

The national and international structure and task of the Christian institution for higher education: Propositions for discussion

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1. The Christian university is a servant in the kingdom of God. Services to be rendered in the Kingdom must be qualified by the typical functions of the university, i.e. *inter alia* teaching, research, application of knowledge, formative influence, cultural guidance. Consequently the institution for higher education must pay attention to various needs and opportunities in an academically responsible manner.
2. The Christian university selects a direction which differs from that of the neutral university as well as the utility university. Life is more than science or bread. The entire life of man is a vocation, an existence *coram Deo*.
3. As with man himself, the university finds itself in various relationships (*in casu* the national and international) but it is never absorbed by them.
4. The structure of the university is universal while the manner in which this structure is realized has a national character.
5. The Christian university will have to bear in mind that it will not be able to offer at a given moment everything that is interesting or important. At both the national and international level Christian universities ought to come together to work out programmes for amongst others the joining of forces, division and meaningful reduplication of work.
6. Contemporary practical application of science outside the university places a heavy responsibility on the university in respect of, for instance, consultation services and guidance in permanent education provided at various levels for individuals and instances.
7. The Christian university will have to assign the highest priority in

its teaching and research programme to the problem of the unity of science in order to avoid becoming merely a series of buildings connected to one another only by a service road, telephone or central heating system. The concern here is not about an additional course — because the Christian character of the university must be displayed in all its courses. Here it is a case of a new direction of thought in the selection of teaching material and teaching methods, for instance, an interdisciplinary approach. Both the what and the how of the teaching programme are important.