

UTAFITI NOTES

The period from July to December, 1980 seemed, as usual, a tough, rough-turning short half-year from the point of view of the new intellectual as well as physical encounters of the University's first and second terms, against which freshmen (indeed all others, too) measure themselves on the normative scale of moral courage perseverance and the art of 'stop worrying and begin fighting' in academics. Yet it was a gratifying second half of the year, puffed up, on the high tide, with a justified pride reminiscent of the University's ten years of growth as a national highest institution of learning, and, on the low tide, emptied of all presumption by its other ordinary-life events that characterize any intellectually sobre institution worthy of name. We begin here with the unique high tide of the University's pride of history.

The University of Dar es Salaam celebrated the tenth anniversary of her inception on 29th August, the date ten years previous she was weaned by mother University of East Africa, defunct thereafter. The celebrations, which ran on for a week from 23rd to 29th, were characterized by happy activities ranging from jamboree-type of mass meetings and rallies to serious intellectually igniting seminars as well as cultural festivities and theatrical performances, all intended to illuminate the scholarly achievement and practical stature which have continued to make this national institution a hybrid of high-level intellectualization and grass-roots-level practice. It is worth recording that all the University's faculties and institutes contributed to making the event a success.

On its part, the Faculty of Arts and Social Sciences played a key role in planning for the celebrations and, more specifically, sponsored a number of micro-activities that brought out University institution into public limelight. Quite apart from thematic plays and recitals, the Faculty sponsored or else participated in staging broad-based seminars on the following themes:

- (a) The University and Society: The idea of an African University.
- (b) The development of higher education in Tanzania.
- (c) The University and the training of scientific, technical and managerial cadres.
- (d) Manpower planning, training, recruitment, allocation and utilization.
- (e) The 'Musoma Resolutions' and higher education in Tanzania.
- (f) The University and 'Ujamaa' ideology.
- (g) Student politics at the University of Dar es Salaam.
- (h) The University and the development of national culture.

Further, the Faculty's departments and bureaux did each display for public viewers their cherished principal works, innovations, publications and other productions, all which not only reflected the dynamism of the departments and the University in general but also justified the University's remotely-appreciated claim of an important share of contribution to the nation's problem-solving process. That University academicians and intellectuals in general "don't produce" or "just intellectualize and don't come to grips with real problems" as the general public has often been made to think, was at least partly dispelled by the personal observations

of the "open-day" visitors or by their testimonies after seeing, hearing or touching the reality of these momentous days.

Of striking interest to the outsiders as well as the insiders of University Hill was the address delivered by the Chancellor, who is also the country's President, Mwalimu Julius Nyerere. The address, while distinctively congratulatory, did nevertheless inject into the distilling ears of a carefully absorbing audience a low-gearred "sweet-sour" criticism well cushioned in a battery of questions in which he wondered whether the University had managed to address itself to the goals for which it was established in 1970 — those of scholarship, service and productivity; whether it had ever thought of reducing its presently rising costs; whether it could not itself sponsor even more critically constructive endeavours to place society on a running course rather than on a merely walking trail.

We started building (this University) in a certain way; we have continued expanding in the same way. Do we still think we should be doing that? And is there really any other way of expanding the University?

What worries me more than the capital expenditure is the recurrent cost of the University... Total annual expenditure on the University in fact now amounts to 31 per cent of the total budget of the Ministry of National Education... Is this a socialist allocation of resources? Is it by any means a just allocation of resources?

And finally there is the question of self-reliance... Can we say that the University is playing a vanguard role in the question of education for self-reliance? And since (in the Chancellor's own words) the answer is clearly in the negative, should not the University, like the rest of us, take a critical look at itself?

The speech, marking the climax of the week-long jubilation, highlighted a number of aching touch-points which, if not given wider and free discussion forums, could end in unhappy clots of sceptical flatter and internal disillusion in view of the counterfacilitative environment academics here live in. Luckily, the Chancellor himself explicitly induced the audience and the University community itself to think about the conditions of the University — not quietly and timidly, one would suppose. And, characteristically, he ended his seasoned address "as I began. I congratulate the University and its members for all that has been achieved; I challenge them to new efforts; and I express my very good wishes to the University of Dar es Salaam for the coming years."

Meanwhile, the varsity intellectual industry continued to grind its grain through its normal mills of research, classroom teaching and public service and consultancy. As usual, the Faculty's departments and bureaux hosted or sponsored seminars and workshops in their usual spirit of exchanging experiences and ideas, disseminating information and contributing to the repertoire of knowledge. Special mention is to be made of the History Department, the Education Department and the Economic Research Bureau with regard to a concrete schedule of consistent and regular weekly seminars for which pertinent papers are available from relevant departmental

coordinators upon request. Also, worthy of note were two larger-scale meetings, namely the "Data Analysis Strategy" workshop, held from 10th—17th December in Dar es Salaam, sponsored by the Eastern African Universities Research Project (EAURP), and the "Population Education and Curriculum Changes" workshop, held from 15th to 20th December in Arusha, sponsored by the United Nations Fund for Population Activities (UNFPA).

As regards staff movements, a number of senior members of the academic staff — one each from Geography, Political Science, Education, History and Sociology — left the campus for a year's sabbatical leave during which they had plans to preoccupy themselves with scholarly activities away from routine: research report compilation, book writing, perhaps guest lectures and seminars. This arrangement, as assured by the University Senate and Council, is going to continue to equally benefit all members of staff in their turns.

Apart from this aspect of staff movement, the period under review saw quite a few new entrants into University service in various positions of teaching/research appointments. It also witnessed short staff business trips inside and outside the country for conferences, seminars, workshops, study tours and various forms of consultation.