress in relation to the major indicators of academic success. It has increased the number of registered doctoral students by 26% from 2015 to 2016, and over the past five years it has improved its research outputs (articles, conference proceedings, and books) from 650 to 990 units, and its number of NRF-rated researchers from 100 to 150. The potential contractual income from signed research-related contracts has increased from R38 million to R213 million over the past three years. However, these achievements have not been sufficient to leapfrog the University to be among the top five institutions nationally.

**The case for change:** The challenges which the UFS face in terms of the quantity and quality of knowledge produced, has been attributed to uneven productivity among individual academics, limited qualifications of appointed academic staff, and an insufficient alignment of the research capacity pipeline from undergraduate programmes to academic staff development. Colonialism has had an impact on knowledge production, shaping it in a particular way. As a consequence, the UFS must question how it produces knowledge, how research informs the curriculum and engagement, and how research activities relate to existing forms of privilege.

**The future state:** The University will **move to being a research-led university** with excellent **undergraduate programmes**. It will increase the size and quality of honours, master's, and doctoral programmes and enrolments. A supervisory model which scales to postgraduate cohorts, will balance supervisory load more effectively. In order to ensure a pipeline of students into postgraduate programmes, research skills will be developed in undergraduate programmes. More international students will be attracted from Africa and the rest of the world, with the aim of enriching the programmes through embracing diversity. The University will have a differentiated research strategy that increases research productivity, performance, best practice, local application, and relevance. The UFS will also be established as a preferred academic knowledge partner that can conceptualise, develop, and successfully commercialise research activities, fostering an innovative and entrepreneurial culture.

Deliverables
<b>'As-is' analysis</b> <ul style="list-style-type: none"> <li>An analysis of the current UFS postgraduate research output and innovation landscape, including research focus areas, research chairs, the Prestige Scholars Programme, and the Senior Professors' programme</li> </ul>
<b>Creating research-ready undergraduate students</b> <ul style="list-style-type: none"> <li>Alignment of the research-capacity pipeline from undergraduate programmes to postgraduate research training to academic staff development, focusing on the development of researchers, with specific focus on black researchers</li> </ul>
<b>Develop postgraduate students who can do research and contribute to society</b> <ul style="list-style-type: none"> <li>Creating effective supplementary supervision models</li> <li>A <b>differentiated research strategy</b> with targets for increased numbers of postgraduate students and expanding the international footprint, with a specific focus on Africa</li> </ul>
<b>Research development</b> <ul style="list-style-type: none"> <li>A strategy for the Senior Professors' Programme, including a review of expected outputs</li> <li>A strategy for research focus areas, including targets for publications, graduates, and integration internally and externally</li> <li>Evaluation of research institutes and their mandates, and developing research strategies</li> <li>A strategy for SARCHI chairs to develop into Centres of Excellence and attract additional funding</li> </ul>
<b>Impact of research on society</b> <ul style="list-style-type: none"> <li>A strategy for Innovation and Technology Transfer, including spin-out technology, licensing agreements, and patents</li> <li>Alignment of research and engaged scholarship</li> <li>Career development and creating opportunities for doctoral students</li> </ul>
<b>Indicators</b> <ul style="list-style-type: none"> <li>Submit indicators for tracking to the Implementation Committee</li> </ul>

**Accountability and Implementation:** A cross-functional task team. Convenor: Vice-Rector: Research. Top Researchers, a Prestige Scholar, a Head of an Institute or Centre, Senior Director: Research Development, Director: Postgraduate School, Director: Commercialisation and Contracts, Director: Internationalisation, representative from Human Resources and Finance, a Doctoral student, Chair of Postgraduate Student Council, and a Postdoctoral fellow.

**Some possible indicators:** Number of research output units (expressed as journal publications, conference proceedings, books, and creative outputs). Percentage of accredited journal publication output units in international journals. Research outputs per 'Permanent Instructional and Research' C1 staff member. Number of NRF-rated scholars and scientists and rating categories. Percentage of 'Permanent Instructional and Research' C1 staff with doctoral degrees. Number of postdoctoral fellows (black and female). Number of registered and graduated doctoral students (black and female). Number of registered and graduated master's students (black and female). Number of registered and graduated honours students (black and female). Total funding from research contracts. The number of research projects that are under incubation have been provided with a safe environment to mature into sustainable entities that can contribute to growth at the UFS and the community. Percentage of signed licence agreements that have contributed to third-stream income. Growth of the Intellectual Property portfolio in proportion to the research portfolio.

**Actual targets will be set by the cross-functional task team after the 'As is' analysis.**

### 3.3 Engaged Scholarship

**Introduction:** The core functions of a university are the generation, dissemination, and application of knowledge. It is the latter, **the application of that knowledge**, that is the core of engaged scholarship. Engaged scholarship is the heterogeneous way in which a university interacts with the diverse community in which it exists. It is about linking the best of the research and teaching skills of staff, but also students, to specific needs of different parts of the extended community – civil society, the private sector, government, and non-governmental organisations. It is about citizenship of the University and the civic responsibility of the University to society as a whole. Engaged scholarship gives effect to one of the key ‘public good’ dimensions of universities. In turn, the curriculum, research efforts, teaching, and student attributes are all enriched through engagement with the community.

**The case for change:** The key challenges associated with this function are an outdated approach and a lack of scholarship, i.e. a charitable approach instead of a **two-way knowledge exchange process with communities**. Important in this regard is to establish how **community engagement interfaces with teaching and learning**, and with **Research, Internationalisation and Innovation**.

**The future state:** Engaged scholarship will be an important anchor in **maintaining the relevance** of the **academic syllabus**, and **linking real local needs to the global knowledge project**. In this sense it helps to ‘democratise’ knowledge, make knowledge relevant, ‘decolonise the syllabus’, and demonstrate the value of the extended curriculum. In future, the generation, dissemination, and application of knowledge will be part of the workload model, and as with teaching and publishing, application of knowledge will be expected from most members of the academic community.

Deliverables
<ul style="list-style-type: none"><li>• An ‘As-is’ analysis of the portfolio of Engaged Scholarship activity plus an estimate of the potential</li></ul>
<ul style="list-style-type: none"><li>• Develop an engaged scholarship strategy which incorporates engaged scholarship in the performance management and promotion system of the University, and is aligned with the differentiated research strategy</li><li>• Develop a support system and monitoring system to <b>quantify the amount of engaged scholarship</b>, its impact on the community, and the associated research outcomes and third-stream income</li></ul>
<ul style="list-style-type: none"><li>• Develop a strategy for effective partnerships with Province, City, broader communities, and other key stakeholders</li><li>• Enable access to opportunities for students to build their civic awareness (e.g. through the Global Leadership Programme)</li><li>• Promote access to research grants for engaged scholarship that advances development goals</li><li>• Submit indicators for tracking to the Implementation Committee</li></ul>

**Accountability and Implementation:** A cross-functional task team. Convenor: Vice-Rector: Institutional Change and Student Affairs. Representatives of Faculties, representative of Community Engagement Unit, Student representation, Innovation and Business Development Office representative, South Campus representative, and Director: Student Affairs Qwaqwa campus.

**Some possible indicators:** Number of academics engaged in knowledge application to increase (refer to ‘As-is’). Amount of funding for knowledge application. Number of UFS projects involving application of knowledge to increase against baseline. Number of civic awareness projects. Volume of continuous professional development projects. Number of projects with the City, Province, and broader communities.

### 3.4A Student Experience

**Introduction:** The #Fallist movements have galvanised students across South Africa, highlighting the need to fast track the transformation of the student experience. At the UFS, the #Fallist movements explored more than the issue of fees; it also reflected on students’ conditions in general. In this regard, the UFS needs to work towards humanising student experience both inside and outside the classroom, which is conducive to success at the University and subsequently.

**The case for change:** Student experiences across the University strongly depend on the students’ **origin and socio-economic conditions**. At times, students experience the **University environment** as **unsympathetic, hostile, aloof, exclusionary**, and **discriminatory**. They sometimes experience the administrative staff as unsympathetic and hostile, and similarly the academic staff as remote, discriminatory, and wishing for ‘better students’. There is often a disconnection between the student and staff experience, creating an environment that works against student success. In addition, the institution is often divided along the historical lines of dominance, oppression, power and privilege, exacerbated by lack of empathy and tolerance. Many students are struggling with their fees and with living conditions. Use of recreation facilities is dominated by on-campus students and UFS traditional sports.

**The future state:** The future is a UFS with self-reflective staff and students who are conscious about their historic and present positionalities. Staff and students go out of their way to make others feel comfortable. The University will have a culture **which is humanising, socially just and inclusive**; no-one will feel excluded based on sexual orientation, disability, gender, religion, culture, place of origin, language, race, class, etc. It will **encourage empathy** in academic and support staff and provide a flourishing community and supportive environment for all who work and study here. The majority of students will participate in sport and recreational activities, including activities which were not previously offered.

Deliverables
<ul style="list-style-type: none"><li>• A detailed ‘As-is’ study to understand the issues faced by students, including transport, food security, safety, accommodation, study facilities, and universal access</li><li>• Design and roll out an advocacy programme based on the results of the ‘As-is’ study</li><li>• Participation of academic and support staff in conscientisation workshops</li><li>• Proactive solution-building workshops within faculties and departments, involving both students and staff</li><li>• Institutional-culture study, using a variety of methodologies to share student experiences of the UFS</li><li>• Implementation of sexual harassment and sexual assault strategy and policy (by the Sexual Harassment Task Team and also to establish a Sexual Assault Response Team)</li><li>• Develop a comprehensive sport strategy, with emphasis on non-traditional sports and maximum inclusivity, focusing on historically-excluded demographics and paying attention to enabling issues such as transport, safety, and universal access</li><li>• Establishment of mechanisms that ensure the support and integration of international students, SADC in particular, in collaboration with the International Office</li><li>• Submit indicators for tracking to the Implementation Committee</li></ul>

**Accountability and Implementation:** A cross-functional task team. Convenor: Vice-Rector: Institutional Change and Student Affairs. Dean: Students Affairs, Academic Staff representative, Support Staff representative, Head of CUADS, Director: Student Counselling (Health and Wellness), Director: Student Life, Student representation, Centre for Teaching and Learning (CTL) representative, Director: Institute for Reconciliation and Social Justice (IRSJ), Director: Postgraduate School, representative of Gender and Sexual Equity Office, KovskySport representative, Senior Director: Housing and Residence Affairs, Director: Internationalisation.



**Some possible indicators:** Number of students under financial stress to decrease by against the base, number of students suffering food insecurity to decrease against base. Roll out programme to reach 70% of students. Increase in sports participation, particularly black, women, and off-campus students. Number of black and women staff members, and available sporting codes.

### 3.4B Student Accommodation and Residence Culture

**Introduction:** Less than 20% of students are accommodated in residences; however, residences have demonstrated potential to play a big role in academic success, particularly for first-year students and first-generation students. In principle, student accommodation is self-funding; in practice the modalities are difficult, with no university as yet getting it right, since the relationship to the private sector is difficult to manage and in some institutions costs are carried well above market prices.

**The case for change:** Students **do not leave socio-economic inequalities** at home when they come to university. Black African and Coloured students are particularly vulnerable. According to a 2016 study, UFS students are worse off than the national average; for example, the vast majority of students (79%) indicated that they have run out of food without being able to buy more, with 30% indicating that this happens most days or every day (compared with 23% nationally). For this reason alone, it would be important to accommodate almost **all first-year and most second-year students**. In addition to the socio-economic reasons, residence culture at the Bloemfontein Campus, for example, has been inherently divisive, creating residence identities different from that of the University. The strong residence culture still retains the potential to disrupt. Furthermore, safety for off-campus students at the Bloemfontein, Qwaqwa, and South Campuses remains a major challenge, and in all cases a flash point for disruption. The condition of off-campus accommodation for Qwaqwa Campus students, in particular, is a risk.

**The future state:** The University would like to put all first-year, most second-year, and about half of third-year students in campus residence. There are currently some 4 000 beds at Bloemfontein. The desired number would be close to **6 000 new entrants**, 6 000 second-years, plus 3 000 third-years. This would provide the necessary leeway to create a **new residence culture** that would primarily have an **academic rather than an identity culture**, with a progressive mentorship system and a safety net for first-year and first-generation students. The residence strategy needs to be integrated into a broader accommodation strategy which includes optimising transport, safety, study, and recreation. The database of off-campus student accommodation for quality assurance, as well as an increase in security patrols in neighbouring streets where student accommodation is found, would improve student safety. All UFS **off-campus accommodation** should comply with minimum norms and **standards for housing as set out in the Higher Education Act**. Policy on minimum norms and standards for Student Housing at public universities.

Deliverables
<ul style="list-style-type: none"> <li>A detailed 'As-is' study to understand the issues faced by students regarding on- and off-campus accommodation and quantification of the accommodation gap</li> <li>The development of a strategy to create residences with an academic focus, and the full implications for numbers and costing</li> <li>The setting of minimum transport, safety, accommodation, and travel standards for students</li> <li>Development of an approach to student accommodation that is affordable for the student and entails optimal cost to the University</li> <li>A strategy for postgraduate, postdoctoral, and international students</li> <li>Submit indicators for tracking to the Implementation Committee</li> </ul>

**Accountability and Implementation:** A cross-functional task team. Convenor: Vice-Rector: Operations, Dean: Students Affairs, Student representation, Director: Student Life, representative of University Estates, CTL representative, representative of Protection Services, Academic from the Student Colleges, representative of Gender and Sexual Equity Office, CUADS representative, Senior Director: Housing and Residence Affairs, Director: Postgraduate School, Director: Internationalisation.

**Some possible indicators:** Percentage of students in residence. Pass rate of students in residence. Mix of students in residence.

### 3.5 Staff Experience and Composition

**Introduction:** **Employment equity**, particularly as it relates to senior academic staff, is a key priority in the UFS's transformation process. The University has great difficulty in both attracting and retaining black staff members. Two identified obstacles to improving the UFS equity profile are: **policies and practices in the recruitment**, employment, and promotion process; and the impact that institutional culture has on new staff members' **sense of collegiality**. In addition, there are enclaves that embrace change, but equally enclaves that are perceived to be openly hostile to new staff; that perception in itself is a barrier to entry.

**The case for change:** It is known that newly-appointed academics, particularly black academics, find it very difficult to function in academic departments at the UFS for several reasons, which include the predominance of Afrikaans in some departments, the dominance of **certain intellectual approaches that limit alternative perspectives**, and the lack of mentoring and capacity-building approaches to develop the next generation of academic staff. The institutional culture built on extreme hierarchies has played a negative role in staff relations, especially between academic and support staff. Practices such as raising the inherent requirements, grooming a person from the non-designated group, appointment of non-designated staff in temporary positions, restricted professional networks in the disciplines, inappropriate 'head hunting', downplaying designated candidates, accentuating non-designated candidates, and informal job protection have been identified as potential blocks to transformation. **The general environment in academic and support services departments is patriarchal**. An analysis of the position of female staff in academic positions indicates few women professors and a concentration of women in the lower echelons of the academic hierarchy. When race and gender are combined, the situation is worse in both academic and support services departments. Complaints of pay corresponding with unpleasant/hostile experiences were expressed through the protests of outsourced service staff during the #FeesMustFall student protests at the UFS.

**The future state:** The future will be one of excellence and diversity. The University will have a staff culture of high performance and equality. Institutional culture will value and encourage different approaches, different perspectives, and differences in religion, race, gender, values, and beliefs. It will be possible to attract, recruit, develop, and retain black staff. There will be a support and mentoring programme that ensures the University gets the best possible contribution from its staff. There will be **fair and competitive remuneration based on performance**. There will not be pockets of exclusion where staff members feel unwelcome. Women will be well represented at all levels in the UFS workforce.

Deliverables
<ul style="list-style-type: none"> <li>A detailed 'As-is' study to understand how young academics, black academics, support staff, and service workers experience the academic and departmental cultures and where employment equity is working and not working</li> </ul>

Deliverables
<ul style="list-style-type: none"> <li>Review the proposed initiatives, including focus groups, inclusive capacity building, adaptation of the recruitment and selection process, a new performance evaluation system, development training, and a new differentiated remuneration system</li> <li>A study of institutional culture, using different methodologies, is conducted to create awareness of staff experiences</li> <li>Exit interview policy aimed at identifying opportunities for improvement; to be conducted with each and every staff member on leaving</li> <li>Review of promotion criteria for academic staff</li> <li>Development programme for next-generation academics</li> <li>Revise Employment Equity strategy, with equity targets agreed at faculty and departmental level</li> <li>A feasibility study of promotion policy for support staff</li> <li>Submit indicators for tracking to the Implementation Committee</li> </ul>

**Accountability and Implementation:** A cross-functional task team. Convenor: Vice-Rector: Operations. Senior Academic, Senior Director: Human Resources, Postdoctoral student, Graduate student, Young Academic from each campus, and a non-academic staff member, Vice-Rector: Research, and Senior Director: Research Development.

**Some possible indicators:** Employment equity targets. Number of black staff at senior lecturer level and higher by 2019. Female academics according to rank. All young staff with career plan, which is tracked annually.

### 3.6 Names, Symbols, and Spaces

**Introduction:** Symbols such as buildings, statues, artworks, names, and memorabilia play an important role in signalling institutional culture. Names include not only the names of physical spaces and structures, but also other symbolic names, for example, memorial lectures. Symbolic imaging includes institutional branding, artwork, and memorabilia, but also institutional traditions and protocols. In the same way, the physical, social, and learning spaces have important roles in shaping experience and signalling values. The University needs to identify symbols and spaces that need transformation, and ensure that any changes promote a socially just institution which celebrates freedom of expression and provides a sense of solidarity and belonging for all. Activities such as the greening of the University, which have important transformational value, are continually managed by University Estates.

**The case for change:** The recent concerns expressed about the UFS's current institutional culture and its representation, calls for the UFS to take a comprehensive and critical look at the state of institutional symbols and the current processes used in the naming, renaming, acquisition, and disposition of symbols. The UFS **must assess whether** the existing names, symbols, and spaces reflect a transformed university. To date, processes concerning the naming and renaming have been handled on an ad hoc basis by the Naming Committee, with the initiative for naming and renaming mainly residing, for example, with the occupants/residents of buildings. At times, this process has been seen as problematic. It is the general assumption that all matters related to symbols fall under the Naming Committee. However, the acquisition or removal of symbols does not fall within the mandate and expertise of the Naming Committee. **There is currently no committee to address concerns on institutional symbols.**

**The future state:** University environments will reflect knowledge spaces which inform and challenge their users. Names, symbols, and spaces will portray an environment that reflects a real commitment to diversity, inclusivity, and social justice. They will play a role in enriching critical thinking and the educational experience of its community. They will draw on the diversity of the University body, but not act as a museum, which solely commemorates its histories and heritage. The task of symbolic

reparation will not have been undertaken **with a crude displacement narrative**. The University will have transformed in a way that is emphatic and yet inclusive; it will be seen to embrace diversity beyond its two ethnic opposites. This process requires a comprehensive approach, rather than the ad hoc methods used to date. Decisions should stem from the findings of the engagement process with all stakeholders. This said, it is not necessarily in the best interest of the UFS to follow popular ideas of what constitutes inclusive symbolism.

Deliverables
<ul style="list-style-type: none"> <li>Review proposals to reconstitute the Naming Committee and expand their terms of reference</li> <li>Estimate of the costs that might be needed for, among others, commissioning of studies, work on cataloguing, renaming, removals, replacements, and potential commissioning of artworks</li> <li>'As-is' analysis, including a comprehensive survey into the current state of names (buildings, streets, memorial lectures), statues, symbols, spaces, artworks, and campus configuration, and how this informs the existing institutional culture</li> <li>An evaluation of the current processes on naming, renaming, acquisition, and disposition of statues, artworks, and other symbols, and recommendations on how they can be enhanced</li> <li>The development and implementation of a transformation strategy for the naming, renaming, acquisition, disposition of symbols (if any), and re-configuration of areas and spaces</li> <li>Submit indicators for tracking to the Implementation Committee</li> </ul>

**Accountability and Implementation:** There is a need to set up a work stream comprising of members who have expert knowledge in the fields of art, image studies, cultural studies, architecture, heritage, history, and heritage legalisation. Convenor: Director: Institute for Reconciliation and Social Justice (IRSJ). Team members: Assistant Director: Property Management, UFS Art Curator, SRC, Heritage expert, representative for CTL, Director: Communication and Brand Management, Director: Community Engagement, representative from the Art Advisory Committee, representative from Free State Provincial Heritage Resources Authority, Visual Culture expert, Culture Studies expert, Urban Planning expert, Outside advisors (as necessary), representative of the Naming Committee.

**Some possible indicators:** New approved process on naming, renaming, acquisition, and disposition of statues, artworks, and other symbols.

### 3.7 Universal Access

**Introduction:** Promoting the human rights of people with disabilities, including the development of practices such as universal design and universal access, supports the social model of disability and focuses on the holistic nature of the challenges that students might encounter. Although the existence of impairment cannot be denied, a person only really becomes disabled once they interact with their environment. When a person's environment, whether physical, social, educational or attitudinal, is designed in such a way that it is accessible to the greatest variety of users, allowing for different options and ways of use, the degree of disability that might be experienced can be reduced significantly. This also benefits people without disability and caters for different access preferences.

**The case for change:** People with disabilities belong to a group that is often either not catered for or even discriminated against. The UFS recognises a number of students and staff with disabilities, in particular visual impairment, hearing impairment, mobility impairment as well as learning difficulties. A broader definition of disability includes psychosocial disorders which significantly impact learning (e.g. depression, anxiety, panic disorder, post-traumatic stress, etc.). Attention to the **principles of universal design** will improve the University experience for a large number of students, and also staff, including students and staff with disabilities.



**The future state:** The application of the principles of universal design and universal access at the UFS will be instrumental in the improvement of the institutional culture with regard to people with disabilities, thus moving away from the traditional focus on the individual with the problem. This will enable the UFS to create an environment where students with disabilities can experience all aspects of student life equal to their non-disabled peers. Recognising the rights of people with disabilities is an important lesson in social justice and an opportunity to reinforce university values. Moreover, a significant number of students with varying degrees of psychosocial disorders which affect learning are positively supported in the process.

Deliverables
<ul style="list-style-type: none"><li>• A detailed 'As is' study looking at the prevalence and impact of all conditions affecting learning and access to learning</li><li>• Alignment of all the policies that refer to universal access, including those related to teaching and learning, staff with disabilities, and students with disabilities</li><li>• Develop and implement a universal access strategy including impairments such as clinically-diagnosed psychological disorders, as well as an assessment of the potential impact</li><li>• Develop and implement guidelines for teaching material, new learning spaces, and any new relevant policies</li><li>• Develop and implement a protocol of proactive approach for lecturers</li><li>• Develop and implement a comprehensive advocacy and awareness strategy</li><li>• Develop and implement a protocol for universal access to physical spaces and structures</li><li>• Develop and implement a protocol for universal participation in sport activities</li><li>• Submit indicators for tracking to the Implementation Committee</li></ul>

**Accountability and Implementation:** A cross-functional task team. Convenor: Dean: Student Affairs. Including Head of CUADS, Director: Student Counselling, representative of CTL, Director: Student Life and Communities (Student Health and Social Support), Assistant Director: Property Management, Students with Disabilities, HR representative, Student representative, Director: Protection Services.

**Some possible indicators:** Reduction of policies still to be aligned. Strategy for Universal Access developed and implemented. Guidelines for teaching material, new learning spaces, and any new policies implemented. Roll-out of awareness strategy.

3.8 Financial Framework (Size and Shape)

**Introduction:** Typically, student demands are currently either about funding or services with important costing/funding implications. Furthermore, many of the transformation initiatives that have been identified will require some level of funding. Universities in South Africa are underfunded and for this reason the financial overview is important. At the same time, the University wants to become a research-led university. Cost and income are incurred and generated at a micro level. This requires a detailed understanding of the financial impact of 'local decisions' and rules around the control of surpluses and their governance. The financial viability, and therefore financial transformation, involves trade-offs for the University as a whole. It is intimately linked to the Size and Shape work stream which is being set up.

**The case for change:** A large number of students are financially stressed. The financial needs of students include fees, but also accommodation, transport, technology, and living expenses. The financial stress impacts on their academic performance and also on the student experience. Financial stress is often a cause of volatility and can be a trigger for protest. On the other hand, the writing off of debt and the funding of transformation initiatives places financial stress on the University and could potentially cause a financial crisis.

**The future state:** In the ideal state, the University will have adequate funding to cover its needs, and all deserving undergraduate and postgraduate students will be able to access funding. All deserving students will have accommodation and living conditions conducive to study. We will have a clear understanding of the students as well as the ability to intervene with access to funding as needed. The university will have a sustainability model that allows it to parameterise and review risks associated with macro indicators. At a micro level, costs and revenue can be matched, surpluses can be identified and used both as incentive, but also to fund activities identified by the University as needed. This is a question of the size and shape of the University. The rules around making a surplus, types of surplus, and the rules around using the surpluses are thus generated. These discussions involve finance, but are essentially decisions around the core business.

Deliverables
<ul style="list-style-type: none"><li>• An 'As-is' review of the financial model at a departmental level</li><li>• Review departmental fee structures in context of national alignment, but also affordability, class size, and departmental contribution</li><li>• Review the intended size and shape differentiated by academic intent and the resulting income and funding streams</li><li>• Review the rules for unspent budgets, unspent salary budgets, savings of funds, and potential surplus generation and deployment of funds to support core business</li><li>• Review policies around high-level opportunities for third-stream income, including cost-recovery mechanisms and rules around surplus generation</li><li>• Model for allocation of strategic funding</li><li>• Exit strategies for all marginal courses, programmes, and projects</li><li>• Submit indicators for tracking to the Implementation Committee</li></ul>

**Accountability and Implementation:** A cross-functional task team. Convenor: Vice-Rector: Operations. Members of the Deans' Committee, Vice-Rector: Academic, Senior Director: Finance, Director: Institutional Information Systems (IIS), Vice-Rector: Research, and Senior Director: Research Development.

**Some possible indicators:** Departmental fee structure review. Agreed rules for unspent budgets, unspent salary budgets, savings of funds, and potential surplus generation. Model for allocation of strategic funding. Exit strategies for marginal programmes.

3.9A Governance and Policy

**Introduction:** The UFS has made important progress in certain areas of governance and policy. Particular examples are the Language Policy, Appeals Policy, and composition of Senate. However, the majority of UFS policies need to be revised to ensure that they reflect and support the transformation drive of the University.

**The case for change:** Many UFS policies are complex, difficult to understand, and consequently difficult to communicate, implement, monitor, and audit. Clauses talking to issues of, inter alia, discrimination, gender, race, equity, universal access, people with disabilities, and sexual orientation are inadequately infused. Policies are past the revision dates and there is often a disjuncture with national policy developments. In addition, critical policies that should be in place are missing. Incomplete, inconsistent, and badly worded policies carry a real implicit bias. Inconsistently applied policies represent a significant litigation and reputation exposure, especially in times of political tension.

**The future state:** The University needs to work towards a well-established standardised framework, competencies, and insights to develop a suite of crisp and clear operational policies and procedures that should be placed on the University's intranet. Policies competently developed, serve as a guiding process for implementation, monitoring, and especially audit. The policy framework articulated in the UFS Policy Manual must be fully digital, be able to flag revision dates and dependencies on legislation. A revised UFS Policy Manual should be availed every academic year. The terms of reference for such a work stream should be clearly formulated, as well as the time frames. The remits and relevant governance documents (Statute, institutional regulatory material, etc.) should be taken into account when the work stream executes its mandate. UFS governance needs to explore greater student participation beyond the inclusion of SRC members in UFS committees.

Deliverables
<ul style="list-style-type: none"> <li>Conduct an 'As-is' review of the extent of the duplication, relevance, availability, and completeness of the current policies and the extent to which they are up to date, accessible, and comprehensible</li> </ul>
<ul style="list-style-type: none"> <li>Develop a guiding framework for policy development, formulation, and implementation</li> <li>Design, revise, and redevelop policies with the relevant policy owners</li> </ul>
<ul style="list-style-type: none"> <li>Submit indicators for tracking to the Implementation Committee</li> </ul>

**Accountability and Implementation:** A cross-functional task team. Convenor: Registrar: Governance and Policy. Registrar: Systems and Administration, Dean: Student Affairs, HR representative, Senate representative, Union representatives, the Institutional Forum representative, SRC, Assistant Director: Postgraduate School, Deputy Registrar: Governance and Policy, Director: Academic Planning.

**Some possible indicators:** Guiding framework for policy development, formulation and implementation. Number of policies reduced against base. Number of policies satisfactorily revised and approved by Senate.

### 3.9B Governance: Systems and Administration

**Introduction:** The university student administration system covers students from their initial recruitment to graduation, any further studies, and induction into the alumni system. The University has been optimising these related student administration processes (Student Administration Process Engineering Project – PR-ENG) with the assistance of external consultants. The process analysis ('as is') and redesign ('to be') was completed in 2015 under the leadership of the Vice-Rector: Academic and Senior Director: ICT. The processes currently included are qualification management, prospective students' recruitment, applications, admissions, and registration. The implementation is planned for conclusion by end of January 2018.

**The case for change:** The majority of the current processes and systems are still manual, with dispersed accountability. The lack of automation and the dispersed accountability potentially leads to mistakes and inconsistencies in the application of admission requirements, progression rules, and other general and faculty rules, including inconsistencies across campuses. The integrity of awarding qualifications, obtaining of distinctions, certification, and graduations is also potentially compromised. The University has been subjected to five audits in the Student Administration ambit over the past four years. Furthermore, **where rules are fraught**, they potentially **become weighted against the poor students**. Also, it has a potential impact on enrolment and throughput and on the academic reputation of the UFS. There are further processes in the lifecycle and value chain linked to student administration, including faculties, other campuses, financial aid, student accounts, international student processes, and residence placement that need to be integrated in order to reduce risk and improve services to students.

**The future state:** The future state is a stronger, rule-based, and consistent governance structure with a single line of accountability in student administration across all faculties and campuses. The system will be fully automated, with data integrity across the student lifecycle and value chain. The derived data will become the first point of call for student analytics, and even for flagging students at risk in real time.

Deliverables
<ul style="list-style-type: none"> <li>A detailed 'As-is' study to flag all the potential problems at the different interfaces</li> <li>Delivery of the basic (Phase I and Phase II) system with the functionality covering qualification management, applications, admission, registration, prospective students, and postgraduates</li> <li>Review of all accountabilities and weaknesses in the basic system</li> <li>Prioritise the plan and the implementation of the next phase of process and systems renewal (partially completed in Gap Analysis and ITP Systems and Administration plans)</li> <li>Clean-up of all old data and clean-up of the catalogues</li> <li>Submit indicators for tracking to the Implementation Committee</li> </ul>

**Accountability and Implementation:** A cross-functional task team. Convenor: Registrar: Systems and Administration. Director: Student Academic Services, Director: UFS Marketing and Student Recruitment, Director: Academic Planning, Director: DIRAP, Deans, Faculty managers, Campus Principal and Campus Vice-Principal: Academic and Research of Qwaqwa, Principal of South Campus, Student representation, representative from ICT, representative from International Affairs, representative for Student Affairs, Implementation consultants, Finance representative, representative of Housing and Residence Affairs, Director: Institutional Information Systems (IIS).

**Some possible indicators:** Mitigation of risks as identified in the audit reports. Automated systems and processes. Reduced number of queries, requests, complaints and appeals. Seamless recruitment to graduation lifecycle and value chain, excellent services, data integrity and credibility. Consistency in the application of policy, rules and requirements on an institutional level.

### 3.10 Multi-campus Model

**Introduction:** The UFS is a multi-campus institution. The South and Qwaqwa Campuses have their own profiles and challenges. It is important to **identify the complementarity** among the campuses and develop a narrative that celebrates the specific characteristics of each campus and their contribution to the reputation and impact of the UFS. Two principles must underpin the UFS's multi-campus model: **the quality of both support service provision and academic offerings must be equal across campuses**, and off-campus learning sites must be fully included in the University's identity.

**The case for change:** Both campuses have started transformation programmes and both have comprehensively **reviewed their spaces and symbols**. Both campuses are already dealing with issues around student experience, in particular optimal student transportation and accommodation. While these issues are being addressed, it is felt that these campuses must create their unique niche for this transformation to gain traction. The South Campus already has a unique role and niche in terms of teaching and research. Qwaqwa is moving towards creating its own identity both in terms of its PQM and research.

**The future state:** The future state will have equitable treatment of staff and students between campuses, the same teaching and learning standards, and equity in the provision of resources. Integration, transport, and accommodation issues at the Qwaqwa and South Campuses will be dealt with. The University **operates as one university with niches, but no campus is seen as inferior**. The



Bloemfontein Campus will draw on the pedagogical expertise of the other two campuses and collaborate where appropriate on their unique research efforts.

Deliverables
• 'As-is' analysis of the programme needs and gaps in Qwaqwa and South Campuses
• Comprehensive review of the infrastructure needs of Qwaqwa and South Campuses
• Review PQM with relevant qualifications for all three campuses
• Develop and implement unique strategies for Qwaqwa's selective undergraduate courses
• Develop postgraduate focus on sustainability sciences for Qwaqwa
• Develop a strategy around open distance-learning and foundation programmes for South Campus
• Development of Qwaqwa and South Campuses' own unique academic signatures
• Submit indicators for tracking to the Implementation Committee

**Accountability and Implementation:** A cross-functional task team. Convenor: Qwaqwa Campus Principal. South Campus Principal, SRC representatives (Qwaqwa and South Campuses); Student Forum representative (Distance Education); Academics (Qwaqwa, Bloemfontein, and South Campuses); Head: Academic Planning (DIRAP).

**Some possible indicators:** Deliver new PQM with relevant qualifications for all three campuses. Develop and implement unique strategies for Qwaqwa's selective undergraduate courses. Develop postgraduate focus on sustainability sciences for Qwaqwa. Develop strategy around open distance-learning and foundation programmes for South Campus. Development of Qwaqwa and South Campuses' own unique academic signatures.

## 4 The Process Going Forward

The previous section gives the individual plans, which together form the Integrated Transformation Plan. The majority of the work will be done in the cross-functional task teams. This section looks at the process going forward.

### Oversight Committee

Representatives of Council, Rectorate, Deans, Management, Senior Directors, Directors, Central SRC, Unions.

Meets quarterly to provide oversight

### Implementation Committee

Team Convenors.

Meets monthly to provide project management, cross stream coordination and quality control

### Cross functional task teams

1 Teaching and Learning	A s - i s	C u l t u r e	I n d i c a t o r s	M I L E - S T O N E	C o m p l e t i o n
2 Research, Internationalisation and Innovation					
3 Engaged Scholarship					
4A Student Experience					
4B Student Accommodation and Resilience					
5 Staff Experience and Composition					
6 Names, Symbols, and Spaces					
7 Universal Access					
8 Financial Framework (Size and Shape)					
9A Governance and Policy					
9B Systems and Administration					
10 Multi-campus Model					

Figure 4: The governance structure going forward

### 4.1 The Composition of the Cross-functional Task Teams

There are ten cross-functional task teams, each of which has a convenor and a set of deliverables.

Cross-functional task teams	Convenor	Proposed Team
1. Teaching and Learning	Vice-Rector: Academic	Director: Centre for Teaching and Learning (CTL), Faculty Teaching and Learning Managers, Director: DIRAP, University Preparation Programme (UPP) Manager, Qwaqwa Campus Academic, South Campus Academic, Student representation, Academic with experience of undergraduate research teaching, Director: Student Affairs Bloemfontein, Director: Postgraduate School

Cross-functional task teams	Convenor	Proposed Team
2. <b>Research, Internationalisation and Innovation</b>	Vice-Rector: Research	Top Researchers, a Prestige Scholar, a Head of an Institute or Centre, Senior Director: Research Development, Director: of the Postgraduate School, Director: Commercialisation and Contracts, Director: Internationalisation, representative from Human Resources and Finance, a Doctoral student, Chair of Postgraduate Student Council, and a Postdoctoral fellow
3. <b>Engaged Scholarship</b>	Vice-Rector: Institutional Change and Student Affairs	Representatives of Faculties, representative of Community Engagement Unit, Student representation, Innovation and Business Development Office representative, South Campus representative, and Director: Student Affairs Qwaqwa
4A. <b>Student Experience</b>	Vice-Rector: Institutional Change and Student Affairs	Dean: Students Affairs, Academic Staff representative, Support Staff representative, Head of CUADS, Director: Student Counselling (Health and Wellness), Director: Student Life, Student representation, Centre for Teaching and Learning (CTL) representative, Director: Institute for Reconciliation and Social Justice (IRSJ), Director: Postgraduate School, representative of Gender and Sexual Equity Office, KopsieSport representative, Senior Director: Housing and Residence Affairs, Director: Internationalisation
4B. <b>Student Accommodation</b>	Vice-Rector: Operations	Dean: Student Affairs, Student representation, Director: Student Life, representative of University Estates, CTL representative, representative of Protections Services, Academic from the Student Colleges, representative of Gender and Sexual Equity Office, Senior Director: Housing and Residence Affairs, Director: Postgraduate School, Director: Internationalisation
5. <b>Staff Experience and Composition</b>	Vice-Rector: Operations	Senior Academic, Senior Director: Human Resources, Postdoctoral student, Graduate student, Young Academic from each campus and a non-academic staff member, Vice-Rector: Research, and Senior Director: Research Development
6. <b>Names, Symbols, and Spaces</b>	Director: IRSJ	Assistant Director: Property Management, UFS Art Curator, SRC, Heritage expert, representative for CTL, Director: Communication and Brand Management, Director: Community Engagement, representative from the Art Advisory Committee, representative from Free State Provincial Heritage Resources Authority, Visual Culture expert, Culture Studies expert, Urban Planning expert, Outside advisors (as necessary), representative of the Naming Committee
7. <b>Universal Access</b>	Dean: Student Affairs	Head of CUADS, Director: Student Counselling (Health and Wellness), representative of CTL, Director: Student Life, Assistant Director: Property Management, Student with Disability, HR representative, Student representative, Director: Protection Services
8. <b>Financial Framework (Size and Shape)</b>	Vice-Rector: Operations	Members of the Deans' Committee, Vice-Rector: Operations, Vice-Rector: Academic, Senior Director: Finance, Director: Institutional Information Systems (IIS)

Cross-functional task teams	Convenor	Proposed Team
9A. <b>Governance and Policy</b>	Registrar: Governance and Policy	Registrar: Systems and Administration, Dean: Student Affairs, HR representative, Senate representative, Union representatives, the Institutional Forum representative, SRC, Assistant Director: Postgraduate School, Deputy Registrar: Governance and Policy, Director: Academic Planning
9B. <b>Systems and Administration</b>	Registrar: Systems and Administration	Director: Student Academic Services, Director: UFS Marketing and Student Recruitment, Director: Academic Planning, Director: DIRAP, Deans, Faculty Managers, Campus Principal and Vice-Principal: Academic of Qwaqwa and the Principal of South Campus, Student representation, representative from ICT, representative for International Affairs, representative for Student Affairs, Implementation consultants, Finance representative, representative of Housing and Residence Affairs
10. <b>Multi-campus Model</b>	Qwaqwa Campus Principal	South Campus Principal, SRC representation (Qwaqwa and South Campuses); Student Forum representative (Distance Education); Academics (Qwaqwa, Bloemfontein, and South Campuses); Head: Academic Planning (DIRAP)

**Figure 5: The composition of the cross-functional task teams**

#### 4.2 The Implementation Committee

The convenors will form the Implementation Committee. They are the Vice-Rector: Academic, Vice-Rector: Research; Vice-Rector: Institutional Change and Student Affairs; Vice-Rector: Operations; Director: IRSJ; Dean: Student Affairs; Vice-Rector: Operations; Registrar: Governance and Policy; Registrar: Systems and Administration; the Qwaqwa Campus Principal, and the Principal of South Campus. It will be chaired by the Vice-Rector: Institutional Change and Student Affairs and deputised by the Vice-Rector: Operations. This committee will meet monthly.

The Implementation Committee will review the progress of the cross-functional task teams. It will look at the interfaces, and will clear any obstacles. Although each team will have an engagement plan, there will be a need for general engagement. The Implementation Committee will have its own high-level stakeholder map and engagement plan. It will ensure that the students and the academic staff in particular are solicited for advice at regular intervals.

The engagement process will be supported by the department for Communication and Brand Management through a communication strategy aimed at keeping the UFS community well informed about, actively engaged in, and committed to the realisation of the ITP.

#### 4.3 The Oversight Committee

The Oversight Committee is the governance committee. It represents the January 2017 workshop and will have representatives of Council, Rectorate, Deans, Management, Senior Directors, Directors, Central SRC, and Unions. It will be chaired by the Rector and Vice-Chancellor and will meet on a quarterly basis.

#### 4.4 Critical success factors

Large-scale change must work on at least three levels. Firstly, it must work at a rational level; it is important that the solutions are appropriate for the University of the Free State. Secondly, it must work at an emotional level; it must feel right for all those who will need to carry the change. Thirdly, it must work at a political level; the solutions need to be driven by the managers with authority to



ensure that the solutions indeed take hold. The launch of the ITP internally, will in itself be designed to help generate the energy needed for the later implementation. This will be coupled with change-management support.

The ITP does not represent the addition of resources, but rather changes in approach, structures, and practices. The cross-functional task teams represent a commitment to the process; this does not require additional staff. The team members will be expected to work on implementation steps.

Financial provision will be made available for the effective implementation of the ITP. In addition, the Directorate for Institutional Research and Planning (DIRAP) will be coordinating the monitoring and tracking of progress on behalf of the Oversight Committee. There will be an implementation team aligned to the Rector and Vice-Chancellor's office, which will assist the Implementation Committee.

## 5 Conclusion

This document is the operationalisation of the Framework Document which was approved in March 2017. Transformation is not the task of a single individual or even a group of people; transformation is the responsibility of every member of the University community. This is the Integrated Transformation Plan promised in the Framework Document. It sets out the key deliverables by cross-functional task teams led by convenors, and puts in place the mechanisms to manage the process of transformation and to govern it. It will be supported by a small implantation team reporting to the Implantation Committee, which will assist with the change management and the implantation process.

# APPENDIX 1

## CURRICULA VITAE

of the Heritage Consultants



# CURRICULUM VITAE

## ANTON JOHANNES ROODT (HERITAGE)

ANTON ROODT was born in 1955. He studies and practices architecture and urban planning and is interested in various other fields such as music, art and writing.

### EXPERIENCE IN THE FIELD OF BUILT HERITAGE

ANTON ROODT has been involved in heritage matters relating to the built environment since 1974. As a student at the Department of Architecture at the University of the Free State, as well as a senior lecturer at the same Department, he was inter alia involved with the following projects:

- Restoration of the Old Presidency.
- Survey of the historical buildings in Heilbron, Frankfort and Oranjeville. This study formed part of a larger province-wide study with the same focus. This study remains one of the comprehensive province-wide studies that have been undertaken up to now.
- A study with students of the conservation of the buildings in Jagersfontein and Itumeleng.

As a practicing architect, he has undertaken the following:

- A study of a possible conservation area in Batho, Bloemfontein, with the house of Thomas Mapikela as the focus, the restoration of the Old Presidency, the Fourth Raadzaal, the Afrikaans and Sotho Literary Museums (NALN), the High Court Building, the sandstone bridges over Bloemspruit, the garden at the Old Presidency, and the buildings at Glen Agricultural College. More recently, repairs to the sandstone buildings at Grey College School and Tuck Shop, the Methodist Missionary Church at Thaba’Nchu, the restoration of the Wesleyan School in Waaihoek, the founding venue of the ANC, restoration of the SAPS Main Building in Park Road, Bloemfontein, various additions to the War Museum, and the Garden of Remembrance at the National Women’s Memorial.
- Heritage advice has been given on numerous occasions relating to individual houses, farms and larger urban areas such as Westdene, including amongst others, reports on the kgotla at Thaba’Nchu, the house of Dr Moroka at Thaba’Nchu, the buildings at Florisbad (Trading Station), and the Old Power Station in Bloemfontein.

- ANTON ROODT has, in his post-graduate studies in architecture, town planning and environmental management, undertaken specialized studies in the field of heritage and heritage assessments. He has completed a Masters Degree in Environmental Management that proposes assessment principles for the built environment.
- ANTON ROODT also served three terms as a member of the Free State Heritage Council.

## MEMBERSHIP

South African Institute of Architects (No: 4198)  
 South African Council of Architects (No: 3061)  
 South African Council for Planners (No: A/1279/2003)  
 South African Planning Institute  
 Past member of Heritage Free State (three terms)

## QUALIFICATIONS

Magister in Architecture (M.Arch.) (Cum laude) 1991 (UFS)  
 Magister in Town and Regional Planning (M.TRP.) (Cum laude) 1995 (UFS)  
 Magister in Environmental Management (M.E.M.) (Cum laude) 2009 (UFS)

## CAREER 2007 – 2017 (Selected Projects)

The writer has inter alia recently been involved in the following heritage projects:

2016 / 2017	Repairs, alterations and additions at Prynnsberg Estate (supervision)
	Heritage report on the proposed rehabilitation of the Old Power Station in Bloemfontein for CENTLEC
2015 / 2016	Various heritage related consultations with the Grey College Secondary School in Bloemfontein, including Brill and Hurray Residences, the Main Building, Centenary Hall and Tuckshop
2015	Heritage application and motivation for a new development in Colesberg (Church Street)



2015	(Ongoing) Restoration and rehabilitation of the main building at SAPS Park Road in Bloemfontein
2013	National Women's Memorial, Bloemfontein (repairs to sandstone)
	War Museum of the Anglo Boer War – addition of the Sol Plaatje exhibition hall
	Development of the historical site of the National Women's Memorial
	Garden of Remembrance at the National Women's Memorial, commemorating the death of women, children and the elderly, both black and white, in the Concentration Camps
2012	The restoration of the house of Thomas Mapikela and exhibition centre
	The restoration of the Wesleyan School and exhibition centre in Waaihoek, Bloemfontein
	Waaihoek heritage precinct with social housing, conference facilities and museum
	Campus planning consultant – University of the Free State (Bloemfontein Campus and Qwaqwa Campus) – ongoing since 2003)
2011	Restoration of the Fourth Raadzaal, Bloemfontein (SAIA Merit Award)
	Heritage reports on the suitability of the farms Valleydora and Glen Thorne for solar energy projects (with Cobus Dreyer)
2010	Florisbad Trading Station

- |      |  |
|------|--|
| 2009 | Extensive renovations of the Fourth Raadzaal, Bloemfontein |
|      | Restoration of St Paul's Methodist Church, Thaba'Nchu      |
| 2008 | Restoration of Kgotla Chief Moroka                         |
| 2007 | Extensive rehabilitation at Glen Agricultural College      |

## AWARDS AND COMPETITIONS

- |      |  |
|------|--|
| 2014 | Commendation Award (SAIA): House Roodt   |
| 2012 | Award of Excellence (SAIA): Restoration of Fourth Raadzaal   |
| 2009 | Award of Merit (FSIA): Urban Hotel   |
| 2006 | Award of Merit (SAIA): Thakaneng Bridge, UFS   |
| 2005 | Award of Merit (FSIA): Thakaneng Bridge, UFS<br>Award of Merit (FSIA): House Morné Pienaar<br>Award of Merit (FSIA): Roodt Offices           |
| 2003 | Award of Merit (SAIA): Apartheid Museum (in consortium)<br>Runner-up in The Cube, national interior design competition: Pasteur Optometrists |
| 1997 | Honourable Mention Award: Supreme Court  |



# CURRICULUM VITAE

## ELODIE SEOTSENG TLHOAELE

PROFESSIONAL ARCHITECT, HERITAGE PRACTITIONER

Pr. Arch 21347 ; BArch(Hons) [UCT]; Nat. Dip. Architectural Technology [Pentech]

### PERSONAL PARTICULARS

LAST NAME : Tlhoaele

NAMES : Elodie Seotseng

DATE OF BIRTH : 09 December 1975

GENDER : Female

NATIONALITY : Motswana

CITIZENSHIP : South African

LANGUAGES : Setswana (1st Language); English (1st Language); IsiXhosa (audible, communicable);  
IsiZulu (audible, communicable); Afrikaans (audible, communicable)

CONTACT DETAILS : 081 419 6335

E-MAIL : elodie@architecture.co.za/seotseng@gmail.com

PHYSICAL AND POSTAL : 102 Park Lane, Union Avenue, Aboretum, Bloemfontein, 9301

### RELEVANT PROFESSIONAL WORKING EXPERIENCE

PROFESSIONAL ARCHITECT - HERITAGE PRACTITIONER

2016 - CURRENT

ARTCHITECTURE IMPACT (Pty) Ltd,

A young artistic design practice with an emphasis on Architecture, The Built Environment, and Construction.  
I established Artchitecture Impact (Pty) Ltd in 2013, with the aim to establish and grow my own distinct

Architectural identity whilst using my extensive experience in the construction industry to expand my scope in the Built Environment and Construction.

Time spent establishing the practice, growing an identity for the practice and setting up a team of young, creative, driven professionals who are natural leaders with a passion for their own work and a deep commitment to the pursuit of excellence in Architecture and client service.

Focus spent on sourcing and growing public sector and private sector clientele, responding to a growing market of African clientele and African solutions seeking an architectural professional who can identify with the challenges of this transitional period and thus respond with a set of unique skills and agility to their specific and eclectic needs.

Position: Director, Principal Professional Architect.

## PROJECTS

### RENOVATIONS AND ADDITIONS TO HOUSE MOTSE,

Johannesburg, 2018-ongoing; Cost unknown

Design concept completed, design development ongoing

Project Architect responsible for Design and Documentation of renovations, additions, and remodelling of the Motse Family's Johannesburg home.

### NEW RECREATIONAL DEVELOPMENTS AT MORAKE FARM, Kimberly,

2017- ongoing; R 20m estimated

Phased development- Ablutions completed, Design development of chalets ongoing

Project Architect responsible for Design and Documentation of recreational facilities in phases at Morake Farm: Garden ablutions, chalets, pool and entertainment area, a multifunctional events hall, and an administration building.

RENOVATIONS AND ADDITIONS TO MADISAKWANE FARM ESTATE,

2017-ongoing; cost unknown:

Design concept completed, design development ongoing

Principal agent and Project Architect responsible for Design, Documentation and Contract administration for alterations, renovations and remodelling to of Madisakwane farm estate to a guest farm establishment.

NEW HOME FOR MR & MRS MOTHUPI,

2017-current; R5m:

Design development, construction documentation ongoing

Project Architect responsible for Design, documentation and contract administration of a new family home for Mr & Mrs Mothupi at Leopard Park Golf Estate, Mahikeng.

RENOVATIONS TO HOUSE LEHLOENYA, CAPE TOWN,

2017- current; estimated R 2.5m:

Construction documentation ongoing

Principal agent and Project Architect responsible for Design, Documentation, and Contract administration for renovations to House Lehloenya, Rosebank, Cape Town.

RENOVATIONS TO HOUSE LIKHI,BLOEMFONTEIN, 2016-ongoing; R0.750m:

Construction ongoing

Principal agent and Project Architect responsible for Design, Documentation and Contract administration for additions and renovations to House Likhi, Vista Park, Bloemfontein.



## **2010- 2018**

FREE STATE PROVINCIAL HERITAGE RESOURCES AUTHORITY, BLOEMFONTIEN.

Serving with a group (5 no) of handpicked professionals who meet monthly and when necessary to assess and award permits for works to be carried out on protected and Heritage Buildings and sites.

The committee also assists and advises the Heritage Council on strategic areas for protection, and assists local municipalities and affected organisations in the management of heritage resources/ sites.

Position held :

- Member of the Free State Provincial Heritage Resources Authority Council's Permit Committee.
- Professional Architect, Heritage Practitioner.

Architectural experienced gained:

Heritage Architecture; Protection of Heritage Resources.

Experience gained in understating what makes a building/ entity worthy of protection. What level of protection is required in each case and what steps to take to ensure such protection, whilst allowing the entity to evolve with and accommodate the demands of a changing society.

## **2002- 2016**

ARCHI-M STUDIO ARCHITECTS, BLOEMFONTEIN.

An Architectural services company based in Bloemfontein, Free State Province, with the primary client base being Provincial and National Government Departments, as well as other Government owned entities.

I joined Archi-M Studio as a graduate Architect and was the Architect in what was then their only branch in Bloemfontein. The company was relatively young and had two full time technicians, one student technician, and the managing director, who was also an Architect.

My professional contribution was pivotal in the success and growth of the company, which now enjoys branches in 5 towns, and has a staff complement in excess of 25 personnel.

Position held :

- Professional Architect

Architectural experienced gained :

Public Architecture; Commercial Architecture; Design, Documentation, and Construction Supervision of medium to large scale Projects.

Valuable experience gained in working with the Government and State Owned Entities.

Understanding Government processes and systems and participating in projects that sought to improve the lives of ordinary South Africans.

Assisting, growing, and ensuring profitability of emerging contractors.

## COMPLETED PROJECTS

\* denotes heritage/ protected building projects # denotes projects over R10m

NEW TROMPSBURG DISTRICT HOSPITAL (2008-2016) - R 310M:

Project Architect responsible for Design, documentation, team coordination, and construction supervision for 73 bed district hospital in Trompsburg, Xhariep region, Free State Province.

\*BLOEMFONTEIN MAGISTRATE'S COURTS AND OFFICES: REPAIR AND RENOVATIONS (2009-2013)-

R12.9M (Protected building older than 60 yrs, and in President Brand Street Heritage Precinct): Principal Agent and Project Architect responsible for the documentation, contract administration, and construction supervision for repairs and renovations to magistrate's offices and courts.

KOMMISSIEPOORT SAPS (2009-2013) –R5M : REPAIRS AND RENOVATIONS TO POLICE STATION AND FIVE HOUSES (Some buildings have Heritage Value) :

Principal Agent and Project Architect responsible for the design, documentation, contract administration, and construction supervision for repairs and renovations to existing rural (farming community and border community) police station building, cells and 5 houses, including an electrical connection upgrade and emergency generator.

\*BLOEMFONTEIN GOVERNMENT BUILDING SARS AND DEEDS OFFICES: R&R (2009-2013)- R12M (Protected building older than 60 yrs, and in President Brand street Heritage Precinct):

Principal Agent and Project Architect responsible for the documentation, contract administration, and construction supervision for renovations to Deeds and SARS offices.

HEIDEDAL: NEW RADIO CONTROL CENTRE (2007-2010)- R33.5M:

Principal Agent and Project Architect responsible for design, documentation, and contract administration, and construction supervision for a new 10111 emergency centre for the Mangaung police emergency unit.

DEALESVILLE SAPS: REPAIRS AND RENOVATIONS (2011) R1.5M:

Principal Agent and Project Architect responsible for documentation, contract administration, and construction supervision for repairs and renovations to existing police station and associated buildings, including emergency generator upgrade.

BLOEMSPRUIT AIR-FORCE BASE:REPAIRS AND RENOVATIONS TO SINGLE QUARTERS (2009-2010)- R1.2M

Principal Agent and Project Architect responsible for the documentation, contract administration, and construction supervision for repairs and renovations to air-force base single quarters.

MEC'S (LOCAL GOVERNMENT) OFFICE RENOVATIONS (2008)- R1.2M.:

Principal Agent and Project Architect responsible for the design, documentation, contract administration, and construction supervision for the renovations and refurbishment to offices for the MEC's Unit.



MEC'S (FINANCE) OFFICE RENOVATIONS (2007)- R 2M:

Principal Agent and Project Architect responsible for the design, documentation, contract administration, and construction supervision for renovations and refurbishment to offices for the MEC's Unit.

BLOEMSPRUIT AIR-FORCE BASE (2006)-R1.2M:

Principal Agent and Project Architect responsible for the documentation, contract administration, and construction supervision for renovations to single quarters.

BRANDFORT SAPS: (2004)- R 1.2 M:

Principal Agent and Project Architect responsible for contract administration and construction supervision for repairs and renovations to community service centre.

\* BRANDFORT MAGISTRATE OFFICES (2004) R1.5M:

Principal Agent and Project Architect responsible for contract administration and construction supervision for repairs, renovations, and alterations to magistrate offices.

GROOTVLEI PRISON ABATTOIR (2004)- R 1.2 M:

Principal Agent and Project Architect responsible for the design, documentation, contract administration, and construction supervision for renovations and alterations to existing prison abattoir.

GROOTVLEI PRISON PHARMACY (2004)- R3M:

Principal Agent and Project Architect responsible for the design, documentation, contract administration, and Construction supervision for additions, alterations, and upgrading of an existing prison pharmacy.

IKANYEGENG SECONDARY SCHOOL: NEW SCIENCE LABORATORY (2003)- R0.800M:

Principal Agent and Project Architect responsible for the design, documentation, contract administration, and construction supervision of a new science laboratory.

ST. BERNARD SECONDARY SCHOOL:NEW SCIENCE LABORATORY (2003)- R0.800M:

Principal Agent and Project Architect responsible for the design, documentation, contract administration, and construction supervision of a new science laboratory.

TECHNIKON FREE STATE (2002-2003)- R 1.7M:

Project Architect responsible for the design, documentation, contract administration, and construction supervision of the conversion and renovation of the student services building for the marketing and advancement department.

XHARIEP DISTRICT MUNICIPALITY OFFICES (2002-2003)- R 11M:

Project Architect responsible for the documentation, and assisting in construction supervision of a new office building for the district municipality.

LOURIER PARK PRIMARY SCHOOL (2002-2004)- R 14M

Project Architect responsible for the construction supervision of a 24-classroom school with two activity centres, a media and technology centre, an administration centre and a multipurpose hall.

UNITY PRIMARY SCHOOL, BLOEMANDA, BLOEMFONTEIN (2002-2004)– R9.4M:

Project Architect assisting with contract administration, and construction supervision of a 26 classroom school with an activity centre, library and technology centre, and a multipurpose school hall.

## **PROPOSALS/CONCEPTS**

SAPS : COMMUNITY SERVICE CENTRE :MPUMALANGA (2006): R 68M

Design of model police community service centre to be built at various locations in the province.

## **OTHER PROJECTS**

RENOVATIONS TO AFRICAN DIAMOND GUEST HOUSE, HERLEAR, KIMBERLEY (2009)

Concept and spatial designs for converting an existing house into a boutique guest house in Herlear, Kimberley.

NEW HOUSE FOR MS. SETLALENTOA, LEOPARD PARK GOLF ESTATE, MAHIKENG. (2008)  
Design Architect for new house for Ms. Setlalentoa. Responsible for Design & construction Documentation.

RENOVATIONS AND ADDITIONS TO HOUSE MATEBESI, 184, UNIT 2, MMABATHO. (2007)  
Project Architect responsible for Design, Documentation and partial construction supervision for renovations to House Matebesi, Unit 2, Mmabatho.

## **PROFESSIONAL WORK SKILL AND EXPERTISE**

### **ASPECTS OF PROFESSIONAL ARCHITECTURAL PRACTICE:**

#### **STANDARD ARCHITECTURAL SERVICE**

- Project appraisal and design brief.
- Concept design and design development.
- Technical development and documentation.
- Construction supervision and contract administration.
- Written, graphic and verbal presentation.
- Conducting and taking record of minutes for project meetings.

#### **DUTIES AND RESPONSIBILITIES IN PROJECTS**

- Design and documentation of construction projects.
- Planning of work and coordinating consultant team.
- Liaising with relevant local Authority bodies for necessary approval.
- Liaising with all consultants and user client.
- Construction Contract administration.
- Construction program monitoring.
- Coordinating and conducting Site Handover, Practical Completion, Works Completion and Final completion.
- Chairing and recording project (consultant coordination and construction) meetings.
- Production of minutes for site and technical meetings, and consultant coordination meetings.
- Conducting works progress inspections, producing inspections lists, and providing technical support to the Contractor.
- Guiding the Contractor to achieving acceptable work quality and meeting construction program targets.



#### OFFICE ADMINISTRATION

- Project team allocations and management.
- Allocation and supervision of duties.
- Creating standard office and project templates.
- Preparing and submitting fee accounts and payment invoices.
- Monitoring and approval of time sheets.

#### COMPUTER EFFICIENCY

- Microsoft word, & PowerPoint.
- CorelDraw.
- ArchiCad & Artlantis.

### HERITAGE PRACTITIONER/CONSULTANT

Experience gained from successfully completing challenging renovations of protected heritage buildings in the Free State.

Experience gained from being a part of the Free State Heritage Council's Building Permit Committee. This together with skills developed in individual heritage affiliated projects have provided extensive understanding of the sensitivities often connected with historically significant land and buildings.

### EMERGING CONTRACTOR MENTOR

Experience gained and skills developed from working largely with emerging contractor's and EPWP programs on a wide array of Public Works Projects has equipped me with the rare skills of being able to assist contractors in successfully navigating the building construction process, whilst ensuring good workmanship and profitability.

## EDUCATIONAL QUALIFICATIONS

### QUALIFICATION

Bachelor of Architecture (B. Arch) (including Bachelor of Architectural Studies (undergraduate) - BAS-1998)

INSTITUTION : University of Cape Town (1996-2001)

YEAR COMPLETED : 2001

### AWARDS (B.Arch) :

University of Cape Town Scholarships 1996-2001

- Cape institute of Architect's prize, 1998, best student in semester B.A.S.6
- John Perry prize, 1998, best work done in third year of B.A.S.
- Molly Gohl Memorial Prize, 1998, best woman student in third year of B.A.S.
- Dean's Merit List, 1998, outstanding performance in third year of study.
- Cape institute of Architects Measured Drawing Prize, 1998, for best-measured drawing undertaken in B.A.S. programme.
- Helen Gardener Travel Prize, 1998, for overseas travel.
- Clay Brick Association Prize, 1997, for best use of brickwork in design.
- Sanlam Subject Award, 1997, for outstanding performance in second year of study.
- Dean's merit list, 1996, for outstanding performance in first year of study.

### IN SERVICE TRAINING

2000 Post Graduate School of Business, UCT,  
Involved in the Graduate School of Business Property Studies Programme as a team Architect.

1999 F.M.A. Architects, Mafikeng,  
Employed as a trainee Architect from September 1999 to January 2000.

1999 PROJECTS: SEVERAL PUBLIC CLINICS, PRIVATE HOMES, AND OFFICE BUILDINGS IN BOTSWANA.  
F.H.V. Architects, Klerksdorp,  
Employed as a trainee Architect from February 1999 to August 1999.  
Projects: Fourways Game Centre- As built drawings; site inspections; Housing; Urban layouts.

QUALIFICATION : REVISED NATIONAL DIPLOMA, ARCHITECTURAL TECHNOLOGY

INSTITUTION : Peninsula Technikon (1993-1995)

YEAR COMPLETED : 1995

IN SERVICE TRAINING

1994      Department of Public Works, North West Province,  
Worked during January to December, in the Architectural offices as a trainee Architectural  
Technologist.  
Projects: Various schools; site inspections;

QUALIFICATION : MATRICULATION

INSTITUTION : Mmabatho High School

YEAR : 1992



# CURRICULUM VITAE

## NTANDO MBATHA

### PERSONAL INFORMATION

SURNAME	Mbatha
FULL NAMES	Ntando Phindile Zamashandu
IDENTITY NUMBER	8712150408088
NATIONALITY	South African
MARITAL STATUS	Single
HEALTH	Good
DISABILITY	None
CRIMINAL RECORD	None
HOME ADDRESS	897 Murphy Morobe Street Steadville Ladysmith 3373
CURRENT ADDRESS	2 Juan tre DF Malherbe Avenue Universitas, Bloemfontein 9301
CONTACT DETAILS	078 057 5750
EMAIL ADDRESS	ntandolicy@yahoo.com mbatha.npz@sacr.fs.gov.za
WORK TELEPHONE	051 410 4750

### EDUCATIONAL BACKGROUND

Highest grade passed: Grade 12  
Year: 2005  
School name: Ladysmith Secondary School

## TERTIARY EDUCATION

Name of institution: University of the Free State

Qualifications: BA General

Honours – History (cum laude)

MA – History

## ACHIEVEMENTS/AWARDS

2007-current

- Best sportswomen of the year award (2007)
- Top 10 House Kestell (academics 2007 and 2009)
- Prime Kestell Residence (2007/2008)
- Senior Student Assistant – Department of History (UFS 2009-2011)
- Graduated top of Honours class in 2009
- Dean's list for faculty top achievers – the Humanities
- Completed MA degree – 2011
- Judge at the Free State Provincial Nkosi Albert Luthuli Young Historians Awards 2012, 2013 and 2016, and 2017
- Judge at Miss Cultural South Africa – September 2012, 2013 and 2014
- Judge for Thabo Mofutsanyana District – NHC Competition – 2015 and 2016
- Researching and documenting the history of Steadville
- Contributor for – The Journalist and SA History Online

## CAREER HISTORY

2011 – PRESENT: HERITAGE COORDINATOR

Department of Sport, Arts, Culture and Recreation: heading heritage in Free State. Providing administrative duties for FSPHRA; Administering and monitoring finances of the FSPHRA; inspecting structures applied for demolition, alteration, and renovations, landscaping, subdivision, rezoning, excavation, restoration, and departure. Compiling and maintaining database of FSPHRA. Compiling monthly, quarterly, and annual reports for FSPHRA. Ensuring that the preservation, maintenance, and protection of heritage sites is maintained at all times.

MARCH 2012-DECEMBER 2014: INDONI STEERING COMMITTEE MEMBER

I was elected at the National Conference of Indoni (a moral regeneration programme for young people through culture) held in Bloemfontein in March 2012. My duties entail ensuring the smooth running of Indoni, especially in the Free State and Gauteng. I have organised cultural school camps which were held in Gauteng in 2012 and Qwaqwa in 2013 and 2014. At these camps, learners are taught about their respective cultures, crafting, careers they may venture into, heritage, and patriotism. A national pageant for Miss Cultural SA is held in September/October each year, where I have been a judge for three years running.

2008–2011: SENIOR STUDENT ASSISTANT

University of the Free State: Department of History; my duties were basically to assist lecturers in their job. When needed, I would mark test scripts as well as assignment; run departmental errands; assist the departmental secretary; proof-read articles and other material to be published. This assisted me in the lecturing environment as I was able to shadow lecturers I assisted.

2010-2011: ACTING CHAIRPERSON OF THE HISTORY STUDENT SOCIETY

University of the Free State: My duties were to mobilise as many History students as possible; organise history tours; organise lectures. In the year that I was acting, I managed to organise the logo, t-shirts, two lectures, and one tour of heritage/historic sites in Bloemfontein.

MAY–JULY 2011: JUNIOR RESEARCHER

Eziko Projects: The company worked on the stage production for the ANC Centennial celebrations in Bloemfontein in January 2012. I worked as a historical researcher, ensuring that all the information they needed was provided to them. The production was then based on the information I provided them with. Assisted with the oral history research and conducting fieldwork for the centenary project of the ANC.

2007–2008: RESIDENCE PRIME

University of the Free State: My duties as the Prime meant that I chaired the Residence Committee; I was also in charge of the Social Portfolio where I organised social events for the residence; I also was in charge of the Transformation portfolio which was highly important at the time, as the university was facing major transformation issues; Recruitment of new residents. Through my writing abilities, a newsletter was started to highlight all the achievements of the residence.



## LECTURES ATTENDED

Solomon Mahlangu Memorial lecture:	1 May 2011 (Ladysmith Indoor Sports Centre)
Opposition parties in South Africa:	University of the Free State 2011
ANC lecture Series Launch:	University of the Free State 2010
Film history:	By Dr J-A Stemmet (University of the Free State) at the launch of the History Student Society in 2010
The ANC in exile:	Prof Kwandiwe Kondlo, July 2011 for Eziko projects
The MK:	Dr W Seroto, August 2011, for Eziko Projects
The life of Sipho Mutsi (documentary preview):	25 January 2012
International Symposium on Place Names: Place names, diversity and heritage:	1 6-17 September 2015

## PAPERS PRESENTED

### INTERNATIONAL FEMINIST JOURNAL OF POLITICS ANNUAL CONFERENCE

4-6 August 2012

Historical perspective on women as victims of human rights violations and the Truth and Reconciliation Commission of South Africa (TRC), 1996-1998

### 9TH ANNUAL ORAL HISTORY CONFERENCE

8 October 2012 – Sixteen years later: reflective memoirs of women who testified at the Truth and Reconciliation Commission of South Africa (TRC)

### AFRICAN GENDER PERSPECTIVES SYMPOSIUM

24 October 2012 – Can rape be viewed within a political context? Using the TRC of South Africa as a case study.

### 11TH ANNUAL ORAL HISTORY CONFERENCE

16 October 2014 – Personal Memoirs on Steadville: A socio-political exploration

## INTERNATIONAL CONFERENCE OF THE SOUTHERN AFRICAN FOLKLORE SOCIETY AND ANNUAL GENERAL MEETING (SAFOS)

7-9 October 2015 - Indoni SA: A self-proclaimed custodian for passion for Africanism, heritage, social cohesion and African pride: Has vision been achieved?

## COLLOQUIUM ON THE POLITICAL AND LIBERATION STRUGGLE HISTORY OF THE FREE STATE, 1961-2012 – UNIVERSITY OF THE FREE STATE

Personal narratives of women detained at the Kroonstad Prison during the Apartheid era:  
A socio-political exploration, 1960-1990

## CURRENT RESEARCH

### HISTORY OF STEADVILLE

From August 2012

### DRUG MULES

South African women as drug mules or decoys: A socio-political challenge.

### ESTABLISHMENT OF SCHOOLS

Emnambithi Primary (to be formally protected) and Nikela Lower Primary

## OTHER EXPERIENCES

- Coordinator for Free State Indoni cultural school which led to a national pageant for Miss Cultural SA
- Oral interviews for ANC centenary project
- Privately assisting History students to conduct historical research
- Conducting history and heritage workshops for Free State Provincial Heritage Resources Authority
- History workshops with the Free State Department of Education for the Truth and Reconciliation Commission of South Africa

- Master's mini-dissertation – Historical perspective on women as victims of human rights violations and the Truth and Reconciliation Commission of South Africa (TRC), 1996–1998 – which enhanced research on stories of women untold and helped to fill the knowledge gap in the history of apartheid in South Africa.
- Monument and statue audits in the Free State.
- Research and documenting the history of: Maxwell Malinga, Sugarboy Malinga, Mkabayi, Queen Manthatisi, violence in Steadville, and Mbatha legacy for heritage month.
- Contributor for *The Journalist* – an online publication  
<http://www.thejournalist.org.za/contributors/ntando-p-z-mbatha>
- Contributor for *The New Age* newspaper's **Think Section**
- Member of the Permit Committee for FSPHRA – December 2016–December 2017

## RESEARCH INTERESTS

- Heritage
- Women as victims of human rights violations
- Women's silence on atrocities against them
- Past imbalances

## PUBLICATIONS

### THE NEW AGE NEWSPAPER

9 September 2016 - Forgotten Wartime Horrors

4 November 2016 - Heritage of black newspapers

16 November 2016 – SA would rather see drug mules overseas

### WIKIPEDIA WORK

Kgosi Sekonyela

Queen Manthatisi

Prophetess Mantsopa

Walter Mazinyo Matitta

Sipho Mutsi



Witsie's Cave  
Lucas Majozi  
Thomas Mapikela

#### THE JOURNALIST PUBLICATIONS

Erasure of black suffering in Anglo-Boer War

<http://www.thejournalist.org.za/pioneers/erasureof-black-suffering-in-anglo-boer-war>

The invisible illness, one woman's journey with Fibromyalgia

<http://www.thejournalist.org.za/kau-kauru/the-invisible-illness-one-womans-journey-withfibromyalgia>

My heritage my legacy

<http://www.thejournalist.org.za/spotlight/my-heritage-my-legacy>

June 16; one family expresses their pain

<http://www.thejournalist.org.za/spotlight/june-1976-one-family-expresses-their-pain>

Understanding KZN violence: a young woman's memoir

<http://www.thejournalist.org.za/kaukauru/understanding-kzn-violence-a-young-womans-memoire>

History of Steadville

<http://www.sahistory.org.za/place/steadville-ladysmith-kwazulu-natal-28%C3%82%C2%B033%26rdquo%3B%C2%B235%26rdquo%3B%C2%B3s-29%C3%82%C2%B046%26rdquo%3B%C2%B250%26rdquo%3B%C2%B3e>

Maxwell Mduduzi Malinga

<http://www.sahistory.org.za/place/steadville-ladysmith-kwazulu-natal-28%C3%82%C2%B033%26rdquo%3B%C2%B235%26rdquo%3B%C2%B3s-29%C3%82%C2%B046%26rdquo%3B%C2%B250%26rdquo%3B%C2%B3e>

## APPENDIX 2

### MT STEYN: A SHORT HISTORICAL INTRODUCTION

## MT STEYN (1875-1916): A SHORT HISTORICAL INTRODUCTION

Marthinus Theunis Steyn was born at Rietfontein in Winburg on 2 October 1857 as one of 11 children. Steyn went to school on a farm in the area where he was born and then proceeded to Grey College in Bloemfontein. He continued his high school education at Deventer in the Netherlands in 1877. He later went for training at the Inner Temple in London where he was admitted in 1880. He returned to the Free State in 1882 and started his own legal practice as an advocate. He married Tibbie Fraser (of Scottish descent) in 1887 and they had seven children. In 1892, Steyn was appointed as jurist on the Free State Republic bench.

### Colonialism

Steyn was born into a world of turmoil. In Europe the 2nd Republic commenced in France, and after bloody skirmishes, the seven states of Italy became a monarchy in 1861, which lasted until 1946. It took three years for the unification of Germany to be reached. During the last French-Prussian War (1870), the French was defeated, and the 2nd Republic disappeared. The 2nd German Reich came into being with Wilhelm I as the Emperor, and Otto Von Bismarck as the Chancellor. Subsequently, the French formed the 3rd Republic (Dunan (Ed) 1968:310-318).

In the USA the Reconstruction era was underway, and before his assassination in 1865, President Abraham Lincoln started plans to incorporate the Confederacy States into the United States. Income of non-farm workers grew by 75% from 1865-1900, and by another 33% by 1918. The United States became one of the world's most dominant economic forces. Although slavery ended, segregation became entrenched until the middle of the twentieth century (Dunan (Ed) 1968:321-328).

The powerful new practice of colonialism emerged during the last decades of the nineteenth century. Colonialism was a movement by powerful, industrialised countries to extend their influence and control over other regions and countries, mainly with the aim of obtaining raw materials, workers and markets for their products and accommodation for excess population.

In 1885, Bismarck sponsored a conference in Berlin where Africa was cut up in slices and distributed to various European nations. Great Britain already had two colonies in Southern Africa, the Cape Colony and Natal. The discovery of gold and diamonds meant that they turned their gaze to the Free State and Transvaal. The treatment of foreigners who flocked to the goldfields at Johannesburg created much tension between Great Britain and the small Zuid-Afrikaansche Republiek (ZAR), tensions which eventually gave rise to the Anglo-Boer War (1899-1902).





Figure A2: Cecil John Rhodes appearing in a *Punch* cartoon lampooning his imperialistic ambitions in Africa (*Wikipedia*: online)

In summary then, the last half of the nineteenth century saw a dramatic re-delineation of country borders, as well as the invasion of less powerful countries in Africa and elsewhere by the major European nations such as Great Britain, Germany, Belgium, France, Spain, Portugal, the Netherlands, and Italy. The conquests were, in most cases, accompanied by conflict and the subsequent subjugation of local populations.

### The Free State Republic

It should be noted that in heritage terms, the categorisation of the formative “colonial” years of the Free State could be indicated as follows:

- Orange River Sovereignty (1848–1854)
- Early Republican Period (1854–1870)
- Mid-Republican Period (1870–1890)
- Late-Republican Period (1890–1900)
- Orange River Colony (1902–1910)
- Union of South African (1910–1961)
- The Republic of South Africa (1961–1994)

MT Steyn was an advocate, jurist, and State President of the Free State Republic (De Kock (Ed) 1983:708-715).

He studied law in Great Britain, and although his home language was English, he championed the cause of the Boers as exemplified by his letter of support for the Boers in the British Press during the First Anglo-Boer War.

Steyn started his law practice in Bloemfontein in 1883, and became well-known in the Free State, thanks to his duties as jurist in the circuit courts.

In 1887, he married Rachel Isabella (Tibbie) Fraser in Philippolis.

Steyn’s popularity in the Free State led to his election as State President in 1896, after the sudden resignation of FW Reitz due to poor health. In the meantime, the abortive Jameson Raid took place in Johannesburg, and Steyn immediately became involved in the affairs of the Transvaal.

He persuaded President Kruger of the ZAR to release LS Jameson to be prosecuted in England and also to release two ('uitlander') Reformers, Sampson and Davis. Steyn argued that the real culprit behind the raid was Cecil John Rhodes. The newly elected president immediately cemented the bonds between the Free State and the ZAR, including defensive and offensive agreements.

In the Free State, under Steyn's government, control of the Free State railways was taken over from the Cape in 1897, agriculture practices were updated, and schools were built, including a number of industrial schools. Dutch was promoted in the Public Service and commerce (Malan 1980:250-262).

Steyn also sought closer co-operation between the Free State, Natal, and the Cape Colony, especially as far as trade agreements were concerned. With the election of Alfred Milner in 1897 as Cape Governor and High Commissioner in South Africa, the political climate changed. The concentration of troops on the borders of the republics and the franchise demands made by Milner on behalf of the foreigners in the ZAR, eventually led to war in 1899. The franchise issue was a thinly-veiled excuse to annex the republics, and to lay claim to the gold mines.



## The Anglo-Boer War

Despite Steyn's best efforts to broker peace, war broke out. Steyn knew from the outset that the republics were doomed but decided to continue with the war against the colonial ambitions of the British Empire for the sake of honour and loyalty. On the brink of war, Steyn intimated to his son that "it is only a question of our taking our licking lying down or fighting like men" (Schoeman 1982:35).

War broke out in October 1899 and lasted until 1902. Initially, the Boers gained a number of impressive victories against the British, but by February 1900 the republics were under pressure. In March 1900 Steyn, at the insistence of Kruger, requested peace negotiations with Britain, but his advances were dismissed. Steyn resolved never to ask for peace again.

The ZAR unilaterally held peace talks with Britain in April 1901, but it failed. Steyn kept urging the Transvalers to continue the fight. President Kruger had already left for Europe by this time.

In March 1902, Steyn showed signs of severe illness, but he received treatment and partially recovered. Peace discussions were held with Lord Kitchener in April 1902. He was impressed with Steyn, considering him "head and shoulders above the rest" (De Kock (Ed) 1983:712). Unfortunately, Steyn's illness took a turn for the worst and he had to leave the peace negotiations at Vereeniging to seek medical treatment in Krugersdorp. To his disappointment, he was informed that the republics had capitulated, and that the peace treaty was signed. Steyn left South Africa in 1902 to undergo treatment in Europe. His treatment lasted three years, and he gradually recovered. Steyn returned to his farm Onze Rust near Bloemfontein in 1905.

After the Anglo-Boer War, leading up to the formation of the Union of South Africa, there were talks between the Boers and the British regarding the "Native question" – a policy towards Africans for all parts of the country (Giliomee & Mbenga 2007). Steyn criticised the way in which Natal was dealing with the native question, calling it "hysterical". Natal, afraid of war between themselves (British) and the Zulus, supported a federation in order to alleviate the worst excesses of the way in which the Natal authorities treated black people (Giliomee & Mbenga 2007).

## The National Women's Memorial

In 1906, Steyn acted as chairman of a meeting that was to consider the erection of a monument to honour the women and children who died during the Second Anglo-Boer War. The monument was unveiled in 1913 in the absence of Emily Hobhouse, who was to undertake the ceremony. She was gravely ill and had to turn back to Cape Town at Colesberg. Steyn also attended the ceremony but was too weak to deliver his speech. The statue at the monument was sculpted by Anton van Wouw.

## The Union of South Africa

In 1906 he advocated a larger, united South Africa, with the proviso that the Afrikaner nation would be a full partner in this union. He played an important part in the establishment of a greater South Africa, and expressed his views on numerous issues, such as the future capital, the public service, language rights which he felt very strongly about, railways, and the protectorates.

It became apparent during these discussions that a rift was developing between the Free State and Transvaal leaders, with JBM Hertzog and Louis Botha not seeing eye to eye. This split led to the forming of the National Party in opposition to the South African Party. Steyn's sympathy remained with the former.

Steyn also played a part in seeking a solution to the 1914 rebellion, led by General CR de Wet and others, and that fomented in opposition to Botha's plans to invade German South West Africa. Steyn was opposed to both actions. De Wet assured Steyn that the rebels would not resort to violence, but he went ahead anyway. The rebellion was crushed by Botha's troops. Botha had Jopie Fourie executed, and Generals Beyers and De Wet were imprisoned. These unfortunate events further undermined Steyn's poor health.

He collapsed at a women's meeting that he was addressing and was laid to rest at the Women's Memorial.

Steyn would be remembered as an honest, moderate, but firm leader that commanded the respect of friend and foe. His reconciliatory approach in uniting different viewpoints during a protracted period of upheaval in the history of the Free State has been admired both locally and internationally (De Kock (Ed) 1983:715).

## The Legacies of MT Steyn

Steyn was the co-founder of the South African Party in 1910. He was too ill to take up the position as Union leader, which went to Louis Botha. JBM Hertzog took over the leadership from Steyn in the Free State. A rift between Botha and Hertzog became acrimonious, with Steyn's loyalties divided between the South African Party and the National Party that was founded in Bloemfontein by General De Wet in 1914.

The division in the Afrikaner ranks hastened his demise in 1916.

Steyn was the initiator of a monument to be erected for the thousands of (white) women and children who died in the fields and concentration camps during the Anglo-Boer War (1899–1902). Steyn was supported by Emily Hobhouse in this endeavour, and in her speech prepared for the unveiling of the monument in 1913, she stressed the role and suffering of black people during the war, noting that the monument also commemorated their suffering (Van Reenen (ed) 1984:406). One has to assume that Steyn shared the sentiments of Hobhouse, although not publicly.

During the National Convention held in Durban in 1908, Steyn delivered a stirring speech on language rights (De Kock & Kruger 1983:714). It was possibly this speech that inspired the Afrikaanse Studentebond to erect a statue for MT Steyn at the GUC (later the UFS). It took the student body 10 years to collect the money for the statue.

The way in which history repeats itself is also evident. At the GUC, the language of communication was English: "... Afrikaans-speaking students had felt marginalised, as almost all the subjects were taught exclusively in English. English was the official language of the Senate, and even the committee meetings of the two hostels were conducted in English." In 1918, however, this changed, and Afrikaans became the medium of instruction (Fourie (ed) 2006:58-59). It is therefore not difficult to understand the motivation of the students when they decided to erect the statue of MT Steyn.

MT Steyn initiated the establishment of the Christelike en Nasionale Meisieskool Oranje in Bloemfontein in 1907. The school initially had 26 boarders and developed into one of the foremost girls' schools in South Africa (Schoeman 1980:212).



Steyn was also responsible for placing the plaque in the foyer of the Treetoring Church which commemorates the Dutch who died during the Anglo-Boer War (1899–1902) (Schoeman 1980:212).

The first women's residence, the President Steyn Hostel, was named after MT Steyn (1919). This further underscore Steyn's support and involvement in women's issues (Fourie (ed) 2006:48).

## APPENDIX 3

### HERITAGE DEBATES: MONUMENTS AND STATUES

## HERITAGE DEBATES: MONUMENTS AND STATUES

Soon after the democratic dispensation in South Africa commenced in 1994, debates on heritage and how one should deal with South Africa's past, appeared in scholarly articles and the media.

Rasool (2000:21) argued, almost from the outset, that heritage would be the domain where contests over South Africa's past will be contested. The histories of our past are, according to him, not the written texts or even oral accounts, but rather of a visual nature. From this, one can conclude that statues, such as those of Presidents CR Swart and MT Steyn on the Bloemfontein Campus of the University of the Free State, would fall within this category.

An author who has written extensively on monuments and statues in post-apartheid South Africa is Sabine Marschall. In *Landscape of Memory* (2000:1), she introduces this collection of essays as follows: "Members of the white minority, motivated by anxieties over disempowerment and alienation, tend to demonstrate a strong emotional attachment to contested facets of their embattled heritage, even if they no longer identify with the specific symbolic values each of these represent".

This seems to be borne out by the current debate in the media surrounding the MT Steyn statue on the Bloemfontein Campus on the University of the Free State, as is discussed later in this section.

Marschall (2009:1) reminds us that heritage is an ambiguous concept, paradoxical and by this very nature, open to supporting often contradictory agendas in politics, economics, and culture. Yet, new monuments and statues are necessary to "tell the other side of the story ..." (Marschall 2009:2).

Marschall, writing in a period prior to the RMF campaign, argues for the retention of apartheid monuments and statues. She also does not support the notion that statues have intrinsic value and are therefore not specifically rooted to their location. She supports the idea that a site is a contextual factor that has an important impact on the meaning of a symbolic object such as a statue. This is in opposition to the contemporary thought that with the physical repositioning of a statue away from highly official places (e.g. in front of the Main Building at the UFS) to a less prominent position, the "messages" are rendered less universal, authoritative or offensive (Marshcall 2009:6).



It is her observation that the commemorative post-apartheid projects initiated by the government, are contingent on existing monuments, in the sense that the new work contest, mimic, and rework the existing work's ideological agendas (Marschall 2009:8).

From an archaeological viewpoint, Meskell & Scheermeyer (2008:156) seem to support Marschall's view. By not recognising the past and its symbols, rather than engaging with the longer, more historical experience and effects of colonialism, we are bound to simply concentrate on the end product, apartheid. Therefore, they argue that living and organic sites that have both historic and contemporary layers would be vital to national healing (Meskell & Scheermeyer 2008:168).

The conclusion that Marschall reaches is that it seems that the only solution would be to build new monuments to complement the existing heritage. Reinterpretation of a statue to make it acceptable to the majority is doubtful, and the modification of the original intended meaning is usually unacceptable to the minority (Marschall 2009:133-134).

In a recent conference paper, arguing from a legal background, Du Plessis (2017:289) also makes an argument for an inclusive approach to the retention of statues. She argues that the position of students, that getting rid of the statue will rid us of apartheid, is a fallacy. She asks the question if one could get rid of the legacy and memories of apartheid by eradicating or neutralising public space.

Du Plessis (2017:286) calls for the creation of a more complex public space that should be created by means of a secondary iconoclasm and by a grassroots approach that takes into account the deeper cultural diversity of different groupings. By secondary iconoclasm, she means that the gesture of iconoclasm could be used to attack censorship and deal with the hurt attached to the statue and its offence to human dignity, without removing or attacking the object (Du Plessis: 282). She further argues that the NHRA and the state impose a heritage identity on the South African society in a top-down fashion. What is rather called for is a bottom-up approach where different cultural groupings create a complex narrative that addresses the "reasons why the statue is offensive, rather than ignoring that the hurt is present" (Du Plessis: 282).

Du Plessis also states that the government imposes heritage identity in a top-down fashion on society in such a manner that racial conflict is avoided. This may be true of certain large-scale heritage projects such as Freedom Park and Walter Sisulu Square, but these projects require major technical and professional inputs on different levels such as history, architecture, engineering, and urban design.

The NHRA emphatically requires, however, that public participation to assess the impact of heritage resources such as statues should take place. The quality of the narrative at these sessions is dependent on the level of sophistication and depth of understanding of the participants.

The relocation of monuments and statuary has precedents in South Africa. Examples are the Children's Group (statue and relief panels) that were part of the Sunday School Building in Bloemfontein, which were relocated to the Meisieskool Oranje in 2005. The artworks have been successfully incorporated into an internal courtyard that has been developed as a Garden of Remembrance. Marschall (2009:142) also mentions the relocation of the Bartolomeu Dias sculpture in Durban that was moved to a less prominent position in a small park named after him.

These theoretical positions were severely tested when the #RhodesMustFall campaign started at the University of Cape Town on 9 March 2015. It began with a call for the removal of the statue of Cecil John Rhodes, and quickly became more ambitious. The students' position was that the oppression black students felt, was due to the fact that black identity was not reflected in the university's buildings, statues, lectures or curricula. Students called for the decolonising of the academic curriculum, removal of artworks on campus which were seen to promote institutional racism, and white supremacy. The absence of black teaching staff also came under fire. Events at the UFS have unfolded more or less along similar lines.

It became clear that existing symbols of South Africa's past were not necessarily going to be part of the dialogue about the future.

The fate of the MT Steyn statue has been discussed on campus and in the media for more than a decade. In 2003, a previous rector of the University of the Free State, Frederick Fourie, opened discussions on altering the position of the MT Steyn statue. At the time, he had the idea of incorporating a companion statue of King Moshoeshoe, the founder of the Sotho nation, in the composition.

In his view, this image would serve as an alternative role model to the students. Eventually, it was decided not to relocate the MT Steyn statue, but rather to engage prominent South African artists to produce works of art that would be of their own time. Sixteen new works were purchased by the university. Conceptually, the new artworks broadly fell into two categories, namely, those that suggested actual meeting places, e.g. that would, for example, offer seating in a physical sense, and a second category that was labelled “conversation pieces”. These works would elicit discussion because of the nature of the subject matter.

Situated in close proximity to the MT Steyn statue, is the large horizontal polished stone sculpture by Willem Boshoff, titled *Thinking Stone*. The stone suggests the prehistoric presence of different peoples in this area in opposition to the 1938 memorial celebrating the centenary of the Great Trek, and the sculpture of CR Swart. Both the memorial and the MT Steyn sculpture suggest the idea that the Afrikaner found itself in a vast, empty interior where history was waiting for them to inscribe their presence on the landscape.

The *Thinking Stone* sculpture is flat and horizontal and invites people to sit on it, or even climb over it. This is in contrast to the MT Steyn statue where the “phallic” and untouchable verticality is stressed (Schmahmann 2015:7-9).

During the 2016 riots on campus, the CR Swart statue was toppled and defaced, and subsequently removed by the university along with the plinth on which it was seated.



A number of the sixteen artworks were damaged during the student unrest in 2016, including the sculpture by Willie Bester in front of the Student Centre, as well as the sculpture of a large head made by Angus Taylor at the Agriculture Building. Taylor expressed his shock at the turn of events, as he felt that much has been done in this country to forge a new culture and heritage, and that one would expect that people attending universities would be better informed than the rest of the population.



Figure A3.1: The sculpture of Willie Bester was toppled during the student unrest of February 2016 (News24: online)

Taylor considers his work an anti-monument, saying that he resisted the making of propaganda sculptures such as a hero on a horse, or a soldier with a gun (*Rapport* 28-02-2016).

In the light of the events, it seems that the addition of contemporary artworks did not necessarily ensure that the “dialogue” envisaged by the artists and patrons, would occur. It is also possible that the perceived messages projected by the works of the artists, failed to reach the students.

In 2011, the Sculptures-On-Campus Aesthetic Committee produced a report that proposed to the university management the southward positioning and lowering of the MT Steyn statue from where it is situated at present. The report furthermore noted that the opening up of the façade of the Main Building would then be possible, and the centrality of the axis ameliorated. (Van der Berg 2011:s.p.). The report also calls for the careful redesign of the so-called “Red Square” (Van den Berg 2011:s.p.).



Figure A3.2: The proposal to reposition the MT Steyn statue on a lowered base or herm. The proportions seem awkward (Van den Berg 2011)



Figure A3.3: A picture prepared to show what the Main Building would look like without the statue (Van den Berg 2011)

The report concludes that it is envisaged that the Willem Boshoff artwork (*Thinking Stone*) would become a meeting place where ideas could be gathered and shared. It would also become a place for contemplation and healing. This healing would be found in the theme of historical layering associated with the artwork, so that an understanding of the diversity of the South African landscape could be demonstrated and experienced.

From the subsequent actions by the students on campus, it could be deduced that the concerns of the students run deeper, and that the artworks might not have lived up to their conceptual expectations.

The debate surrounding the MT Steyn statue has become the subject of regular reporting in especially the Afrikaans newspaper *Volksblad*. The most recent cycle of articles commenced with the wrapping of President Steyn in pink plastic in 2014. This art project by Cigdem Aydemir was part of a project that explored the nature and meaning of historical monuments in public space. The aim of the artist was to highlight gender issues in post-colonial countries such as South Africa, where public sculptures generally reflect men's achievements in their service to their empires or nations (Aydemir 2014).

In the same publication, the previous rector of the university, Jonathan Jansen, noted that "President Steyn was a peacemaker, a person who sought, unsuccessfully, reconciliation between Kitchener and Kruger". Jansen further noted that statues such as those of Steyn and Swart (the latter has since been removed by the university), are held in disregard by the majority of students, and also a growing number of staff (Aydemir 2014).





Figure A3.4: The wrapping of the MT Steyn statue was an artistic expression by Cigdem Aydemir to focus attention on gender issues (Aydemir: online)

At this stage, in 2014, Jansen noted that “there is something mindless and mean in displacement alone”. He continued by saying that if the retention of the statues is only the recognition of the special memories of others, then the retention becomes an affront to social justice. He also expressed the hope that the supremacist history attached to these statues will become part of a larger dialogue between the new memorials appearing on campus (presumably the artworks noted earlier).

Lis Lange also suggested in the same publication that public space at the UFS needs to be addressed, to make them more “agoric” so that public debate could be stimulated. She also suggested the possibility of a companion for President Steyn, but then almost immediately noted that unless President Steyn and his colleague monuments are not “seen”, the result might be incomplete and unsatisfactory. She proposed the notion of the public space as archive, and by extension it could be assumed that this archive would be representative of South African society at large (Aydemir 2014: 31).

In April 2015, the historian Hannes Haasbroek responded to the pink plastic wrapping of the public statues in Bloemfontein. In this article, he reiterates the role of President Steyn during the Anglo-Boer War (1899-1902), and his strenuous opposition to colonial rule.

Haasbroek (*Volksblad* 11-04-2015) pointed out that the MT Steyn statue was not erected with government funds but was presented to the university by Afrikaans students. The students collected the £3 000 required to commission the statue of MT Steyn from the well-known sculptor Anton van Wouw. The sculpture was unveiled on 29 September 1929 (sic), on the occasion of the quarter-century celebrations of the founding of the UFS. President Steyn’s widow, Tibbie Steyn, inter alia, said she hoped that the monument would contribute to the unwavering commitment to the spirit of freedom in South Africa. Haasbroek also noted that the president was rendered in his presidential dress on the eve of the Anglo-Boer War in 1899, when he stated that he would rather lose the independence of the Free State with honour, than retaining it through dishonour or disloyalty. Haasbroek concluded by suggesting that, in the light of the historical facts, statues such as these deserve to remain where they are.

Three years later, almost to the day, Haasbroek again (*Volksblad* 10-04-2018) brought to public attention the role of President Steyn in the struggle of the Free State to retain its sovereignty. He argued that the lumping together of President Steyn as an architect of apartheid, was untenable.

In this article, however, he conceded that it probably was the most sensible course of action to relocate the sculpture to the War Museum of the Boer Republics. This would pre-empt possible violent acts against the statue. The War Museum of the Boer Republics seemed to offer a logical resting place for the statue, and also provided the national and international attention that his efforts to memorialise the suffering of women and children during the war, deserved (*Volksblad* 10-04-2018). The museum has done much to transform the one-sided view of the Anglo-Boer War as a “white man’s” war.

After the Bloemfontein Campus of the UFS was closed on 23-24 February 2016 due to strike and protest action by the students, an editorial appeared in *Volksblad* (28-02-2016). The editorial suggested that a discussion on the campus statues had become urgent. The article further argued that Afrikaans cultural groups should take steps to relocate sculptures such as those of Generals CR de Wet and JBM Hertzog before they were destroyed.

The newspaper warned that the relocation of the statues could be seen both as an unqualified and qualified admission of guilt. If these sculptures remain within the public eye, they become part of an open and healthy debate. The article reminded readers that interested parties would have to be consulted widely. Should these statues be protected, or should they, for instance, be relocated to the War Museum? Some of the statues might not be at home at the War Museum, because they belong to a different era or dispensation.

The article concluded by stating that statues of black heroes should also be erected on campus (*Volksblad* 28-02-2016).

The #RhodesMustFall campaign had its aims and objectives clearly documented in position papers and other media platforms. At the UFS, the President of the Student Representative Council, Asive Dlanjwa, had earlier in the year called for the removal of the statue of President MT Steyn (*Bloemfontein Courant* 08-03-2018). Addressing a crowd of 300 students at the Bloemfontein Campus of the UFS, Dlanjwa expressed his dissatisfaction that the university still retained a statue that is “a painful reminder of apartheid’s sins”.



According to Dlanjwa: “Steyn must go as a matter of urgency. For us to keep Steyn is to preserve the heritage of apartheid, and it is because of that man that we are where we are now”. The newspaper article noted that an earlier attempt was made to “decolonise” the UFS Bloemfontein Campus, and to rid it of so-called pre-democratic leaders (*Bloemfontein Courant* 08-03-2018).

After a discussion with the Rector of the university, Prof Francis Petersen, the students demanded that the university deal with the statue of MT Steyn. The university responded by pointing out that an Institutional Transformation Plan had been developed, and various issues were being addressed by twelve different teams that focus on specific areas. A specific team was also dealing with the transformation of names, symbols, and places on the campus. The UFS stressed that it was committed to develop an intervention strategy for the statue, taking into account the legal requirements of the heritage authorities (*News24* 16-03-2018).

The meeting between the students and Prof Petersen was similarly reported in *Rapport* (18-03-2018). Prior to the meeting with Prof Petersen, Dlanjwa said that the statue was a reminder of colonialism and had no value for black students. Prof Petersen indicated that the university had to decide whether the statue should stay where it was, or be relocated to a different position on the campus, or completely relocated, to for instance, the War Museum. Prof Petersen, like his predecessors, called for a healthy and open debate on the matter. He stressed the importance of ascertaining Steyn’s historical position is, and to what extent the university could identify with his role (*Rapport* 18-03-2018).

Writing in his personal capacity, Prof Johann Rossouw, lecturer in Philosophy at the UFS, pleaded for the relocation of the MT Steyn statue, not because of what he represented to certain students on campus, but rather for what he stood as a person (*Volksblad* 21-03-2018).

Apart from his well-known qualities as a legal expert and leader, Rossouw also points out that Steyn was instrumental in establishing the University of the Free State in its modern incarnation, the establishment of the Meisieskool Oranje, as well as the National Women’s Memorial that eulogises the suffering of women and children during the Anglo-Boer War. In these endeavours he was far ahead of his time. Rossouw also concedes that his support for white domination presents his least attractive side. He was a product of his time, and like all great leaders such as Mandela and Gandhi, they remain people who are remembered for their greatest achievements and are not only judged by their moral blind spots.

Rossouw then continued to outline his reasons for having the statue relocated. In the first instance, he argued that if the students are allowed to destroy this statue, they will claim a victory over something that they do not understand, and cultivating their lot based on a misunderstanding. Secondly, a situation where black and white students clash on campus because of the statue, should be avoided. White students fighting for the MT Steyn statue over issues that has nothing to do with him, is just as tragic as black students destroying the statue for reasons that has nothing to do with him. Thirdly, Rossouw pointed out that the nature of the UFS has radically changed. It once cultivated an Afrikaans youth that could make a difference in the governance of the country, but this was an era that had passed.

Rossouw concluded by appealing to Afrikaners of sound judgement, and for whom the legacy of President Steyn and reconciliation are still valuable, to support the relocation of the MT Steyn statue to the site of the National Women's Memorial and the War Museum of the Boer Republics. The War Museum has been at the forefront of presenting the suffering of both black and white during times of conflict (*Volksblad* 21-03-2018).

Prof Theo du Plessis, also from the University of the Free State, supported the plea of Johann Rossouw to have the statue of MT Steyn relocated. In his view, initiating the relocation of the sculpture could become a powerful symbolic gesture for Afrikaners (*Volksblad* 22-03-2018). Prof Hennie van Coller, a previous head of the Department of Afrikaans and Dutch, German and French, argued that the committees appointed by the university to investigate the Steyn issue, had probably been manipulated in the same way as the language committee that decided on the fate of Afrikaans as language of instruction on the campus. He also highlighted the positive qualities associated with President Steyn but was pessimistic in his view that it was probably a foregone conclusion that the statue would be relocated (*Volksblad* 23-03-2018).

In a report in the *Bloemfontein Courant* (19.04.2018), the SRC reiterated that they wanted the statue removed. The SRC President emphasised that they were committed to consulting with all stakeholders first. The removal of the statue should be conducted through a consultative process. Afriforum Youth's Kopsies Branch stated that the statue was not only important for the preservation of Afrikaner culture, but also for South Africa's heritage in totality.

The following conclusions could be drawn from the various media reports outlining the debates surrounding the statue of President MT Steyn:

1. President MT Steyn was an **important historical figure** in the Free State and is revered for his outstanding leadership and anti-colonial sentiments. He is today less admired for views on white rule, although it was indicated that, as with other world leaders, they were people of their time.
2. The statue occupies a very **dominant position** on the campus, namely, in front of the Main Building, and on the central axis that bisects the campus in an east-west direction. This suggests a powerful relationship with the UFS management.
3. The sculpture was erected with **funds collected** by Afrikaans students nationwide. The artist was Anton van Wouw, who is probably South Africa's best-known early local sculptor working in this genre.
4. According to the Student Representative Council, **black students** attach no meaning to the statue, and it is a reprehensible symbol of apartheid. However, they are committed to a consultative process for the removal of the statue.
5. Most of the writers or commentators suggest **some form of relocation**, either on campus or elsewhere; in most cases, to the War Museum of the Boer Republics / Women's Memorial.
6. A number of writers also proposed the **retention of the sculpture**, with the addition of either new sculptures or other symbols (e.g. artworks) that could stimulate dialogue on campus. The idea of inclusion and historical layering is suggested here, as well as dialogue as a means of healing and reconciliation. Actual events have caught up with this approach, and other variations will have to be investigated.



7. A number of commentators expressed the opinion that **a pre-emptive relocation** of the statue would safeguard the dignity of the piece and allow the process to unfold in a manner and at a pace in keeping with their expectations.
8. It was also argued that although good arguments could be made for the retention of the statue in its present location, the **safeguarding of the statue** could not be guaranteed, and that it might be a case of “winning the fight but losing the war”.
9. One commentator suggested **a visual archive** that could occupy the “Red Square” as a whole. This is an interesting idea that deserves further discussion.
10. A commentator expressed the sense that the **campus and its erstwhile culture** have irretrievably changed. The sculpture had lost its symbolic function and could therefore successfully be relocated and re-interpreted elsewhere.

# APPENDIX 4

STATUE OF PRESIDENT MT STEYN: A VISUAL AND SPATIAL ANALYSIS

By Elodie Seotseng Tlhodaele

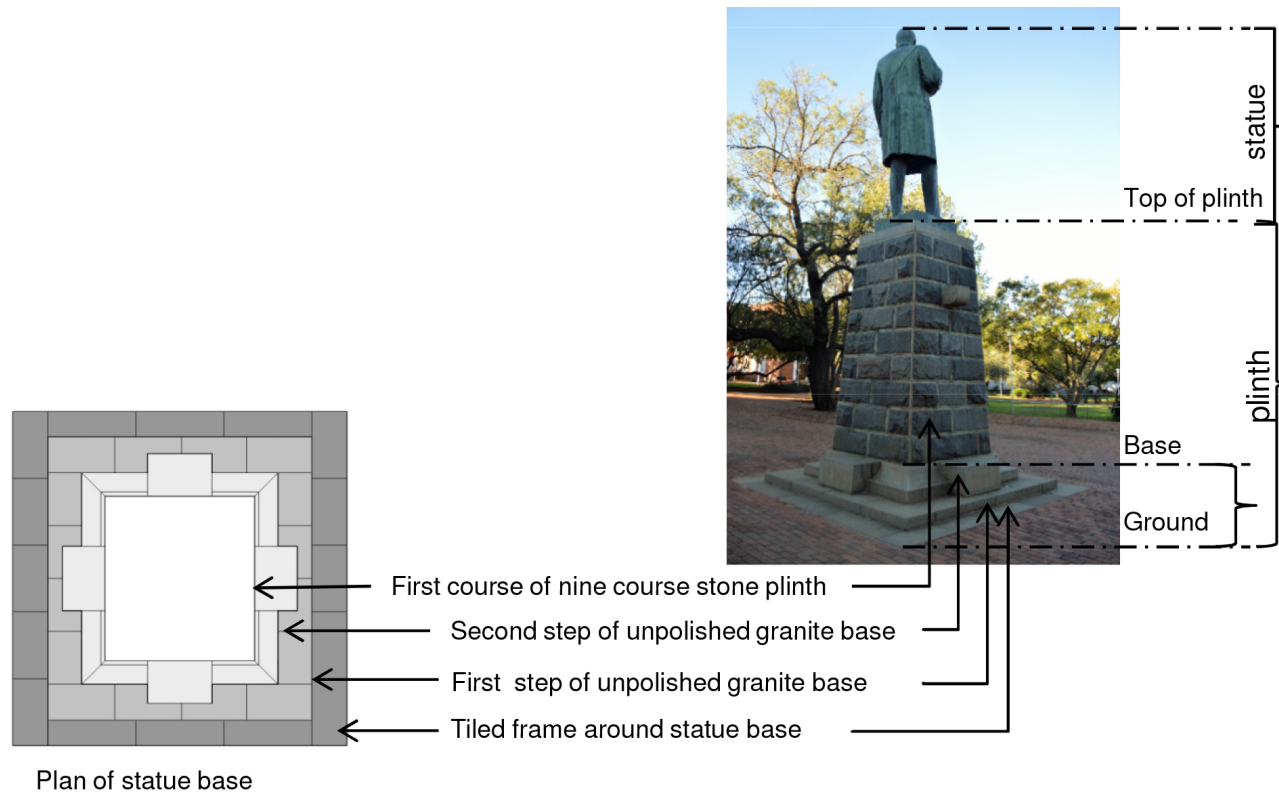
# 1. FINDINGS - SITE ANALYSIS

## 1.1 STATUE

### 1.1.1 Characteristics of the statue

#### i. Structure of statue

The statue of the erstwhile MT Steyn stands on a two-part plinth made of a stepped unpolished granite base and a nine-course stone plinth that tapers gently towards the top where the statue of MT Steyn is positioned. A stone tile laid flush with the surface of the paving surrounds the base.





## ii. Engraved plaque

An engraved polished granite-stone plaque with the full names of erstwhile President Steyn, his birth and passing year, and the name of the organisation that commissioned the statue is set-in midway up the stone course plinth, on the front side of the statue.



## iii. Artistic style

The artistic style of the statue, and its position perched high up on a stone plinth are characteristic of statues from the early part of the 1900s.

Examples depicted here show similar statues of the same artistic period.



### 1.1.2 Visual study of statue

i. The statue can be viewed from all sides



ii. The statue towers above human scale



iii. It is designed to be associated with a greater landscape

The statue is designed to form part of a greater landscape, looking onto what was then a sparsely populated Bloemfontein townscape.

### 1.1.3 Spatial study of statue

i. Standing distance to experience full view of statue

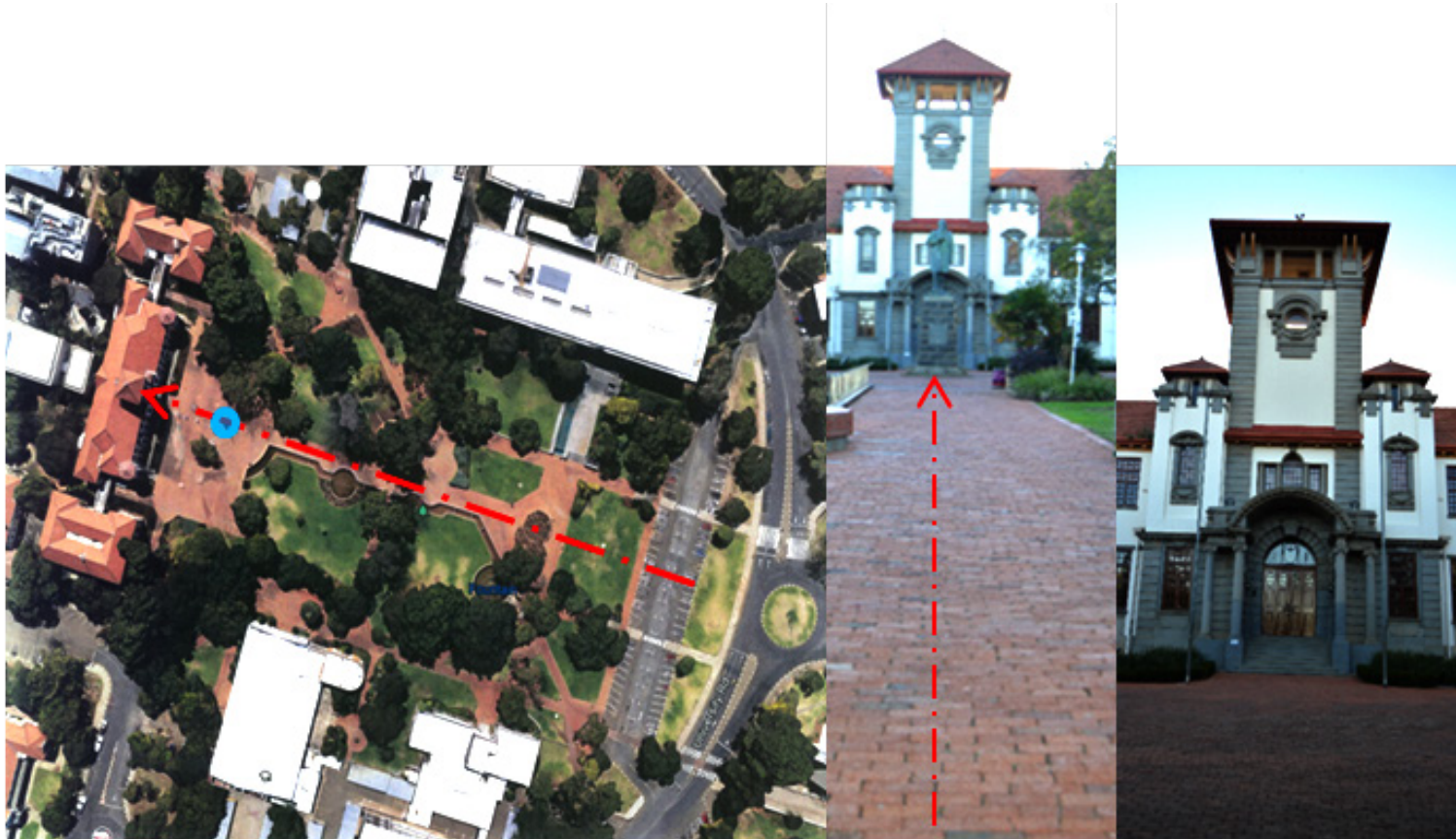


Due to the height of the plinth, a viewer must stand at least five (5) metres away from the statue to be able to view it in full, including the plinth; and approximately two (2) metres away to see the statue in full view and appreciate the detail on the face, head, hands, and the presidential sash.



ii. Statue obscures the view of the Main Building entrance

The centrality of the statue obscures the view of the Main Building entrance when approached from the east, along the axis leading from the garden court to the front of the Main Building.



### iii. Common use of stone plinth

The stone plinth is often used as a photo backdrop, a backrest, a support to lean against, and a seat.



## 1.2. FORECOURT, STATUE, AND MAIN BUILDING

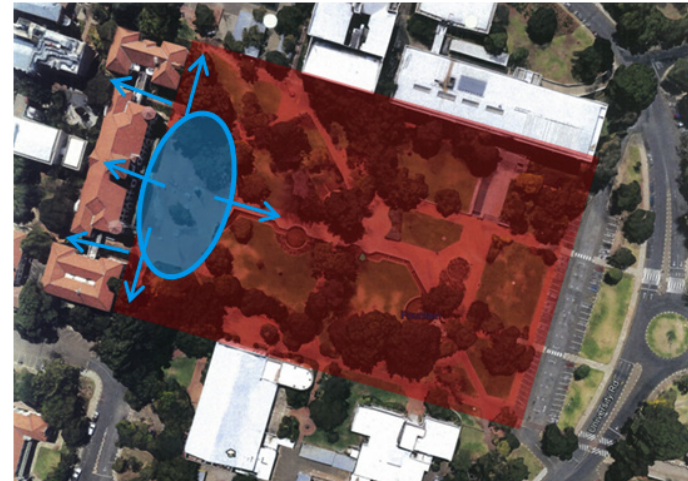
### 1.2.1 Characteristics of the forecourt

This space is a prominent space on the Bloemfontein Campus grounds. It has a significant cultural value for the university as a:

### i. Threshold space:

The forecourt is a threshold space between the garden and the main administration building.

It leads onto the Main Building to the west, the garden court to the east of the Main Building, and to other university areas through the northern, southern, and western pathways leading from the forecourt.



## ii. Gathering space

The breadth and width of the paved area is generous enough to accommodate a large gathering of people, or several smaller groups of people.

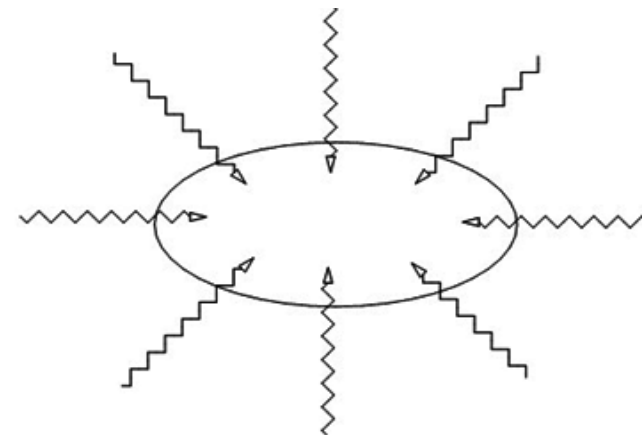
The area is suitable for both casual gatherings in small crowds or, for organised gatherings relating to interactions between the student community and the administration of the university.



## iii. Common space

It is a common ground for all sectors of the university community.

Allows for the interaction of various sectors of the student community, and the university community.





## 1.2.2 Spatial study of the forecourt

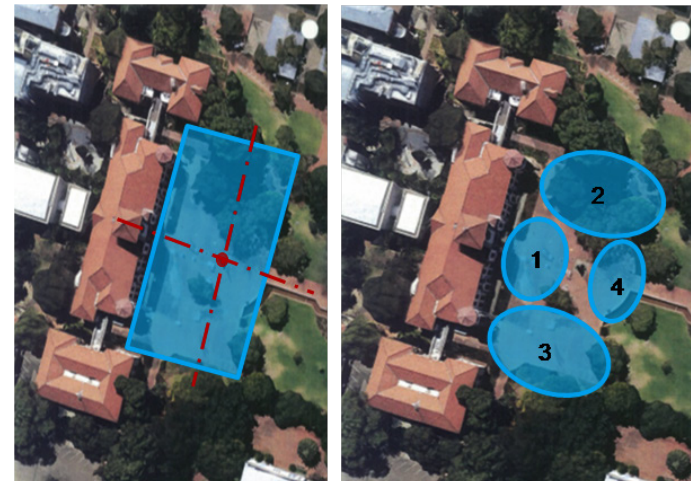
### i. Access to forecourt

The forecourt is accessible from all sides: from the front, back, sides, and diagonally by walkways. It is also directly accessible from the Main Building through steps leading from the Main Building entrances.



### ii. Positioning of statue in forecourt

The statue is centrally placed along the length of the forecourt and slightly forward from the centre along the width of the paved forecourt in front of the Main Building.



This placement divides the forecourt into four zones: 1 - an area behind the statue (area directly in front of the Main Building), 2 and 3 - two areas to the side of the statue, and 4 - the area in front of the statue. Each of these are spacious enough to accommodate a small crowd.

### iii. Use of statue plinth

Steps in the plinth of the statue are often used as seating by students, thus drawing attention to the central position in the forecourt.

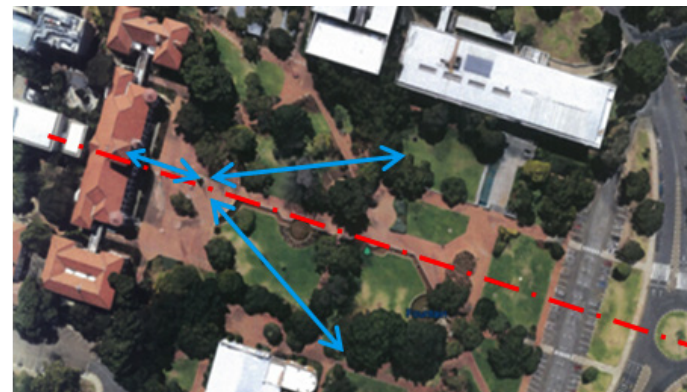
This enhances socialisation in the forecourt and enhances the position of the statue as a focal point in the forecourt.



## 1.2.3 Visual study of the forecourt

### i. Axial position of forecourt and statue

The statue lies along the centre line axis of the university's main administration building. The front and centre position of the statue in the forecourt creates a noteworthy relationship with the Main Building, the Main Building forecourt and the garden court that lies to the front of the Main Building.



## ii. Focal point in forecourt

The statue is a focal point in the forecourt; visible and accessible from all sides of the forecourt.





### iii. Vantage point

The position of the statue is a good vantage point over the rest of the square, especially from the slightly raised position of the steps in the base of the statue.



iv. The statue obscures view of entrance to Main Building



Due to its central positioning and height, the statue obscures the view of the Main Building entrance.

The statue also obscures some view lines across the forecourt.

## 1.2.4 Characteristics of the Main Building

### i. Background for the forecourt and statue

The Main Building provides a background for the forecourt and the statue.



### ii. Elaborate facade

The building façade is elaborately detailed around the entrances, ground floor and central windows, eaves and central tower feature. Maintaining focus on either building or statue can be challenging at times as each are visually commanding.



### iii. Provincial Heritage Site

The building was completed in 1909 and is a registered provincial heritage site.



## 1.3. THE RED SQUARE

### 1.3.1 Characteristics of the square

#### i. Garden courtyard

The square is a grassed courtyard with walkways cutting across the square, creating generously spaced grassed areas of different sizes and shapes in between the walkways.

Maintenance of the grassed areas is proving to be unsustainable in areas where the grass is worn due to foot traffic, shading, and drought.



#### ii. Social interaction space



Different forms of structured seating areas along the walkways and in the grassed areas, as well as the flat grassed areas with shade trees, provide space for social interaction.

### iii. Memorial space

Other memorials are present in the square, for example:

A memorial plaque is placed along the curved edge of the forecourt and the water course, signifying the naming of the forecourt as "Presidentsplein"-1984.



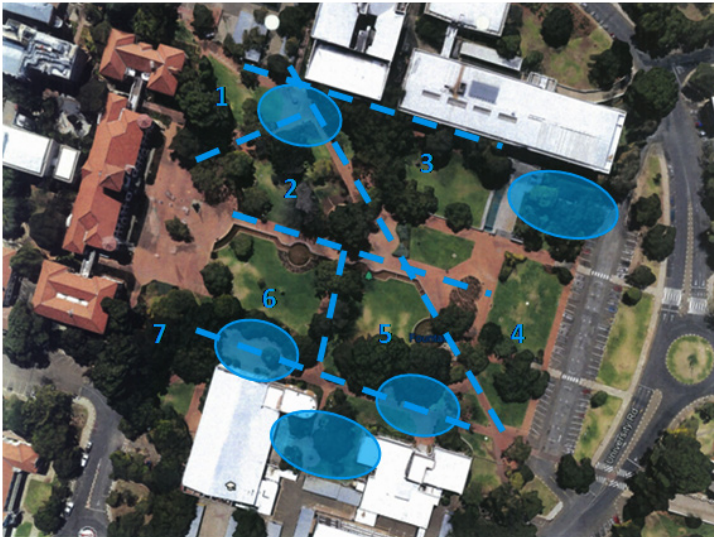
- A memorial marking the centenary of the Great Trek (1938)



### 1.3.2 Spatial study of the Red Square

#### i. Grassed habitable zones

Paved walkways cut across the square, creating seven habitable grassed areas. Buildings to the north and south of the courtyard (name buildings) each have grassed areas which form linked areas or thresholds between the rest of the square and the adjoining buildings.



#### ii. Well shaded



The square has a generous spread of shade provided by clusters of shade trees.

#### iii. Water course with fountains



A water course with two fountains runs through the square, starting at the front edge of the forecourt, flowing alongside the main axial walkway; emphasises the natural environment to the square, and adds a sound element to the square.



## 2. Conclusions and Preliminary Proposals

In finding a directive for the way forward, reference is made to extracts from a summary document on the South African dialogue about the transformation of the heritage sector, focusing on statues, symbols, and place names that define our public space. The directive was led by the Minister of Arts and Culture in April 2015.

The debate around the removal of the MT Steyn statue in front of the main administration building of the University of the Free State comes on the back of the national debate and dialogue on statues “that define our collective heritage landscape and public spaces” (DAC: 2015), largely brought about by student unrest concerning the alienation and lack of inclusivity in curriculum, symbols and spaces at tertiary institutions.

“...Those demanding a more radical transformation landscape noted that in its current state, the South African landscape represented a colonial and apartheid past. Some sections felt that this was an indiscriminate attack on their cultural symbols and heritage, and a constant reminder of the legacy of the Apartheid system...” (DAC: 2015).

“This gave rise to a call for the speeding up of transformation of the South African heritage and cultural landscape to foster social cohesion and national identity” (DAC: 2015).

“...One that seeks to replace singular historical symbols with themes that inspire a collective heritage” (DAC: 2015)

The proposed removal of the statue prompts a four-way re-interpretation:

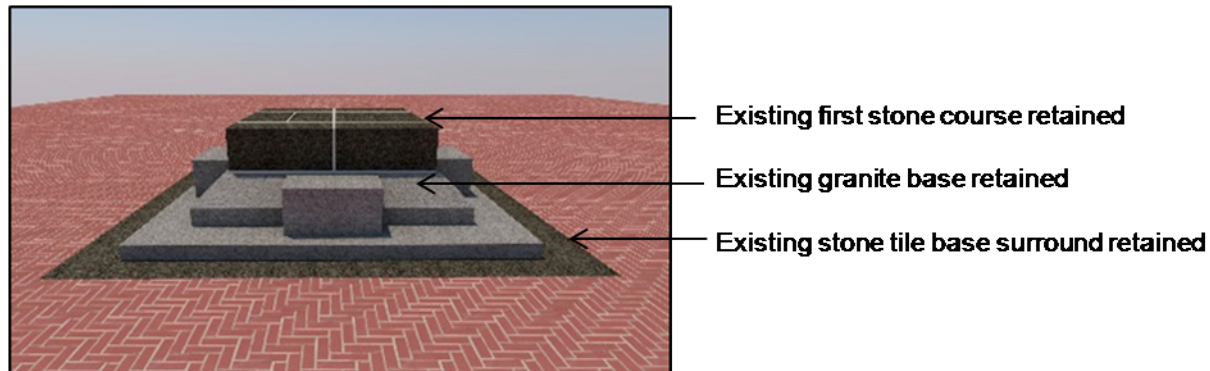
- A reinterpretation of the statue,
- A reinterpretation of the place where the statue was removed,
- A reinterpretation at the statue’s new location,
- A reinterpretation of the forecourt where the statue has stood for 89 years.

## 2.1 FOR STATUE

"Public symbols that only reflect one section of our history should become more inclusive and reflect a total history." (DAC: 2015).

### 2.1.1 The statue removed, with plinth retained

In the removal of the statue, the plinth and first stone course can be kept as a memory and re-interpreted into the context of the square.



The rest of the stone plinth on which the statue sits can be carefully disassembled and reconstructed at the new location.

#### Benefits

Minimises extent of the disturbance of statue during disassembly.

Minimises the risk of damaging the stone pieces used in the plinth.

The plinth remains as a memory of the statue in that place.

This allows for a re-interpretation of a part of the statue to form part of a new narrative collective.

#### Disadvantages

Plinth and statue separated - results in an altered representation of the statue where relocated.

### **2.1.2 The statue and base removed**

The statue can be removed completely, including the base and the courtyard level set-in tile border that surrounds the base.

#### **Benefits**

Ensures that the statue is reconstructed unaltered in the new location. Allows for a re-interpretation and re-imagining of the area where the statue was removed.

#### **Disadvantages**

This would disturb the ground around the statue plinth.

Could result in damage of the more breakable base stones.

Could open the historically significant position in the forecourt to similar exclusive representations in the future.

### **2.1.3 The statue retained**

If retained, the space around the statue can be reimagined to create a dialogue space around it.

#### **Introduce additional seating**

Additional seating added along the curved edge of the forecourt.

This places individuals in direct conversation with the statue and with the Main Building.



#### 2.1.4. The statue relocated

- i. The statue can be relocated to another location on the university grounds:
- ii. Relocated to another courtyard space on in the university grounds
- iii. Relocated to another location on the Red Square

#### Benefits

The university retains custodianship of the statue

Allows for re-interpretation of the statue on university grounds and also opens up opportunities to add new statues that broaden the scope of iconic, influential persons who charted new paths for the country and changed the historical landscape of the country.

#### Where the statue is relocated:

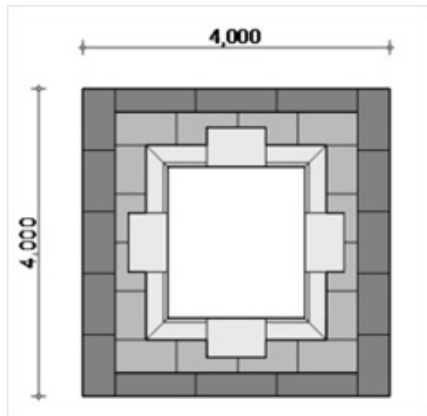
Be relocated to an area where it can be viewed from all sides. An area with sufficient space to view the statue from all sides as is currently possible, or to an area with a background.

#### Spatial requirements for statue

Nominal space requirements that allow for placing of the statue, movement around the statue, viewing of the statue are shown below.

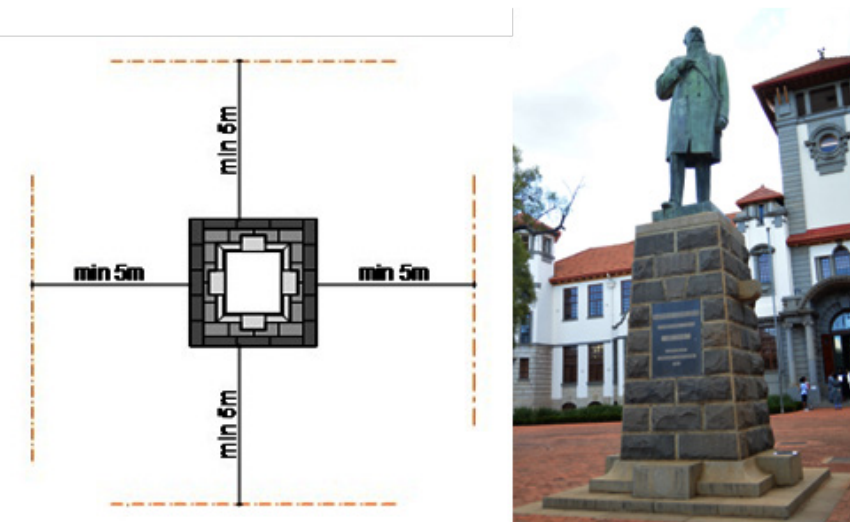
Minimum space for statue footprint:

The statue requires a footprint area of four (4) metres, including the tiled border around the base.



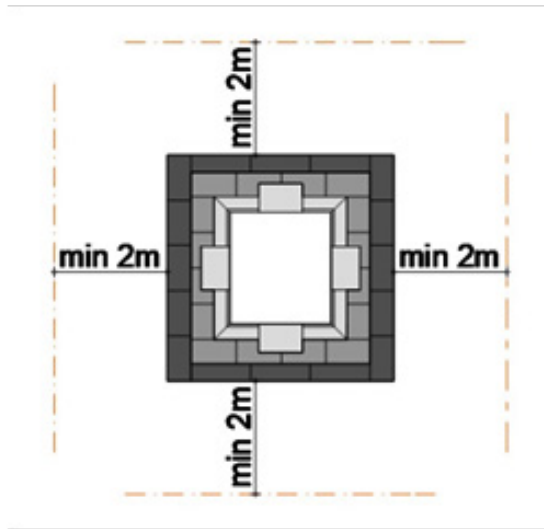
Minimum space for viewing the full statue - including the plinth:

The statue requires a minimum of five (5) metres to be viewed in full from all sides.



Minimum space for a close-up view of the statue only:

The statue requires a minimum of two (2) metres clear space to view the full statue only.



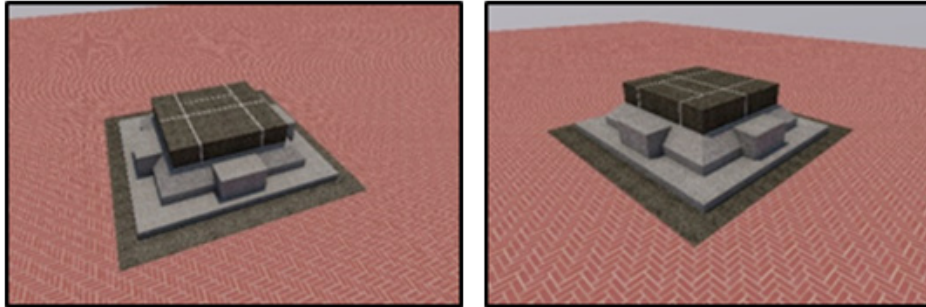
### 2.1.5. The statue re-interpreted

If the statue is moved to a new location, in a new setting with new spatial relationships formed, it is possible to consider a re-interpretation of how the statue sits in its new location, for example a new base. New considerations can be made about how the statue is remounted/ re-constructed, as well as how it relates to its immediate surroundings and grounding.



## 2.2 FOR STATUE AND FORECOURT

Where the plinth and one stone course are retained:



### Benefits

The ground is not disturbed with the removal of the statue.

There is a minimal disturbance to the plinth.

Visual lines across the forecourt are unobstructed.

The Main Building entrance will be in full view.

A division of the forecourt would still be present but will seem less distinctive without the towering plinth and statue in the foreground.

The use of the point location as a focal point will still continue to exist.

Point where statue was standing is left as a physical memory in the absence of the statue.

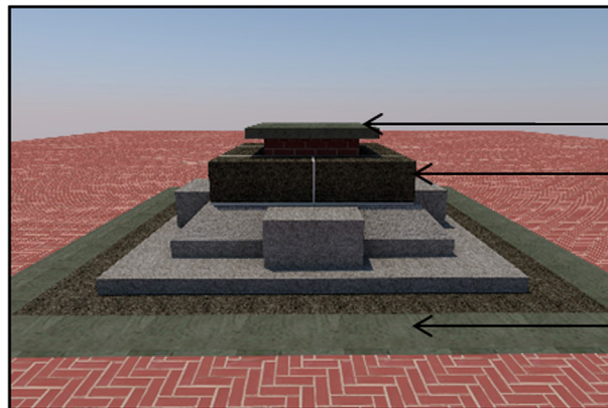
The remaining plinth can form part of a re-interpretation into a new narrative that adds a new layer to the narrative of the statue and where it once stood.

### Disadvantages

The statue is separated from its plinth. This could result in a loss of or a reduced characterisation of the statue.

## 2.2.1 Re-interpreted

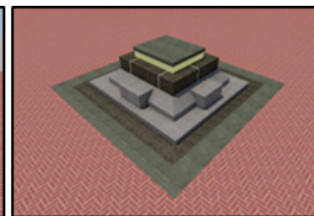
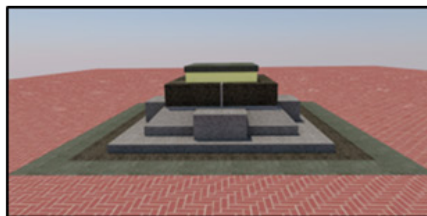
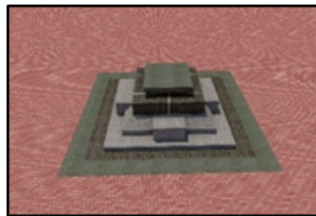
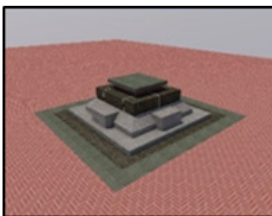
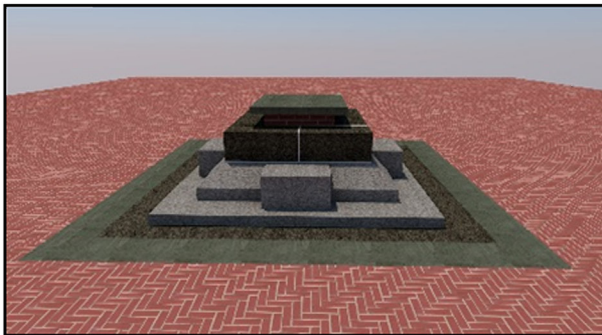
A new layer inscribed onto the statue location, allowing for a re-imagining of a new heritage narrative; one that can speak to the multicultural student community.



**New top layer**

**Retained part of statue**

**New engraved narrative border around the existing statue footprint.**



A 'new top' can be created above the first stone course that will allow multifunctional use of the existing structure as a "new podium."

- Where students gather to discuss studies, it can serve as a 'table' for discussion material and the existing base and steps can form standing or seating areas.
- Can be used as a photo podium for graduating students on their graduation day, with the administration building in full view in the background.

This narrative speaks of victory and celebration for each graduating student, thus creating a new shared narrative on top of a space that was once contested, is representative of two parts of history, and a space that captures a moment of individual achievement and celebration.

### 2.2.2 New layers

"...mechanisms of transforming the sector into an inclusive that reflects the country's diversity, its history and struggles as well as the future symbolic representation that reflect more accurately our new national identity, aspirations..." (DAC,2015)

Actions of significant magnitude towards fostering a multicultural consciousness - grand moments that occur during our lifetimes should also be noted and written into our heritage landscapes.  
New layers can be added onto existing terrains of common ground.

i. Another statue added next to the retained statue:

The first black person accepted at the university.

The first black person to graduate at the university.

A prominent political activist whose ideology was different from that of erstwhile President Steyn.



A prominent political activist who had some common ground with President Steyn.

A prominent female politician either with common ground or with different ideology to erstwhile President Steyn.

## ii. Another part of history added to the narrative of the statue

What was the role of black people in the construction of the university's Main Building?

What was the role of black people in the making and erection of the statue?

These new layers can also form part of re-interpretations in new locations where the statue is relocated.

## The #FeesMustFall movement at the University of the Free State:

- This is an event that radically catalysed the question of identity and right of representation in a collective national identity.
- Resulted in the unlawful removal of the statue of President CR Swart, with the statue of MT Steyn possibly saved by its height and setting.
- Changed the course of discourse about critical matters of social significance: economics, curriculum, representation, inclusivity.
- Had a world-wide appeal

The #FeesMustFall movement can be layered (written) into the location of contestation.

## Benefits

Adds another part of history to the footprint of the statue; one that recognises the significance of the statue in the history of the country and the course that resulted in its removal, thus creating a new layer onto a shared space of interaction.

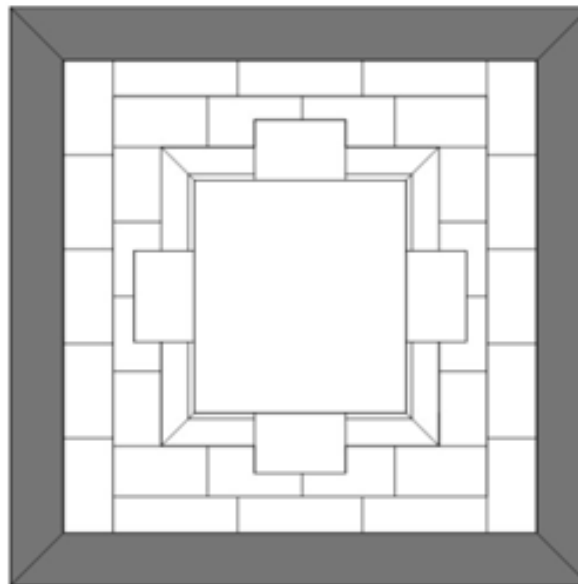
This can be achieved by adding another row of inscribed stone around the footprint of the statue. The inscriptions could outline the process that led to the removal of the MT Steyn statue. Inscription at new footprint of the statue could read as follows:

Tile 1: In 2015, tertiary-education students across the country protested against non-transformation of the curriculum to suit an inclusive student community.

Tile 2: This led to a dialogue on national symbols being instituted by the National Minister of Arts and Culture.

Tile 3: The University of the Free State drew up a transformation plan.

Tile 4: The MT Steyn that was erected in 1929, was brought to debate and subsequently removed in 2018 to create a more inclusive identity of the Main Building forecourt. This focal point is now representative of an inclusive student identity.



## 2.3 FOR MAIN BUILDING FORECOURT AND THE RED SQUARE

“...One that seeks to replace singular historical symbols with themes that inspire a collective heritage...”  
(DAC, 2015)

The resolution and actions towards reaching an amicable solution to the issue around the removal of the statue speaks of a collective heritage of dialogue and interface. This collective heritage can also be represented within the landscape of the space.

### 2.3.1 Red Square re-interpreted

#### i. A garden square

Space is shared by the university community and should reflect a shared identity.

Multifunctional use of space is encouraged and reinforced.

Space is used by students on a daily basis as a garden space for: academic discussions during lecture breaks, relaxation, social interaction.

Can be re-interpreted as a visual outside gallery where the statue of MT Steyn can be relocated to and other statues or symbols of significant persons or events across the historical spectrum of our country can be introduced over time to represent the wider, more inclusive history of the country, allowing for a constant dialogue of the present with the past.

This will allow a daily interface and interaction between the student community and various symbols of the collective heritage of South Africa.

#### ii. Alternative surfaces considered

The grassed spaces are barely surviving due to climate change (water scarcity) and foot traffic.

It is advisable for the implementation of alternative surfaces to create a more sustainable garden space.



### 2.3.2 Forecourt space re-interpreted

The forecourt in front of the Main Building can be re-interpreted and re-imagined for a new heritage narrative.

This will require a redesign of the forecourt that recognises the importance of the administration building and its forecourt as a space that is brought alive by the various interactions of the university community.

- A space of dialogue
- A space of contestation
- A space of celebration

This redefinition can be made by subtle gestures of adding new layouts to the hard surface of the forecourt, with a new paving layout that has a poignant graphic and symbolic meaning or representation of the nature of the space.

This enables the current multifunctional use of the space to remain unobstructed, while also adding a new narrative that is representative of a collective heritage of the university community.

- Will emphasise link with new sculptural garden court.
- Will re-imagine and redefine the image of the space for the whole university community.

#### i. Providing additional seating in the forecourt

Additional seating added along the curved edge of the forecourt.

This places individuals in direct conversation with the statue and with the Main Building.

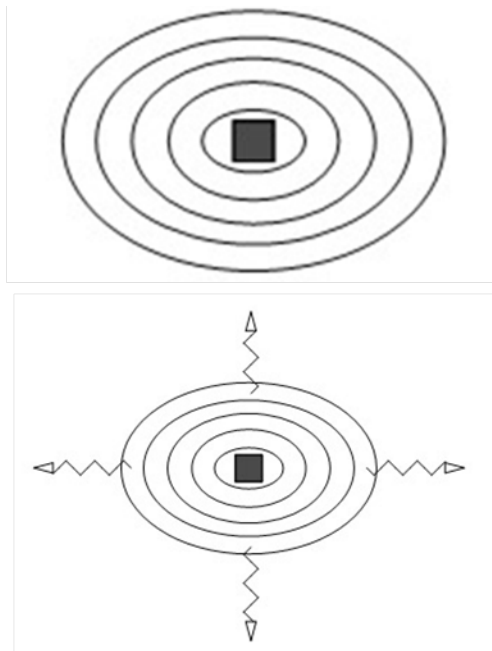
ii. Introducing a new symbolic narrative through paving layouts

New paving patterns around the statue point.

Example: Cause and effect

This centres on the point where the statue is removed as a focal point, and a point of cause and effect.

A point of action that will always have an impact on some or all sectors of the university community.

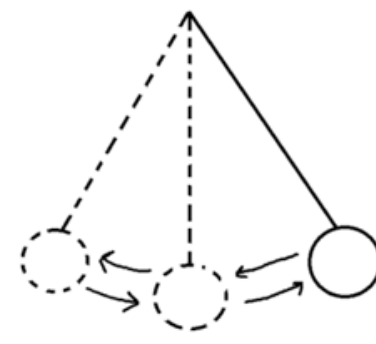


New paving pattern into the existing paving of the forecourt

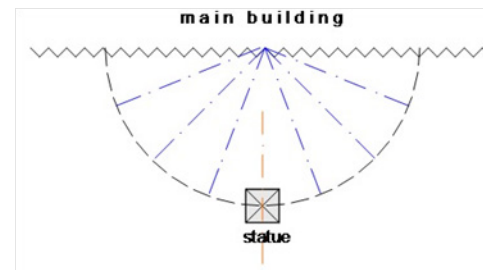
The university community remains in a constant motion of dialogue, interaction and contestation of ideas, opinions, positions, etc. This can be represented in the actions of a pendulum:

A pendulum swing

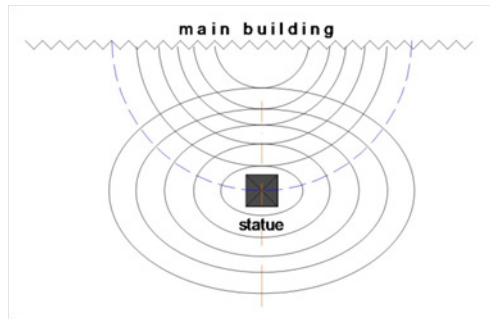
'A body suspended so as to be free to swing.'



The fixed point of the pendulum is at the Main Building with the weight suspended at the position of the statue (point of removed statue-focal point)

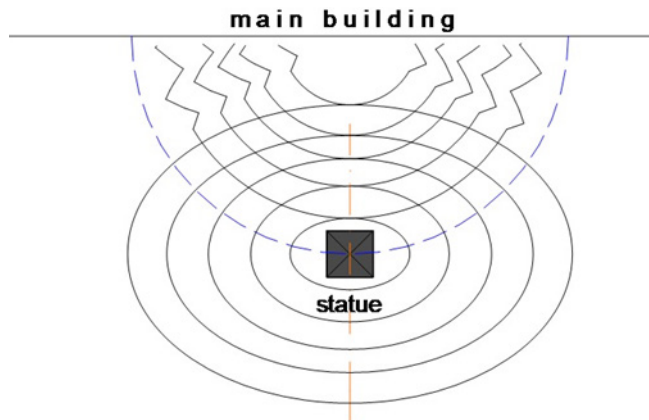


Swing lines represent the back-and-forth movement of the pendulum, with the centre point represented by the statue position, in tangent with the ripple effect lines of the impact of the focal point cause and ending against the administration building.



At the point of contact/interaction with the administration building, there will usually be a challenge.

This is represented by the impacted distortion of the swing lines, as the pendulum comes into contact with the edge of the Main Building.



iii. Providing formal fixed seating along the edges of the forecourt.

Places the student at the centre, alongside and in physical dialogue about the relationship between themselves and the administration building (symbol of authority at the university).

Places the student in physical dialogue about the relationship between themselves and different symbols and representations of various cultures and the collective heritage of South Africa.



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# APPENDIX 5

## PUBLIC PARTICIPATION

## **REPORT**

### **PUBLIC PARTICIPATION: PRESIDENT MT STEYN STATUE**

#### **1. Introduction**

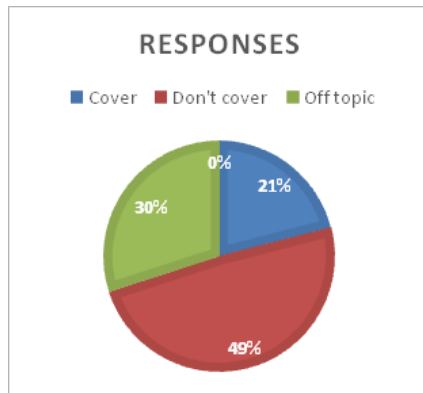
This report details the data captured during the two-month public participation period regarding the keeping, moving, or removing of the President Steyn statue in front of the Main Building at the University of the Free State. The student community, through the Student Representative Council (SRC), has made several representations in the past, and again on 8 March 2018 during a quarterly student engagement session with the Rector and Vice-Chancellor, Prof Francis Petersen, to review the position of the statue in front of the Main Building on the Bloemfontein Campus. Besides being situated on a registered provincial heritage site, the statue can be considered as public art and a monument celebrating the life and work of MT Steyn. Public monuments and memorials are considered as part of the National Estate in terms of Section 3(3) of the National Heritage Resources Act (No. 25 of 1999) and are protected under this law. Therefore, specific legal requirements must be met before any action can be taken on – in this case – the MT Steyn statue within the UFS Main Building precinct.

#### **2. Background**

A special task team was appointed to focus on the SRC's request to review the position of the statue. The special task team made a submission to the Free State Provincial Heritage Resource Authority (FSPHRA) to obtain a permit to cover the MT Steyn statue while its position was under review. In preparing the application for a permit to the FSPHRA, the special task team requested oral and written submissions from stakeholders, indicating if they agree or disagree with the covering of the statue. Submissions were made in writing or orally and submitted by 11 April 2018 at 16:30. The deadline was moved forward from the initial 9 April 2018 to accommodate late submissions.

From the 77 respondents who reacted to the invitation, 38 opposed the covering of the MT Steyn statue, and 16 were in favour of covering the statue. 23 respondents did not directly address the topic, but either addressed the removal and/or alternatives.

Only respondents who could either be identified by name and/or email address were considered. Respondents who sent in two submissions were only acknowledged once (for an 'agree' or 'disagree' vote) – but alternative ideas were considered if noted.



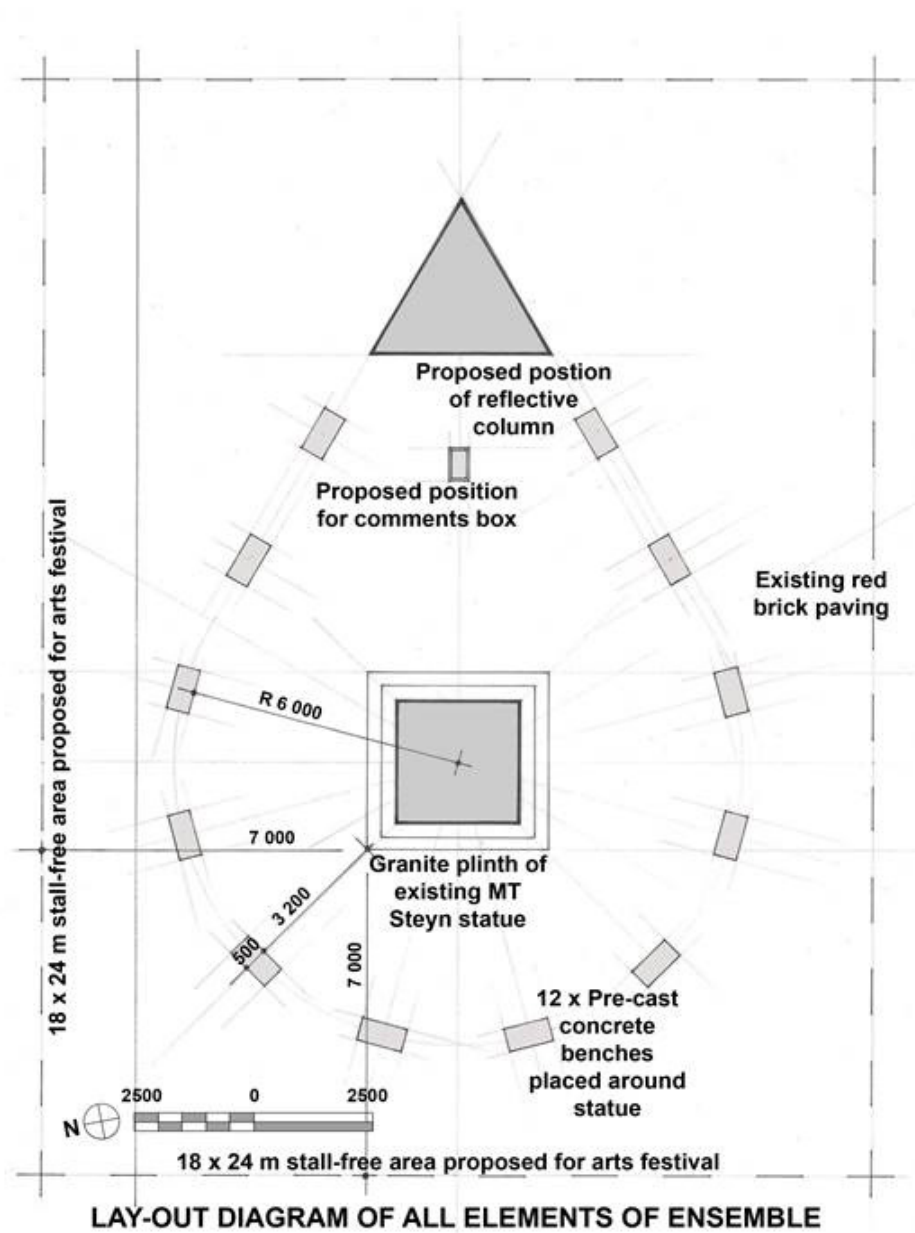
After confirming that the statue should not be covered during the investigation period, the special task team embarked on a Heritage Impact Assessment (HIA). A Heritage Impact Assessment is a study to determine the impact of a proposed development on the cultural-heritage value of a property and to recommend an overall approach to the conservation of the heritage resource. Part of the HIA included a public-participation process. The public-participation process began on 9 July 2018 and continued until 9 September 2018. During this phase, an exhibition around the statue encouraged debate and made the statue topical.

To elevate engagement and solicit comments from the university community, visitors to the campus, and other interested parties, the following questions appeared English, Afrikaans and Sesotho on the smooth boards of the reflective column:

- Who was President Marthinus Theunis Steyn?
- Why is this statue standing here?
- How is the statue connected to the UFS?
- Is this statue still relevant in the current socio-political context?
- What is the challenge of the statue's current position, particularly its prominence in the transforming socio-political milieu?
- Should the statue stay where it is, and if not, what alternative space will serve the MT Steyn statue's heritage narrative best?
- What was the role of MT Steyn in the South African War?
- Why does your opinion matter?
- How does participating in this consultation process make you feel?

A QR code next to each question could be scanned via smartphone to reveal the answer to each question.





*A floorplan of the public-participation exhibition around the statue*

## 1. General data considerations

### 1.1 Data format

The public-participation process generated 1 862 responses, which is a very good response rate. Respondents could opt to participate in hard copy, email, or oral submission. 98 email submissions were received, 43 oral submissions, and the remainder in hard copy. 38 participants were discounted due to duplicate submissions, and six were discounted due to abusive slurs.

Participation ballots were provided; however, participation turned out to be a free form and any type of submission was accepted. This had serious data implications that will be discussed as each submission format is detailed:

#### 1.1.1 Official ballot

The official ballot had the UFS emblem at the top, with the following questions:

Close ended (Participants had to choose an option)

Staff member (current)

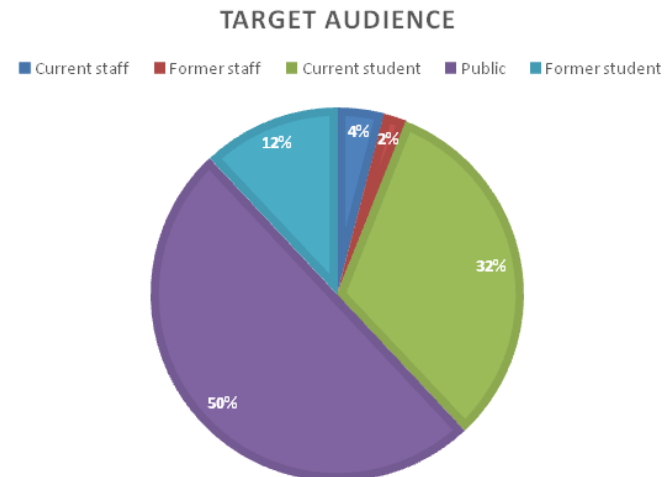
Staff member (former)

Student (current)

Student (former)

Member of the public

Very few participants disclosed this demographic information, with **656 of the 1 862 participants** picking an option. The 656 who disclosed, can be divided as follows:



Further questions on the ballot were:

- Name (optional)
- Contact details (optional)

Submissions could be made anonymous, which most participants opted for.

#### Open ended

There was only one open-ended question:

- Tell us what you think: (12 lines provided for writing)

Comments in this section varied greatly. On the one end of the scale, comments were limited to: “He must stay!” and “#SteynMustFall” – to the other end where participants answered all the questions on the smooth boards of the reflective column:

- Who was President Marthinus Theunis Steyn?
- Why is this statue standing here?
- How is the statue connected to the UFS?
- Is this statue still relevant in the current socio-political context?
- What is the challenge of the statue’s current position, particularly its prominence in the transforming socio-political milieu?
- Should the statue stay where it is, and if not, what alternative space will serve the MT Steyn statue’s heritage narrative best?
- What was the role of MT Steyn in the South African War?
- Why does your opinion matter?
- How does participating in this consultation process make you feel?

When participants opted to answer the nine questions, some used the back of the ballot to write on as well, whereas others just answered the questions they chose to. It may never have been the intention, but the data of these submissions were captured under related themes, providing (in some cases) richer data.

#### 1.1.1 *Essay submission*

The oral submissions were processed in the same way as the written and emailed essay submissions, picking out themes and noting specifics about keeping, moving, or removing the Steyn statue. In some essay submissions, participants answered all (or some) of the questions on the smooth boards of the reflective column:

- Who was President Marthinus Theunis Steyn?
- Why is this statue standing here?
- How is the statue connected to the UFS?
- Is this statue still relevant in the current socio-political context?
- What is the challenge of the statue's current position, particularly its prominence in the transforming socio-political milieu?
- Should the statue stay where it is, and if not, what alternative space will serve the MT Steyn statue's heritage narrative best?
- What was the role of MT Steyn in the South African War?
- Why does your opinion matter?
- How does participating in this consultation process make you feel?

The format of these essay submissions was at the discretion of the participant – a variety of formats were received, ranging from multi-page PDFs to shorter hand-written submissions on a blank piece of paper.

#### 1.1.2 *Notes*

Notes cover a wide category of submissions that do not fit into 3.1.1 and 3.1.2 as described above. Some notes were typed on A5 paper, others were written, and one was on the back of a business card.

Participants were not limited regarding the format of their submissions, hence all types of submissions and all formats had to be considered and captured in the data sheet. Keep this in mind when interpreting the data: Not all participants opted to submit detailed information, and missing data cannot be interpreted as 'not knowing', but rather as 'not disclosing'. This has certain implications for data validity and correlation and the specific data sets affected will be highlighted in this report.

### 1.1 **Participant identity**

As mentioned under 3.1.1, anonymous participation was allowed – which also had some data implications. The factors to consider are:

- It was difficult to identify multiple submissions from a single person due to anonymity. There was no system in place to monitor submissions.
- In some instances, anonymity protected participants who submitted abusive and racial-laden comments.

Double submissions identified were discounted; however, it may be possible that some double submissions were missed due to the difference in format, and the volume of submissions received – 1 677 hard-copy



submissions were received. However, most of the possibly missed double submissions will form part of the last big campaign submissions. The implications thereof are discussed in 3.3.

### 1.1 Campaign submissions

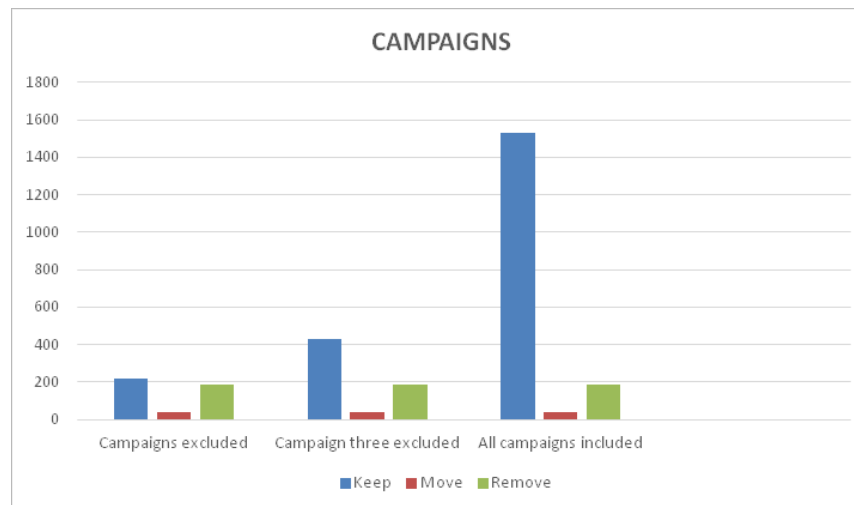
Although campaign submissions were not called for, it was also not prohibited. Three campaign submissions were received.

Campaign one: Included 103 participants. The submission was photocopied, and each of the 52 participants' names were written on a copy of the submission. The submissions were in essay format, addressing all the topics mentioned under 3.1.2.

Campaign two: Included 111 participants. This was a single submission from a body, with each member signing the submission by means of their name typed before signing the submission.

Campaign three: Included 1 099 participants. This is probably the most controversial campaign submission. The submission format was a three-line type submission, each with unique (typed) names and unique (typed) email addresses. The email addresses were not validated (no such control system in place), hence many of these may be false submissions. Then again, so could the other anonymous submissions. Identified double submissions in this campaign were discounted. It did not appear to be intentional, but the volume of the submission was too large for whoever administrated the submission to manage it well.

All the campaign submissions will be considered in presenting the data for this report. However, it is important to note that the absence of these three submissions do not influence the overall outcome of the most important question asked by the public-participation process: Must the Steyn statue be kept, moved, or removed. It does, however, skew the data. What is clear, though, is that 'move' the statue received the least support. Most of the 'move' supporters were in favour of the statue and suggested the move to preserve the statue and place in at a site where it will be appreciated.



## 1.2 Off-topic submissions

Some participants used their submission to voice general disapproval and did not reach a valid conclusion. Although these submissions were included in the database, no data were entered where their arguments were not clear. In other cases, it was clear how the participant felt (i.e. keep/move/remove); however, they did not clearly state it. In these cases (only VERY clear cases), their submissions were noted in the related category.

### 1. Data categories

Due to the free-form submissions, the following data categories were set and captured:

#### Quantitative:

- Student
- Former student
- Staff
- Former staff
- Keep
- Move
- Remove
- Knew who Pres Steyn was?
- Knew why his statue was on UFS Bloemfontein Campus?
- Knew what his role was during the war?
- Knew what his connection is with the UFS?
- Is the statue still relevant?

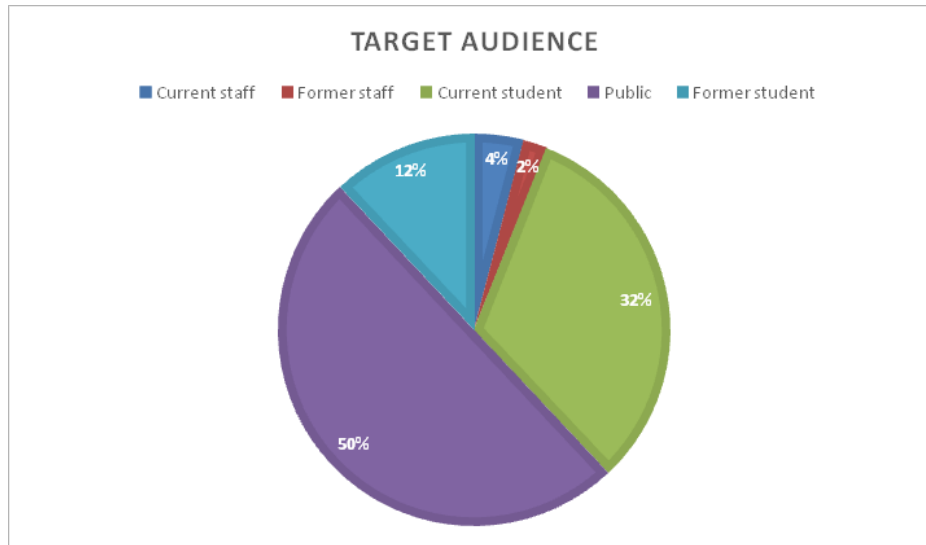
#### Qualitative:

- What are the challenges of the current position?
- Alternative positions?
- What should replace the statue or added to the statue site?
- Why does my opinion matter?
- What are my feelings about participating?
- Any other themes.

## 1. Data presentation

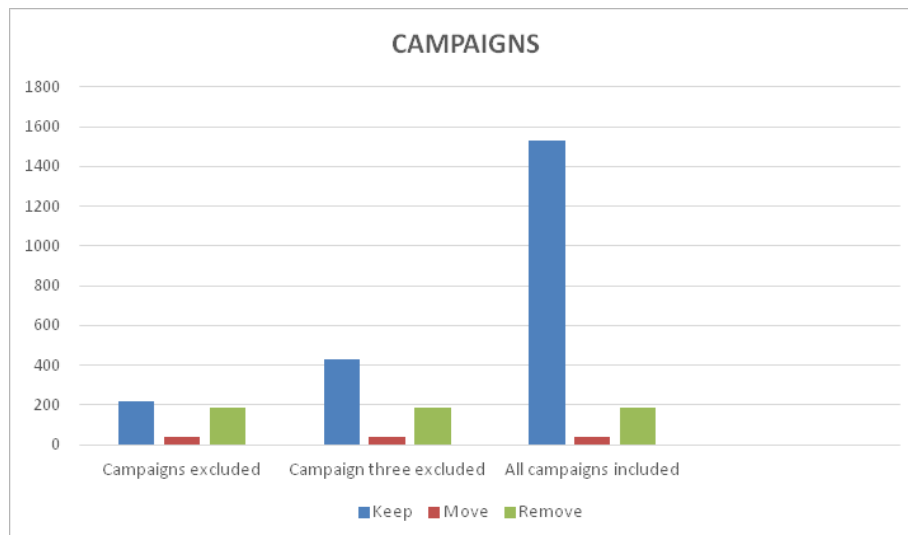
### 1.1 Demographics

As stated under 3.1.1, very few participants disclosed this demographic information, with **656 of the 1 862 participants** picking an option. The 656 who disclosed, can be divided as follows:



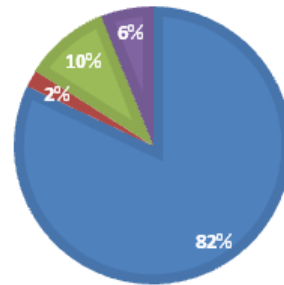
### 1.2 Statue placement

Refer to 3.3 for campaign descriptions



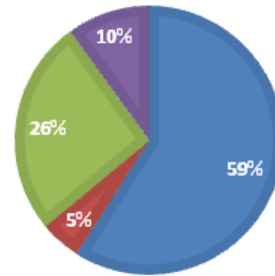
### ALL CAMPAIGNS INCLUDED

■ Keep ■ Move ■ Remove ■ No data



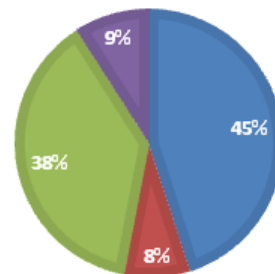
### CAMPAIGN THREE EXCLUDED

■ Keep ■ Move ■ Remove ■ No data



### ALL CAMPAIGNS EXCLUDED

■ Keep ■ Move ■ Remove ■ No data





### 1.1 Knowledge about the topic

Few respondents participated in this section of the data set, therefore only numbers will be given for those who indicated knowledge in the following areas (keywords and synonyms were considered):

- Knew who Pres Steyn was? (keyword: president)
- Knew why his statue was on UFS Bloemfontein Campus? (keyword: student body)
- Knew what his role was during the war? (key word: peace)
- Knew what his connection is with the UFS? (keyword: contribution to education)

**1 416** participants knew who MT Steyn was

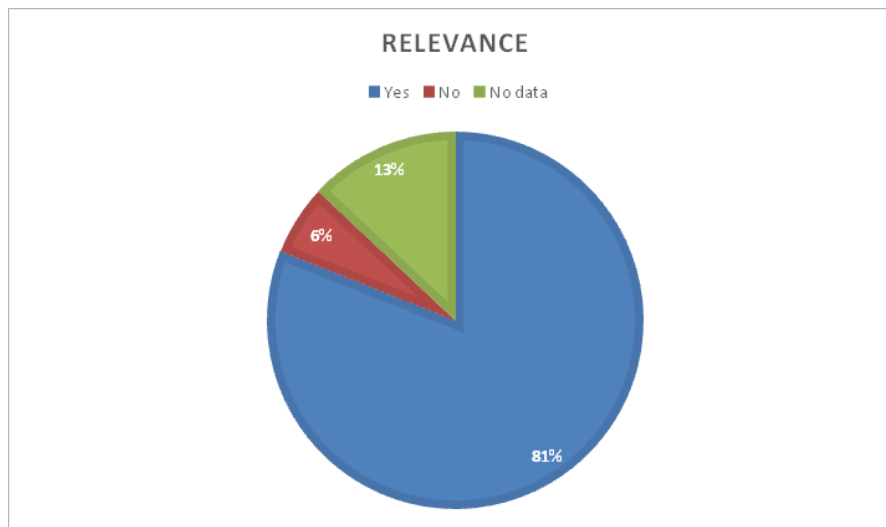
**115** knew why his statue was at the UFS

**125** knew what his role was during the war

**246** knew what his connection to the UFS was

### 1.2 Relevance of MT Steyn statue

Most essay participants answered this question: Is this statue still relevant in the current socio-political context? with a YES or NO. Some other participants addressed the relevance in their submission, but it should be noted that not all participants answered this question.



### 1.3 Statue position

The following questions were addressed by some of the participants:

- What are the challenges of the current position?
- Alternative positions?
- What should replace the statue or be added to the statue site?

From the thematic analysis, the following themes were identified, listed in descending order of appearance:

Challenges of current position (from 110 responses)	Alternative positions (from 54 responses)	Replacements/additions (from 56 responses)
<ul style="list-style-type: none"> <li>- Reminder of apartheid (17)</li> <li>- Oppressive (12)</li> <li>- Racist (9)</li> <li>- Not representative (7)</li> <li>- Painful reminder (4)</li> <li>- Makes black people feel inferior (2)</li> <li>- Divides (2)</li> <li>- Murderer (2)</li> </ul>	<ul style="list-style-type: none"> <li>- Women's Memorial (9)</li> <li>- Museum (9)</li> <li>- Orania (5)</li> <li>- Meisieskool Oranje (5)</li> <li>- War Museum (3)</li> </ul>	<ul style="list-style-type: none"> <li>- Add non-specific (32)</li> <li>- Nelson Mandela (4)</li> <li>- Winnie Mandela (3)</li> <li>- Single mentions: James Moroka, Bram Fischer, Charlotte Maxeke, Chris Hani, King Moshoeshoe, Shaka Zulu, Solomon Mahlangu, Steve Biko, Robert Sobukwe</li> <li>- Non-human art</li> </ul>

## 1.1 Opinions

Why does my opinion matter? (from 246 responses)	My feelings about participating (from 199 responses)	Other themes (from 1 513 responses)
<ul style="list-style-type: none"> <li>- Member of Geloofsverbond van Hervormde Gemeentes (111)</li> <li>- The contributions of all segments of the UFS should be respected, not only parts (103)</li> <li>- Student/alumni (11)</li> <li>- SA citizen (6)</li> </ul>	<ul style="list-style-type: none"> <li>- Sad, painful, tragedy that it came to this (113)</li> <li>- Thankful (7)</li> <li>- Part of the process (5)</li> <li>- Anger (2)</li> </ul>	<ul style="list-style-type: none"> <li>- Afrikaner history is important, cannot be denied or changed (1 216)</li> <li>- Other statues in Bloemfontein represent terrorism, nothing is done about that (111)</li> <li>- Waste of money, more important matters, e.g. WiFi, get better lecturers, help poor students, etc. (11)</li> <li>- Educate about history (10)</li> </ul>

## 1.2 Additional submissions

AfriForum Jeug: Kopsies branch submitted survey-monkey research that they initiated themselves. They used the questions that appeared on the smooth boards of the reflective column but translated it into Afrikaans. It is not possible to tell if these are repeat submissions, or unique and additional submissions. Since it follows a different route than what was requested, some of the relevant data is given here, but not considered for the main report.

Do you know who Pres MT Steyn was?

Answer choice	Response %	Response number
Yes, I know his full history	35%	137
Yes, I know some of it	56%	223
No, but I have heard his name	8%	32
No, I know nothing about him	1%	4
TOTAL		396

Do you think the MT Steyn statue should remain on campus?

Answer choice	Response %	Response number
Yes	91%	361
No	7%	29
I don't know	2%	6
TOTAL		396

Do you think the MT Steyn statue is still relevant?

Answer choice	Response %	Response number
Yes, it still has meaning for all students on campus	50%	199
Yes, it still has meaning for most students on campus	42%	166
No, it divides students on campus	5%	18
No, his contribution holds no value today	1%	5
I don't know	2%	7
TOTAL		395



## 1. Conclusion

The complications of the data set were expressed throughout the report, with the main issues being:

- Submission duplication
- Free-format participation

However, these issues were considered while presenting the data in the most valid and representative manner possible, noting all gaps and possible interpretation errors.

With reference to the entire report, the main question asked was: Should the MT Steyn statue be kept, moved, or removed? From the participant data, the answer seems to be: It should be kept (remain in front of the Main Building). Whether or not you want to consider Campaign Three, what should be noted is the great lengths to which this specific body went to in order to have their voice heard. It would seem as if most of the students may be apathetic towards the statue, i.e. indifferent if it stays, goes, or moves. Some participants did mention that they are there to study, and don't care about the statue. However, the students opposed to the statue raised emotional wounds caused/worsened by the statue's presence, with only a few being aggressive and demanding.

All raw data and data sheets are available.



