



UNIVERSITY COLLEGE
OF
FORT HARE

CALENDAR
1962



University of Fort Hare
Together in Excellence

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THE UNIVERSITY COLLEGE OF FORT HARE, SOUTH AFRICA.

1. The Establishment and History of Fort Hare

The opening of Fort Hare University College on the 8th February, 1916, was the culmination of a long and persistent missionary endeavour in the field of Bantu Education by the United Free Church of Scotland. As early as 1878 Dr. James Stewart of Lovedale recognised the necessity for providing an Institution which would give an education, under Christian auspices, of University standing.

On representations made by Dr. Stewart, the Inter-Colonial Native Affairs Commission, 1905, of which Sir Godfrey Lagden was president, recommended "that a Central Native College or similar Institution be established and aided by the various States for training Native teachers and in order to afford opportunity for higher education to Native students."

A guarantee Fund was established for which an Executive Board under the chairmanship of the Rev. James Henderson, M.A., Principal of Lovedale, was established in 1907. A grant of £10,000 was made towards the Fund by the Transkeian Territories General Council. The United Free Church of Scotland offered a site at Fort Hare as part of a contribution of £5,000 and other contributions were made or promised.

In November, 1914, a Constitution for the College was finally adopted and a Governing Council for the College established which held its first meeting in January, 1915. The site offered at Fort Hare for the College by the United Free Church of Scotland was accepted and with the promise of an annual grant by the Government, the College was declared open on the 8th of February, 1916, by General Louis Botha, Prime Minister of the Union of South Africa.

Dr. A. Kerr was the Principal of the College since its foundation in 1916 and he served the College in this capacity until his retirement in 1948. The extension and development of the College under his leadership is a fitting tribute to a life of unselfish and devoted service to the cause of Bantu Education. The aim and ambition of his life.

Professor C. P. Dent, who joined the staff in 1922, was principal from March, 1949. He retired at the end of 1955 owing to ill-health after 35 years of devoted service to the College.

Since 1955 the post of Principal was not filled permanently, temporary appointments being made from time to time. Professor H. R. Burrows who had recently retired from the Chair in Economics at the University of Natal, acted as Principal from the beginning of 1958 to the end of 1959 when the College was transferred to the Department of Bantu Education and Prof. J. J. Ross appointed as Rector of the College.

Fort Hare as a College had, of course, only a very small and tentative beginning. A start was made by the College at two levels. While a few students were prepared for university entrance, the majority had to make good the deficiencies of their post-primary education or study for diplomas in Commerce and Agriculture. Full-time staff numbered two; classes were held in a small bungalow which was to be "home" for the first five years.

In 1918, the Union Government lent £10,800 to build the middle portion of the main tuition block, which the Governing Council unanimously agreed to associate with the name of Dr. Stewart. In spite of the difficulty of war conditions, the erection of the first permanent building of the College was ensured. In the same year the Wesleyan Methodist Church of South Africa, which had been interested in the scheme from its inception, determined to proceed immediately with a Hostel to accommodate students belonging to that denomination and, availing itself of opportunities provided by the Governing Council, resolved to transfer its Theological Seminary for Native Ministers to Fort Hare.

The Administration of Basutoland began in 1919 to contribute an annual grant of £300 to the funds of the College and sent a representative to sit on the Governing Council of the College. The first portion of Stewart Hall was completed and taken over for teaching in 1920. This was formally opened by the Rt. Hon. F. S. Malan,

Minister for Education, on January 8, 1921. A Wesleyan Hostel and Warden's Residence were completed and the Warden appointed to the Staff in the same year and the Church of the Province rented a house as a temporary hostel and the Warden was made a member of the College staff.

The College was incorporated as an institution for higher education under the Education Act of 1923. Students were prepared for the degrees of the University of South Africa, a federal university consisting of a number of constituent colleges—Cape Town, Stellenbosch and Witwatersrand—were already independent universities. Fort Hare was not one of these colleges and its students were registered as external students. The University, however, eventually allowed to Fort Hare some of the privileges granted to the Constituent Colleges.

Five members of the staff of Fort Hare were appointed as additional members of the Boards of Faculties of the Senate of the University, thus giving them a share in the framing of regulations, syllabuses and courses of study. Further, professors and lecturers of the College were accorded the status of internal examiners. Students were granted *inter alia*, privileges afforded internal students, and Fort Hare was recognised as an approved institution of training for the University Education Diploma. Although from 1924 the College assumed the dual role of a secondary school and a University College, by 1937 it was possible to concentrate on the studies of a higher education programme.

Beginning in 1921, buildings were erected: for Arts and Science; a Library named after a great Johannesburg liberal of bygone days, Howard Pim; and the F. S. Malan Anthropological Museum together with an Assembly Hall, Dining Hall, three hostels for men, one for women—all built to a master plan drawn up by the Department of Public Works and all capable of extension and addition. There are now fifty staff houses. While substantial contributions have been made by donors, the main financing apart from Government subsidies has been that of the three co-operating churches. In addition, the Y. M. C. A.'s of the United States and Canada provided a Christian Union building.

To improve agricultural training an additional farm of 1,250 acres and dairy cattle were purchased in 1926. The College Farm land was thus brought up to a total of some 1,600 acres.

In 1934 the Chamber of Mines gave £75,000 as an endowment for Native Medical Education and this was handed over to the College for that purpose by the Minister of Education. In the same year separate Departments of Botany and Physics were established, making a B.Sc. course possible. In March, 1936, Senator the Rt. Hon. F. S. Malan laid the foundation stone of the new Science Block for Chemistry, Physics and Medicine. This was named Livingstone Hall and declared open by the Hon. J. H. Hofmeyr, M.A., LL.D., on March 24th, 1937.

On November 8th, 1940, the Welsh Wing of Stewart Hall, which houses the Biological laboratories and lecture-rooms, was declared open by Senator the Hon. W. T. Welsh. Towards the cost of this the Transkei gave £1,000 in recognition of the services of Senator Welsh as Chief Magistrate from 1920-1933. On April 5th, 1941, the Women's Hostel (Elukhanyisweni) was declared open by Mrs. Ballinger, M.A., M.P.

Henderson Hall, housing the Howard Pim Library and the F. S. Malan Museum, was declared open on March 28th, 1942, by Rev. A. W. Wilkie, D.D., C.B.E. On September 20th, 1946, Ltd-Col. James Donaldson, D.S.O., founder of the Bantu Welfare Trust and donor of about £200,000 to African progress, laid the foundation stone of the Donaldson Wing of Stewart Hall, thus completing the original teaching block of the College.

During 1947 and 1948 the Presbyterian, Methodist and Anglican Hostels were extended, thus making provision for over 300 man students. A Dining Hall and additional bedrooms were completed at the Women's Hostel in 1949. Yet between 1937 and 1951 development was retarded through the absence of staff on war service and because of financial stringency. By 1950 however the student roll had increased from 139 to 382.

As it became clear that some of the Constituent Colleges of the University of South Africa would eventually branch out into independent universities, the Government appointed a Commission to report upon the future structure of higher education in South Africa. This Commission recommended that the existing Constituent Colleges, with the Exception of Huguenot University College, should be accorded independent university status and Fort Hare affiliated to one of the independent universities. In March of 1951 Fort Hare became allied to its nearest

friend and neighbour, Rhodes University, sixty miles away. This association was most valuable to Fort Hare; it gave the assurance that her students continued to be measured by the academic standards applied to Europeans.

2. Transfer of Fort Hare University College to the Department of Bantu Education

In accordance with Government Notice No. 168, 1959 (*Government Gazette* of 21st August, 1959, p. 12) issued in terms of sub-section *two* of the University College of Fort Hare Transfer Act, Act No. 64 of 1959, the maintenance, management and control of the University College of Fort Hare has been assigned to the Minister of Bantu Education with effect from the 1st January, 1960.

The transfer of the College to the Department of Bantu Education has been effected as a necessary step in the implementation by the Government of its policy to provide more adequate and more effective university training for the Bantu by the creation of separate University Colleges for the different ethnic groups, and to remove the limitations and anomalies arising from a system of so-called "open" universities.

The University College of Fort Hare will, therefore, in future cater more specifically for the Xhosa-speaking group of the Bantu. The University Colleges at Turfloop (Northern Transvaal) and Ngoye (Zululand) will cater for the Sotho and the Zulu-speaking groups respectively. Coloured students have been provided for at the Cape Western University College at Bellville (Cape) and a University College in Natal has been founded for the Indian students. The Act, however, makes provision for all students previously registered at Fort Hare, i.e. including Indian, Coloured, Sotho and Zulu-speaking students, to complete their courses at Fort Hare.

In order to guarantee that the standard of University training that is provided will be of the same standard as that required for Europeans, the Act provided for the University of South Africa to act as an external examiner in all courses for which the syllabus of the University makes provision. For examination purposes students have to enter as external students of the University of South Africa. In regard to the prescribing of courses and the conducting of examinations, there is the closest co-operation between the University College and the University of South Africa. As a transition measure the Act also makes provision for students who were previously registered in courses in accordance with the requirements of the Rhodes University, to complete their courses with this university acting as external examiner. In this regard the Rhodes University is also most sympathetic and co-operative.

The University College is continuing to offer all the courses that were offered before the introduction of the new regime. In addition a department of Commerce has been initiated so that students can now also register for the B.Com. degree. The Department of Law has been expanded and it can now prepare students for the LL.B. degree.

In accordance with the Act a Governing Council has been appointed under the chairmanship of Prof. S. Pauw, Principal of the University of South Africa. Other members include the Deputy Secretary for Bantu Education, the Chief Bantu Affairs Commissioner for the Ciskei, the Regional Director of Bantu Education for the Ciskei, a member of the Missionary Institution at Wellington and members of the teaching staff of European Universities who have had long and valuable experience of University Institutions.

The Advisory Council under the Chairmanship of S. M. Mabude, a graduate of the University of South Africa and member of the Transkei Territorial Authority, includes eminent Bantu educationalists, businessmen and ministers of religion.

The University College of Fort Hare has been singularly fortunate in drawing highly qualified and eminently equipped men, both European and Bantu, to fill all but three of the large number of vacancies on the staff which existed at the time of the change-over.

The enrolment for 1960 was 360 and for 1961 340, which represents a considerable drop from the number enrolled in 1959, viz. 498. This drop in enrolment was, of course, anticipated in view of the opening of the two other university Colleges for the Bantu and the University College for Coloured students at Bellville and Indians at Durban, which enrolled students who would otherwise have been enrolled at Fort Hare. Within the next few years a further drop in

numbers is anticipated in view of the gradual withdrawal of Coloured, Indian, Sotho and Zulu-speaking students as these graduate from Fort Hare, and also in view of the fact that the number of Bantu students who graduate from High Schools to qualify for University admission is limited. This drop in numbers will, however, only be of a temporary nature and will, within a few years, be counter-balanced as more Xhosa-speaking candidates qualify for admission from the High Schools, as is expected to be the case with the very rapid increase in High School enrolment which is being experienced.

Everything, therefore, augurs well for the future of the University College of Fort Hare, and there is every justification for the faith that in the development of the Xhosa-speaking area which the University College is to serve, as well as in the development of South Africa as a whole, the Institution will make an outstanding and invaluable contribution.

THE COLLEGE COUNCIL

The following persons were appointed as members of the College Council for a period of three years with effect from 1st January, 1960 by the Honourable the Minister of Bantu Education in terms of section *seven*, Act No. 64 of 1959:—

In terms of section *seven* the Rector is *ex officio* a member of the Council.

1. Prof. S. Pauw (Chairman)
2. Dr. C. H. Badenhorst
3. Prof. J. M. de Wet
4. Prof. J. J. Gerber
5. Dr. A. H. Jonker, M.P.
6. Prof. J. de W. Keyter
7. Prof. S. P. Olivier
8. Rev. S. G. Pitts
9. Prof. P. F. D. Weiss
10. Mr. J. H. van Dyk (Deputy Secretary of Bantu Education)
11. Mr. C. B. Young (Secretary for Bantu Administration and Development)
12. The Chief Bantu Affairs Commissioner, Ciskei, King William's Town
(*ex officio*)
13. Regional Director of Bantu Education, Ciskei, King William's Town
(*ex officio*)



University of Fort Hare
Together in Excellence

The Registrar is *ex officio* Secretary of the Council.

THE ADVISORY BOARD

- Chief DOUGLAS DYWABASINI PRINCE NDAMASE
 Chief KAIZER DALIWONGA MATANZIMA
 Chief EPHRIAM MAIZE SANGONI
 Mnu. REGINALD CINGO
 Mnu. SAVING SIMILO GUZANA
 Rev. JAMES JAMES RANISI JOLOBE
 Dr. MICHAEL ONTEFETSE MARTINUS SEBONI

Four vacancies exist as a result of the death of Councillors S. M. MABUDE and E. W. M. MESSATYWA and the resignation of Councillor J. C. MVUSTI and Rev. E. T. MATTHEUS.

ACADEMIC STAFF

RECTOR: Prof. J. J. ROSS, B.A. (S.A.), B.Sc. (S.A.), H.S.E.D. (Stell.), B.Ed. (S.A.), M.A. (Yale), LL.B. (U.O.F.S.), B.Admin. (U.O.F.S.)

Afrikaans-Nederlands:

Professor: A. COETZEE, Dip. Theol. (Stell.), M.A. (S.A.), D.Litt. (U.O.F.S.)
 Lecturer: J. VORSTER, B.A. Hons. (Rand)

African Studies:

Professor: O. F. RAUM, B.A. Hons. (Lond.), Ph.D. (Lond.)
 Lecturer: C. M. C. NDAMSE, B.A. Hons. (S.A.), M.A. (Hartford), M.Ed. (Trinity Coll.), Dip. Bantu Studies (S.A.)

Bantu Languages:

Professor: Vacant
Senior Lecturer: G. I. M. MZAMANE, M.A. (S.A.)
Senior Lecturer: S. M. GUMA, B.A. (S.A.), M.A. (Cape)
Lecturer: S. M. BURNS-NCAMASHE, B.A. (S.A.), B.Ed. (Cape)

Classics:

Professor: K. JACOBS, Lit. Hum. Drs. (V.U. Amst.), L.Litt. (Leiden)

English:

Professor: J. T. GREEN, M.A. (S.A.), Ph.D. (Leeds)
Senior Lecturer: Miss G. M. H. DARROLL M.A. (S.A.)
Lecturer: Vacant

Geography:

Senior Lecturer: Maj. D. E. NEL, M.A. (Stell.)
Lecturer: W. C. ELS, M.A. (U.O.F.S.), M.Ed. (U.O.F.S.)

History:

Professor: G. C. COETZEE, D.Phil. (Pret.)
Lecturer: J. G. PRETORIUS, B.A. Hons. (U.O.F.S.)

Philosophy:

Senior Lecturer: G. A. RAUCHE, Staatsexamen Phil. (Leipzig), D.Phil. (S.A.)
Lecturer: J. KRIEL, B.A. Hons. (Stell.)

German:

Part-time Lecturer: Mrs. U. RAUCHE

Political Science:

Senior Lecturer: C. A. CRAUSE, M.A. (U.O.F.S.), Dr.Jur. (V.U. Amst.)

Botany:

Professor: M. H. GIFFEN, M.A. (Cape), M.Sc. (Cantab.)
Senior Lecturer: Vacant
Lecturer: N. P. FERREIRA, B.Sc. Hons. (U.O.F.S.)
Demonstrator/Technician: O. H. D. MAKUNGA, B.Sc. (Rhodes)

Chemistry:

Professor: A. S. GALLOWAY, Ph.D. (St. Andrews), F.R.I.C.
Senior Lecturer: A. D. KEMP, M.Sc. (Rand), D.Phil (Oxon)
Lecturer: H. S. GOVINDEN, B.Sc. Hons. (Rhodes)
Junior Lecturer: T. M. NTONGANA, B.Sc. (Rhodes)
Technician: M. Walton
Asst. Health Off.: L. S. MTOBA, B.Sc.(Hyg.) (Rhodes)

Mathematics:

Professor: Vacant
Senior Lecturer: G. J. J. VAN RENSBURG, B.Sc. (Pret.), M.Sc. (Pret.)
Lecturer: Assistance rendered by Lecturer in Applied Mathematics.

Applied Mathematics:

Professor: Vacant
Senior Lecturer: S. LINDE, M.Sc. (U.O.F.S.)
Lecturer: A. M. L. MASONDO, B.Sc. (Rhodes), B.Sc. Hons. (Rand), U.E.D. (Rhodes)

Physics:

Professor: J. T. DAVIDSON, M.Sc. (S.A.)
Senior Lecturer: P. H. PIETERSE, M.Sc. (Stell.)
Lecturer: Vacant
Demonstrator/Technician M. B. MALULYCK, B.Sc. (Rhodes)

Psychology:

Professor: A. D. MULLER, M.A. (Pret.), D.Litt et Phil. (V.U. Amst.)
Senior Lecturer: J. H. S. OOSTHUIZEN, D. Phil. (Stell.)
Lecturer: W. BACKER, M.A. (P.U. for C.H.E.)

Zoology:

Professor: A. J. D. MEIRING, M.Sc. (S.A.), Ph.D. (S.A.)
Lecturer: J. E. SAAVMAN, M.Sc. (Stell.)
Lecturer: J. G. VISSER, M.Sc. (Stell.)
Demonstrator/Technician: D. B. MBATHA, B.Sc. (Rhodes)

Education:

Empirical Education:

Professor: M. O. M. SEBONI, B.A. (S.A.), D.Ed. (S.A.)
Lecturer: Vakant

Historical Education:

Professor: J. P. BOTMA, M.A. (Stell.), B.Ed., D.Ed. (Stell.)
Senior Lecturer: D. F. van DYK, B.A., M.Ed. (U.O.F.S.)

Theoretical Education:

Professor: Vacant
Senior Lecturer: P. A. DUMINY, B.P.Ed. (P.U. for C.H.E.), M.Ed. (Pret.),
Drs. Paed., D.Litt. et Phil., (V.U. Amst.)
Lecturer: J. F. de VILLIERS B.Com., M.Ed. (U.O.F.S.)

Divinity:

New Testament Subjects and Systematic Theology:

Professor: Rev. G. C. OOSTHUIZEN, B.A. (Stell.), M.A. (S.A.), Th.M. (Stell.),
D.Phil. (S.A.), S.T.M. (U.T.S.) (N.Y.), Th.D. (V.U. Amst.)

Part-time Lecturers:

Rev. A. J. T. COOK, M.A., B.D.
Rev. J. Summers, M.A., B.D.
T. S. N. QGUBULE, B.A. (Rhodes)

Old Testament Subjects and Ecclesiastical History:

Senior Lecturer: Rev. F. HECHT, Cand. Phil. (Halle), Cand. Theol. (Halle),
Cand. Min. (M.Th.)

Law:

Professor: D. Pont, LL.B. (S.A.), LL.D. (Utrecht)
Senior Lecturer: J. B. THOM, B.A., LL.B. (Stell.)
Lecturer: A. D. J. van RENSBURG, B.Com. (Stell.), LL.B. (S.A.)
Lecturer: Vacant.

Economics:

Professor: vacant
Senior Lecturer: J. H. SMITH, M.Com., U.E.D. (U.O.F.S.)

Commerce:

Senior Lecturer: J. G. C. SMAL, D.Com. (P.U. For C.H.E.)
Lecturer: J. A. SLABBERT, C.A.I.B. (S.A.), B.Com., Hons. (Stell.)

Agriculture:

Senior Lecturer: J. H. van WYK, B.Sc. (Pret.)
Farm Manager: J. H. van NIEKERK
Farm Assistant: A. BELING
Bantu Farm Assistant: Vacant.

Library Staff:

College Librarian:
M. SPRUYT, LL.Drs. (Leiden), L.Dip. Libr. (Pret.)
Deputy College Librarian: E. MAKHANYA, B.A. (Rand), A.S.A.L.A.
Professional Assistant: A. W. Z. KUZWAYO, B.A. (Rhodes), A.S.A.L.A.
Professional Assistant: Vacant.
Library Assistants:
K. L. MALI, B.A. (Rhodes)
W. W. T. MBETE, B.A. (S.A.)
Miss P. M. FIHLA, B.A. (Rhodes), B.Ed. (Rhodes), M.Ed. (S.A.)
Typist: S. H. DUBULA
Stack Attendant: B. S. KUNENE

F. S. Malan Museum:

Curator: V. Z. GITYWA, B.A. (Rhodes)

ADMINISTRATIVE STAFF

Rigistrar: H. J. du PREEZ, B.A. (Stell.)
Assistant Registrar: E. W. REDELINGHUIS, B.A. (Pret.)
Bursar: F. P. G. HUNTER, C.A., LL.B. (Lond.)
Assistant Bursar: Miss M. A. KINSLEY
Clerical Assistant: Vacant
Secretary Typist: Mrs. M. CLARK
Woman Assistants: Miss M. GEHRING and Mrs. A. van ROOYEN
Stores Officer: Vacant
Bantu Clerk:
Grade I: S. NGCUME.
Grade II: W. D. XAPILE and S.A. NDLEBE
Cashier (Bantu Clerk, Grade II): Vacant
Dining Hall:
Boarding Master: A. K. MCGILLIVRAY
Assistant Boarding Master: Mrs. G. MCGILLIVRAY
Women's Hostel:
Matron: Mi. G. J. MDLEDLE
Assistant Matron: Mi. G. J. MDLEDLE
Estate Manager and Clerk of Works: J. S. CLARK
Supervisor of Buildings and Grounds: H. MACGILLICUDDY
Senior Technician: P. H. W. THIELEMANN

F. S. MALAN MUSEUM

The F. S. Malan Museum is housed on the upper floor of Henderson Hall occupying approximately 4250 sq. ft. of floor space. Its history dates back to 1941 when the policy laid down for it envisaged that it should serve as an ethnological study museum connected with the Department of African Studies; a research museum with opportunities for outside researchers and a visiting institution for school-children and other interested persons.

For many years the museum was administered by an Honorary Curator (Prof. A. J. D. Meiring) with the help of an assistant curator (Mr. G. I. M. Mzamane). A full-time Curator (Mr. V. Z. Gitywa) was appointed in the middle of 1959.

Since its inception the Museum has collected about 1,600 exhibits. A Zulu Sacred Coil, an Ovambo ornamental Stool, an assortment of spears and battle-axes and a series of large-scale photographs depicting a sequence of scenes from a diviner's seance are amongst the latest acquisitions.

A series of Duggan-Cronin's photos of African types is on view as well as 28 large photos which he kindly donated. Some excellent works of art by African artists including Pemba, Bengu, Konyama, M'Simang and Tladi are in our possession.

HOWARD PIM LIBRARY

The Library was founded in 1916 and in 1918 contained 450 volumes. Students acted as Librarians and in 1922 a Library Committee was instituted. In the early thirties there were years that the Library had to go without a Librarian.

In 1934 the Library was named after Mr. Howard Pim, a Johannesburg accountant and member of the College Council, who bequeathed the major portion of his private library (2,000 volumes) to Fort Hare. From the beginning the Library owed much to many generous donations by public and private bodies. The Library is still indebted to many donors and to the Publishers of both English and Afrikaans-medium Newspapers for their generosity.

In 1935 the first full-time Librarian was appointed; the first fully qualified Librarian was appointed in 1944. In 1958 the Librarian became a full member of the Senate and the Library Committee was replaced by a Library Advisory Committee.

In 1959 16,630 books were issued to students. On the 1st January, 1960 the bookstock amounted to some 38,000 volumes, while on the 1st August, 1960 the 40,000 mark was reached.

The Library contains valuable Africana which at present are being collected to form a separate Africana Section.

DIARY 1962

Wednesday, 7th February: *hostels open.*

Thursday, 8th February: *Registration of first year students.*

Friday, 9th February: *Registration of senior students.*

Monday, 12th February: *Lectures commence.*

Saturday, 31st March to Monday, 9th April: *Easter holidays.*

Friday, 22nd June: *End of first semester.*

Wednesday, 18th July: *Lectures commence 8 a.m.*

Saturday, 22nd September to Tuesday, 25th September: *September holidays.*

Friday, 29th November: *End of academic year.*

REGULATIONS IN CONNECTION WITH THE ADMISSION OF STUDENTS TO, WITH CONTROL OF STUDENTS AT AND THE DISCHARGE OF STUDENTS FROM THE UNIVERSITY COLLEGE OF FORT HARE.

Under and by virtue of the powers vested in me by paragraph (i) of sub-section (1) of section *thirty-five* of the Fort Hare Transfer Act, 1959 (Act No. 64 of 1959), I, WILLEM ADRIAAN MAREE, Minister of Bantu Education, hereby make the regulations in accordance with the accompanying Schedule.

W. A. MAREE,
Minister of Bantu Education.



FORT HARE UNIVERSITY COLLEGE.

ADMISSION OF STUDENTS TO, THE CONTROL OF STUDENTS AT AND THE DISCHARGE OF STUDENTS FROM THE UNIVERSITY COLLEGE.

University of Fort Hare
Together in Excellence

I. ADMISSION

1. In these regulations "admission" means approval to report for registration as a student at the University College, irrespective of whether the prospective student has been registered as a student previously or not.
2. Application for admission must be made on the prescribed form (see Annexure).
3. The form of application must be completed in detail and signed by the prospective student and his parent or guardian before a commissioner of oaths. The completed form must be sent to the Registrar so as to reach him on or before the date indicated on the form.
4. Each application for admission must be accompanied by the following:—
 - (i) A testimonial of good conduct by a minister of religion, Bantu Affairs Commissioner or Magistrate of the district in which the applicant resides;
 - (ii) a medical certificate of health by the district surgeon;
 - (iii) in the case of a prospective student who wishes to register for the first time, if a certificate has not yet been issued, some form of proof that he complies with the necessary prerequisites for the course or courses for which he desires to register;
 - (iv) on admission for the first time, a testimonial from the principal of the last school attended.
5. No prospective student may report for registration at the University College unless he has been notified by the Registrar in writing that he has been admitted.
6. Admission as defined above, lays no obligation on the University College to register a prospective student. Before a candidate can be registered as a student, he must also comply with the requirements for registration.

II. REGISTRATION

No candidate for registration shall be registered unless he satisfies the Registrar in regard to each of the following requirements:—

- (1) Each prospective student must report for registration at the office designated for this purpose, on the date and during the times laid down. No candidate shall be allowed to report for registration after the last date and time laid down, unless the written consent of the Rector for such late registration has been obtained, and an additional late-registration fee of R2 has been deposited.
- (2) At the time of reporting for registration the written permission to apply for registration must be produced (see I, 5 above).
- (3) Each candidate for registration must complete and sign the prescribed registration form. By his signature on the registration form, a candidate will signify that he has undertaken strictly to comply with all the rules and regulations of the University College, including those of the hostel where he may reside. He also agrees to reside at the particular hostel to which he may have been assigned.
- (4) The portion of the prescribed fee which is due after subtraction of any percentage of a bursary, loan or other allowance which is payable, must be paid on the date of registration. Fees are payable quarterly in advance.
- (5) Each prospective student must submit to the Registrar an approval of the courses he intends to follow, signed by the Dean of the Faculty concerned. In choosing courses of study, the timetable must be consulted so as to avoid clashes.
- (6) No candidate shall be registered as a student unless he is admitted as a resident student to one of the hostels, except if he has a written exemption by the Rector from such residence.
- (7) The registration of first year students is subject to the suspensive condition that each such student shall submit his matriculation certificate, or his exemption therefrom, or other qualification required for admission to a particular course, to the Registrar for noting purposes, on or before the 30th of May, during the year in which the student is registered for the first time.
- (8) If in the opinion of the Minister, it is not in the interest of the institution to register a candidate who reports for registration, he may refuse to allow such a candidate to be registered, even if such a candidate complies with all the other conditions of registration.
- (9) On registration each registered student shall be supplied with a registration card which will serve as evidence that he has been registered as a student.
- (10) Nobody who has not been registered as a student may attend lectures, use a hostel or dining-room, or avail himself of any privilege whatsoever which may be offered by the Institution.

III. CONTROL

1. Students must be present as the opening of the University College at the beginning of each semester and after every short break, unless permission for late arrival has been obtained beforehand from the Rector or his representative.
2. All students are under obligation to attend lectures regularly and to do the prescribed work in the laboratories. Students who wish to have leave of absence, must apply to the lecturer concerned for such leave.
3. Resident students may not leave the College precincts without permission from the Hostel Superintendent or a representative duly authorised by the Rector.
4. Without the approval of his Hostel Superintendent no student may be outside his hostel unit after 10 p.m.
5. Except with the written permission of the Rector or his duly authorised representative no resident student may spend a night outside the precincts of the College.
6. A student may not admit a visitor to a hostel without permission from the Hostel Superintendent.
7. Any student organisation or student activities is subject to the prior approval of the Rector.

8. No meetings may be held on the grounds of the College without permission from the Rector. Approved student committees may meet according to the rules of the approved constitution of the body concerned.

9. Possession, use or supplying of alcoholic drink by students is forbidden.

10. No magazine, publication or pamphlet for which students are fully or partly responsible may be circulated without permission of the Rector after consultation with the Advisory Senate and the Senate.

11. No statement for the press may be given by or on behalf of the students without the Rector's permission.

12. The possession of motor vehicles by students on the College grounds is subject to the approval by the Rector on recommendation of the Hostel Superintendent.

13. The cost of repairing damage to College property may be recovered from the student or students concerned.

14. Students must leave the College for the duration of the July vacation and for the duration of the vacation at the end of the academic year. Students may be permitted to remain in the College hostels during the short vacation on payment of such fees as may be determined.

15. No collection lists may be circulated in the precincts of the College without permission from the Rector.

16. Students are subject to any special rules pertaining to particular portions of the grounds and buildings of the University College. Dining-hall rules and hostel rules may with the approval of the Rector, be drafted for each particular dining-hall or hostel and must be strictly observed. Such rules in writing, and signed by the Registrar, shall be posted on the notice board.

17. Women students may not, except with the permission of the matron be outside their hostel units after 7 p.m.

18. Men students may not visit women students in their rooms and may not enter the hostels for women students without permission from the matron. The same rules shall apply *mutatis mutandis* to visits by women students to men's hostels.

19. No student or group of students may visit any other Institution without the permission of the Rector and of the Institution concerned, and then only on such conditions as may be determined.

20. No student or group of students, and no person or persons not under the jurisdiction of the University College, may be upon the College grounds as visitors, or visit any hostel or any other building of the Institution, without the permission of the Rector or his duly authorised representative, and then only on such condition as may be determined.

21. A student is guilty of an offence if he—

- (a) contravenes any one or more of the regulations and rules of the University College, including those of any of the hostels or dining rooms;
- (b) is convicted of any criminal offence irrespective of the time when, or the place where, such offence took place;
- (c) conducts himself in a disgraceful, improper or unbecoming manner, irrespective of the time when or the place where such behaviour takes place;
- (d) conducts himself in a manner likely to bring discredit on the University College;
- (e) disobeys or disregards an order or instruction given to him by any person or body having authority to give it, or by word or by conduct displays insubordination to such person or body;
- (f) wilfully or negligently damages any property of the University College, or of any person or body.

22. The Rector may lay down rules in regard to dress by students.

IV. DISCIPLINARY MEASURES

1. The Rector is the chief disciplinary officer of the University College.

2. The Discipline Committee of the Board shall consist of the Rector as Chairman, one other member of the Board and two members of the Senate nominated by the Council in consultation with the Rector, and such assessor members as the Rector may find necessary to co-opt from time to time.

3. When a student contravenes any of these regulations, or is guilty of any other form of misconduct or of insubordination the Rector shall, if the student denies his guilt, cause the matter to be enquired into by the Discipline Committee.

Legal representation shall not be allowed at such an enquiry and the procedure shall be determined by the Rector.

If the student admits his guilt, or if found guilty by the Discipline Committee, the Rector may sentence the student to any one or more of the following punishments:—

- (a) Expel him from the University College either permanently or for a specified period;
- (b) suspend him from participation in any such activities or privileges as may exist or may be offered, for any such period as he may deem necessary;
- (c) limit his freedom of movement outside his hostel unit in such manner as he may deem necessary;
- (d) if the student is a bursary holder, recommend the cancellation or reduction of his bursary;
- (e) demand from the student the payment of such sum of money as is calculated to compensate for any loss, damage or costs wilfully or negligently caused to the University College or any person or body as a result of an offence.

In the event of a student being sentenced to the punishment under (a), the Rector shall as soon as possible submit a report to the Executive Committee of the Council and to the Minister.

If a student who has been sentenced to the punishment under (a) considers that he has been wronged, he shall nevertheless leave the Institution within twenty-four hours. He shall, however, have the right to make such representations to the Minister in regard to his expulsion as he may deem fit, within fourteen days from the date of his expulsion. A copy of the representations submitted to the Minister must simultaneously be sent to the Rector.

The Minister shall consider the representations and report after consultation with the Executive Committee of the Council, and he may, as he deems fit, confirm the expulsion, set it aside or impose a lesser punishment.

4. In the event of serious irregularity in which, in the opinion of the Rector, requires immediate action, the Rector may take any such steps as may in his opinion be necessary in the interests of the University College or of the public interest. In such an event the Rector shall, as soon as may be possible, submit a report to the Executive Committee of the Council and to the Minister.

The Minister may, after consultation with the Executive Committee, as he deems fit, confirm, set aside or amend the action taken by the Rector.

5. The Rector may after consultation with the Senate, and approval by the Council, for the purposes of the exercise of control and the application of disciplinary measures, establish general student committees or hostel committees of students, nominate primarii or student officers, or cause them to be elected, or taken any other steps on such conditions as the Council may approve.

6. Nothing contained in these regulations shall be deemed in any way to detract from the common law rights of the Rector.

ANNEXURE

FORT HARE UNIVERSITY COLLEGE

APPLICATION FOR ADMISSION TO REPORT FOR REGISTRATION

(N.B.—This form must be completed by all students who desire to qualify for registration, irrespective of whether a previous application has been made, and irrespective of whether previously registered as a student at Fort Hare.)

- 1. Name of applicant (in capital letters).....
- 2. Residential address.....
- 3. Date of birth.....
- 4. Ethnic group to which applicant belongs.....

5. Identification No.....
6. Name and address of parent or guardian.....
7. Schools attended with dates.....
8. Religious affiliation.....
9. If not previously registered: (i) Name of last school attended.....
 (ii) examination passed (indicate class).....
 (iii) whether exempted from Matriculation.....
 (iv) subjects taken (indicate any distinctions obtained).....
10. If previously registered: A. At what institution.....
 B. Course followed (B.A., B.Sc., etc.).....
 C. Subjects passed:
 (i) First Year, 19..... :
11. Course for which registration desired (B.A., B.Sc., etc.)..... ;
 Year (1st., 2nd)..... Proposed subjects and
 Courses (e.g. English I, History II).....
12. If desirous of taking a post-graduate course: (i) Degree obtained.....
 (ii) at..... (iii) Year..... ;
 (iv) Degree for which registration desired.....
13. What arrangements have been made for the payment of fees?.....
14. Name and address of parent, guardian or other person (if any) who will be
 responsible for the payment of fees.....
 University of Fort Hare
 Together in Excellence
15. Testimonials and certified copies of certificates attached:
 (i) Testimonial of good conduct by.....
 (ii) Medical certificate of health by district surgeon: Name.....
 Address.....
 (iii) If desirous of registering for first time: Certified copy of.....
 issued, declaration by..... certificate; if certificate not yet
 that candidate has passed the.....
 examination; other qualifications.....
 (iv) On first admission testimonial of good conduct by.....
 principal of..... school
 (last school attended).....

16. Declaration by Applicant.

I, the undersigned.....
 (full name) do hereby declare that I wish to qualify for registration as a student
 at the Fort Hare University College. If I qualify for such registration, I
 solemnly undertake and promise that I will strictly comply with all the rules
 and regulations of the College, and that I will submit to any disciplinary
 measures that may be taken against me in accordance with the said regulations.
 I further undertake to reside at the hostel to which I may be assigned and to
 comply with all the rules and regulations of the hostel and dining-hall.

Signed this..... day of..... 19.....
 at.....

Signature of Applicant.

As witness:

Parent or Guardian.....
Signed before me this.....day of
.....19..... at.....

.....
Commissioner of Oaths.

17. *Parent's or Guardians Declaration.*

I,(full name),
do hereby undertake—

- (a) to pay fees in advance if the applicant is admitted to Fort Hare University College;
- (b) to accept liability for any damage which my child/ward may cause to any Institution property;
- (c) to provide such transportation for my child/ward at the beginning and end of every semester as may be necessary.

I also accept as conditions for the admission of my child/ward to the Institution—

- (a) that he/she shall be subject to the disciplinary rules of the University College and hostel;
- (b) that he/she shall perform such duties in the hostel as are required of him/her by the hostel staff;
- (c) that I shall be liable for the full fees for any semester during which my child/ward may be withdrawn by me or expelled from the Institution.

Identification No.....
Place..... (Signed).....
Witness..... Date.....



REGULATIONS FOR DEGREES AND DIPLOMAS

DEGREES IN ARTS

A1. The following degrees may be awarded in the Faculty of Arts:—

Bachelor of Arts	B.A.
Honours Bachelor of Arts	Hons B.A.
Master of Arts	M.A.
Doctor of Literature and Philosophy	D.Litt et Phil.

The Degree of Bachelor of Arts

A2. Candidates for the degree may present themselves for examination in the following subjects:—

GROUP A (Linguistic Studies)

Latin	English
Hellenistic Greek	Afrikaans-Nederlands
Hebrew	Bantu Language

GROUP B (Legal Studies)

Roman Law	Native Law
Roman-Dutch Law	Constitutional Law

GROUP C (Philosophical Studies)

Mathematics	Philosophy of Religion
Political Science	Economics
Psychology	Anthropology
Systematic Theology	History of Philosophy
Education	Systematic Philosophy
Economics and Economic History I	

GROUP D (Historical and Cultural Studies)

Mediaeval and Modern History	Economic History II
Ecclesiastical History	Principles of Greek Culture
Geography	Native Administration

GROUP E (Natural Sciences)

Physics
Chemistry
Applied Mathematics

Botany
Zoology

GROUP F (Theological Studies)

Biblical Studies

Missiology.

A3. Except as otherwise allowed by the Senate, the following provisions shall apply in the selection of subjects for which a candidate will be credited towards the B.A. degree:—

- (a) Credit shall not be given for more than *one* qualifying course in Native Law, Constitutional Law, Education, Principles of Greek Culture and Applied Mathematics.
- (b) The number of qualifying courses from the subjects in Group B (Legal Studies) for which credit shall be given shall be limited to five.
- (c) Every curriculum shall include:—
 - (i) At least two qualifying courses from Group A (either two courses in one subject, or one course in each of two subjects), one of which must be in one of the official languages;
 - (ii) at least one qualifying course from either Group B or Group C;
 - (iii) at least one further qualifying course from Group B or C or D. [This may be a second course in the subject chosen under (ii).]
- (d) Credit shall not be given for more than *two* qualifying courses taken from Group E (Natural Sciences).
- (e) Economics is a three-course subject and Economic History a two-course subject; but the first course in both subjects, namely, "Economics and Economic History I", is the same and therefore, students taking both subjects for three and two years respectively shall obtain credits in four courses only.
- (f) Credit shall not be given for courses in more than one Bantu Language from the same Group. The following shall be as follows:—

Nguni: Zulu and Xhosa.
Sotho: Southern Sotho, Northern Sotho, Tswana.

Credit shall not be given for more than five qualifying courses in Bantu Languages.
- (g) Credit shall not be given towards the B.A. degree for more than six of the following courses: *Biblical Studies I, II, III, Systematic Theology I, II, Ecclesiastical History I, II.*
- (h) Candidates who major in both Biblical Studies and Systematic Theology shall take at least two qualifying courses in one other subject selected from Group A or C or D.
- (i) Candidates shall be admitted to the first course in Physics only if they obtained at least 33½ per cent in Mathematics at the Matriculation or equivalent examination.
- (j) Native Law may be taken only after Anthropology I.
- (k) Public Administration I may be taken only if Political Science II is taken at the same time or has been passed previously; Public Administration II may be taken only if Political Science III is taken at the same time or has been passed previously.

A4. The Major subjects of the curriculum shall be selected from the following:—

- (a) *Major subjects in which three qualifying courses shall be taken.*—English, Afrikaans-Nederlands, Bantu Languages, Latin, History, Roman-Dutch Law, Geography, Economics, Political Science, Anthropology, Psychology, Biblical Studies, History of Philosophy, Systematic Philosophy, Native Administration, Systematic Theology.
- (b) *Major subjects in which two qualifying courses shall be taken.*—Roman Law, Public Administration: Provided that, except as otherwise allowed by the Senate, every curriculum for the B.A. degree shall include at least four non-initial courses.

A5. Except as otherwise allowed by the Senate, candidates taking as a major subject any of the subjects included in column A below shall take the qualifying course or courses in the ancillary subjects which are specified opposite to it in column B:—

A.	B.
<i>Major Subjects.</i>	<i>Ancillary Subjects.</i>
Latin.....	Principles of Greek Culture I (LL.B students may be exempted).
Modern Languages.....	Latin is highly desirable as ancillary.
Roman-Dutch Law.....	At least one qualifying course in Roman Law V.
Roman Law.....	At least one qualifying course in Latin and a course in Roman-Dutch Law.
Geography.....	At least one qualifying course in <i>one</i> of the following subjects: History, Mathematics, Physics, Botany, Zoology, Anthropology.
Anthropology.....	At least one qualifying course in an approved Bantu Language and in Native Administration or Economics and Economic History.
Native Administration.....	One qualifying course in each of Native Law and an approved Bantu Language and <i>two</i> qualifying courses in Anthropology.
Public Administration.....	Three qualifying courses in Political Science.
History.....	A reading knowledge of Afrikaans is highly desirable.

A6. Every curriculum for the degree shall contain at least one qualifying course in English or Afrikaans-Nederlands.

Candidates who have obtained distinction in English or Afrikaans or Nederlands on the Higher or A grade of the Matriculation Examination, or who have obtained distinction in such a subject at an equivalent examination, may on submission of a statement of the course of study proposed for the degree, and with the permission of the Senate, substitute another course in English or Afrikaanse-Nederlands.

A7. The Examination or examinations in the ancillary subject or subjects required under paragraph 5 shall be passed either before, or at the same time as, the final examination in the related major subject; Provided that a candidate who has passed the final examination in two major subjects simultaneously but who has failed in one or more related ancillary subjects shall not be required to rewrite such major subjects but shall obtain credit towards the B.A. degree for these majors only when he has passed in the related ancillary subject or subjects.

Degrees of Honours Bachelor of Arts, Master of Arts and Doctor of Literature and Philosophy

For particulars about these regulations candidates are referred to the Calendar of the University of South Africa or to the Head of the Department concerned.

DEGREES IN SCIENCE

The Statutory, General and Joint Regulations are also of effect where applicable.

Degrees in the Faculty of Science

B1. The following four degrees are granted in the Faculty of Science; in Pure Science:—

Bachelor of Science	B.Sc.
Honours Bachelor of Science	Hons. B.Sc.
Master of Science	M.Sc.
Doctor of Philosophy	Ph.Dd.

B.2 Candidates for the degree may present themselves for examination in the following subjects:—

GROUP I

Mathematics	Botany
Applied Mathematics	Zoology
Physics	Geography
Chemistry	Psychology

GROUP II

English	Philosophy
Afrikaans-Nederlands	
A Bantu Language approved by the Senate.	

N.B.—Students shall be admitted to the first course in Physics only if not less than 33½ per cent has been obtained in Mathematics at the Matriculation or equivalent examination.

B3. No candidate shall obtain credit towards the B.Sc. degree for more than one course from Group II.

B4. The major subjects of the curriculum shall be selected from the following:—

Major subjects in which three qualifying courses shall be taken:—

Pure Mathematics, Applied Mathematics, Physics, Chemistry, Botany, Zoology, Geography, Psychology.

B5. Candidates taking as a major subject any of the subjects included in column A below shall take the qualifying course or courses in the ancillary subjects which are specified opposite to it in column B:—

A. <i>Major Subjects.</i>	B. <i>Ancillary Subjects.</i>
Mathematics.....	At least one qualifying course in Applied Mathematics.
Applied Mathematics.....	At least two qualifying courses in Pure Mathematics.
Physics.....	At least two qualifying courses in Pure Mathematics.
Chemistry.....	At least one qualifying course in each of Physics and Mathematics.
Botany.....	At least one qualifying course in Chemistry.
Zoology.....	At least one qualifying course in Chemistry.
Geography.....	At least one qualifying course in <i>one</i> of the following subjects: Mathematics, Physics, Botany, Zoology.

B6. The examination or examinations in the ancillary subject or subjects under paragraph B5 shall be passed either before or at the same time as the final examination in the related major subject: Provided that a candidate who has passed the final examination in two major subjects simultaneously, but has failed in one or more related ancillary subjects shall not be required to rewrite such major subject but shall obtain credit towards the B.Sc. degree for these majors only when he has passed in the related ancillary subject or subjects.

The Degree of Honours Bachelor of Science

B7. Every candidate for the degree of Honours Bachelor of Science shall have obtained the degree of Bachelor of Science of the University, or shall have been admitted to the status of that degree in the University. If his Bachelor's degree has been obtained (a) in the University without the subject concerned being one of his major subjects, (b) in some other university, he shall satisfy the Senate as to his qualifications in that subject, before being admitted to examination for the Honours Bachelor's degree.

B8. The following are the departments in which the degree of Hons. B.Sc. may be conferred:—

Mathematics, Applied Mathematics, Mathematical Statistics, Physics, Chemistry, Geology, Botany, Zoology, Anatomy, Physiology, Geography, Psychology, Entomology (if taken as a major for a Bachelor's Degree).

(No examination is for the present being held in Anatomy, Physiology, Entomology, Physics, Botany, Zoology, Geology.)

B9. The Hons. B.Sc. Examination shall be conducted by means of examination papers and/or practicals, with, in addition, such oral test or translation test as may be prescribed in an individual department, all to be normally held in the period November-December in each year.

B10. Candidates for the Honours B.Sc. examinations in Physics, Chemistry, Botany and Zoology shall submit a notebook, containing a record of the practical work they have performed at the practical examination. The record shall be signed by the person under whom they have worked.

The Degree of Master of Science

B11. The departments in which the degree of M.Sc. may be conferred are the same as those listed in regulation B8.

B12. Every candidate for the degree of Master of Science shall have obtained the degree of Honours Bachelor of Science of the University in the department in question or shall have been admitted to the status of the degree of Honours Bachelor of Science in the University and have satisfied the Senate as to his qualifications in the subject concerned, before being admitted to examination for a Master's Degree.

B13. The examination for the degree shall consist of either two or more examination papers or a dissertation; or a combination of examination papers and a dissertation, as may be prescribed in an individual department, examination papers being taken in November-December.

B14. Every dissertation shall be accompanied by a declaration as to the extent to which the dissertation represents the student's own work both in execution and conception.

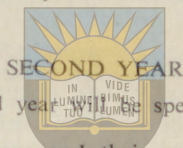
B15. The dissertation shall not be presented before the candidate has passed the examination for the Honours Bachelor's degree, nor within a period of less than two years after the Bachelor's degree has been completed. (See also regulations G19 to G21 and A30 of The Calendar of the University of S.A.)

ADVANCED DIPLOMA IN AGRICULTURE

Minimum entry qualifications: Senior Certificate. The course covers three years.

FIRST YEAR

Four Science courses as for first year B.Sc. viz. Botany, Chemistry, Zoology and Geography.



SECOND YEAR

The first half of the second year will include:—

- (1) Field Husbandry: Crops and their production; field crop trials; Veld and Veld management.
- (2) Animal Husbandry: Breed of cattle; management of beef and dairy cattle; the bull, cow, heifer and the calf.
- (3) Soil conservation.—Types, causes, control.
- (4) Practical demonstrations and practical work on the Fort Hare farm.

The second half of the year will be spent in practical work.

THIRD YEAR

AGRICULTURAL SCIENCE

- (1) Field Husbandry.—Soil science; fertility and husbandry soil conservation.
- (2) Annual Husbandry.—Genetics; breeding feeding and management.
- (3) Agricultural economics.
- (4) Practical instruction on farm work.

TEACHING

Courses of the U.E.D. as prescribed by the Faculty of Education. Practical Teaching.

DEGREES AND DIPLOMAS IN DIVINITY

Courses for the B.A. (Divinity) Degree

The following courses may be taken for the B.A. (Divinity) degree:—

- (a) Systematic Theology is a three-year major course.
- (b) Biblical Studies is a three-year major course.
- (c) Ecclesiastical History is a two-year course but may also be taken on a one-year basis.
- (d) Missiology I.

- (e) Either Hellenistic Greek or Hebrew I (as compulsory to Biblical Studies III).
- (f) English and Afrikaans/Nederlands Compulsory.
- (g) A choice of *one* of the following: Religious Philosophy I, Fundamental Practical Theology I, Comparative Religious Studies, Ecumenical Studies I, Anthropology I, History I, Philosophy I.

Degree courses for salary grading purposes: Religious Instruction

For the recognition of a degree for salary grading purposes the Department of Bantoe Education requires that at least one half of the courses for the degree should be courses in approved school subjects. For the purposes of Religious Instruction one of the following divinity subjects is recognised as a school subject:

Biblical Studies or Systematic Theology or Ecclesiastical History (one of the latter two subjects only in cases where the former subject is not taken).

Diploma in Theology (Post-Graduate)

D1. A candidate shall not be admitted to the course for the Post-graduate Diploma in Theology unless—

- (a) he has been admitted to the degree or status of bachelor in any faculty; or
- (b) he has satisfied all the requirements for such a degree except that—
 - (i) he has still to obtain credit in one course for the degree; or
 - (ii) he has not satisfied the requirement regarding attendance:

Provided that the diploma shall not be awarded to a candidate until he has satisfied all the requirements for the degree as well as for the diploma.

D2. A candidate who has taken Systematic Theology or Biblical Studies as a major subject for the degree of Bachelor of Arts shall not be admitted to the course.

D3. A candidate who has still to obtain credit in one course for the degree shall take that course concurrently with the first year's curriculum for the diploma.

D4. A candidate shall normally attend the University for not less than two academic years.

D5. Subject to the provisions of paragraph 2 a candidate for the diploma must obtain credit in all the courses set out in the following curriculum:—

First Year:

- Biblical Studies
- Systematic Theology
- Hellenistic Greek or Greek I or Hebrew I.

Second year:

- Advanced Biblical Studies
- Advanced Systematic Theology
- Ecclesiastical History.

D6. (a) A candidate taking Hellenistic Greek or Greek I shall be governed by the provisions made for those courses.

(b) A candidate may not enter the course in Advanced Biblical Studies unless he has obtained credit in Biblical Studies, and subject to any exceptions approved by the Senate, in Hellenistic Greek or Greek I or Hebrew I.

D7. The Board of the Faculty may, on such conditions as it may prescribe, exempt a candidate from attendance in any subjects prescribed in paragraph 5, or any part thereof, in which he has previously performed work judged to be of the same standard, and it may also exempt a candidate from examination in any such subjects, or part thereof, in which he has previously passed examinations judged to be of the same standard.

D8. In addition to the curriculum prescribed by paragraph D5, a candidate may take the special method course in Religious Instruction from the curriculum for the University Education Diploma and if he is successful, his diploma shall be endorsed: "With proficiency in Religious Education".

D9. (a) Subject to any exceptions approved by the Senate, the results of the examinations for all courses shall be published under three heads, namely Class I, Class II and Class III, according to the marks obtained by the candidate.

(b) The diploma may be awarded with distinction.

DIPLOMA IN THEOLOGY

D10. A candidate shall not be admitted to the course unless he has obtained the permission of the Board of the Faculty on the recommendation of the Head of the Faculty of Divinity.

D11. A candidate shall not be admitted to the course unless he has satisfied the Board of the Faculty of his maturity and of his competence to undertake the course.

D12. A candidate for the diploma shall attend the university for not less than three academic years.

D13. Subject to the provisions of paragraph 14 a candidate must obtain credit in all the courses set out in the following curriculum:—

Biblical Studies, I, II, III
Systematic Theology I, II
Ecclesiastical History I
Ecclesiastical History II or Systematic Theology III
English I or Afrikaans-Nederlands I
Hellenistic Greek or Hebrew I or Social Anthropology I or
Psychology I or Philosophy I.

D14. A candidate shall receive credit for the subjects in which he has passed, provided that a candidate may not present himself for examination in more than five subjects in any one year.

D15. A candidate taking Afrikaans-Nederlands must have the necessary preliminary requirements in order to enter for this course.

D16. In addition to the curriculum prescribed in paragraph D13, a candidate may take the special method course in Religious Instruction from the curriculum of the University Education Diploma and if he is successful, his diploma shall be endorsed: "With proficiency in Religious Education".

DEGREES AND CERTIFICATES IN THE FACULTY OF LAW

The following degree is granted in the Faculty of Law:—

Bachelor of Law LL.B.

E1. Candidates of the LL.B. degree must previously have been admitted to the degree or status of Bachelor in some Faculty other than Law.

Except with the special permission of the Senate of the University of South Africa, no candidate shall be admitted to the Second Year LL.B. examinations unless he shall have completed a qualifying course in each of three languages, of which Latin I and at least one of Afrikaans-Nederlands I and English I are compulsory. A candidate who has not completed both English and Afrikaans must present a third approved language. A candidate who passed Afrikaans on the Higher Grade of the Matriculation examination must pass English I and a candidate who passed English on Higher Grade for the Matriculation examination must pass Afrikaans-Nederlands I. A candidate who passes both English and Afrikaans on the Higher Grade for the Matriculation examination may choose which official language he wishes to complete.

Exemption from a second or third year course or courses, shall not imply that the candidate concerned has been admitted to the second or third year examination.

N.B.—(1) The Hoogste Taalbond shall be accepted as equivalent to Afrikaans-Nederlands for this purpose only.

(2) Practical English and Practical Afrikaans are not accepted for this purpose.

E2. Candidates for the degree shall be required to take the following subjects:

First Year.

- (1) Roman Dutch Law I.
- (2) Roman Dutch Law II.
- (3) Roman Law I.
- (4) Constitutional Law I.
- (5) Public International Law.

Second Year.

- (1) Roman Dutch Law III.
- (2) Roman Law II.
- (3) Commercial Law.
- (4) Constitutional Law II.
- (5) Interpretation of Statutes and Conflict of Laws.

Third Year.

- (1) Roman-Dutch Law IV.
- (2) Commercial Law II.
- (3) Procedure I (Evidence).
- (4) Criminal Law I.
- (5) South African Bantu Law or Comparative Law.

Fourth Year.

- (1) Roman-Dutch Law V.
- (2) Jurisprudence.
- (3) Procedure II.
- (4) Criminal Law.
- (5) Commercial Law III or South African Native Law.

South African Bantu Law and/or South African Native Law may only be taken if Anthropology I has been passed.

E3. The period of study may be reduced by one year if four law courses of the first or second year have been taken for the Bachelor of Arts or the B.-Com. degree.

Information regarding prescribed books will be furnished during lectures.

Provision has also been made for training for the Attorneys and Public Servants Law Certificates.



DEGREES IN COMMERCE

Fourteen courses are required for the degree of Bachelor of Commerce. The courses for the degree take three years. An Honours degree in Commerce may also be taken, the course taking an additional year after the ordinary degree. The degree of Master of Commerce is awarded after the submission of a thesis on an approved topic.

The aim of the B.Com. degree is to give a broad general training in Commerce and Industry. It is particularly useful to those who contemplate a business career.

A list of the Textbooks will be furnished by lecturers from time to time.

Regulations for Degrees in Commerce and Administration.—The General Statutory and Joint Regulations are also of effect where applicable.

Degrees in the Faculty of Commerce

F1. The following four degrees are granted in the Faculty of Commerce:—

Bachelor of Commerce	...	B.Com.
Honours Bachelor of Commerce	...	Hons. B.Com.
Master of Commerce	...	M.Com.
Doctor of Philosophy.	...	D.Phil.

The Degree of Bachelor of Commerce

F2. Candidates may be qualified for the Bachelor of Commerce degree under the following headings: General and Law. The subjects shall be chosen as indicated below.

GENERAL

First Year.

1. Economics and Economic History I.
2. Business Economics I.
3. Accounting I.
4. Mathematics or the separate part-courses, Elementary Theory of Finance and Statistical Methods A.
5. English I or Practical English or Afrikaans-Nederlands I.

Second Year.

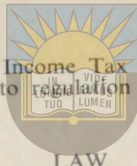
1. Economics II.
2. Business Economics II.
3. Accounting II.
4. Two separate part-courses; Mercantile Law IA and Mercantile Law IB.
5. ONE of the following: Psychology, History, Sociology, Mathematics, Economic Geography, General Introduction to Philosophy, History of Philosophy, Systematic Philosophy, Political Science, Economic History II, English I, Practical English, English II (provided English I was taken in the First Year), Afrikaans-Nederlands I, Afrikaans-Nederlands II (provided Afrikaans-Nederlands I was taken in the First Year), Latin, an approved Bantu Language.

N.B.—No candidate may include in his curriculum both English I and Practical English.

Third Year.

1. Economics III.
2. Business Economics III.
- 3 and 4. TWO of the following:—
 - (i) Accounting III.
 - (ii) Auditing I.
 - (iii) Cost Accounting.
 - (iv) Economic History II.
 - (v) Separate part-courses, Mercantile Law IIA, Mercantile Law IIB and Mercantile Law IIC.
 - (vi) Income Tax I.
 - (vii) Income Tax II.
 - (viii) Transportation.

N.B.—Candidates who select Income Tax II must offer Income Tax I in the second year and subject to regulation F7 one of the second-year subjects in the third year.



LAW
University of Fort Hare

Professed LL.B. students who wish to take the Bachelor of Commerce degree shall be required to take the following subjects:—

First Year.

1. Economics and Economic History I.
2. Business Economics I.
3. Accounting I.
4. Roman-Dutch Law I.
5. One of the following languages: English I, Afrikaans-Nederlands I, Latin I.

Second Year.

1. Economics II.
2. Business Economics II.
3. Accounting II.
4. Roman-Dutch Law II.
5. One of the following languages not taken in the first year: English I, Latin I, Afrikaans-Nederlands I.

Third Year.

1. Economics III.
2. Business Economics III.
3. Roman Law I.
4. Roman-Dutch Law III.

N.B.—No candidate may be admitted to the Intermediate LL.B. examination unless he has completed a qualifying course in the University in each of the subjects English, Afrikaans-Nederlands and Latin or has passed some other examination in each of these subjects which in the opinion of the Senate is equivalent thereto.

F3. A candidate may not proceed to Mercantile Law IIA unless he has passed in Mercantile Law IA.

F4. A candidate may not proceed to Cost Accounting, Income Tax I unless he has passed in Accounting II.

F5. A candidate taking Auditing I shall take Accounting II at the same time if he has not previously passed Accounting II.

F6. There shall be a university examination at the end of each year in each of the subjects of the course.

F7. Except with the special permission of the Senate no candidate shall be allowed to proceed to a second or third course in a subject until he has completed the first and second course respectively.

F8. Candidates who, at the end of the first year of study, have not passed the university examination referred to in Regulation F6 in at least two subjects, shall be required to commence their curriculum again from the beginning.

F9. The maximum number of courses that may be offered for the B.Com. degree in any one calendar year shall be five. Similarly the part-course in Mercantile Law I and II shall be considered one course in each case: provided that one, but not more than one additional course may be taken for non-degree purposes concurrently with the degree courses.

F10. Except with the special permission of the Senate, candidates may not present themselves for any course of the Second Year unless they also take uncompleted courses of the First Year; and candidates taking Third Year courses shall take any incompleting courses of the First and Second Years, except such as they are precluded from taking by regulation F7.

F11. Candidates who distinguish themselves at the examination in any of the following subjects of the Third Year shall be granted a pass "with distinction" in the subject or subjects concerned:—

For B.Com.: Business Economics, Economics, Accounting.

These are *principal* subjects. The Faculty does not recognise *major* subjects.

F12. The minimum required (a) for a pass, (b) for a pass with distinction in the subjects mentioned in paragraph F11 are shown in the following table:—

Subjects.	Minimum Percentage required for—	
	(a) Pass.	(b) Pass with distinction.
Accounting, Business Economics	50	75
Economics	50	75
Auditing, Cost Accounting, Income Tax, Transportation	50	—
All other subjects	50	—

In addition, a subminimum of half 33½ per cent (162/3 marks) in each Section of the paper is prescribed in Economics and Economic History I.

The Degree of Honours Bachelor of Commerce

F13. Every candidate for the degree of Honours Bachelor of Commerce shall (1) have held the degree or status of Bachelor of Commerce for at least one year; (2) satisfy the Chairman of the Committee of Studies concerned as to his qualifications in that subject before being admitted to examination for the Honours Bachelor degree.

Any prerequisite not completed when candidates present themselves for the Honours examination may be taken at the same time as the Honours examination, except that candidates shall not take—

- (i) a course in the subject in which the Honours is taken;
- (ii) more than one outstanding prerequisite course.

F14. The Hons. B.Com. examination shall be conducted by means of examination papers with, in addition, such oral test or translation test as may be prescribed in an individual department, all normally to be held in the period November-December in each year.

F15. Candidates holding the Hons. B.A. degree shall be debarred from taking the Hons. B.Com. degree in the department in which they have been taking the Hons. B.A. degree.

F16. The standard for a pass shall be: In the Hons. B.Com. examination in Economics, Business Economics: 50 per cent, with a sub-minimum of 40 per cent in each paper.

F17. The standards for distinction shall be: In the Hons. B.Com. examination in Economics, Business Economics: 66 per cent.

The Degree of Master of Commerce

F18. The department in which the degree of M.Com. may be conferred is the same as that listed in regulation F14.

F19. Every candidate for the degree of Master of Commerce shall previously have been admitted to the degree or to the status of the degree of Honours Bachelor of Commerce. The examination for the degree shall consist of a dissertation and/or papers.

The dissertation shall not be presented within less than a year of the candidate's successfully writing the examination for the degree of Honours Bachelor.

F20. The standards for a pass shall be: In the M.Com. examination in Economics, Business Economics: 50 per cent.

F21. The standards for distinction shall be: In the M.Com. examination in Economics: 66 per cent and in Business Economics: 75 per cent.

The Degree of Doctor of Philosophy

F22. (a) Any Master of Commerce of not less than two years' standing; or

(b) any person admitted to the status of the degree of M.Com. in the University, who has held the qualification by virtue of which such admission has been granted for a period of not less than two years; shall be allowed to offer himself as a candidate for the degree of Doctor of Philosophy in the Faculty of Commerce.

F23. No Bachelor of Commerce, either by examination or admission, shall be admitted to the examination for the doctorate without having passed the Master's Examination, except under special exemption from the Senate.

F24. Every candidate for the Degree of Doctor of Philosophy shall be required to present for the approval of the Senate a thesis dealing with some subject connected with Commerce, provided that the Senate has approved the subject of the thesis as being of suitable academic content and as being one for which satisfactory examination arrangements can be made.

F25. The following regulations, which apply to the Doctorate in the Faculty of Arts shall apply to the Doctorate of Philosophy in this Faculty, viz. Regulations A26 to A35. See also Regulations G19 to G21.

Diploma in Commerce and Administration

The purpose of the Diploma in Commerce and Administration is to introduce students to the basic principles of Trade.

Students who wish to follow this course must have attained at least the Senior Certificate or equivalent qualification, but, matriculation exemption is not required.

N.B.—Particulars concerning syllabuses, duration of the course, etc., are available on request.

REGULATIONS FOR DEGREES AND DIPLOMAS IN EDUCATION

The Statutory, General and Joint Regulations are also of effect where applicable.

Degrees and Diplomas in the Faculty of Education

C1. The following three degrees are granted in the Faculty of Education:—

Bachelor of Education	B.Ed.
Master of Education	M.Ed.
Doctor of Education	D.Ed.

In addition, the following diplomas are issued:—

University Education Diploma	U.E.D.
University Education Diploma (Non-graduate).	
South African Teachers' Diploma (Junior Secondary)	S.A.T.D.

The University Education Diploma (U.E.D.)

C2. A candidate for admission to the examination for the University Education Diploma shall—

(a) have obtained a degree or have been admitted to the status of a degree in the University;

- (b) have passed examinations, either for a degree or "not for degree purposes", in qualifying courses selected (unless otherwise allowed by the Senate) in accordance with requirements of regulation C3 below;
- (c) (i) have obtained a teacher's certificate after a full-time course of training at a public training institution recognised by the Senate for this purpose; or
- (ii) have received his training for the U.E.D. at a recognised training institution approved by the Senate, in subjects approved by the Dean; or
- (iii) have been employed by a South African Education Department for at least two years as an uncertified teacher, and provided written recommendations by the Principal of the School and the circuit Inspector can be submitted.

N.B.—No candidate shall be admitted to the U.E.D. examination within less than one academic year of completing his degree.

C3. The qualifying courses in which passes are required are as follows, the subject selected under (d) and the other subject selected under (c) below being regarded as principal teaching subjects:—

- (a) First courses in three of the following subjects:—

English or Practical English	Native Administration
Afrikaans-Nederlands or	Domestic Science
Practical Afrikaans	Mathematics
Any third language	Chemistry
History	Physics
Geography or Geology	Botany
Biblical Studies	Zoology or Biology
Accounting	Physical Education
Business Economics	Philosophy (General Introduction to
Education	Philosophy/History or
Psychology	Philosophy/Systematic
Bibliography or	Philosophy):
Librarianship	



Provided that at the discretion of the Dean recognition may be given to any two languages other than the official languages.

- (b) A first course in a fourth subject, which may be selected from (a) above, or from the following list:—

Art History and	Economics and Economic
Appreciation	History
Fine Art	Economic Geography
History of Music	Sociology
German (special course)	Anthropology
French (special course)	Applied Mathematics
Principles of Greek	Systematic Theology.
Culture	

- (c) Second courses in any two of the four subjects selected under (a) and (b) above; provided that Systematic Theology I may be accepted instead of one of these second courses of Biblical Studies I has been selected under (a) above, but that none of Anthropology II, Economics II, Economic History II, Sociology II, Psychology II, Philosophy II, Bibliography II, Librarianship II, and Native Administration II shall be counted as a second course under this paragraph.
- (d) A third course in at least one of the two subjects selected under (c) above; or alternatively; either Biblical Studies II or Systematic Theology II, if both Biblical Studies I and Systematic Theology I have been selected under (a) and (b) above, respectively. [Mathematics and Applied Mathematics III in B.Sc. (Eng.) shall count as Mathematics III.]
- (e) Instead of one third, one second and two first courses, a candidate may present one third and two second courses, subject to the provisions of (c) above.

N.B.—Under this regulation—

- (1) candidates who have taken Geology as a major and at least one qualifying course in Geography may offer Geography as a principal teaching subject;

- (2) in addition to Biology taken as a major, the following combinations of subjects have been recognised as entitling a candidate to offer Biology as a principal teaching subject:—

A major in either Botany or Zoology together with at least two qualifying courses in the other of these two subjects; provided that no candidate who offers Biology as a principal teaching subject shall offer either Botany or Zoology as a further principal teaching subject.

C4. Candidates who have completed a degree but lack only one of the qualifying (academic) courses in school subjects prescribed by regulation C3 may write the examination for the Diploma, but shall not be granted the Diploma until all the conditions, academic as well as professional, have been complied with.

C5. The subjects of the examination are—

(a) *Major Subjects:*—

- (i) Philosophy of Education.
- (ii) Empirical Education.
- (iii) History of Education.
- (iv) Method and Administration.
- (v) and (vi) Method of two principal teaching subjects of the secondary school (two papers).
- (vii) and (viii) Practical Teaching (a test in each of the two principal teaching subjects, one in each language).

(b) *Subsidiary Subjects:*

- (ix) Blackboard Work.
- (x) School Hygiene.
- (xi) School Librarianship OR Religious Instruction.
- (xii) Construction of Teaching Aids.

(c) *Additional Subjects:*

- (xiii) Physical Education.
- (xiv) Music and Choral Singing.

(d) Candidates admitted in terms of regulation C2 (c) (iii) must offer the following additional subjects:—

- (xvi) to (xvii) A written, oral and practical teaching test in each of the two official languages, one of which must be on the higher grade (non-whites may do one test in their mother tongue and one in an official language).

C6. Candidate shall be required to pass in each separate subject of the examination, with the following exceptions:—

Candidates who have obtained the Teachers' Diploma of the South African Native College shall be exempted from writing papers (v) and (vi) of Method of the two principal subjects and, on producing evidence of two years' satisfactory teaching experience, shall be exempted from taking subjects (vii) and (viii) Practical Teaching.

Any other candidate shall be exempted from taking subjects (vii) and (viii) Practical Teaching on producing evidence of five years' satisfactory teaching experience.

C7. The minimum required for a pass in each of subjects (i) to (v) and in each of the two teaching and language tests shall be 50 per cent.

C8. (a) Candidates shall pass in at least four written subjects under C5 (a) (i) to (vi) at one and the same examination to obtain credit for the year's work. A candidate who passes in five and fails in the sixth written subject may rewrite the subject failed at the supplementary examination during the following March, or at any subsequent ordinary examination.

(b) Candidates shall pass in the written section of at least three of the four ancillaries, C5 (b) (ix)—(xii), at the same examination to obtain credit for the year's work.

C9. The proficiency of candidates in teaching shall be judged by two examiners. Arrangements may be made for the tests to be taken at any South African university or, alternatively, at some other approved centre, in which case examiners shall be either two inspectors of schools or one inspector of schools and a school principal.

Failure in one of the two teaching tests shall involve re-examination in both tests, irrespective of the average mark obtained. These teaching tests as well as the language tests may not be repeated before May of the following year.

C10. Every diploma issued under these regulations shall be endorsed with full particulars of the courses completed by candidates

The Degree of Bachelor of Education

(Candidates for the B.Ed. *must* have a reading knowledge of Afrikaans.)

C11. Candidates for admission to the examination for the degree of B.Ed. shall (a) have been admitted either to the degree of Bachelor in the University, or to the status of that degree; and shall (b) possess the University Education Diploma or have been admitted to the status of this diploma or have been admitted to the B.P.Ed. degree.

N.B.—1. Certified teachers with post-matriculation training who are ineligible under (b) may be admitted to the B.Ed. examination provided that they either—

- (i) produce evidence of five years' satisfactory teaching experience; or
- (ii) pass at one and the same examination a qualifying test in the four subjects, philosophy of Education, Empirical Education, History of Education and Method and Administration.

2. Certified teachers with pre-matriculation training who cannot be admitted under (b) may be admitted to the B.Ed. examination, provided that they—

- (i) produce evidence of five years' satisfactory teaching experience; and
- (ii) pass, at one and the same examination, a qualifying test in the four subjects, Philosophy of Education, Empirical Education, History of Education and Method and Administration.

When for the purpose of admission to the B.Ed. examination candidates are required to pass the qualifying examination mentioned in (ii), the papers to be taken shall be those set for the examination for the University Education Diploma. The examination is normally held in November. The minimum for a pass shall be 50 per cent in each subject. No supplementary examination shall be permitted.

C12. The course for the B.Ed. degree shall extend over at least one year after the completion of the diploma or other approved course.

C13. The B.Ed. examination shall consist of six papers:—

Paper 1.—Philosophy of Education.

Paper 2.—General Empirical Education.

Paper 3.—Special Empirical Education

Paper 4.—History of Education;

- (i) A period in the history of education.

- (ii) A period in the history of education in South Africa.

Paper 5.—Method.

Paper 6.—Administration.

These papers shall normally be written in the October-November period each year.

The Degree of Master of Education

C14. Every candidate for the degree of Master of Education shall previously have obtained the degree of Bachelor of Education or have been admitted to the status of that degree.

C15. The examination for the degree shall consist of a dissertation connected with Education. The dissertation shall not be presented within less than a year of the candidate's successfully writing the examination for the B.Ed. degree. (See also regulations G19 to G21 and A30, calendar of the University of South Africa.)

The Degree of Doctor of Education

C16. (a) Any Master of Education of the University of not less than four years' standing; or

(b) any person admitted to the status of Master of Education in the University who has held the qualifications by virtue of which such admission has been granted for a period of not less than four years; or

(c) any Master of Education of not less than three years' standing, at least one of which was devoted entirely to research work at an institution approved by the Senate;

shall be allowed to offer himself as a candidate for the degree of Doctor of Education.

N.B.—Under special circumstances and with the special approval of Senate a Master of Education may be admitted to a doctorate examination after two years.

C17. Every candidate for the degree of D.Ed. shall be required to present for the approval of the Senate a thesis dealing with some subject connected with Education.

C18. Regulations A26 to A35 University of S.A. Calendar shall also apply *mutatis mutandis* to the D.Ed. degree; also see regulations G19 to G21, University of S.A. Calendar.

University Education Diploma (Non-Graduate)

C19. The following shall be eligible for admission to the course for the Non-graduate diploma:—

- (a) A candidate who has completed two years of study towards a Bachelor's degree in such a manner that all the requirements of the degree may be fulfilled by one further year of study, and who has arranged his degree curriculum in accordance with the regulations governing the University Education Diploma of the University of South Africa.
- (b) A candidate admitted shall take the same course as is prescribed for the University Education Diploma (graduate).

The South African Teachers' Diploma (Junior Secondary)

C20. *Name of Certificate:* The South African Teachers' Diploma (Junior Secondary).

C21. *Aim of the Course:* To train teachers for the first three years of the Secondary School.

C22. *Entrance Qualifications:*

- (a) The entrance qualification shall be the Senior Certificate or equivalent.

N.B.—Candidates who have not gained matriculation exemption may not have their university subjects counted towards a degree.

- (b) If a candidate has passed a complete first year university course in four approved subjects, and has a recognised teachers' certificate of a lower grade, he may be admitted to the professional part of the course.

C23. *Schedule of subjects:* *Together in Excellence*

- (a) B.A.—Five first year degree courses of which the vernacular and at least one official language shall be compulsory, and three other courses of which two must be school subjects and of which one may be the second official language, provided that if the second official language has not been taken, or has not been passed for Matriculation, the special course set out under (b) below, must be followed in that language.

B.Sc.—Four courses of which at least three must be school subjects. B.Sc.-students who do not take a first year course in an official language, and who have not passed both official languages for Matriculation, must follow the special course in the official language not yet taken.

B.Com.—Five courses of which at least three must be school subjects, including Afrikaans/Nederlands I or Practical Afrikaans or English I or Practical English. B.-Com.-students who have not passed both official languages for Matriculation will be required to follow the special course in the official language not yet taken.

Note.—The courses under C23 (a) will be according to the syllabuses of the University of South Africa and will be examined by that body.

Diploma in Commerce.—Diploma in Commerce of which at least three courses must be in school subjects, including an official language. Students who have not passed both official languages for Matriculation, will be required to follow the special course in the official language not yet taken.

- (b) A special course in the other official language, unless it is already included in the subjects mentioned C23 (a), must be done.
- (c) Ultimately the South African Teachers' Diploma (Junior Secondary) shall be awarded to candidates who have obtained a pass in at least four of the subjects mentioned above; the special course mentioned under C23 (b) may be one of the subjects.

C24. *Subjects to be taken in the Professional Year.*

Group I:

1. Principles of Education and Educational Psychology.
2. School Organisation.
3. History of Education.
4. Practical Teaching.

Group II:

Methods of teaching and content of the following school subjects in the first three years of the Secondary School course:—

1. A modern language.
2. Four subjects from the following:—
Afrikaans, English, Vernacular, Latin, Social Studies, General Science, Biology, Physical Science, Agriculture, Arithmetic, Mathematics, Bookkeeping, Commerce and Commercial Arithmetic, Typewriting, Shorthand, Snelskrif.

Reservations:

- (i) General Science cannot be taken with Biology and/or Physical Science.
- (ii) Commerce and Commercial Arithmetic cannot be taken with Arithmetic.
- (iii) Not more than *three* languages may be taken.

Group III:

1. *Compulsory subjects:*

- (i) Blackboard Work and Construction of Teaching Aids.
- (ii) Hygiene.

2. *Additional subjects:*

Religious Instruction, Physical Culture, Gardening and Music.

Remark.—Candidates are expected to partake in two types of organised sport and Choir Singing.

University of Fort Hare
LIBRARY REGULATIONS

1. The use of the library is free to all internal students and members of the staff of the University College of Fort Hare, subject to their observing all library rules and regulations.

2. Past students, past members of staff and Council, and other accredited persons may be allowed to borrow publications from the library, subject to the proviso that books shall only be lent to external borrowers if they are not required at the time by Fort Hare students or staff and that all requests for external loans shall be referred to the department chiefly interested in the particular books required.

Such external borrowers will be called upon to pay a deposit of R2, returnable when they cease membership, and may borrow two publications at a time and retain them for two weeks.

3. All students must apply to the library staff for library tickets at the beginning of each session; and must at the end of each session return all books and tickets issued to them.

4. Students may each borrow up to three volumes at a time; but this number may be reduced at any time at the discretion of the Librarian; students working for higher degrees may borrow additional books at the discretion of the Librarian.

5. The normal period of loan for books is a fortnight; but (1) in the case of books much in demand the period of loan may be reduced, e.g. to one week or three days; (2) certain books are placed on the reserved list and are not open access to students; these are lent for use in the library and in many cases may be borrowed "overnight" or for longer periods. Except in the case of loans "overnight" or for use in the library only, the latest date for return will be marked on the date label inside each book.

6. No book, periodical or paper may be removed from the library until its issue has been recorded by the Librarian, and current numbers of periodicals will not be lent, though back numbers may be. Students returning books must wait to receive back their tickets.

7. The loan of a book may be renewed for a further period at the discretion of the Librarian: Provided there is no waiting list for the book in question.

8. A student may request that a book be reserved for him, and his name may be entered on the waiting list for that book.

9. The fine for overdue books is 1c the first day, and thereafter 2½c per day or part of a day; for books lent "overnight", or for use in the library, and not returned at the end of the morning or afternoon as the case may be, 1c per hour or part of an hour that the book is due; subject to a maximum fine of 25c per volume. A student whose fine has reached this amount incurs the *additional* penalty of suspension from the use of all library facilities, such suspension to continue for seven days *after* the fine has been paid.

10. The borrower of a book is held liable for any loss or damage to it occurring while it is issued out on his ticket.

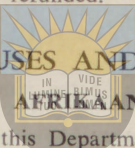
Books must not be transferred from one student to another without return to the library.

Students must make quite sure that any damage done is noted by the library staff before they take books out.

Tickets must not be borrowed or lent.

11. (a) Where a student fails to return a library book at the end of the session, he shall be required to pay a penalty of R1 irrespective of whether the book is subsequently returned to the library or not.

(b) When the book is lost, the student shall in addition be debited with the replacement cost of the book, and where the book is subsequently returned to the library the amount paid will be refunded.



SYLLABUSES AND COURSES

DEPARTMENT OF AFRIKAANS-NEDERLANDS

For Syllabuses and Courses in this Department please turn to Afrikaans text.

DEPARTMENT OF BANTO LANGUAGES

Subject to the approval of the Senate of the University of South Africa the following will be the syllabus for the University College of Fort Hare.

Course I

Paper 1.

Section A.—Introduction to the study of (a) the phonetics of the language including phonetic transcriptions of isolated words, and (b) the phonology of the language.

Section B.—(a) Parts of speech; detailed study of the following: Substantives; Qualificatives; simple study of the verb i.e. Verb varieties, predicative concords; Descriptive.

(b) Introduction to the syntax of the language.

(c) Students will be required to take a simple elementary course in Southern Sotho. The test will take the form of (a) simple grammatical and phonological phenomena, (b) Translation.

Paper 2.

Section A.—Three prescribed works, including one chosen from another language of the same group.

Section B.—Translation from and into the language.

Section C.—Essay.

Course II

Paper 1.

Section A.—An advanced study of the phonetics and phonology of the languages.

N.B.—Under (a) above, phonetic transcription which will be limited to short phrases and sentences may be demanded.

Section B.—As for Course I. Detailed study of the Predicative including verbal derivatives and species; the perfect stem; multi-verbal predicatives; predicative conjunctive; interjective.

Paper 2.

Section A.—Continuation of the phonetics, phonology, morphology and syntax of Southern Sotho.

Section B.—Introduction to the study of comparative Bantu linguistics with special reference to: (i) terminology, used in the grouping of languages i.e. language, family, zone, etc.; (ii) the nature and value of Ur-Bantu, including a knowledge of the Ur-Bantu sounds and of simple sound-shifts in the main and subsidiary language; (iii) the classification of dialects and characteristics of the Zone to which the main language belongs; (iv) the class-prefixes of the noun in Ur-Bantu and their significance, together with their corresponding forms and significances in the main language and the subsidiary language.

Paper 3.

Five prescribed works including one chosen from another language of the same group and one from a language of another group (Southern Sotho).

Paper 4.

Section A.—Translation from and into the language as well as a translation from a second language of another group.

Section B.—An essay of about two papers in length in the second language of another group.



Paper 1.

Section A.—Comparative study of the phonetics, phonology, morphology and syntax of the main language and at least two other languages of the same Zone.

Section B.—Comparative linguistics with reference to—

- (1) the characteristics of the Bantu language family;
- (2) the classification of the languages of the Zone and the characteristics of the Zone to which the main language belongs including the characteristics of the groups of the Zone;
- (3) the development of Bantu linguistics of the particular Zone;
- (4) advanced sound-shifting from Ur-Bantu to the main language;
- (5) certain aspect of Comparative Bantu linguistics with reference to the Zone concerned e.g. phonological laws, the class concordance, etc.;
- (6) the influence of foreign languages on the Zone.

Paper 2.

Five prescribed works including one chosen from another language of the same group and one from a language of another group.

Paper 3.

A survey of publication in the main language as well as the historical development and present position of literature within the group.

N.B.—All questions on prescribed works will be set and answered in the medium of the main language.

A general survey of the historical development and present position of literature within the group.

Five prescribed works including one chosen from another language of the same group and one from a language of another group.

Proposed Syllabus for the Degree of Hons. B.A.

Paper 1.

Literature:

A detailed study of the historical development and present position of literature within the group.

Paper 2.

Eight prescribed works chosen as follows:

- (a) Four from the main group.
- (b) Two from another language, of the same group.
- (c) Two from a language of another group.

Paper 3.

History and development of Bantu linguistics in general and of the Zone in particular: Ur-Bantu root work and sound-shifting.

Paper 4.

Classification of the languages of Africa with special reference to the Bantu languages: Origins and characteristic features of the various Zones.

Paper 5.

Comparative morphology, phonetics; syntax of the South African Bantu languages.

Prescribed work will be the same as those of the University of South Africa.

Bibliography: See Afrikaans text.

DEPARTMENT OF ZOOLOGY

Zoology is a three-year major subject.

Students starting the first year course in Zoology require no previous knowledge of Zoology or Biology. First year courses in Physics and Mathematics are desirable but not essential.

Course I

One three-hour paper and one six-hour practical.

The principles of comparative anatomy and morphology illustrated by an elementary study of certain major groups of animals. Practical examination of typical representatives of these groups. The elements of histology, embryology, physiology, ecology and genetics. The evidence for organic evolution and a consideration of theories of evolution.

Elementary study of local fauna together in Excellence

Textbooks, essential:

Grove and Newell: *Animal Biology*.

Recommended:

Buchsbaum: *Animals without Backbones*.

Romer: *Man and the Vertebrates*.

Course II and III

Course II.—Two papers and one practical (theory paper three hours, practical six hours)

Course III.—Three papers and two practicals.

Course II will comprise Zoology A or Zoology B.

Course III will comprise Zoology B or Zoology A.

Zoology A and B are offered in alternate years. The examination in Course III will be set on the whole of the syllabus and D.P. certificates for this examination will be issued only to students who have attended and performed the work of both sections A and B of the syllabus.

Textbooks.—Students taking Courses II and III will be advised at the beginning of each academic year of the textbooks they require.

ZOOLOGY A

The comparative morphology, anatomy, development and inter-relationships of the non-chordate phyla.

The fundamental facts of cytology; cellular physiology; sexual and asexual reproduction.

Comparative non-chordate physiology; ecology; parasitism; animal colouration; mimicry; animal social life; parthenogenesis and sex determination.

ZOOLOGY B

The comparative morphology, anatomy, development and inter-relationships of the chordate classes.

Chordate physiology; endocrinology; sensory physiology.

Early embryological development of the Chordates with special reference to the morphogenetic processes of organogenesis; experimental embryology.

Palaeozoological and other evidence of evolution; general hypotheses of heredity, variation, adaptation, degeneration.

Zoogeography.

Honours Course

Three papers, two practicals, an oral examination and a translation test from French or German.

More advanced study of Zoology with an intensive study of certain problems.

Candidates are required to submit reports on a histological study and upon some physiological or biological investigation, in the final examination.

Master's Course

Supervised research work on a specific problem. The presentation of thesis in quintuplicate. A translation test from German.

DEPARTMENT OF DIVINITY

Hellenistic Greek

Paper 1.

Accidence, grammar and syntax of Hellenistic Greek, with translation of unseen passages.

Paper 2.

Study of prescribed books (translation 50 marks, notes 20 marks, literary question 10 marks).

Survey of Greek history from approximately 336 to 146 B.C. (20 marks).

Preliminary Course

(One paper)

(a) Attic Greek will be given as soon as necessary provisions are made.

(b) English/Afrikaans sentences for translation into Greek.

(c) A simple piece of Greek prose for translation into English/Afrikaans, of which at least one passage shall be taken from Walters & Conway: *Deigma: A First Greek Book* (John Murray & Co.) up to par. 227.

Course I

Paper 1 (100 marks).

Two set books, both for detailed study. The questions include passages for translation, grammatical annotation, explanation of context and contents, and questions of a literary nature on the authors concerned, both in general and with particular reference to the set books.

Students must be conversant with the iambic trimeter as used in tragedy. (Translation 45 per cent, notes 35 per cent, general questions 14 per cent, scansion 6 per cent.)

Paper 2 (150 marks).

Unseen translation of passages from Greek (100 marks), and into Greek (50 marks).

Paper 3 (half-paper) (50 marks).

Outline of Greek history from 1,000 to 323 B.C.

Textbook:

The elements of N.T. Greek.

For Introduction and Exegesis:

The Clarendon Bible for Canonical Books.

The Apostolic Fathers—J. B. Lightfoot.

Essential Books:

Smith and Mekkniish: *Teach yourself Greek* (English University Press).

Liddel and Scott: *Greek Lexicon.*

H. P. V. Nunn: *An Introduction to New Testament Greek* (OUP).

Hebrew: Course I

(Two papers)

Paper 1.

Principles of Hebrew grammar [script and phonetics, accentuation: pronoun, strong noun (including irregular nouns—cf. Davidson Gramm, p. 135), particles, numerals up to 100 and strong verbs, with verbal suffixes].

Simple translation tests from and into Hebrew.

Paper 2.

Brief outline of the geography of Palestine and of other biblical countries (Middle East and Egypt).

General survey of the historical contents of the Old Testament.

1. Creation, Paradise, Fall, Flood.
2. The Patriarchal period.
3. The origin of the people of Israel in Egypt, the oppression, exodus, wilderness period, entry into and settlement in Canaan.
4. Conditions between the death of Joshua and the first kings (period of the Judges).
5. The institution of the kingship, and the first kings: Saul, David, Solomon.
6. History of the kingdoms of Israel and Judah (in broad outline and with special attention to the chief events and persons).
7. The prophets Elijah, Amos, Hosea, Isaiah, Jeremiah.
8. The captivity (causes, course and influence on the soul of the people).
9. Prophets and events during the captivity (Ezekiel, Daniel).
10. The return: Leaders and prophets among those who returned: the work of Ezra and Nehemiah; the history of Esther.

Prescribed Book:

Davidson: *An Introductory Hebrew Grammar* (revised by J. E. McFadyen, Edinburgh, T. & T. Clark, latest edition).

Recommended reading:

Wright and Filson: *The Westminster Historical Atlas to the Bible* (SCM).

A. van Deursen and G. Meima: *Bybelse aardrykskunde* (HAUM, Kaapstad-Pretoria).

Breadsted: *Ancient Times* (Ginn & Co., Boston, 2nd or later edition).

Pritchard: *Archaeology and the Old Testament* (Princeton Univ. Press).

Course II

(Two papers)

Paper 1.

Hebrew grammar (script and phonetics, accentuation).

Principles of Hebrew syntax, with relevant exercises.

Translation tests from and into Hebrew.

Philological study of 15 Chapters from the historical and 10 chapters from the prophetic literature of the O.T.

Paper 2.

The cultural-historical background of the O.T. in outline.

1. History of excavations in the Middle East and Egypt (in outline), with special attention to the development of the methods.

2. Babylonian stories in connection with "creation", "paradise", "fall", "flood" and comparison thereof with biblical data.
3. The patriarchs against the background of their period.
4. The sojourn of Israel in Egypt in the light thrown upon it by the excavations.
5. The Old Oriental legislation, particularly the laws of Hammurabi, compared with the Torah.
6. Palestine before the entry of Israel (culture and religion).
7. The struggle of Israel with Canaanite culture.
8. Inscriptions of Palestine and their meaning.
9. Contact of Israel-Judah with foreign powers: Egypt, Aram, Assyria, the New Babylonian kingdom.
10. The Babel of Nebuchadnezzar.
11. The Dead Sea Manuscripts.

Prescribed books:

- Davidson: *An Introductory Hebrew Grammar* (revised by J. E. McFadyen, Edinburgh, T. & T. Clark, latest edition).
- Kittel: *Biblia Hebraica* (Stuttgart, Priv. Württ. Bibel-Anstalt, fourth or later impression).
- Koehler and W. Baumgartner: *Lexicon in Veteris Testamenti Libros* (Leiden, E. J. Brill, 1953).

Recommended Reading:

- J. Finegan: *Light from the ancient Past* (Princeton U.P.).
- Jeremias: *Das Alte Testament im Lichte des alten Orient* (Leipzig, fourth or later edition).
- Gaster: *The Scriptures of the Dead Sea Sect* (Secker & Warburg, London).
- Fritsch: *The Qumran Community* (Macmillan, New York).

Biblical Studies: Course I
 University of Fort Hare
 Together in Excellence
 THE OLD TESTAMENT

A.—Introduction.

1. The Task.

- (a) The Old Testament as historical source.
- (b) The Old Testament as documents of the Jewish Religion.
- (c) The Old Testament as part of the Christian Bible.

2. The Form of the Old Testament.

- (a) Singing, speaking and writing in old Israel.
- (b) The Law as Holy Scripture—the commentary on the Law in history and prophesy—the liturgy.
- (c) Classification, sequence and scope.
 Differences between the canon of Jerusalem and Alexandria.
 Apocrypha and pseudopigrapha.
- (d) The problems of translation; the older and newer translations; aids to the study.

3. The Subject.

- (a) The "Hear, o Israel!"
- (b) The relation between gift, demand and promise.
- (c) The expectation of the Kingdom of God and the Anointed.

B.—Introduction to the Old Testament History.

History as history of salvation. The preparation; the redemption; the giving of the Law; the kingship; the disintegration, imperfect restoration and continuous degeneration.

Prescribed chapters to course I:

Ex. 1-24; Joz. 1-10, 24; Judg. 2; 1 Sam. 8-12, 15, 16; 2 Sam. 7; 1 Ki. 9; 1-9, 12, 17, 18; 2 Ki. 17; 2 Chron. 35: 20-27, 36; Ezr. 1, 3; Neh. 1, 2, 6.

THE NEW TESTAMENT

A.—Introduction.

1. The Task.

- (a) The Bible (N.T.) as a Book.
- (b) The Bible (N.T.) as Holy Scripture.
- (c) The Bible (N.T.) as the Message to the Oikoumene.

2. The Form of the New Testament.

- (a) The origin of the New Testament—the oral tradition—the Greek text.
- (b) The authority of the New Testament in the Apostolic era and immediately afterwards—the beginnings of a New Testament—Canon.
- (c) Classification and general outline of the New Testament writings.
- (d) Translations, reference books.

3. The Subject.

- (a) Jesus Christ (the christological character of the New Testament).
- (b) The earliest confession (beginnings of the apostolic Credo).
- (c) The Kingdom (eschatological character of the New Testament).

B.—Introduction to the New Testament History.

The *contents* of the New Testament as such—the history, or history of salvation according to the New Testament. (Here will be given a summary of Judaism in Palestine in the New Testament times.)

1. Jesus.

- (a) The witness to Christ according to the Gospels of Mark, Matthew and Luke.
- (b) The message of Christ according to the Fourth Gospel. (Cursory only.)

2. The Apostolic era (here will be given a summary of the decline of paganism):

- (a) The Early Church.
- (b) St. Paul and the gentile mission.
- (c) The other apostles.

3. The Late Period of early Christianity and the Apocalypse.

Prescribed chapters for more intensive study: one of the synoptic Gospels, Acts of the Apostles, the Fourth Gospel. For the first year's course in Biblical Studies a careful exegesis of at least six chapters of one of the synoptic Gospels is prescribed (the specific chapters will be pointed out each year). For reference: the New Testament in modern translations and commentaries—lists of both will be made available to students.

Course II

Paper 1.

THE OLD TESTAMENT.

A.—Introduction to the literature of the Old Testament.

The usual "introduction" e.g. on the basis of Bentzen, but strongly modified according to own views.

B.—Introduction to the Old Testament Message.

The usual "Theologies" e.g. Vriezen, Eichrodt, Köhler, etc., but with the emphasis laid on the points as mentioned in subdivision 1 C (i)-(iii). (Part of 1 as well as of 2 is taken in Course III.)

Paper 2.

THE NEW TESTAMENT

A.—Introduction to the literature of the New Testament.

1. Introduction.

2. Literary origin of the New Testament:

- (a) Introductory.
- (b) The Gospels.

- (c) The Synoptic Problem.
 - (d) The Fourth Gospel.
 - (e) The Acts of the Apostles.
3. The Letters.
- (a) General data concerning the "NT-Epistle".
 - (b) The Pauline Writings.

B.—Introduction to the New Testament Message.

1. Introduction.
2. The Message of Jesus Christ according to the Synoptic Gospels.
3. The Life and Message of the Early Church.
4. The proclamation and teaching of St. Paul.

For the second year's course a careful exegesis of at least 8 chapters of one of the Pauline letters (or Hebrew) is required—as indicated in 2 C above.

Course III

THE OLD TESTAMENT.

Paper 1.

1. Introduction to the history of the Old Testament Canon.
The appraisal of the Old Testament in the Early Christian Church, the Middle Ages, the Reformation, the period of rationalism and in the 20th Century.
2. Introduction to the text of the Old Testament.
The manuscript of the Masoretic text; the means of penetrating towards a premasoretic text: The Dead Sea scrolls, old translations and conjectures.
3. Introduction to the basic principles of Old Testament Hermeneutics.
Subjection and freedom in its relation to the New Testament.
4. The relation of Israel to its environment.
The influence of Israel and of resistance against the cultures of Babylonia, Egypt, Canaan, Assyria, Persia and the Greek world.

THE NEW TESTAMENT

Paper 2.

1. The Letters.
 - (a) The Epistle to the Hebrews.
 - (b) The Pastoral Epistles.
 - (c) The Apocalypse.
 - (d) The Johannine Writings.
2. (a) The proclamation and teaching of St. John.
(b) The Late form of the Message of Christ in the early church.
(c) Unity and variety of the New Testament Message.
3. Introduction to the History of the New Testament Canon.
General introduction to the history in outline of the NT-Canon up to Rome 392, Hippo Regius 393, Carthage 397.
4. Introduction to the text of the New Testament.
Introduction to the history of the New Testament text, the most important manuscripts, the principles of textual criticism and the present stage of New Testament studies.
5. Introduction to the basic principles of New Testament Hermeneutics.
Outline study of the main principles of hermeneutics.
6. Introduction to the Cultural and Religious environment of early christianity.
For the third year's course a careful exegesis of at least ten chapters from the pastoral Epistles and the Apocalypse is required (see above 2 C).

Systematic Theology: Course I

Introduction.

A general introduction to the study of Theology with particular reference to its Biblical basis and its relationship to other sciences and disciplines.

Task and basic problems of dogmatics.

1. Christian Church and Christian Doctrine.
2. Dogmatics as a science.
3. Dogmatics as an act of faith.
4. Prolegomena to dogmatics.

The Doctrine of the Word of God.

1. The Word of God.
2. The Revelations of the Triune God.
3. Holy Scripture.

Course II

Paper 1.

THE DOCTRINE OF GOD

The God of christian revelation and the ethical implications arising out of this conception.

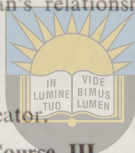
1. The Knowledge of God.
2. The living God (doctrine of holy trinity).
3. The doctrine of election.
4. The divine command.

Paper 2.

THE DOCTRINE OF CREATION

The God of creation: a study of the christian doctrine and the scientific or philosophic explanations regarding man's relationship to the Cosmos.

1. The work of God the Creator.
2. The Creation.
3. The Creator and his creation.
4. The Command of God the Creator.



Course III

Paper 1.

THE DOCTRINE OF RECONCILIATION

1. The Content and problems of the Doctrine of Reconciliation.
2. Jesus Christ as Merciful High Priest.
3. Jesus Christ as Eternal King.
4. Jesus Christ as True Prophet.

Paper 2.

THE DOCTRINE OF THE LAST THINGS

1. Eschatology as task and problem of the Christian Doctrine.
2. God glorified.
3. Jesus Christ who is to come.
4. The Eternal Kingdom.
5. The Glorification.

Ecclesiastical History: Course I

Introduction: The Church and its History.

1. The Postulate.
2. The struggle, movement and formation of the ancient christian church (the 1st to 5th century).
3. The way of the Western Church (6th to 16th century).
4. The Reformation.

Paper 1.

Course II

1. The Counter-Reformation.
2. The Formation of Confessional Churches.
3. The victorious march of New-Protestantism.
4. The evangelical Theology in the XIXth century.

Paper 2, either—

1. Mission, mercy and righteousness: Missio and mission; missionary expansion; inner mission; struggle for social righteousness;
2. Great Contrasts and Great Decisions: Revival of Roman-Catholicism up to the present day Vatican; religious and sectarian movements; church and politics; church-inflation and churchdom;
3. The Church at the Ecumenical Front: The great theological change; the ecumenical movement; the prospect of the world mission of the Church; or Missiology.

The Degree of Bachelor of Divinity

REGULATIONS

Note.—Candidates for the degree of B.D. shall previously have been admitted to the degree of B.A. or to the status of that degree. In very exceptional cases only, the Senate may, on the recommendation of the Faculty of Divinity, allow one subject, and not more than one, to be completed during the first year of the B.D. curriculum, provided that all the requirements of the prescribed B.A. degree shall be completed before the work of the second year is commenced.

Candidates for the B.D. degree shall further have included in the B.A. degree two courses in Greek and Hebrew and one course in Latin. Candidates who do not satisfy this requirement may be admitted to the course; provided that they shall be required to pass such special qualifying tests in these subjects as the Senate, on the recommendation of the Faculty of Divinity, shall determine.

It is desirable that English, Afrikaans-Nederlands, Philosophy, Psychology and Sociology be included in the B.A. degree of students who wish to proceed with the B.D. degree.

(Candidates who have obtained a Bachelor's degree in another Faculty shall be admitted to the B.D. course on condition that they pass such special supplementary examinations as the Senate on the recommendation of the Committee of Studies in Divinity may determine, including Greek II, Hebrew II, Latin I).

All supplementary examinations shall in all cases be completed before studies for B.D. are commenced.

University of Fort Hare
Together in Excellence
SYLLABUS

APOLOGETICS

Course I.—One paper.

A study of the nature of Christian Apologetics; revelation and the idea of God as related to the world and man. The Christian Faith and the modern mind, exemplified in selected contemporary ideologies, sects, and philosophies.

Course II.—One paper.

Consideration of problems raised for the Christian Faith by scientific thought in the physical, biological and human science; and by such intellectual and religious alternatives as agnosticism and atheism, polytheism, pantheism, and monotheism.

Course III.—One paper.

A study of freedom and responsibility, moral standards and the divine purpose, and the relations obtaining between moral philosophy, psycho-analysis and Christian ethics. New Testament Ethics and contemporary problems, such as marriage, use of force, problems of group or social ethics.

BIBLICAL THEOLOGY

Course I.—One paper.

The leading theological ideas of the Old Testament (the doctrines of God, Man and Sin).

Course II.—One paper.

The leading theological ideas of the Old Testament (the Covenant, the Cultus, the Messianic Hope, Eschatology, corporate and personal).

Course III (New Testament).—One paper.

The *historia revelationis* with reference to: The conception of God; revelation of God in nature and scripture; the Created and the Providence of God; Sin; Covenant; Christ; the way of salvation; the Church; the Sacraments; the Last Things.

CHURCH HISTORY

Course I.—One paper.

From Pentecost to the end of the 8th century.

Course II.—One paper.

From the 9th century to the end of the 16th century, with emphasis on the Reformation in Germany, German and French Switzerland, the Netherlands, France, England and Scotland.

Course III.—One paper.

South African Church history. A survey of the principal Afrikaans and English-speaking Communion in South Africa and their antecedents in Europe.

DOGMATICS

Course I.—One paper.

Basis of Dogma in Biblical Theology; the creeds and confessions, with special emphasis upon the earlier history and content of the creeds; the historical development and modern presentation of the doctrines of God and the world, man and sin.

Course II.—One paper.

Christology and Soteriology. A study of the doctrine of the person and work of Christ, in its historical development and modern exposition.

Course III.—One paper.

The doctrine of the Holy Spirit, and the Holy Trinity. Doctrine of the Church Ministry, Worship and Sacraments. The Christian life, here and hereafter; Eschatology.

University of Fort Hare
NEW TESTAMENT EXEGESIS

Course I.—One paper.

Detailed study of approximately fifteen chapters from one of the Synoptic Gospels. Prescribed chapters: Mark 1-16.

Course II.—One paper.

Detailed study of approximately fifteen chapters from the Acts and the Epistles of Paul and Hebrews. Prescribed chapters: Acts 18: 24-21:40; Phil. 1-4; Col. 1:1-3:4; Heb. 10-13.

Course III.—One paper.

Detailed study of approximately fifteen chapters from the Johannine Literature and the General Epistles. Prescribed chapters: John 12-17; James 1-5; Rev. 12-14.

NEW TESTAMENT INTRODUCTION

Course I.—One paper.

Introduction to the New Testament (text, canon and the Synoptic problems).

Course II.—One paper.

Introduction to the New Testament (Acts, the Pauline Epistles, Hebrews).

Course III.—One paper.

Introduction to the New Testament (the Johannine literature and the General Epistles).

OLD TESTAMENT EXEGESIS

Course I.—One paper.

Grammatical and exegetical treatment of approximately fifteen chapters from the historical sections of the Old Testament (as in Kittel's *Biblia Hebraica*): Exodus 1-6; 11-13; 19-21; II Samuel 16-19; Jonah.

Course II.—One paper.

Detailed study of approximately fifteen chapters from the prophetic literature of the Old Testament. (Particulars are obtained from the Registrar, on request.)

Course III.—One paper.

Detailed study of approximately fifteen chapters from the poetical and wisdom literature of the Old Testament. (Particulars are obtainable from the Registrar, on request).

OLD TESTAMENT INTRODUCTION

Course I.—One paper.

Old Testament literature from its beginnings to the Exile.

Course II.—One paper.

Old Testament literature in the Post-Exilic period.

Course III.—One paper.

Canon, text and versions of the Old Testament.

PHILOSOPHY OF RELIGION

Course I.—One paper.

History of Philosophy of Religion, and a study of the modern approach to an understanding of Theism.

Course II.—One paper.

A comparative study of religions, and their history; their points of contact with and divergencies from Christianity. A study of Southern African beliefs and customs, and of means and methods by which an effective missionary approach may be made through them.

Course III.—One paper.

The Psychology of religion, the nature and development of the religious consciousness, and the problem of revelation. An examination of some ultimate questions in the philosophy of religion.

University of Fort Hare
Together in Excellence
Jewish Studies

HONOURS BACHELOR EXAMINATION

Paper 1.

Texts: Either Berakot first chapter pp. 2a-13a, or Baba Kamma, chapter 3, pp. 27a-36a.

Paper 2.

Texts: Either the Halakhic concept of "Great is the Honour of People" (Ber. 19b; B.Mecia 30b; Min 28a; relevant Rashi and Tosafot; Yer. Kila'im 9. Relevant passages of codifiers: Maim. Tur, Shulhan Arukh. The Law of Assumption (Hazaqah): Hul. 10b.; Git. 28a; Ket. 24b; with relevant passages of Tosafot and Codes, Maim. Tur, Shulhan Arukh.

Paper 3.

Review of *either* the more important Responsa, *or* the more important Codifiers.

Paper 4.

Doctrine: *Either* the Messianic concept in Talmudic and Rabbinic Literature, *or* the Problem of God and Evil as interpreted by the classic Jewish Philosophers.

Paper 5.

Poetry: One Piyut and one more extensive Poem by one of the Spanish poets, such as Gabirol, Ibn Ezra.

Paper 6.

Oral examination: Synagogal Liturgy.

N.B.—Before a student may proceed with post-graduate studies in Jewish Studies, he shall have to satisfy the Faculty of Arts that he has a sound knowledge of the lectures required for his specific field of studies.

Bibliografie/Bibliographies—1962

GRIEKS/GREEK

HELLENISTIESE GRIEKS/HELLENISTIC GREEK

Evangelie van Johannes, capp. 1-10 (aanbevole teks met aantekeninge: *The Cambridge Greek Testament: St. John* (Plummer, C.U.P.) OF P. V. Pistorius: *Die Evangelie van Johannes* (Van Schaik)/*The Gospel According to St. John*, capp. 1-10 (recommended annotated text: *The Cambridge Greek Testament: St. John* (Plummer, C.U.P.), OR P. V. Pistorius: *Die Evangelie van Johannes* (Van Schaik).

Didache en/and Clemens: *Eerste brief aan die Korinthiërs*, capp. 1-27 [albei in *The Apostolic Fathers 1* (Loebel)]/*First Epistel to the Corinthians*, capp. 1-27 [both in *The Apostolic Fathers 1* (Loeb)].

KURSUS I/COURSE I

Euripides: *Alcestis*, vv. 1-76, 141-212, 244-392, 416-860, 1008-1163 (ed. Hadley, Pitt Press, of/or Haydon, Univ. Tut. Press).

Afrikaanse studente word aangeraai om ook te gebruik/ Afrikaans students are advised also to use:

Van Buytenen en Brons: *Euripides' Alcestis—Hulpboekje in die reeks/in the series Hellenike Glotta* (Dekker & Van de Vegt, Nijmegen).

Xenophon: *Anabasis* lib. IV (ed. Edwards; Cambridge Elementary Classics).

KURSUS II/COURSE II

Euripides: *Hippolytus*, ed. Hadley (Pitt Press).

Plato: *Apologia* (ed. Mills; Univ. Tut. Press).

Herodotus: Lib. III, capp. 1-97 (Univ. Tut. Press).

Homerus: *Odyseea* lib. IX and XII (ed. Stanford, *Odyseea* lib. I-XII, (Macmillan & Co.).

KURSUS III/COURSE III

Thucydides: Lib. II, capp. 1-65, 71-78 (ed. Marchant, Macmillan).

Sophocles: *Oedipus Tyrannus* (ed. Jebb, Pitt Press, Abridged edition).

Aristophanes: *Nubes* (Merry, C.U.P.).

Plato: *Symposium*, 172-193e, 210a-220d (ed. E. V. Rieu, *Plato: Lysis, Symposium, Gorgias*, Loeb Classical Library, Heinemann).

Homerus: *Ilias*, Lib. I, IX, XVI (ed. Leaf & Bayfield, 2 vol., Macmillan).

BYBELKUNDE/BIBLICAL STUDIES

KURSUS I/COURSE I

1. 'n Bybelse *Atlas*, een van die volgende:

G. E. Wright & F. V. Filson: *The Westminster Historical Atlas to the Bible* (London, S.C.M. Press).

L. H. Grollenberg: *Atlas van die Bybel*, 1959, of/or *Atlas of the Bible*, 1956.

A. van Deursen: *Schoolatlas voor Bijbelse Geschiedenis* (Wolters, Groningen, 1953).

2. A. van Deursen & G. Meima: *Beknopte Bijbelse Aardriekskunde* (Wolters, Groningen), of/or

A. van Deursen & E. P. Groenewald: *Palestina, die land van die Bybel* (Van Schaik, Pretoria).

3. D. J. Katwijk & G. Meima: *Beknopte Bijbelse Archaeologie* (Wolters, Groningen).

4. J. A. Vor der Hake: *Commentaar op de Heilige Schrift* (H. J. Paris, Amsterdam).

5. Th. C. Vriezen: *De Bijbel, Het Oude Testament* (Wolters, Groningen).

6. H. Wheeler Robinson: *The Old Testament: Its Making and Meaning* (Hodders).

7. Oesterley-Robinson: *An Introduction to the Books of the Old Testament*.

8. J. H. Bavinck: *Geschiedenis der Godsopenbaring, het N.T.* (Kok, Kampen).
9. W. Neil: *Rediscovery of the Bible* (Hodder and Stoughton).
10. V. Taylor: *The Gospels: A Short Introduction* (Epworth).

HEBREEUS/HEBREW

KURSUS I/COURSE I

Deel I/Part I

Afrikaans:

Gemser: *Hebreeuse Spraakkuns* (J. L. van Schaik, 1960).

Engels/English:

Davidson: *An Introductory Hebrew Grammar*, hersien deur/revised by J. E. McFadyen, Edinburgh, T. & T. Clark, 1941.

Deel II/Part II

Aardrykskunde/Geography:

Wright & Filson: *The Westminster Historical Atlas to the Bible* (London, S.C.M. Press, Revised edition).

Van Deursen & Meima: *Bybelse Aardrykskunde* (H.A.U.M., Kaapstad/Cape Town of/or Pretoria), of/or

Baly: *The Geography of the Bible* (Lutterworth Press, London, 1961).

Bybelse en Oud-oosterse Geskiedenis/Biblical and Ancient Near Eastern History:

Breasted: *Ancient Times* (Ginn and Co., Boston, 1944).

Pritchard: *Archaeology and the O.T.* (Princeton University Press, 1958).

Die Bybel in Afrikaans of/or The Bible (Revised Standard Version).

KURSUS II/COURSE II

Deel I A/Part 1A

Grammatika/Grammar:

Davidson: *An Introductory Hebrew Grammar*, hersien deur/revised by J. McFadyen, 1941.

Deel I B/Part 1B

Lektuur/Literature:

Rud. Kittel: *Biblia Hebraica*, Stuttgart, Priv. Württembergischer Bibelanstalt, 4de of latere druk/4th or later edition.

Würtwein: *The Text of the O.T.* (Oxford, Blackwell, 1957).

Koehler & Baumgartner: *Lexicon in Veteris Testamenti Libros* (Leiden, 1953), asook die/as well as: *Supplementum ad Lexicon in Veteris Testamenti Libros*, 1958.

Wright & Filson: *The Westminster Historical Atlas to the Bible* (hersiene uitgawe/revised edition).

I Sam. 1-10:

Van der Born: *Samuel, De Boeken van het O.T., Deel IV, Boek 1* (Romen en Zonen, 1956).

Studies on the Books of Samuel, O.T. (Werkgemeenskap, 1960).

I Kon./I. Ki. 1-5:

Montgomery & Gehman: *The Books of Kings*.

Amos 1-5:

Robinson & Horst: *Die Zwölf kleinen Propheten, Handbuch zum A.T.* (2de druk 1952/2nd publication, 1952).

Jes. 1-5/Is. 1-5:

Fohrer: *Das Buch Jesaja*, 1960. Zwingli Verlag.

Deel II/Part II

Pritchard: *Archaeology and the O.T.* (Princeton University Press, 1958).

Gordon: *The World of the O.T.* (New York, 1958).

Albright: *The Archaeology of the O.T.* (Pelican Books A199, 1960).

KURSUS III/COURSE III

Deel I/Part I

Hos. 1-16:

Robinson & Horst: *Die Zwölf Kleinen Propheten* (H.A.T., 2de druk/2nd publication, 1952).

Eseg. 8-11/Ezek. 8-11.

Cooke: *The Book of Ezekiel* (I.C.C. Edinburgh, 1938), of/or
Zimmerli: *Ezekiel* (Biblischer Kommentar, 1956).

Job 1-5:

Driver & Gray: *The Book of Job* (I.C.C., 2de druk 1950/2nd publication 1950).

Psalms 22-24:

Schmidt: *Die Psalmen* (H.A.T., Tübingen, 1935), of/or
Kraus: *Die Psalmen* (Biblischer Kommentar, 1956).

Spreuke 1-2/Proverbs 1-2:

Oesterley: *Proverbs* (Westminster Commentaries, S.P.C.K.).

Spreuke van Sirach 12-15/*The Proverbs of Sirach 12-15*:

(Aan die hand van teks en aantekeninge in studiegids verskaf/Text and commentary presented in lectures.)

Marcus Weber: *Misjna traktaat: Roš Haššanā* (Bonn, 1914, eerste drie hoofstukke/first three chapters).

Passasies uit die Dooie See manuskripte aan die hand van die teks en aantekeninge in die Studiegids verskaf/Passages from the Dead Sea Scrolls; text and commentary presented in lectures.

Deel II/Part II

Aramees/Aramaic.

(a) Bybelse Aramees/Biblical Aramaic:

1. Grammatika/Grammar:

Franz Rosenthal: *Grammar of Biblical Aramaic*, 1960. Porta Linguarum Orientalium, Nene Serie, Band 5. Otto Harrasowitz, of/or
Koopmans: *Aramese Grammatika*, 2de druk/2nd publication.

2. Lektuur/Literature.—Dan. 2: 46-7:38:

Bentzen: *Daniel*, (H.A.T. No. 19, 2de druk 1952/2nd publication, 1952).

Ezra 4:8-6: 18, 7:12-26.

Batten: *The Books of Ezra and Nehemiah*, I.C.C.

(b) Talmudiese Aramees/Talmudical Aramaic.

1. Grammatika/Grammar.

Margolis: *Lehrbuch der Aramäischen Sprache des Babylonischen Talmuds* (ook in Engels verkrygbaar/also available in English).

2. Lektuur/Literature.

Margolis: pp. 34-44 (d.w.s. Tekse A. 1-6, B. 1-25/i.e. texts A. 1-6, B. 1-25).

HONNEURSKURSUS/HONOURS COURSE

Vraestel 1/Paper 1

Algemene oorsig van die Semitiese Filologie/General survey of Semitic Philology:

Kramers: *De Semitische Talen*.

Driver: *Semitic Writing*. From Pictograph to Alphabet (hersiene uitgawe/ revised edition, London, 1954).

Spuler: *Handbuch der Orientalistik*, Band III, 1 & 2-3, 1953 & 1954 respectiewelik/respectively) (Brill, Leiden): Hebreeus, Ugarities, Aramees/ Hebrew, Ugaritic and Aramaic.

Vraestelle 2 en 3/Papers 2 and 3

(a) Bybelse Hebreeus/Biblical Hebrew:

1. Jes. 40-66/Is. 40-66.

2. Job 1-10.

Literatuur/Literature.

(i) By Jesaja 40-66 moet rekening gehou word met/For the study of Isaiah 40-66, consult the text of: *Die Dooie See Tekse*, soos gepubliseer deur Burrows e.a./*The Dead Sea Scroll*, published by Burrows and others; asook/as well as: *The Dead Sea Scrolls of St Mark's Monastery* (New Haven, 1950), gepubliseer deur/published by: The American Schools of Oriental Research.

In verband met die Dooie See manuskripte moet J. van der Ploeg: *Vondsten in de Woestijn van Juda* (Prisma Boeken, 2de druk) en R. Mayer/J. Reuss: *Dodezee Rollen en Bijbels* (J. J. Romen en Zonen, 1960), bestudeer word./In connection with the Dead Sea Scrolls you should consult: J. van der Ploeg: *Vondsten in de Woestijn van Juda* (Prisma Boeken, 2nd edition) and R. Mayer/J. Reuss: *Dodezee Rollen en Bijbel* (J. J. Romen en Zonen, 1960).

(ii) Minstens twee hedendaagse wetenskaplike kommentare moet gebruik word by die bestudering van die Bybelse literatuur. As daar nie 'n woord Hebreeus in die kommentare staan nie, is dit nie geskik nie./You should consult at least two modern scholarly commentaries for the study of Biblical literature. If the commentary does not contain a Hebrew word, it is not suitable.

(iii) Die Woordeboek van Koehler und Baumgartner/The Lexicon of Koehler und Baumgartner: *Lexicon in Veteris Testamenti Libros & Supplementum & Lexicon in Veteris Testamenti Libros* moet gebruik word/should be consulted.

Grammatika/Grammar:

Gemser: *Hebreeuse Spraakkuns*, 2de druk/2nd edition, (wat uitvoerig handel oor die sintaksis en die poësie en versmaat/dealing in detail with Syntax, Poetry and metre.

(b) Misjna Hebreeus/Misjna Hebrew:

Die Traktaat Rosch Hashana, uitgegee deur Paul Fiebig: *Der Toseptatraktat Roš Haššana* (Bonn, Marcus und Weber, 1914), in sy geheel/The whole of the Tractata Rosh Hashana, published by Paul Fiebig: *Der Toseptatraktat Roš Haššana* (Bonn, Marcus und Weber, 1914).

Literatuur/Literature:

Strack: *Introduction to the Mishnah and Talmud*, gepubliseer deur/published by: Meridian Books, 1959, veral die 1ste deel van die boek in sonderheid die deel oor die Misjna/especially the first part of the book dealing with Misjna.

(c) Kultuurgeskiedenis/Cultural History:

John Bright: *A History of Israel* (The Westminster Press, Philadelphia, 1959).

Wright: *Biblical Archaeology*.

Albright: *From the Stone Age to Christianity*.

Moscatti: *Geschichte und Kultur der Semitischen Völker*.

Vraestel 4/Paper 4

Ugarities/Ugaritic:

Oor hierdie deel van die werk sal 'n aantal studiegidse verskaf word, waarin nadere opgawes van literatuur, ens. verstrekkend sal word waar nodig. Die volgende tekste sal o.a. behandel word: 129, 137, 133, 68: Liedere behorende tot die Baal-siklus./Lectures will be provided. The following texts will be discussed: 129, 137, 133, 68: i.e. Songs from the Baal Cycle.

Handboek/Handbook:

Gordon: *Ugaritic Manual*, Analecta Orientalia 35, Roma, 1955.

As selfstudie/As self study:

Die Antu tekste, Gordon, pp. 187-190 asook No. 77. Hierby word gebruik: C. H. Gordon: *Ugaritic Literature Pontificum Institutionis Biblicum*, Roma, 1949, p.p. 17-27 en vir No. 77 pp. 63-65./The Antu texts, Gordon pp. 187-190 and No. 77. Consult Gordon: *Ugaritic Literature Pontificum Institutionis Biblicum*, Roma, 1949, pp. 17-27 and for No. 77 pp. 63-65.

Ter oriëntering moet ook gebruik word/For further orientation:

Van Selms: *Marriage and Family Life in Ugaritic Literature*, Luzac, 1954.

SISTEMATIESE THEOLOGIE/SYSTEMATIC THEOLOGY
KURSUS I/COURSE I

Voorgeskrewe boeke/Prescribed books:

- L. Berkhof: *Manual of Christian Doctrine* (Grand Rapids, 1957).
G. C. van Niftrik: *Kleine Dogmatiek* (Nijkerk, 1953).
E. Brunner: *The Christian Doctrine of God* (Dogmatics, Vol. 1) (Lutterworth, London, 1955).
K. Barth: *Dogmatics in Outline*, vertaal deur/translated by: G. T. Thompson (S.C.M. Press, 1958).
Essays in Christology, ed. by T. H. L. Parker (Lutterworth Press).

Aanbevole boeke/Recommended books:

- G. C. Berkouwer: *Dogmatiese Studien* beginnende met/starting with: *De Algemene Openbaring* (Kampen, 1951).
S. G. de Graaf: *Hoofdlijnen in de Dogmatiek* (Kampen).
Heinrich Heppe: *Reformed Dogmatics*, vertaal van die oorspronlike Duits/translated from the original German: *Reformierte Dogmatik* (George Allen & Unwin, 1950).
G. Aulén: *Christus Victor* (S.P.C.K.).
J. F. Bethune-Baker: *The Early History of Christian Doctrine* (Methuen).
C. Welch: *The Trinity in Contemporary Theology* (S.C.M. Press).
H. R. Mackintosh: *The Person of Christ* (T. & T. Clark).

JUDAICA/JEWISH STUDIES

KURSUS I/COURSE I

- Gratz: *History of the Jewish People*.
Finkelstein (ed.): *The Jews, Their History, Culture and Religion* (Vol. I, pp. 70-216, 1949).
Bicherman: *The Historical Foundations of Post Biblical Judaism*.
Travers Herford: *Talmud and Apocrypha* (Soncino Press, London, 1933, Book II, Chapters 1-3, pp. 31-75/Deel II, Hoofstukke 1-3, bl. 31-75).
Charles: *For Apocryphal and Pseudepigraphal Books, The Apocrypha and Pseudepigrapha of the Old Testament*, 2 vols. (1913).
Translated by Danby: *The Mishnah*.
Epstein (ed.): *The Talmud (Babli)* (Soncino Press).
Strack: *Introduction to the Talmud and Midrash* (1931).
Chayes: *The Student's Guide through the Talmud* (Vertaal deur/Translated by J. Shachter, East West Library, 1952).
Herford: *The Pharisees* (pp. 11-104, 1924).
Goldin: *The period of the Talmud*.
Van der Ploeg: *The Excavations at Qumran*.
Allegro: *The Dead Sea Scrolls*.

Verdere aanbevelings/Further recommendations:

- Weiss: *Dor Dor We-Dorshow* (Wilna 1904, Vol. I, pp. 1-184).
Frankel: *Darke Ha-Mishnah* (Warsaw 1923, pp. 1-11).

KURSUS II/COURSE II

- Waxman: *A History of Jewish Literature*.
Finkelstein: *The Jews, Their History, Culture and Religion*.
Epstein: *Judaism* (Pelican uitgawe/edition).
Husik: *A History of Mediaeval Jewish Philosophy*.
Artikels in *Joodse Ensiklopedie/Articles in Jewish Encyclopaedia*.

KURSUS III/COURSE III

- Finkelstein (ed.): *The Jews, Their History, Culture and Religion* (Vol. I, pp. 602-623); *The Mystical Element in Judaism* by Abraham J. Heschel; and article by Ch. Spiegel (Vol. I, pp. 528-566).
Scholem: *Major Trends in Jewish Mysticism* (pp. 1-204).
Mueller: *History of Jewish Mysticism*.
Article "Poetry" in the *Jewish Encyclopaedia*.

KERKGESKIEDENIS/ECCLESIASTICAL HISTORY

Voorgeskrewe boeke/Prescribed books:

- H. Berkhof: *Christus de Zin der Geschiedenis* (Callenbach, Nijkerk).
H. Berkhof: *Geschiedenis der Kerk* (Callenbach Nijkerk).
Basil Matthews: *Disciples of all Nations* (O.U.P.).
K. S. Latourette: *The Christian World Mission in Our Day* (London).
H. Bettenson: *Documents of the Christian Church* (O.U.P.).
B. G. M. Sundkler: *The Bantu Prophets* (Lutterworth Press).

Aanbevole boeke/Recommended books:

- N. K. van den Akker: *Beknopte Geschiedenis van het Christendom* (Voorhoeve, Den Haag).
G. Donaldson: *History of the Church of Scotland* (O.U.P.).
J. T. Mc Neill: *History and Character of Calvinism* (O.U.T., N.Y.).
E. A. Payne: *The Free Church Tradition in the Life of England* (S.C.M.).
Walter von Loewenich: *Der Weg des Evangeliums durch die Welt* (München).
Hans von Schubert: *Grundzüge der Kirchengeschichte* (Tübingen).

DEPARTMENT OF EDUCATION

Syllabuses for B.Ed. and M.Ed.

BACHELOR'S EXAMINATION (B.ED.)

The examination consists of six papers, each of three hours.

Paper 1.—Philosophy of Education.

1. Knowledge of the content of the U.E.D. syllabus is a prerequisite.
2. Cosmology and education.
3. Philosophic anthropology and education.
4. Philosophic axiology and education.
5. Educational ethics.
6. Education and the problem of truth.
7. The problem of diversity of point of view and the problem of justification of the particular.
8. Theistic, idealistic and scientific orientated systems in the philosophy of education with typical representatives of each.
9. The problem of scientific criticism in the philosophy of education.

Paper 2.—General Empirical Education.

A general paper of an advanced nature covering:—

1. The scope and methods of investigation of Empirical Education.
2. Critical review of the aim, basic principles, methods and findings of the different psychological trends and their value for Empirical Education.
3. Individual and racial differences.
4. Nature and nurture.
5. Studies in the emotions and the practical application of the findings.
6. Laws of learning and the various types of learning.
7. The sentiments, temperament and character.
8. Child and adolescent psychology.
9. Psychological problems and phenomena and their application in education and teaching.

Paper 3.—Special Empirical Education.

1. Phenomena which have been investigated experimentally: Learning, fatigue, intelligence, knowledge, development of mental capacities.
2. Special problems such as: Feeble-mindedness, backwardness, giftedness, genius, delinquency and educational retardation.
3. Measurement of personality development: Different aspects thereof, e.g. attitudes, interests, aptitudes, etc.
4. (a) Difference between neuroses and psychoses.
(b) A study of only those neuroses frequently found in children.
5. Statistical analysis and the principle of experimental work in connection with the investigation of educational problems.
6. Principles of vocational guidance.

The candidate will be expected to show proof of practical acquaintance with the methods of experimental psychology and their application to problems of education such as—

Measurement of intelligence;
measurement of achievement;
fatigue, etc.

Paper 4.—History of Education.

1. A period in the History of Education: (a) Realism, (b) The Psychological movement.
2. A period in the History of Education in South Africa: Education during the 20th century in the Cape Colony and either the O.F.S. or the Transvaal or Natal.

Paper 5.—Method.

1. The need and the formulation of comprehensive fundamentals in procedure for successful teaching.
2. Courses from the following:—
Purposefulness, learning and methods,
planning, learning and methods,
totality, learning and methods,
motivation, learning and methods,
experiencing, learning and methods,
self-activity, learning and methods,
individualisation, learning and methods,
socialisation, learning and methods,
command of material, learning and methods,
evaluation, learning and methods.

Paper 6.—Administration.

1. Republican and provincial policy and control.
2. The systems of education in the Republic and other African states and in the Western world.
3. Differentiation in education—comparative study
4. Tutor training—a comparative study
5. Curriculum construction.
6. Failure at school and at University.

MASTER'S EXAMINATION (M.ED.)

The examination consists of a dissertation. (The regulations governing the dissertation are given under paragraphs C 14 and C 15.)

THE QUALIFYING EXAMINATION FOR ADMISSION TO THE B.ED. COURSE

As for the corresponding courses of the University Education Diploma, given below.

Syllabuses for the University Education Diploma

Philosophy of Education

(One paper)

1. The analysis of the phenomenon education.
2. Pedagogy and the place occupied by the Philosophy of Education in it.
3. Philosophy of life and education. The content, the origin and the characteristics of philosophy of life, various philosophies of life, the close connection between philosophy of life and the theory, content, method, means and organisation of education.
4. The necessity and the value of education.
5. The nature and the aim of education.
6. The teacher and educator.
7. The problem of liberty and authority in education.
8. The possibility of education (the child).
9. The limitation of education.

Empirical Education

(One paper)

- A.—1. The scope and nature of empirical education.
2. (a) Development of psychology before 1900.
(b) Psychology after 1900. The origin, basic principles, methods and educational contributions of modern trends.
3. Cognitive functions such as attention, memory and thinking.
4. Emotion, sentiment, temperament and character.
5. Impulses and the motivation in behaviour.
- B.—6. Introduction to child psychology, including the adolescent.
7. Adjustment; behaviour deviations; the young delinquent.
8. The intellect: Measurement of intelligence; individual differences, the backward child and the gifted child.
- C.—9. Laws and types of learning.
10. Educational measurement.
11. Forgetting, fatigue, transfer of training.
12. Abnormal phenomena (only in school).

History of Education

(One paper)

- A.—1. The Greek ideal of education and teaching systems in its evolution from Homer to Aristotle—Spartan and Athenian education and teaching—the Sophists—Socrates, Plato, Aristotle.
2. General survey of the history of Roman education—Seneca, Cicero, Quintilian.
3. General survey of the development of education in the Middle Ages—Church and Cloister schools, Charlemagne, the Town schools, Schools for the Nobility, the Universities.
4. The Renaissance and Humanism—Vittorino da Feltra and other Humanist teachers.
5. The Reformation and its meaning in the education of the people. Catholic reactions.
6. Realism—Rabelais, Montaigne, Comenius, Ratke.
7. The Disciplinary Movement in education—John Locke.
- B.—8. Naturalism, Jean Jaques Rousseau, Basedow, and the Philanthropinists.
9. The Psychological Movement, Pestalozzi, Herbart, Froebel.
10. The Scientific Movement. Herbert Spencer.
11. The Sociological Movement. Dewey, Kerchensteiner.
- C.—12. General survey of European and Native education in South Africa.

Method and Administration

(One paper)

A.—Method.

1. General principles common to all methods and means resulting from Philosophy of Education, Empirical Education and History of Education.
2. General teaching methods—deductive and inductive, analytic and synthetic forms of thought; specific methods, e.g. the narrative, the text book, the interrogative, the problem-solving method, etc. Types of lessons: informative, revision, drill, evaluation.
Factors which influence the choice of methods.
Diversity and alteration of methods.
The "new" education: the Montessori, the Dalton, the Project, the Decroly, the Jena and the Winnetka systems.
3. Educational means and factors.
School discipline.
Audio-visual methods and apparatus.
Methods of study.
Examination and testing.

B.—Administration.

1. Republican and provincial educational systems: constitution, acts, ordinances, functions, regulations.
2. The school as an educational institution.
3. The teaching personnel—provision, training and conditions of service of teachers, professional code.
4. The inspection system.
5. The pupils—admission, compulsory and free education, suspension and expulsion, classification, examinations, testing, permission, retardation, acceleration, failure.
6. Facility, building, furniture, equipment, school funds.
7. Curricula and syllabuses, time-tables, returns, school reports, registers, schemes of work, home work.
8. The school calendar, the school week, school hours, school functions.
9. Medium of instruction.
10. Extra-mural activities.

Special Method

(Two papers)

For all subjects the following topics:—

1. The history of the teaching of the subject.
2. The aim of the teaching of the subject.
3. The place of the subject in the school curriculum.
4. The syllabus for the teaching of the subject.
5. The method(s) in the teaching of the subject.
6. The measurement of the achievement in the subject.
7. The teacher of the subject.

DEPARTMENT OF ECONOMICS AND ECONOMIC HISTORY

N.B.—A knowledge of mathematics is considered desirable for the study of Economics.

Economics and Economic History I

(One paper)

A.—An outline of Economic History

1. The scope of Economic History.
2. The prehistoric and Ancient Civilizations.
3. The Middle Ages.
The Manorial System. Trade Industry.
4. The Rise of Capitalism.
Mercantilism. The revolution in technology, transport, agriculture, etc.
5. Mature Capitalism. 1850-1914.
6. The Modern Period.

B.—Economic Theory.

1. Basic Concepts.

Definition and scope of economics; relation to other disciplines. Meaning of wants, utility, economic and free goods, wealth, welfare, production, consumption saving, capital, income, economic circuit, economic laws, economic motive.

2. Theory of Price and Value.

Elementary discussion of the cost of production, marginal utility, and supply and demand theories of price. Consumer's choice, Elasticity of supply and demand.

3. Production.

(a) Characteristics of production and factors of production.

(b) Land—Productivity, Law of Returns.

(c) Labour—Types of labour. Productivity. Division of labour.

(d) Capital—Meaning and origin. Different forms of capital. Economic and Political significance of Capital.

(e) Enterprise.

(f) Production and the cost of production. The law of returns in terms of cost.

4. Theory of Distribution.
 - (a) The demand for factors of production.
 - (b) Wages—wage theories. Supply and demand of labour. Wage differentials.
 - (c) Rent—Ricardo's theory. Rent of intensity, place and quality. Quasi-rent. Rent and marginal productivity.
 - (d) Interest—Interest Theories: Abstinence, productivity, supply and demand of capital. Differences in interest rates.
5. Principles of National Income Statistics.

Economics II

(Two papers)

Paper 1.—Economic Theory.

1. Course I.B.
2. Analysis of consumption and production with Indifference Curves.
3. Price formation under imperfect competition and monopoly.
4. Introduction of the factor time in economic theory.
5. New approaches in the theory of interest.
6. Principles of general equilibrium and employment theory.
7. Introduction to the Theory of Population.

Paper 2.—Monetary Theory.

Kinds of money, currency and credit, central and commercial banking, the money market. The quantity theory, meaning causes and effects of changes in the value of money; index numbers. Monetary policy. Theory of foreign exchange and methods of controlling exchange rates.

Economics III

(Three papers)

Paper 1.

- (a) The international economics.
- (b) Economic Fluctuations and Stabilisation Policy.

Paper 2.

- (a) History of Economic Thought.
Mercantilism. Physiocrats, English Classical Economists, List and the Historical School, early Socialists, the Austrian School, Marshall, Modern trends.
- (b) Public Finance.
Economic functions of government; national revenue; principles of expenditure and taxation, central and local finance, public debt.

Paper 3.

The economy of the Republic of South Africa.

- (a) The economic structure and national income of the Republic of South Africa.
- (b) Economic aspects of South African agriculture.
- (c) Mining.
- (d) Secondary industries.
- (e) The South African population problem.

Economic History II

(Economic History of South Africa)

Paper 1 (a).—1652-1806.

1. The trade policy of the Dutch East India Company in broad outline.
2. The influence of the D.E.I.C.'s monopoly on the development of the Cape Colony.
3. The main features of the period: Internal and foreign trade, labour problems, agriculture, stock-breeding and land tenure.
4. The effect on economic development of the availability of production factors.
5. Internal economic relations.

Paper 1 (b).—1806-1870.

1. Economic characteristics of the period.
2. Population, farming, internal and foreign trade.
3. The development of banking.
4. Structural changes and their influence on the development of the Colony.

Paper 2.—Economic development after 1870.

1. The development of mining, and associated problems.
2. The development of internal communications and transport.
3. The development of agriculture and stock-breeding, with special reference to merino sheep-farming.
4. Main aspects of the development of the labour problem.
5. The evolution of currency and banking.
6. The chief tendencies in the development of secondary industries and problems arising therefrom.
7. The history of the native reserves, with special reference to the economic aspects.
8. Survey of structural changes during the period and their effect on the economy of the country.

Accounting: Course I

(One and a half papers)

N.B.—Paper 1 (of 3 hours) will cover items 5-19. *Paper 2 (of 1½ hours) will cover items 1-4 and 20-22.

1. The meaning of terms generally used in commerce.
2. The objects of bookkeeping and its relation to auditing.
3. General survey and significance of bookkeeping by double entry.
4. Sources of information and the nature of the documents from which the books of account are compiled; routine and handling in office.
5. Books of prime entry, including columnar books. Recording of transactions therein, with emphasis on flexibility of designs and classifications; and posting to the ledger.
6. Banking accounts, deposit slips, current and fixed deposit accounts, bank statements and reconciliations, drafts and transfers. Salient points and utility of cheques.
7. Bills of exchange, promissory notes, and their treatment in the books of accounts.
8. The ledger and balancing of ledger accounts. Classification of accounts into different types. Reconciliation of ledger balance with balance shown on creditor's statement.
9. Trial balance.
10. Closing entries and year-end adjustments, including depreciation by straight line and diminishing balance methods, payments in advance, outstanding liabilities and provisions for bad debts.
11. The preparation of final accounts and balance sheets, with special emphasis on: length of periods, concepts of profits and equity, cost of stock sold and valuation of stock on hand, contingent liabilities, etc. Candidates must be acquainted with modern methods of preparing final accounts and balance sheets.
12. Goods on sale or return.
13. Departmental accounts.
14. Consignment accounts.
15. Joint Ventures.
16. Accounts current and red-ink interest.
17. Average due dates.
18. Self-balancing ledgers and control accounts.
19. Partnership accounts, including partnership agreements, division of profits, admission of new partners, goodwill, amalgamation and acquisitions, repayment of outgoing partner's capital, insurance policies, dissolution, realisation accounts and closing partnership books.

20. Checking of work done—e.g. casts, postings, etc.; detection of errors, etc.
21. Principles of internal control and internal organisation with particular reference to stock-in-trade and cash.
22. Principles of evidencing, vouching and verification.

Course II

(Two papers)

1. Revision of the work of the first year, including a more advanced study of all subjects.
2. Single entry:
 - (a) Ascertainment of profits and losses.
 - (b) Conversion from single to double entry.
3. Various methods of providing for depreciation and replacement of assets.
4. Provisions, reserves and sinking funds.
5. Branch Accounts (excluding foreign branches).
6. Distinction between capital and revenue.
7. Receipts and Payments account and Income and Expenditure account.
8. Royalties.
9. Final accounts of manufacturers and contractors, including valuation of work in progress.
10. Farm accounting.
11. Elementary Goodwill.
12. Company Accounting:—
 - (a) Distinction between a partnership and a limited company.
 - (b) Memorandum and articles of association.
 - (c) Private and public companies.
 - (d) Statutory books.
 - (e) Various classes of share capital.
 - (f) Application and allotment of shares and calls; share premiums.
 - (g) Forfeiture of shares and re-issue of forfeited shares.
 - (h) Loans and issues of debentures.
 - (i) Transfer of shares and debentures.
 - (j) Preliminary, formation and issue expenses.
 - (k) Purchase of private business by company.
 - (l) Bonus shares.
 - (m) Reserves, provisions, and contingent liabilities.
 - (n) Interest paid out of capital.
 - (o) Pre- and post-incorporation profits.
 - (p) Dividends and divisible profits.
 - (q) Redemption of redeemable preference shares.
 - (r) Final accounts and balance sheets of limited companies to which part One of the Eighth Schedule to the Act applies.
13. Elementary interpretation of final accounts.

Course III

(Two papers)

1. Advanced work on all the subjects of the first and second year, with special reference to the following:—
 - (a) Partnership Accounts; goodwill; admission and dissolution; piecemeal liquidation.
 - (b) Conversion of Partnerships into limited companies.
 - (c) Redemption of debentures.
 - (d) The published accounts of limited companies.
2. Investments, share transactions and underwritings.
3. Foreign branch accounts, including dual currency accounts.

4. Hire-purchase accounts.
5. Double Account system.
6. Coupons and containers.
7. Sale of plots by township owner.
8. Insurance and other claims for compensation.
9. Accounting as an aid to management including the analysis and interpretation of financial statements by making use of source and application of funds statements, ratio-analysis and comparative statements.

10. The accounts of special types of undertakings, including:—

- (a) Mines.
- (b) Building Societies.
- (c) Banks.
- (d) Co-operative Societies.
- (e) Insurance Companies.
- (f) Pension and Provident Funds.
- (g) Clubs.
- (h) Hotels.
- (i) Local Authorities.
- (j) Friendly Societies.

11. Company Accounts: Amalgamations, absorption, reconstruction and liquidation.

12. Holding companies and subsidiaries, including consolidated accounts and balance sheets, and other forms of group accounts.

13. The valuation of shares, debentures and goodwill.

14. Mechanised accounting.

15. The purpose and value of working papers.

16. The concepts and principles governing income, the disposition of income, valuations and the maintenance of capital.

17. Modern developments in the accounting field.

University of Port Hare
Auditing: Course I
Together in Excellence
(One paper)

1. Nature and definition of auditing.
2. The objects of auditing.
3. The qualities and qualifications of an auditor.
4. Relationship between accounting and auditing.
5. Methods of conducting audits.
6. Audit programmes and the auditor's note-book.
7. Principles of internal check.
8. Checking of casts, posting, etc.
9. Vouching, verification, valuation and certification.
10. Powers, duties, responsibilities and liabilities of auditors under common laws, case law and statute law (with particular reference to Sections 22 and 26 of the Public Accountants' and Auditors' Act and the Companies Act).
11. All matters relating to the audit of sole traders; partnerships; clubs, charitable, social, recreational and similar associations; and of limited companies in so far as Part I and Part IV of the Eighth Schedule apply.
12. General advice with regard to internal organisation, accounting procedure, and the control thereof.
13. Elementary investigations and reports in respect of fraud; the purchase and sale of private businesses and partnership admissions.

N.B.—Candidates in their answers must show evidence of a mastery of facts as well as the ability to present their knowledge in writing succinctly, clearly and completely.

Course II

(Two papers)

N.B.—For Course II candidates must pay attention to a thorough revision a more intensive study of the work of the first course.

1. Internal control, methods of auditing, drafting and keeping of audit programmes and note-books with particular reference to: The implications of internal auditing; test auditing; the use of working papers, and mechanisation of accounts.

2. Vouching, valuation, verification, certification and reporting.

3. The concepts "true and fair".

4. Modern developments in auditing.

5. The position of the auditor under common law, case law and statute law.

6. Principles of amalgamation, reconstruction and dissolution of companies, partnerships, etc.

7. Complete auditing aspects relating to companies.

8. Auditing of special enterprises, statutory and non-statutory, in particular:—
Building Societies; Banks; Co-operative Societies; Insurance Companies;
Hotels; Pension and Provident Funds; Stockbrokers and Friendly Societies.

9. General duties and functions of accountants and auditors in public practice.

10. Analysis and interpretation of financial statements.

11. Investigations and reports.

12. Valuation of goodwill, shares and debentures.

13. Evaluation and criticism of financial statements for publication and presentation to shareholders.

N.B.—In the second course the candidate will be expected to show evidence of a well-founded knowledge of auditing as well as the ability to answer questions in a thorough and scientific manner. In addition to wide reading in the standard books the candidate should also study as many professional journals as possible including "The South African Accountant".



Business Economics: Course I

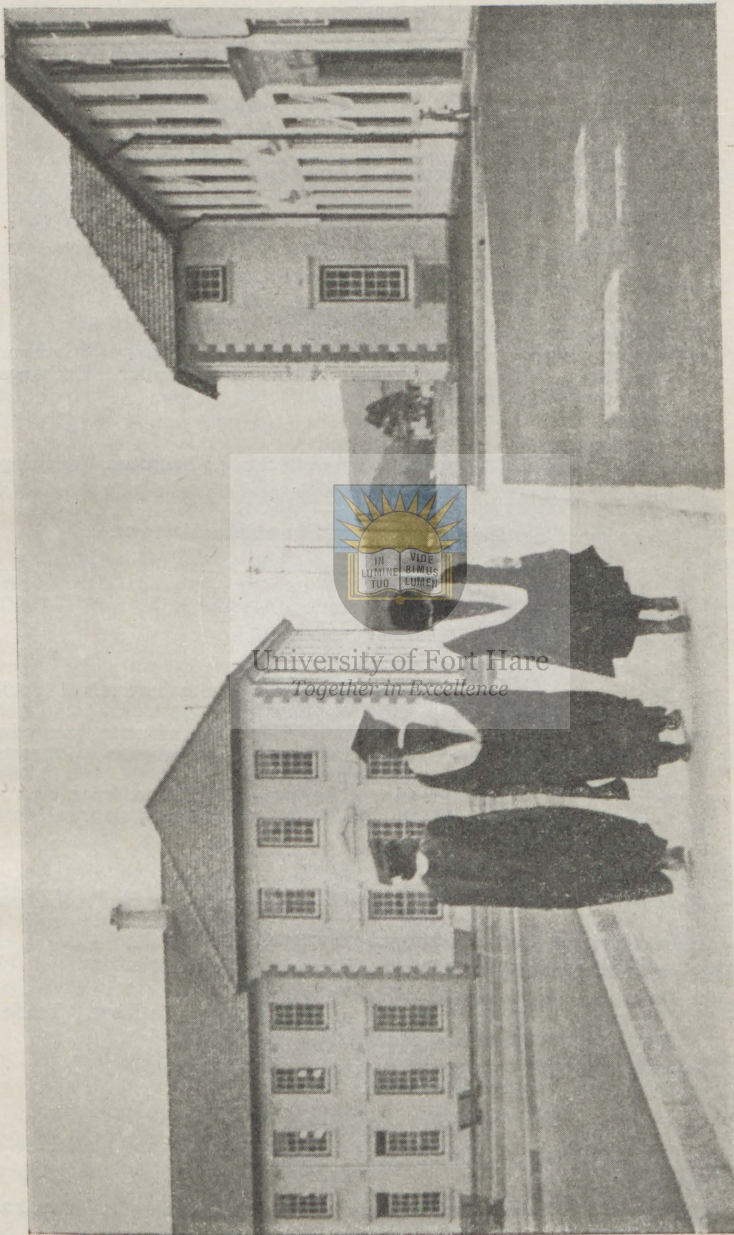
(One paper)

Introduction.

1. The task and scope of business economics.
2. The development of business economics as a separate science and its relationship to economic theory and other sciences.
3. Basic concepts: Business, enterprise, factory, industry, etc.
4. Essence of capitalistic business life and the role of the entrepreneur.
5. The industrialization of South Africa.

The Business Undertaking.

1. The Establishment of the Business Undertaking.
 - (a) Organization Aspect: Sole proprietorship, partnership, company, co-operative society, public and semi-public undertakings.
 - (b) Technical Aspect: Localisation (theory and conditions in South Africa), plant lay-out, size of enterprise.
 - (c) Financial Aspect: Calculation of payability, calculation of capital requirements. Provision of capital (fixed and working capital). Provision of Company capital in particular. Role and importance of financing institutions.
2. The Business Undertaking as a Working Organism.
 - (a) General Principles of Management: Development of the management problem. General principles of scientific management. Administration: Board of Directors and Management. Organization.
 - (b) Management of Labour: General principles. Employment, job-analysis, personnel selection. Time and motion study. Remuneration and wage-systems. Significance of industrial psychology, welfare work. Organization of the personnel department.
 - (c) Management of Production: Sources, buying and testing of raw materials. Grouping and co-ordination of machines. Planning, scheduling, routing and control of production.
 - (d) Management of Finance: General budget and partial budgets. Principles of cost accounting. Surpluses, reserve and dividend policy. Financing of expansion.

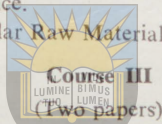


Course II

(Two papers)

The Business Undertaking and the Market.

1. The Market.
 - (a) Market analysis: Market research, consumer surveys.
 - (b) Development of the market: Advertising and its methods.
 - (c) The market in the future: Principles and methods of business forecasting.
2. Marketing Functions.
 - (a) Rearrangement.
 - (b) Grading and standardization.
 - (c) Storage.
 - (d) Transport.
 - (e) Financing.
 - (f) Risk bearing.
3. Marketing Channels.
 - (a) Direct marketing: Domestic and foreign.
 - (b) Co-operative marketing.
 - (c) Indirect domestic marketing: The organization of trade (in general and the South African distribution system in particular). Exchange and other marketing institutions.
 - (d) Indirect foreign trade:
 - (i) Organization of foreign trade.
 - (ii) Sea and air transport. Administration of harbours. Shipping conferences. Theory of freight rates.
 - (iii) Marine insurance.
4. The Marketing of Particular Raw Materials and Manufactures.



The Business Undertaking and the State and other Bodies.

1. The Business Undertaking and the State.
 - (a) The relationship between the state and private enterprise. Socialism versus free market economy.
 - (b) Protection versus free competition. Methods of state protection in general and in South Africa. Functions of government departments and other public bodies in aiding business life.
 - (c) Direct participation of the state in business life: Escom, Iscor, etc.
 - (d) Planning of business life by the state; regional and national development organizations.
2. The Business Undertaking and other Bodies.
 - (a) Associations in agriculture, mining, commerce, and industry in South Africa.
 - (b) International organizations and agreements.
3. The Trade Relations Between South Africa and Foreign Countries.
 - (a) The position of South Africa in world trade.
 - (b) The position of South Africa on the African continent. Trade and tariff agreements with neighbour states.
4. Present-Day and Advanced Problems in Business Economics. Amalgamation, reorganization, etc.

Cost Accounting

1. The objects, uses and limitations of cost accounting.
2. Elements of cost:—
 - (a) Materials, including the principles of stores accounting and theories and methods of valuation of materials.
 - (b) Labour, including wage records, control of performance and wage incentive schemes.
 - (c) Direct expenses.
 - (d) Overheads, including methods of allocation.
3. Administrative, selling and distribution costs.

4. Classification of costs:—
 - (a) Direct and indirect costs.
 - (b) Fixed, semi-variable and variable costs.
5. Concepts of costs.
6. Types of cost accounts.
7. Joint and by-products.
8. Standard costs and budgetary control:—
 - (a) The meaning of standard costs and budgetary control.
 - (b) The determination of cost centres and setting of standards.
 - (c) Accounting procedure, variance analysis and reports to management.
 - (d) Functional budgets, fixed and variable budgets.
 - (e) Break-even analysis.
9. The relation between cost accounts and financial accounts.
10. The designs of cost accounting systems, including:—
 - (a) The principles underlying the design of forms.
 - (b) The specification of procedure.
 - (c) The preparation and interpretation of cost statements, graphs, charts and diagrams.
11. The uses of costs by management, including:—
 - (a) The relation between costs and prices.
 - (b) The elimination of waste.
 - (c) Policy determination and modification.
12. Uniform cost systems for trade associations.

N.B.—Candidates will be expected to know the latest changes and the regulations issued in accordance with the Act, but questions will only be set on acts promulgated before 31st May of the year in which the examinations are held.

University of Fort Hare
Course I
 (One paper—three hours)

Principles and practice of taxation of the income of individual persons, of associations of persons and of ordinary commercial and industrial companies in the Republic of South Africa in terms of the Income Tax Act No. 31 of 1941 as amended.

Course II

(Two papers—three hours each)

Revision of the work of Income Tax I. Principles and development of taxation in general and the development of the taxation of income in the Republic of South Africa in particular; the specific treatment of various taxing entities in terms of the Income Tax Act; court decisions relating to the application of the Act; matters relating to the administration of the Act; and reciprocal agreements for the avoidance of double taxation.

Syllabuses for Degrees: Hons. B.A. and M.A.

ECONOMICS

HONOURS BACHELOR EXAMINATION

The examination consists of five papers.

The course extends over two years.

Paper 1.

Theories of Value, Price and Distribution.

Paper 2.

Advanced study of currency and banking.

Paper 3.

Theory and problems of business cycles (industrial fluctuations).

Papers 4 and 5.

One subject per paper from the following list:—

- (a) Economic systems.
- (b) International trade and trade problems.
- (c) Public finance.
- (d) Labour problems.
- (e) The development of the South African economy.
 - (i) 1652—1850 or after 1850, or
 - (ii) Economic History of Western Europe either up to 1750 or from 1750.
- (f) An intensive study of South African economic problems or Economic aspects of the Native problem.
- (g) Population problems.

MASTER'S EXAMINATION

The examination consists of a dissertation, the subject of which must be approved by the Senate at least six months before the dissertation is presented.

Candidates should avoid irrelevant matter in their dissertations.

Syllabus for Degrees of Hons. B.Com. and M.Com.

BUSINESS ECONOMICS

HONOURS BACHELOR EXAMINATION (HONS. B.COM.)

The examination comprises:

1. Advanced economic theory (one paper).—One of the following:—
 - (a) Theory of value, price and distribution.
 - (b) Advanced study of currency and banking.
 - (c) Theory and problems of business cycles (industrial fluctuations).
2. Advanced business economics (three papers):—
 - (a) Advanced problems of general management, production management and personnel management.
 - (b) Advanced study of marketing, business finance, foreign trade and trade problems.
 - (c) Every candidate must submit an essay on a piece of field work which he has carried out in connection with one or a group of approved industrial, commercial or public undertakings. The essay should deal with one or more of the following aspects of organisation and management:—

Factory location and layout.

Manufacturing problems (with particular reference to standardization, use of by-products, storage and handling of materials, quality control, production planning and control, etc.).

Work study and work measurement.

Wage systems and problems in connection with remuneration for labour.

Forms of financing and sources of finance (for purposes of both original establishment and expansion).

Internal controls (reports, statistics, budgets and budgetary control, etc.).

Credit policy.

Costing and pricing.

Marketing problems (marketing research, marketing policy, sales promotion, advertising, etc.).

Purchasing and materials control.

Personnel problems (recruitment, selection, training, supervision, etc.).

Management training.

Organization of the undertaking generally and of management in particular.

Essays on aspects not included in the above list may be submitted if the subject has been specially approved for the purpose.

The essay is in the nature of a case study. It must show that the candidate is capable of recognizing the main features of some practical problem or problems and of presenting them both analytically and descriptively.

The essay should not be less than 6,000 or more than 10,000 words in length. The particular aspect or aspects selected for investigation must be submitted for approval and the essay itself must be presented not later than 31st August of the year in which the candidate intends to write the examination. The essay is regarded for all purposes as an additional examination-paper.

3. One of the following (one paper):—

- (a) Marketing of agricultural products.
- (b) Transportation (including shipping and harbour administration).
- (c) Stock exchanges and produce exchanges.
- (d) Management accounting.
- (e) Labour problems [provided (1) is taken under group (a) and provided that the half-course "labour problems" has not been taken in the third year of the B.Com. curriculum].
- (f) Marketing research and advertising.

N.B.—A candidate will not be permitted to take management accounting unless he has satisfied the Head of the Department of Accounting that his knowledge of accounting, auditing and cost accounting is adequate.

MASTER'S EXAMINATION (M.COM.)

The examination consists of a dissertation, showing evidence of original research on the part of the candidate, the subject of which must be approved by the Senate at least six months before the dissertation is presented. Candidates must submit an outline indicating the scope of the subject.

ECONOMICS

HONOURS BACHELOR EXAMINATION: HONS. B.COM. AND MASTER'S EXAMINATION (M.COM.)

As for Hons. B.A. and M.A. respectively in Economics.

DEPARTMENT OF ENGLISH

Course I

Paper 1.

- (a) Davis: *Introduction to Modern English Usage* (O.U.P.).
- (b) Ward: *The Phonetics of English* (Heffer & Sons) (Chapters 10 to 18).
- (c) Thompson: *Reading and Discrimination* (Chatto and Windus).

Paper 2.

- (a) Shakespeare: *Much Ado About Nothing, Henry IV, Part I, Macbeth* (any complete eds.).
- (b) *The London Book of English Verse*, Poems 2, 7, 11, 12, 74, 118, 119, 160, 161, 165, 169, 170, 173, 176, 231, 251, 300, 306, 350, 354, 401, 414, 430, 438, 446, 454, 457, 463, 466, 488, 498, 507, 526, 535, 542, 544, 579, 587, 589, 597, 605, 606, 622, 627, 632, 646, 649, 669, 670, 673.
- (c) Two of the following (in any complete edition):
Conrad: *Heart of Darkness*.
Hawthorne: *The Scarlet Letter*.
Lawrence: *St. Mawr* and *The Virgin and the Gipsy*.
George Eliot: *The Mill on the Floss*.
Swift: *Gulliver's Travels*.

Course II

Paper 1.

- (a) Lawrence: *Selected Poems* (Penguin, from p. 71 to end).
- (b) *Metaphysical Poets* (Penguin, the poems of Donne, Herbert, Vaughan, Marvell).
- (c) Alexander Pope: *The Dunciad*, Books I and IV; *The Epilogue to the Satires* Dialogues I and II; *The Epistle to Burlington*; *The Essay on Man*.
- (d) Hopkins, *Poems* (Penguin, nos. 3, 4, 5, 8, 9, 10, 12, 13, 14, 15, 20, 30, 32, 33, 34, 36, 37, 41, 42, 43, 44, 45, 46, 48, 49, 51, 52).
- (e) *Reading and Discrimination* (Thompson).

Paper 2.

- (a) (In any complete edition):
Austen: *Emma*.
Johnson: *Rasselas*.
Twain: *Huckleberry Finn*.
Hardy: *Jude the Obscure*.
Conrad: *Under Western Eyes*.
- (b) (In any complete edition):
Shakespeare: *Antony and Cleopatra*.
Marlowe: *Dr. Faustus*.
Jonson: *Volpone*.
Webster: *The Duchess of Malfi*.

Paper 3.

Literary linguistics. Candidates will be tested on their ability to interpret certain texts in Middle English, and on their understanding of the part played by these texts in the tradition of English literature.

Middle English: Chaucer, *The Canterbury Tales: The Prologue, The Nun's Priest's Tale, The Pardoner's Prologue, The Pardoner's Tale, The Reeve's Tale* (in any Middle English version, preferably in the Oxford Poets Edition).

English Phonetics.

Paper 4.

Literary linguistics: as for Course II, Paper 3, with reference to a further series of texts.

English Phonetics. (This may be studied as an alternative to ONE of the languages listed in the Literary Linguistics section of the course.)



University of Hare
Together in Excellence

Paper 1.

- (a) Chaucer: *The Canterbury Tales: The Knight's Tale, The Wife of Bath's Prologue, The Wife of Bath's Tale, The Clerk's Tale, The Merchant's Tale, The Franklin's Tale* (in any Middle English version, preferably in the Oxford Poets edition).
- (b) Milton: *Paradise Lost*, Books I, II, IV, IX.
- (c) Blake: *To Spring, To Morning, Two Songs, Mad Song, Songs of Experience, Songs of Innocence, The Book of Thel, The Marriage of Heaven and Hell, Night the Second Milton*, Book the First, Parts 28 and 29.
- (d) Wordsworth: *The River Duddon Sonnets, Poems of Imagination, The Prelude* (1850 version) Books I, X and XI.
- (e) Yeats: *The Fisherman, On a Political Prisoner, The Second Coming, Sailing to Byzantium, Two Songs from a Play, Leda and the Swan, News for the Delphic Oracle, Among School Children, The Winding Stair and Other Poems, A Woman Young and Old, The Last Poems*.
- (f) Eliot: *The Love Song of J. Alfred Prufrock, Portrait of a Lady, Preludes, Rhapsody on a Windy Night, Gerontion, Sweeney Erect, The Hippopotamus, Whispers of Immortality, Sweeney Among the Nightingales, The Waste Land, The Hollow Men, Ash Wednesday, The Journey of the Magi, Marina, Burnt Norton*.
- (g) Leavis: *Revaluation*.
- (h) *Reading and Discrimination* (Thompson).

Paper 2.

- (a) Shakespeare: the following:
Love's Labour's Lost, Twelfth Night, Troilus and Cressida, Measure for Measure, King Lear, Cymbeline, The Winter's Tale (any edition, but preferably that of the Complete Shakespeare, O.U.P.).

Paper 3.

- (a) All of the following (in any complete edition):
Austen: *Persuasion*.
Dickens: *Little Dorrit*.
Eliot: *Middlemarch*.
Conrad: *The Secret Agent*.
James: *The Portrait of a Lady*.
Lawrence: *The Rainbow and Women in Love*.
(b) Leavis: *The Great Tradition*.

Paper 4.

Two of the following:

- (a) Middle English: Sir Gawayne and the Green Knight* (any Middle English edition).
(b) English Phonetics: *Phonetics of English*: J. C. Ward.
(c) Scott-James: *The Making of Literature*.
(d) Armstrong and Ward: *A Handbook of English Intonation* (Heffer & Sons).
Wyld: *The Growth of English* (John Murray) or
Jespersen: *Growth and Structure of the English Language* (Blackwell).

Bibliographies—1962

The English courses demand that every student extend his reading beyond the limits of his prescribed works.

Practical English and First Year students must read with care *at least* five works selected from Sections B to D, two from Section E, and one of the anthologies listed in A. Similarly, Second and Third Year students must read *at least* ten works from Sections B to D, five from Section E, and continue to deepen their knowledge and appreciation of English poetry.

SECTION A: POETRY

(Capital letters indicate poets whom students cannot afford to neglect.)

The London Book of English Verse (all poems); *The Penguin Book of English Verse*; *The Oxford Books of English Poetry* (four volumes: 16th, 17th, 18th and 19th Centuries); *Border Ballads* (Penguin); CHAUCER (*The Canterbury Tales*, *Troilus and Criseyde*); *Sir Gawain and the Green Knight*; Langland; Skelton, Wyatt; Sidney; SPENSER; Raleigh; SHAKESPEARE (Sonnets, *The Rape of Lucrece*, *Venus and Adonis*); Drayton; Marlowe; Ben Jonson; Campion; Cowley; DONNE (*Songs and Sonnets*, *Holy Sonnets, Satires*); HERBERT; Marvell; Herrick; Lovelace; King; Vaughan; MILTON: (*Paradise Lost*, *Samson Agonistes*); Dryden; POPE: (*The Rape of the Lock*, *The Dunciad*, *Moral Essays*); Samuel Johnson; Goldsmith; Gray; Cowper; Burns; BLAKE: (*Songs of Innocence and of Experience*, *The Marriage of Heaven and Hell*); WORDSWORTH (*The Prelude*); Coleridge; KEATS; Shelley; Byron; Tennyson; Browning; Arnold; Emily Brontë; Hopkins; Whitman; Hardy; Emily Dickinson; YEATS: (*The Tower*, *The Winding Stair*, *Last Poems*); Pound; ELIOT, T.S.: (*Four Quartets*); D. H. LAWRENCE; Frost; Graves; Auden; Campbell, R.; *The Penguin Book of Modern American Verse* or *The Faber Book of Modern American Verse*; *Contemporary Verse* (Penguin) or *The Faber Book of Modern Verse*.

SECTION B: DRAMA

The Wakefield Second Shepherd's Play; *Everyman*; Kyd: *The Spanish Tragedy*; Marlowe: *Dr. Faustus*, *Tamburlaine the Great, Part I*, *Jew of Malta*, *Edward II*; Shakespeare: *Romeo and Juliet*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *As you Like it*, *Twelfth Night*, *Richard II*, *Henry IV, i and ii*, *Henry V*, *Julius Caesar*, *Troilus and Cressida*, *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Coriolanus*, *Antony and Cleopatra*, *The Winter's Tale*, *The Tempest*; Ben Jonson: *Volpone*, *The Alchemist*, *Bartholomew Fair*, *Sejanus*; Webster: *The Duchess of Malfi*, *The White Devil*; Tourneur: *The Revenge's Tragedy*; Middleton: *The Changeling*; Dekker: *The Shoemaker's Holiday*; Beaumont and Fletcher: *The Maid's Tragedy*; Philaster; Dryden: *All for Love*; Congreve: *The Way of the World*; Sheridan: *The School for Scandal*; Goldsmith: *She Stoops to Conquer*; Wilde: *The Importance of Being Ernest*; Shaw: *Pygmalion*, *Major Barbara*, *Saint Joan*, *Man and Superman*; Sygne: *Riders to the Sea*, *The Playboy of the Western World*; Yeats: *Calvary*, *Purgatory*; T. S. Eliot: *Murder in the Cathedral*; O'Neill: *Desire under the Elms*.

SECTION C: THE NOVEL

- Defoe: *Robinson Crusoe, Journal of the Plague Year, Moll Flanders.*
 Bunyan: *Pilgrim's Progress.*
 Swift: *Gulliver's Travels.*
 Austen: *Northanger Abbey, Sense and Sensibility, Pride and Prejudice, Mansfield Park, Emma, Persuasion.*
 Richardson: *Clarissa.*
 Fielding: *Joseph Andrews, Tom Jones.*
 Sterne: *Tristram Shandy.*
 Smollett: *Roderick Random.*
 Goldsmith: *The Vicar of Wakefield.*
 Scott: *Heart of Midlothian, Quentin Durward.*
 Burney: *Evelina.*
 Dickens: *Pickwick Papers, Martin Chuzzlewit, David Copperfield, Great Expectations, Bleak House, Hard Times, Little Dorrit, Our Mutual Friend.*
 Thackeray: *Vanity Fair, Henry Esmond.*
 Trollope: *Barchester Towers.*
 Emily Brontë: *Wuthering Heights.*
 Charlotte Brontë: *Jane Eyre.*
 George Eliot: *Adam Bede, Middlemarch, Daniel Deronda.*
 Hawthorne: *The Scarlet Letter.*
 Melville: *Moby Dick.*
 Twain: *Huckleberry Finn.*
 James: *The Bostonians, Portrait of a Lady, The Tragic Muse, The Ambassadors, The Wings of the Dove.*
 Meredith: *The Egoist.*
 Hardy: *Tess of the D'Urbervilles, The Mayor of Casterbridge.*
 Butler: *The Way of All Flesh.*
 Conrad: *Lord Jim, Victory, The Secret Agent, Nostromo, Under Western Eyes.*
 Lawrence: *Sons and Lovers, The Rainbow, Women in Love, Kangaroo, The White Peacock.*
 Joyce: *Portrait of the Artist as a Young Man.*
 Forster: *A Passage to India, Howard's End.*
 Faulkner: *The Sound and the Fury.*
 Scott Fitzgerald: *The Great Gatsby.*
 Hemingway: *For Whom the Bell Tolls.*
 Woolf: *To the Lighthouse.*
 Short Stories by James, Conrad, Lawrence, Katherine Mansfield and Joyce.

SECTION D: MISCELLANEOUS PROSE

- Authorised Version of the Bible* (especially Genesis, Psalms, Song of Songs, Samuel II, The Four Gospels, Isaiah).
 Bacon: *Essays.*
 Donne: *Sermons.*
 Burton: *Anatomy of Melancholy.*
 Hobbes: *Leviathan.*
 Browne: *Religio Medici.*
 Addison and Steele: *The Spectator.*
 Locke: *Essay Concerning Human Understanding.*
 Swift: *Tale of a Tub.*
 Pepys: *Diary.*
 Milton: *Areopagitica, Tetrachordon.*
 Chesterfield: *Letters to His Son.*
 Johnson: *Rasselas, The Rambler.*
 Boswell: *Life of Johnson.*
 Hume: *Treatise of Human Nature, Essays.*
 Gibbon: *Decline and Fall of the Roman Empire.*
 Burke: *Reflections on the French Revolution.*
 Lamb: *Essays of Elia.*
 Keats: *Letters.*
 Byron: *Letters.*
 Arnold: *Culture and Anarchy.*
 Mill: *On Liberty.*
 Newman: *Apologia Pro Vita Sua.*

Shaw: *Prefaces*.
 W. Churchill: *Marlborough*.
 Lawrence: *Letters and Essays*.
 Yeats: *Autobiographies*.
London Book of English Prose. *Pelican Books of English Prose*.

SECTION E: CLASSICAL AND FOREIGN LITERATURE

(Students should attempt to read the following works in the original: if this is impossible, translations must suffice, but even here some attempt should be made through gramophone records, dictionaries, or any other means, to form an impression of the original.)

Greek.

Homer: *The Odyssey*; *The Iliad*.
 Aeschylus: *The Oresteian Trilogy (Agamemnon, Choephoroe, Eumenides)*.
 Sophocles: *The Theban Plays (Oedipus Rex, Oadipus at Colonus, Antigone)*
 in Yeate's translation.
 Euripides: *The Bacchae*; *The Trojan Women*; *Hippolytus*.
 Aristophanes: *The Birds*; *The Frogs*.
 Plato: *The Republic*; *The Symposium*; *The Last Days of Socrates*.
 Aristotle: *Ethics*.
 Herodotus: *The Histories*.
 Thucidides: *The Peloponnesian War*.
 Plutarch: *Lives* (translated by North).
 Demosthenes: *Speeches*.
 Pericles: *Funeral Oration* (translated by Thomas Hobbes).

Latin:

Lucretius: *On the Nature of Things*.
 Terence: *The Adelphi*.
 Horace: *Odes*; *Satires*.
 Cicero: *Selections* (e.g. Penguin).
 Virgil: *Eclogues*, *Georgics*, *The Aeneid*.
 Tacitus: *Annals of Imperial Rome*.
 Ovid: *Metamorphoses*.
 Catullus: *Poems*.
 St. Augustine: *Confessions*.



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Italian:

The Penguin Book of Italian Verse.

Dante: *The Divine Comedy*.
 Boccaccio: *The Decameron*.
 Petrarch: *Sonnets and Poems*.
 Leopardi: *Poems*.
 Pirandello: *Six Characters in Search of an Author*.

Spanish and Portuguese:

Cervantes: *Don Quixote*.
 Garcia Lorca: *Poems*, *Blood Wedding*.
 Camoens: *The Lusads*.
The Penguin Book of Spanish Verse, Plays of Calderon and Lope de Vega.

Russian:

Pushkin: *Poems*.
 Gogol: *Dead Souls*, *The Government Inspector*.
 Dostoyevski: *The Idiot*; *Crime and Punishment*; *The Brothers Karamazov*.
 Tolstoi: *War and Peace*; *Anna Karenina*; *Death of Ivan Ilych and other Tales*.
 Turgenev: *On the Eve*; *Fathers and Sons*.
 Chekhov: *The Cherry Orchard*; *the Three Sisters*; *The Seagull*; *Tales and Stories*.
 Gorki: *Autobiography*.

Scandinavian:

H. Andersen: *Fairy Tales*.
 Strindberg: *Miss Julie*; *The Ghost Sonata*.
 Ibsen: *The Doll's House*, *The Wild Duck*; *Hedda Gabler*.

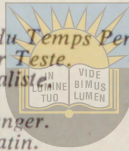
German:

Goethe: *Faust*.
Heine: *Poems*.
Kafka: *The Castle; The Trial*.
Rilke: *Sonnets to Orpheus; Duine Elegies*.
Mann: *The Magic Mountain; Dr Faustus; Death in Venice*.
The Penguin Book of German Verse.

French:

The Penguin Books of French Verse (Vols. 1 to 4).

Villon: *Le Grand Testament*.
Rabelais: *Gargantua and Pantragrue*.
Montaigne: *Essays* (Florio's translation).
Ronsard: *Poems*.
Voltaire: *Candide*.
Rousseau: *Confessions; Social Contract*.
Corneille: *Le Cid*.
Racine: *Andromaque; Phèdre; Athalie*.
Molière: *Le Misanthrope; Tartuffe; Le Malade Imaginaire*.
Hugo: *La Légende des Siècles*.
Balzac: *Old Goriot; Eugénie Grandet*.
Pascal: *Pensées*.
La Fontaine: *Fables*.
Stendhal: *Le Rouge et le Noir; La Chartreuse de Parme*.
Baudelaire: *Les Fleurs du Mal*.
Flaubert: *Madame Bovary*.
Rimbaud: *Le Bateau Ivre; Une Saison en Enfer*.
Mallarmé: *Poems*.
de Maupassant: *Stories*.
Zola: *Germinal*.
Proust: *A la Recherche du Temps Perdu*.
Valéry: *Poems, Monsieur Teste*.
Gide: *Journal; L'Immoraliste*.
Sartre: *Les Mouches*.
Camus: *La Peste, L'Etranger*.
Claudé: *Le Soulier de Satin*.
Pequy: *Poems*.



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SECTION F: SUPPLEMENTARY READING

Penguin Books of Curious and Comic Verse

T. S. Eliot: *Old Possum's Book of Practical Cats*.
Kipling: *Verse; Kim; Stories*.
Carroll: *Alice in Wonderland and Through the Looking Glass*.
Beerbohm: *Zuleika Dobson*.
Jerome: *Three Men in a Boat*.
Wilkie Collins: *Moonstone; Woman in White*.
Bulwer-Lytton: *Last Days of Pompeii*.
Amis: *Lucky Jim*.
Balchin: *The Small Back Room*.
Cary: *The Horse's Mouth; Mister Johnson*.
Chesterton: *Essays and Stories*.
Golding: *Lord of the Flies*.
Graves: *I, Claudius; Count Belisarius; Goodbye to All That; Anger of Achilles*.
Graham Greene: *The Power and the Glory*.
T. E. Lawrence: *The Seven Pillars of Wisdom*.
D. H. Lawrence: *Twilight in Italy; Etruscan Places; Sea and Sardinia; Mornings in Mexico*.
Iris Murdoch: *Under the Net; The Sandcastle*.
Scott Fitzgerald: *The Great Gatsby*.
Snow: *The Masters; The New Men*.
Tolkien: *Lord of the Rings*.
Bennet: *Old Wives' Tale*.
Borrow: *Lavengro*.
Arthur Miller: *Death of a Salesman*.
Fry: *The Lady's Not for Burning*.
A. Huxley: *Brave New World; Chrome Yellow; Antic Hay*.
Orwell: *Animal Farm; Homage to Catalonia; Nineteen Eighty Four*.

Thurber: *The Thurber Carnival*.
 Galsworthy: *The Forsyte Saga*.
 Steinbeck: *Of Mice and Men*.
 Waugh: *Decline and Fall*; *Vile Bodies*; *Scoop*.
 Belloc: *The Path to Rome*.
 Compton-Burnett: *A House and its Head*.
 de la Mare: *Memoirs of a Midget*.
 Salinger: *The Catcher in the Rye*.
 Cooper: *The Last of the Mohicans*.
 Pasternak: *Dr. Zhivago*.
 Waley: *Translations from the Chinese*.
 Burton: *The Thousand and One Nights*.
 S. Undset: *Kristin Lavransdatter*.
 Roy Campbell: *Light on a Dark Horse*.
 Prescott: *Man on a Donkey*.
 Powell: *Casanova's Chinese Restaurant*.
 Penn Warren: *All the King's Men*.
 Wyndham Lewis: *Time and Western Man*.
 Beckett: *Waiting for Godot*.
 Peacock: *Nightmare Abbey*.
 Alegria: *Broad and Alien is the World*.
 Myers: *The Near and the Far*.
 Bellow: *The Adventures of Augie March*.
 Hartley: *The Hireling*.
 Wilson: *Anglo-Saxon Attitudes*.
 Wodehouse: *Carry on Jeeves*.
 O'Casey: *Juno and the Paycock*.
 Paton: *Cry the Beloved Country*; *Too Late the Phalarope*.
 Gilbert: *The Gondoliers*; *The Mikado*; *H.M.S. Pinafore*; *Patience*.
 Lewis: *Babbitt*; *Main Street*.
 White: *The Gay Goshawk*; *The Once and Future King*.
 Thomas: *Portrait of the Artist as a Young Dog*.
 Isherwood: *Goodbye to Berlin*.
 Auden and Isherwood: *The Dog Beneath the Skin*.
 Short Stories by: O. Henry, Saki, (H. H. Monro), Wilder, Marquand, A. E. Coppard, T. F. Powys, Hawthorne, O. McCulloch, Welty, Sansom, Poe, Bierce.

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SECTION G: PERIODICALS

(At least two of the following should be regularly consulted).

The Times Literary Supplement, *The Observer*, *The New Statesman*, *The Spectator*, *The Listener*, *Punch*, *The Twentieth Century*, *The New Yorker*, *The Sewanee Review*, *Essays in Criticism*, *Critical Quarterly*, *Encounter*, *The Partisan Review*, *Nouvelle Revue Francaise*, *Theoria*, *English Studies in Africa*, *Standpunkte*.

SECTION H: CRITICISM

(The purpose of the English courses is to train students to rely on their own judgement. For a student to pass off a critic's ideas as his own is unpardonable, but if he retains his independence he will find good criticism stimulating and challenging. Any of the following works will repay study.)

(a) From Plato to Arnold.

Plato: Relevant sections of *The Republic*; Aristotle: *Poetics*; Longinus: *On the Sublime*; Horace: *Art of Poetry*; Sidney: *Apology for Poetry*; Jonson: *Timber or Discoveries*; Dryden: *Essay on Dramatic Poesy*, *Preface to the Fables*; Johnson: *Preface to Shakespeare*, *Lives of the Poets*; Blake: *The Canterbury Pilgrims*; Shelley: *Defence of Poetry*; Keats: *Letters*; Wordsworth: *Preface to the Lyrical Ballads*; Coleridge: *Biographia Literaria* (Chapters 14 to 22); *Lectures on Shakespeare*; Hazlitt: *Characters of Shakespeare's Plays*; Arnold: *Essays in Criticism* (Two Series); Nietzsche: *The Birth of Tragedy*; Bergson: *Laughter*; Tolstoi: *What is Art?*; Taine: *The Philosophy of Art*.

(b) Contemporary Criticism.

ELIOT: *Selected Essays*, *The Use of Poetry and the Use of Criticism*; RICHARDS: *Practical Criticism*; LEAVIS: *Revaluation*, *The Great Tradition*, *New Bearings in English Poetry*, *The Common Pursuit*; TRILLING: *The Liberal Imagination*, *The Opposing Self*, *A Gathering of Fugitives*; JAMES: *The Art of*

the Novel; LAWRENCE: *Selected Criticism*; Forster: *Aspects of the Novel*; Bradley: *Shakespearian Tragedy, Lectures on the English Poets*; Kermode: any of his works; Knight: *The Shakespearian Tempest*; Knights: *Explorations*; Hulme: *Speculations*; Empson: *Seven Types of Ambiguity*; Graves and Riding: *A Survey of Modernist Poetry*; Pound: *The A.B.C. of Reading*; Yeats: *Essays and Introductions*; Auden: *The Enchanted Flood*; Ransom: *The World's Body*; Brooks: *The Well Wrought Urn*; Wilson: *The Wound and the Bow, The Shock of Recognition*; Blackmur: *Language as Gesture*; Barzun: *The House of Intellect*; Williams: *Culture and Society*; Middleton Murry: *Shakespeare; The Problem of Style*; Lubbock: *The Craft of Fiction*; Alvarez: *The Shaping Spirit*; Collingwood: *The Principles of Art*; Ortega y Gasset: *The Dehumanization of Man*; de Gourmont: *The Problem of Style*; Valéry: *Variétés*; Sartre: *Literary and Philosophical Essays*; The World's Classics Volumes of *Modern English and American Criticism*; Coombes: *Literature and Criticism*; Brooks and Warren: *Understanding Poetry*.

SECTION I: REFERENCE

The *Concise Oxford English Dictionary* and Fowler's *Modern English Usage* are indispensable. The following will be found very useful:—

The Shorter Oxford English Dictionary and the *New English Dictionary*.
Roget's *Thesaurus*.

Partridge: *Usage and Abuse* and Davis: *Introduction to Modern English Usage*.

The Oxford Dictionary of Quotations.

Everyman's or the Penguin *Classical and Mythological Dictionaries*.

Brewer's *Dictionary of Phrase and Fable*.

The Oxford Companion to English Literature.

The Pelican Guide to English Literature (Seven Volumes).

The Cambridge History of English Literature.

The Encyclopaedia Britannica, Chamber's Encyclopaedia.

Everyman's *Encyclopaedia*.

NOTE.—Shorter versions of the Bibliography will be issued to Practical English and English I students. The full Bibliography will be issued to English II, English III and English Honours students.

DEPARTMENT OF GEOGRAPHY

Geography is a three-year major subject.

Economic Geography is a one-year course.

All students taking Geography and Economic Geography are expected to provide themselves with the latest edition of a good atlas, either *The University Atlas (Philip)* or *The Advanced Atlas of Modern Geography (Bartholomew)*. Students must also provide themselves with drawing books and instruments of approved types, particulars of which can be obtained from the Head of the Department.

Geography: Course I

One theory paper (3 hours) 60 per cent.

One Practical paper (3 hours) 40 per cent.

1. Theory.

(a) Introduction to Physical Geography:

(i) The earth as a planet: The earth's place in the universe—shape, size and movements, e.g. seasons, day and night, eclipses, etc.—determination of positions and time, the problem of map projections.

(ii) Surface forms: The land and sea forms of the earth and the processes responsible.

(iii) The climate: Weather and climate—insulation of the atmosphere—temperature, atmospheric pressure, winds and precipitation, climatic regions.

(iv) Plants and animals.

(b) Introduction to human Geography:

(i) Man—composition and distribution of population—classification of races, languages, nations, etc.

(ii) Human settlements, rural and urban.

(iii) Human activity—agriculture, commerce, industry, mining, etc.

(iv) Communications—communications over land, sea and air.

2. *Practical* (Geographical aids).

- (a) Practical exercises to illustrate physical and human geography.
- (b) The compilation and use of maps including basic principles of projections, static and graphic presentation.

Reference books:

Finch Trewartha, Robinson & Hammond: *Elements of Geography*.
 Serton & Moolman: *Algemene Aardrykskunde*.

Course II

(B.A. and B.Sc. differentiated)

1. *Regional Geography*.

- (a) Africa (in more detail): B.A. and B.Sc.
- (b) Europe or America or another region (in less detail): B.A. and B.Sc.

2. *Social and Political Geography*: B.A.

3. *Climatology and Meteorology*: B.Sc.

4. *Practical Geography*.

- (a) General practical exercises: B.A. and B.Sc.
- (b) Practical exercises on Part 2 including photogrammetry: B.A.
- (c) Practical exercises on 3: B.Sc.

Note.—

One paper on section 1	...	(30 per cent)
One paper on section 2 or 3	...	(30 per cent)
One practical examination	...	(40 per cent)

Reference Books:

Stamp: *Africa*.
 Shaw: *Anglo-America*.
 Hourton: *A Social Geography of Europe*.
 Van Valkenburg & Stolz: *Elements of Political Geography*.
 Finch Trewartha, Robinson & Hammond: *Elements of Geography*.
 Howard J. Critchfield: *General Climatology*.
 Hinks: *Maps and Survey*.
 Bryant & Hughs: *Maps Work*.



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 Course III
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(Two theory and two practical papers)

1.—*Physical Geography*.

Geomorphology.—The influence of rock-texture, tectonic movements and volcanic activity on relief; the evolution of fluvial, glacial, aeolian, and littoral topography; theories which account for the present distribution of the land and sea; the structure and development of the present land masses.

The evolution of the earth; discussion of the configuration of the earth; gravity survey; the theory of isostasy.

2.—*Human Geography*.

(a) *Social Geography*.—The importance of race and environment in determining the habits and organization of peoples; the philosophy of “determinism”, the effect of man on environment; the content and method of historical geography.

(b) *Political Geography*.—The factors of physical, racial and social geography which have influenced the establishment of nationalities and states; the principles of frontier-making.

(c) The economic and commercial geography of Africa south of the Zambesi.

3.—*Regional Geography*.

(a) *The Continent of Africa*.—Its position, and space relations; coastal outline, and its effects on the positions of ports and the development of trade-routes; relief and its effect on the sites of settlements, land communication, and the distribution of population; climate, and its influence on rivers, vegetation, animals, and man; the physical regions of Africa; the influence of environment upon the economic and political development of those regions.

(b) Either North America or Asia treated as Africa above.

4.—The *Geographical ideas* of classical times and prior to the Age of Discovery.

PRACTICAL

Advanced interpretation of contoured maps.
Calculation of the average heights of natural regions.
Planimetry.
Construction of isometric drawings and of block diagrams.
Making of topographic models.
Advanced interpretation of maps illustrating facts of human geography.
Construction and interpretation of statistical maps, graphs and diagrams, with special reference to the regions studied in greater detail.

Textbooks recommended:

Fitzgerald: *Africa*.
Stamp: *Asia*.
Lebon: *An Introduction to Human Geography*.
Lobeck: *Geomorphology*.
King: *South African Scenery*.
Woolridge and Morgan: *Basis of Physical Geography*.

Honours Bachelor Examination

The Hons. B.A. examination consists of six papers:—

- (a) Three papers on General Geography. These papers are intended to cover a revision of and additional reading in those branches of Geography not specifically chosen by the candidate as special subject under (b). See Annexure A.
- (b) Three papers on one of the following special subjects chosen by the candidate for intensive study. In annexure B will be found a short list of leading textbooks for each of the special subjects listed below. These are intended as a guide to the scope of the special subjects, but students will be expected to follow up references made in these works and should also be familiar with the leading geographical periodicals: Economic Geography; Geomorphology; Social, Political and Historical Geography; Meteorology and Climatology.

Annexure A.—The bibliography for this selection can be obtained from the Head of the Department of Geography.

Annexure B.—In a bibliography which will be supplied by the Head of the Department.

Master's Examination

The Master's examination consists of a dissertation on a region or subject to be selected by the candidate and approved by the Committee of Studies.

Economic Geography

(One Paper)

- (a) The interrelations of location, altitude, and relief; the nature and distribution of soils and minerals; proximity to bodies of water; and climate and climatic regions.
- (b) The combined influence of (a) on the distribution and growth of vegetation, and of animal life; and on the occupations, health, and efficiency of man.
- (c) The optimum conditions of climate and soil for the principal agricultural products.
- (d) The distribution and exploitation of the world's mineral resources.
- (e) The world's resources of power; their distribution and possible utilization.
- (f) Labour supply. The effects of industrial development on the nature and growth of population.
- (g) Colonization of new countries: special reference to the colonization and exploitation of the tropics by white peoples.
- (h) The localization and development of the principal manufacturing industries.
- (i) The geography of transport and exchange.
- (j) The economic development of the major climatic regions.

Throughout the course special attention should be paid to South African conditions.

Textbooks recommended:

Renner, Durant, White & Gibson: *World Economic Geography*.
Bengston & Van Royen: *Fundamentals of Economic Geography*.

DEPARTMENT OF HISTORY

Course I (One paper)

1.—European History, 476-1555 A.D.

Textbook:

Thomson & Johnson: *Introduction to Medieval Europe* (New York).

2.—History of South Africa, from the Portuguese discoveries to the end of the rule of the Company (1795)

Textbooks:

Walker: *History of South Africa*, or

Walker: *History of Southern Africa*, or

Cambridge History of the British Empire, Vol. VIII (South Africa).

Course II

Paper 1.—European History, 1556-1815.

Textbooks:

Beika & Lafora: *Modern Europe, a History since 1500* (New York, 1959).

Hayes: *A Political and Cultural History of Modern Europe*, Vol I (New York).

Paper 2.—History of South Africa, 1795-1881 including British Colonial Policy during that period.

Textbooks:

Walker: *History of South Africa*, or

Walker: *History of Southern Africa*, or

Cambridge History of the British Empire, Vol. VIII (South Africa).

N.B.—Students intending to proceed beyond Course I are strongly advised to obtain a reading knowledge of Afrikaans before entering Course II.

Course III

Paper 1.—European History since 1815.

Textbooks:

A. J. Grant & H. Temperley: *Europe in the Nineteenth and Twentieth Centuries* (1789-1950) (Longmans, Green), or

D. Thomson: *Europe since Napoleon* (Longmans, Green).

Paper 2.—The New Imperialism after 1870 and the rise of anti-colonialism, with special reference to the history of Africa (excluding South Africa) and the rise of the United States of America and Russia as world powers.

Titles of textbooks will be supplied by the lecturer.

Paper 3.—History of South Africa since 1881, including the place of South Africa in the Commonwealth (to 1961).

Textbooks:

E. A. Walker: *A History of Southern Africa* (Longmans, Green), or

C. W. de Kiewiet: *A History of South Africa, Social and Economic* (Oxford).

Students are expected to read widely in the printed sources, especially for Paper 3. Further information will be supplied during the course of the year.

Honours Bachelor Course

The examination comprises:

1. Theoretical History: Outlines of historical method and theory, and of historiography from the beginning of the Nineteenth Century.
2. A paper on South African history, to be studied with reference to printed documents. One of the following periods must be selected:—
 - (a) The Cape under Van Riebeeck and the Van der Stels, 1652-1707.
 - (b) The Cape during 1778-1806.
 - (c) South Africa during the Great Trek, 1834-1854.

3. A period of modern history, to be studied with reference to printed documents. One of the following:—
- The American Revolution and the formation of the Federal Constitution, 1760-1788.
 - The struggle for parliamentary sovereignty in England during the Stuart period (1603-1714).
 - A comparative study of the constitutions of Canada, Australia and South Africa.
4. An intensive study of ONE of the following
- The mediaeval empire and the rise of national states in Europe during the Middle Ages.
 - Renaissance, Reformation and voyages of discovery from the middle of the 15th century to the first half of the 17th century.
 - Nationalism and internationalism in Europe in the 19th and 20th centuries.
 - The place of Africa in world history in the 19th and 20th centuries.
 - The rise of the United States of America in the 19th and 20th centuries.

N.B.—Tuition is not provided in all the options and further information regarding the course, textbooks, etc., may be obtained from the Head of the Department.

A reasonably advanced reading knowledge of Afrikaans is required as an entrance qualification to the course.

It is highly desirable that students should acquire a reading knowledge of German and/or French before entering the course.

Master's Examination

The examination consists of:

A *dissertation*, the subject to be approved by the Senate at least six months before the dissertation itself is handed in, and to be certified to be the candidate's own work. It must give evidence of original research on the part of the candidate, and be typewritten, double spacing and properly bound.

University of Fort Hare DEPARTMENT OF CLASSICAL STUDIES

Latin: Course I

Paper 1.

Three set books, all for detailed study. The questions include passages for translation, grammatical annotation, explanation of context and contents; also literary questions on the authors concerned, both in general and with particular reference to the set books. As far as metre is concerned students need only study the elegiac couplet. (Translation \pm 45 per cent; notes \pm 35 per cent; general questions \pm 14 per cent; scansion \pm 6 per cent.)

Paper 2.

Unseen translation of passage from Latin (100 marks); and translation into Latin of five to eight detached sentences (50 marks).

Outlines of Roman History from 510 B.C. to the death of Julius Caesar.

Course II

Paper 1 (100 marks).

Four set books, all for detailed study, selected mainly from the works of Horatius, Livius, Terentius and Sallustius or Cicero. The questions include passages for translation, grammatical annotation, explanation of context and contents; also literary questions on the authors concerned, both in general and with particular reference to the set books. As far as metre is concerned students need only study the Sapphic and alcaic stanzas of Horatius. (The questions on one of the set books, as well as part of the literary questions, will be set in paper 2.)

Paper 2 (100 marks).

Section A.—Continuation of questions on set books—see Paper 1 above (35 marks).

Section B.—(i) Outlines of Roman constitutional history up to 42 B.C. (45 marks); (ii) outlines of Roman religion (20 marks).

Paper 3 (100 marks).

Unseen translation (60 marks) and prose composition (20 marks).

Course III

Paper 1 (100 marks).

Four set books, all for detailed study, selected mainly from the works of Plautus, Lucretius, Tacitus and one other prose author (e.g. Cicero, Quantilianus, Plinius, Sallustius). The questions include passages for translation, grammatical annotation, textual criticism, explanation of context and contents, and literary questions; students must also be acquainted with the metre in the dialogue parts of the plays of Plautus. (The questions on one of these books will be set in Paper 2.)

Paper 2 (100 marks).

Section A.—Continuation of questions on set books—see Paper 1 above (30 marks).

Section B.—*Either* (1) The Aeneid of Vergilius, with a detailed study of three books prescribed from it. Passages for translation will be set from books prescribed, while literary questions will be set on the complete Aeneid, with special reference to the books prescribed. Students must therefore read, at least in translation, the complete Aeneid (50 marks); *or* (2) A few titles from the Digesta prescribed for detailed study, together with a detailed study of the reign of Justinianus and a general acquaintance with his period. Passages will be set from the Digesta for translation and annotation on language and content (50 marks).

N.B.—This alternative is intended for prospective LL.B. students who must declare their intention of taking it when registering.

Section C.—One passage for unseen translation (20 marks).

Paper 3 (100 marks).

Section A.—A survey of Latin Literature with special reference to the prescribed authors.

Section B.—A special period of Roman history, including a study of the epigraphic sources: 70 B.C. to 14 A.D.

Paper 4 (100 marks).

Unseen translation (40 marks) and prose composition (60 marks).

Principles of Greek Culture

(Obligatory for students taking Latin as major subject.)

Paper 1.

Greek history and literature with special study of a specified branch of literature.

History: Prehistoric times to 323 B.C. (in outline).

Literature: Euripides and Sophocles.

Paper 2.

(1) Outlines of Greek religion.

(2) Greek sculpture.

DEPARTMENT OF PHYSICS

N.B.—Candidates must submit evidence of practical work performed.

(See paragraph G17 of the Regulations)

Course I

(One three-hour paper and one six-hour practical)

Mechanics and Hydrostatics.—Rectilinear motion with uniform acceleration. Laws of motion. Principle of conservation of momentum. Addition of vectors. Moments of forces. Principle of moments. Work, energy, principle of conservation of energy, power. Uniform motion in a circle. Law of gravitation.

Fluid pressure. Density and specific gravity. Archimedes' Principle and applications. Barometers. Boyle's Law, Pumps. Pressure gauges.

Properties of matter.—Surface tension of liquids, capillarity. Elasticity (Young's modulus). Hooke's Law.

Heat.—Simple treatment of temperature scale in general. Liquid in glass thermometers of various types, electrical thermometers, simple gas thermometers.

Expansion of solids and liquids. Methods of measuring coefficients of expansion.

Expansion and pressure coefficients of gases. Gas Laws. Elementary kinetic theory of gases. Dalton's law of partial pressures.

Specific heats of solids, liquids and gases (simple treatment).

Nature of heat and determination of the mechanical equivalent of heat.

Latent heat of fusion, laws of fusion, effect of pressure on melting point, freezing points of solutions.

Evaporation, latent heat of vaporisation, production of cold by evaporation, saturated and unsaturated vapours, boiling, hygrometry.

Conduction of heat (methods of measurement for solids).

Convection. Radiation.

Light.—Photometry, Laws of reflection and refraction. Reflection and refraction at plane and spherical surfaces, thin lenses, spectacles, principles of the microscope and telescope.

Dispersion, refraction through a prism, spectrometer, colour.

Sound.—The general characteristics of sound—velocity of sound—pitch, loudness, quality.

Longitudinal and transverse waves. Stationary waves in pipes and strings. Resonance and forced vibration.

Characteristics of musical sounds. Determination of frequency. Doppler effect.

Electricity and Magnetism.—Law of force between magnetic poles, application to simple cases. Magnetic moment. Intensity magnetisation, magnetic intensity, magnetic induction, lines of magnetic force. Magnetic intensity of the axis of and in the equatorial plane of bar magnets. *University of Bolton in Excellence*

Terrestrial magnetism. Earth's magnetic elements.

Electrification by intimate contact, electroscope, laws of electric force; lines of force, potential, capacity, dielectrics in electrostatic field, influence on laws of force, potential and capacity.

Magnetic effects of electric current (simple cases treated experimentally). Ohm's law. Wheatstone Bridge. Measurement of current, resistance and potential difference. Simple potentiometer.

Mechanical force on a current-bearing wire in a magnetic field, moving coil and tangent galvanometers, ammeters and voltmeters.

Heating effect of an electric current.

Laws of electrolysis, voltmeters.

Leclanché Cell, Standard Cell, elementary treatment of the lead accumulator.

Descriptive account of electromagnetic induction. Induction coil.

Rudiments of Alternating Current.

The particle nature of electricity, quanta.

Practical work.

Use of vernier callipers, micrometer screwgauge, travelling microscope and spherometer.

Verification of Hooke's Law for a spiral spring and the use of the spring for measuring forces. Simple pendulum. Use of a trolley to measure acceleration and to show the relations between force, acceleration and mass.

Experiments with coplanar forces in equilibrium. Parallelogram, triangle and polygon of forces. Law of moments.

Balancing of liquid columns in U tube and in Hare's apparatus. Use of the specific gravity bottle for determinations of density of liquids and of powders. Applications of Archimedes' Principle to the determination of density.

Surface tension of liquid by rise in capillary tube.

Verification of Boyle's Law. Testing of liquid-in-glass thermometers use of the exposed column correction.

Measurements of the coefficients of expansion of solids, liquids and gases. Measurement of the coefficient of increase of pressure of a gas kept at constant volume.

Specific heats of solids and of liquids.

Latent heat of fusion of ice and of evaporation of water.

Determination of the mechanical equivalent of heat: (a) mechanically; (b) electrically.

Coefficient of thermal conductivity of—(a) solid good conductor; (b) solid bad conductor.

Use of methods of pin optics to verify the laws of reflection and of refraction and to investigate the passage of light through a triangular glass prism.

Refractive index using the apparent depth relation.

Critical angle for a liquid and for glass.

Radii of curvature of concave and convex mirrors.

Focal lengths of converging and of diverging thin lenses.

Use of the spectrometer to measure refractive index.

Experiments with magnetometer including the Gauss A and Gauss B positions experiments. Determination of H.

Use of the tangent galvanometer.

Use of the meter bridge and of the post office box for the measurement of resistance. Specific resistance.

Use of ammeters and voltmeters.

Use of simple potentiometer for the comparison of the E.M.F.'s of cells.

Experiments with the monochord and the resonance tube.

Textbooks:

Textbooks of Physics by Stead.

University of Fort Hare
Together in Excellence
(Alternatives: Duncan & Sterling or Willows)

Course II

(Two three-hour papers and one six-hour practical)

Properties of Matter.—Gravitation, elasticity, surface tension, viscosity, diffusion, osmosis, and laws of osmotic pressure (experimental treatment). Vapour pressure near curved surfaces and applications.

Mechanics.—Elementary dynamics of rotation, simple harmonic motion, energy of simple harmonic motion, addition of simple harmonic displacements, beats.

Principles of conservation of linear and angular momentum.

Impact. Motion in a resisting medium.

Heat: Thermometry.—Gas thermometers, electrical thermometers.

First Law of Thermodynamics.—Application to gases. Specific heats of gases, adiabatic processes in gases.

Elementary Kinetic Theory of Gases.—Law of equipartition of energy and application to specific heats. Mean free path of molecules, thermal conductivity and viscosity of gases.

Experimental determination of coefficients of thermal conductivity.

Electricity and Magnetism.—Ohm's Law and applications, measurement of resistance, potentiometers, magnetic effects of straight, circular and solenoidal currents.

Mechanical force acting on a current-bearing conductor in a magnetic field.

Magnetic induction, permeability, susceptibility, hysteresis and methods of treatment.

Diamagnetic and paramagnetic substances.

Curie's Law.

Laws of force between magnetic poles and between short magnets.

Magnetic potential. Terrestrial magnetism.

Sound.—Nature and general characteristics of sound. Longitudinal and transverse waves, expressions for their velocity, energy of a sound wave. Intensity of sound. Loudness, the decibel and the phon.

Stationary waves. Forced vibrations and resonance (with damping). Waves in strings and pipes. Diatonic scale. Scale of equal temperament. Theory of concord and discord.

Combination tones. Doppler's Principle.

Light.—Wave theory and Huyghen's construction. Interference: due to thin films.

Properties of the electron, α , β , γ rays and X-rays, mass and energy, X-ray spectra.

Practical Work on the subject of the above course.

Course III

(Three three-hour papers and two six-hour practicals)

Properties of matter.—Gravitation, elasticity, surface tension, viscosity, diffusion, osmosis and laws of osmotic pressure (experimental treatment). Vapour pressure near curved surfaces and applications.

Mechanics.—Elementary dynamics of rotation, simple harmonic motion, energy of simple harmonic motion, addition of simple harmonic displacements, beats.

Principles of conservation of linear and angular momentum.

Impact. Motion in a resisting medium.

Heat: Thermometry.—Gas thermometers, electrical thermometers, optical and total radiation thermometers.

First Law of Thermodynamics.—Application to gases. Specific heats of gases, adiabatic processes in gases.

Second Law of Thermodynamics.—Reversible and irreversible processes. Carnot's Cycle. Entropy. Principle of increase of entropy. Maxwell's thermodynamical relations. Absolute scale of temperature. Latent heat equations, porous plug experiment. Gibbs-Helmholtz equation and its application to surface tension and to reversible cells. Thermodynamics of the thermo-electric circuit.

Elementary Kinetic Theory of Gases.—Law of equipartition of energy and application to specific heats. Mean free path of molecules, thermal conductivity and viscosity of gases. Brownian motion. Equations of state, critical constants, theory of corresponding states, liquefaction of gases.

Experimental determination of coefficient of thermal conductivity. Laws of radiation (treated descriptively).

Electricity and Magnetism.—Ohm's Law and applications, measurements of resistance, potentiometers, magnetic effects of straight, circular and solenoidal currents.

Mechanical force acting on a current-bearing conductor in a magnetic field.

Magnetic induction, permeability, susceptibility, hysteresis and methods of measurement. Diamagnetic and paramagnetic substances. Curie's Law.

Laws of force between magnetic poles and between short magnets. Magnetic potential. Terrestrial magnetism.

The two circuital relations of electro-magnetism. Electro-magnetic induction. Measurement of magnetic flux, earth inductor. Magnetic circuit and application to electro-magnets. Galvanometers including ballistic galvanometers. Fluxometer.

Thermo-electricity.

Electrolytic conduction.

Oscillatory and non-oscillatory discharge of a condenser. Single phase alternating currents. Circuits containing resistance, self induction and capacity. Divided circuits. Power in alternating current circuits. Series and parallel resonance circuits. Simple treatment of transformers. Experimental methods of measurement of coefficients of mutual and self induction. Elementary treatment of dynamos and motors. Characteristic curves.

Electrostatics.—Laws of force. Gauss's theorem and applications, tubes of force electric field, condensers. Boundary conditions, electrometers and voltmeters, electric machines.

Dimensions of electrostatic and electromagnetic units. Ratio of units, principles of absolute determination of units.

Conduction of electricity through gases. Methods of measuring e/m and v for charged particles. Principle of the cathode ray oscillograph and some of its uses in physics. Positive rays. Isotopes. Measurement of electronic charge. Nature of α , β , γ rays and X-rays, the neutron, subatomic particles. Radio-activity. Elementary treatment of the nuclear atom. Bohr's Theory of hydrogen-like spectra. Photoelectricity and thermionics. Kerr effect and applications. X-ray spectra, electron spin, atomic collisions, matter and energy, the relation $E=mc^2$.

Artificial nuclear transformations. Particle accelerators. Nuclear fission. The use of the cloud chamber, Geiger counter, photo multipliers and nuclear emulsions as detectors.

Descriptive treatment of various types of wireless valve. Use of valve circuits to produce electric oscillations. Rectification and amplification. Simple experiments with high frequency currents.

Sound.—Nature and general characteristics of sound. Longitudinal and transverse waves, expressions for their velocity. Energy of a sound wave. Intensity of sound. Loudness, the decibel and the phon.

Stationary waves. Forced vibration and resonance (with damping). Waves in strings and pipes. Diatonic scale. Scale of equal temperament. Theory of concord and discord. Combination tones. Doppler's Principle.

Light.—Reflection, refraction. Fermat's principle. Reflection and refraction of small pencils at plane and spherical surfaces. Principal foci, nodal points and principal planes of a thick lens and of a combination of thin lenses; equivalent lens, ray tracing method (simple treatment). Dispersion (normal). Fluorescence and phosphorescence (simple treatment). Chromatic and spherical aberration (simple treatment).

Optical instruments. Eyepieces, refracting and reflecting telescopes, prism spectrometer, wave-length spectroscopy, spectrophotometer.

Determination of the velocity of light.

Wave-theory and Huyghen's Construction.

Interference: Young's, Fresnel's and Lloyd's methods. Newton's rings. Interference due to thin films. Interferometers. Banded spectrum.

Diffraction: Fresnel and Fraunhofer classes of diffraction. Narrow grating, resolving power.

Polarisation: methods of producing polarisation, double refraction through uniaxial crystals, plane, circular and elliptical polarisation of light, quarter and half-wave plates, optical rotation polarimeter.

Practical work in the topics of the above course.

Textbooks, Courses II and III:

Titles of textbooks will be supplied to students on request.

Honours Course

(Four papers, practical work and a translation test)

The general scope of the course and subdivision of the examinations will be as follows:—

Paper 1.—Heat and Thermodynamics. Statistical Mechanics. Solid state physics.

Paper 2.—Optics. Atomic and molecular spectra. Wave motion. General physics.

Paper 3.—Electricity and magnetism. Electromagnetism. Electronics.

Paper 4.—Atomic and nuclear physics. Physics of elementary particles. Quantum and wave mechanics.

In addition practical work done during the course will be considered part of the examination. Candidates will also be required to pass a translation test in either French or German.

DEPARTMENT OF BOTANY

Students must provide themselves with notebooks, drawingbooks, such instruments and textbooks as are recommended and required. Microscopes, slides, cover-slips, staining reagents and all apparatus for physiological work are supplied by the College. Students, however, will be held responsible for the instruments and apparatus entrusted to them.

Course I

1. General morphology of seed plants and their modifications.
2. The plant cell, structure, divisions; types of tissue cells of seed plants.
3. Anatomy of seed plants; primary and secondary stems and roots of Dicotyledons, stem and root of Monocotyledons; leaf structure in Dicotyledons and Monocotyledons.
4. Plant Physiology; elementary biochemistry of the plant body; functions of fermentation respiration, photosynthesis; growth and plant responses.
5. Ecology and biology of South African seed plants.
6. Morphology, structure and life histories of selected types from the Thallophyta, Bryophyta, Pteridophyta and Gymnosperms.
7. Knowledge of the floral and vegetative characters of selected families of the Flowering Plants.
8. Economic Botany as illustrated by plants of the Families studied above.

Practical work deals with all sections, including interpretation of experiments under Section 4.

In addition candidates must be able to find with the aid of a key the family and genus of any plant belonging to the families studied in Section 7.

Courses II and III

The course covers work on all the main groups of plants and deals with morphology, anatomy, physiology, cytology, ecology, taxonomy, genetics and theories of evolution.

The complete syllabus will be covered in two years, certain sections being covered in alternate years. These will be denoted sections A and B respectively.

The examination for Course II in any year will be set on section A or B of the syllabus, whichever has been dealt with in that year, and will consist of two papers and one practical of six hours.

The examination for Course III will be set on the whole of the syllabus and D.P. certificates will be issued for this examination only to candidates who have attended the work of both sections A and B of the syllabus. The examination will consist of three papers and two practicals of six-hours each.

In 1962 the A section of the syllabus is being taken. In 1963 section B will be taken.

Bibliographies: See Afrikaans text.

DEPARTMENT OF PSYCHOLOGY

The syllabus given below is that of the University of South Africa. Proposals have been made to the latter University for an amended syllabus which will include a planned laboratory programme and if these proposals are approved the syllabus for Psychology at Fort Hare will be amended accordingly.

Course I

(One Paper.)

Textbooks:

Morgan, Clifford T.: *Introduction to Psychology*, (2nd ed.), or
Munn, Norman L.: *Psychology* (3rd ed.) (1956).

1. *The Science Psychology.*—Definition and field of study; origins of scientific psychology; research methods and subdivisions of psychology.

2. *Animal Behaviour.*—Significance of the study of animal behaviour for psychology; perception, orientation of behaviour, instinctive behaviour, the learning process.

3. *The Brain and Nervous System*.—Structure of the neuron; nervous impulses; synaptic connections; the reflex. Central and peripheral division of the nervous system; the brain and brain functions.

4. *Maturation and Development*.—Mechanisms of heredity; physical maturation and the maturation of behaviour; development of motor abilities and language.

5. *Remembering and the Learning Process*.—Classical conditioning and instrumental learning; perceptual learning; acquisition of skills and transfer of training; retention and forgetting.

6. *Imagination and Thinking*.—The role of images and muscle movements in the learning process; symbols and concepts; problem solving and logical reasoning.

7. *Motivation*.—The nature of motivation; physiological drives; instrumental behaviour; acquired motives; personal and social motives.

8. *Feeling and Emotion*.—Bodily states in emotion; emotional behaviour and the experience of emotion; emotional motivation.

9. *Frustration and Conflict*.—Frustration of motives; reactions to frustration and anxiety: repression, reaction formation, projection, displacement, rationalisation, compensation, regression.

10. *Attention and Perception*.—Principles of perception; perception of objects, perception of depth, perceptual constancy; social and cultural influences in perception.

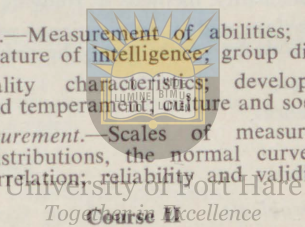
11. *Vision*.—The stimulus for vision; the eye and how it works; colour and brightness; colour blindness; sensitivity of the eye; visual acuity.

12. *Hearing and the Lower Senses*.—The physical basis for hearing; the ear and how it works; limits of hearing; dissonance and consonance; auditory space perception; deafness. The chemical senses. The skin senses. The senses for kinaesthesia and balance.

13. *Intellectual Abilities*.—Measurement of abilities; intelligence tests; verbal and performance tests; the nature of intelligence; group differences in abilities.

14. *Personality*.—Personality characteristics; development of personality; endocrine glands, physique and temperament; culture and social environment.

15. *Psychological Measurement*.—Scales of measurement; distributions of measurements; frequency distributions, the normal curve of distribution; central tendency and variability; correlation; reliability and validity of measures.



Paper I.—Developmental Psychology.

1. (a) *General Introduction*.—Growth, development, learning.

(b) *Historical Perspective*.—Growth and development, modern viewpoints and methods in developmental psychology.

2. Pre-natal development.

3. Early childhood.

4. Infancy.

5. Later infancy.

6. Pre-adolescence and adolescence.

7. Early adulthood.

8. Adulthood.

9. Old age.

The physical, social, emotional, verbal, intellectual, ethical development in each of the above age groups must be covered, with special reference to the family and the wider community.

Prescribed Books:

Hurlock, E. B.: *Developmental Psychology* (McGraw-Hill), or Goodenough and Tyler: *Developmental Psychology* (Appleton-Century, Crofts).

Supplementary Reading:

Jersild, A. T.: *Psychology of Adolescence* (Macmillan).

Jourard, S. M.: *Personal Adjustment* (Macmillan).

Thorpe, L. P. T.: *Child Psychology and Development* (Ronald Press).

Cruze, W. W.: *Adolescent Psychology* (Ronald Press).

- Jersild, A. T.: *Child Psychology* (Staples Press).
 Cole, L.: *Psychology of Adolescence* (Richart).
 Garrison, K. C.: *Psychology of Adolescence* (Prentice-Hall).
 Mussen, P. H. and Conger, J. J.: *Child Development and Personality* (Harpur & Broc.).
 Anderson, J. E.: *Psychological Aspects of Aging* (American Psychological Association).

Paper 2.—Social Psychology.

Textbooks:

- Kimball Young: *Handbook of Social Psychology*, 2nd ed.
 Kimball Young: *Personality and Problems of Adjustment*, 2nd ed.
 Klineberg: *Social Psychology*, 2nd ed.

Additional Reading:

- Krech and Critchfield: *Theory and Problems of Social Psychology*.
 Anastasi and Foley: *Differential Psychology*.

A. Basic Mechanism of Social Behaviour.

1. Motivation: Theories concerning motivation, e.g. instinct and drive.
2. Mechanisms of interaction: Crowd behaviour, imitation, suggestion, stereotypes.
3. Public opinion, propaganda, media of opinion formation, prejudice.
4. Leadership: Types of leaders, functions, meaning of leadership.
5. Attitudes: Formation and function, change, measurement.
6. Personality: Typologies, personality theories, cultural and biological influences on personality, methods of studying personality.
7. Psychology of warfare and of international relations: International tension-causes and methods by which they may be reduced.

B. Differential Psychology.

1. Individual differences.
2. Sex differences.
3. Ethnic differences.

C. Specific adjustment problems.

1. Juvenile delinquency: Socio-cultural background; personality of the juvenile delinquent; methods of handling the problem.
2. Marriage and divorce: Factors of importance before marriage; adjustment of the married couple; factors resulting in marital success; causes and effects of marital dissolution; marriage guidance.
3. Psychology of the modern woman: Historical background; recent cultural changes; woman's two roles; adjustment of the single woman.
4. Psychological problems associated with vocational life: The nature of modern industry and commerce; effects on the individual; monotony and boredom; personal relations; the maladjusted employee.
5. Later maturity and the aged: Old age under various social conditions; changed conditions in our society; physical and mental changes associated with old age; adjustments to old age; methods of helping the aged to adjust.

Course III

Paper 1.—Psychopathology.

1. Historical review; origin and development of Psychopathology, different approaches.
2. Adjustment problems, growth problems, dependence and psychological deprivation; sexual development; aggression.
3. Integration of personality: concept of competence and self-respect, conscience and ideals, phantasy and dreams.
4. The role of genetic, constitutional, maturational and physiological factors in psychopathology.
5. Neurotic conflict, anxiety, fear, defence mechanisms, origin of neurotic tendencies during childhood, factors conducive to neurotic breakdown.

6. Syndromes of neurosis; anxiety neurosis, phobias, obsessions, dissociation, hysteria, symptom formation.
7. Psychosomatic disturbances: emotion and physical changes, intestinal trouble, essential hypertension, bronchial asthma, symptom formation.
8. Syndromes of cerebral disturbances, feeble-mindedness, epilepsy, general paresis, mental changes and disturbances of old age, psychopathic deviates; encephalitis and other diseases, and their sequelae.
9. Manic-depressive states; psychological meaning and the problem of psychosomatic interaction.
10. Schizophrenia.
11. Paranoia.
12. Alcoholism.

Prescribed Books:

- Landis and Bolles: *Textbook of Abnormal Psychology*.
 White: *The Abnormal Personality* (Ed.) (Ronald Press, 1956).
 O'Kelly and Muckler: *Introduction to Psychopathology* (2nd ed.).
 Roux: *Alkoholisme* (Van Schaik, 1955).
 Blignaut: *Enkele aspekte van alkoholverbruik en oor- en dwangmatige verbruik van alkohol as afwykende gedrag by ete en drinke*. (Mededelings van die Universiteit van Suid-Afrika, C7 en C10).

Paper 2 (a).—Counselling Psychology.

Prescribed Books:

- Tyler: *The Work of a Counsellor*.
 Humphreys & Traxler: *Guidance Services*.
1. Historical development of counselling psychology.
 2. Social bases of counselling.
 3. Psychological aims of counselling.
 4. Theoretical approaches to counselling.
 5. Diagnostic principles.
 6. The interview.
 7. Special problems:
 - (a) Personal adjustment problems
 - (b) Educational problems.
 - (c) Vocational problems.
 8. Counselling aids.
 9. Counselling as a form of learning.
 10. Group discussions.
 11. Auxiliary services.
 12. Administrative matters.
 13. Evaluation of counselling.
 14. The counsellor's professional status.

Paper 2 (b).—Clinical Psychology.

Prescribed Book:

- Pennington & Berg: *An Introduction to Clinical Psychology*.

Additional Reading:

- Louttit: *Clinical Psychology of Exceptional Children* (1957).
 Rogers: *The Clinical Treatment of the Problem Child*.
 R. J. Corsini: *Methods of Group Therapy*.
 S. L. Garfield: *Introduction to Clinical Psychology*.

1. Theoretical Framework.
2. Clinical methods, *inter alia* the interview, case studies, testing techniques.
3. *Clinical Problems*.—Childhood and adolescence, retarded children, psychosexual and marriage problems, physical deviates, speech defects; psychoneuroses; psychoses; psychopathic and criminal behaviour; problems of later maturity.
4. *Psychotherapy*.—Definition, therapeutic methods; *inter alia* the direct approach; client-centred therapy; group therapy; therapeutic techniques with children; rehabilitation.
5. Research.

Paper 3.—Introduction to Research Methods in Psychology.

A. *The Principles of Scientific Research.*

1. What is research? History and Definition.
2. The Principles of Scientific Research.
3. Psychology as a Science.
4. The Purpose and Field of Psychological Research.

B. *The Methodology of Research.*

1. What is Method? Definition and Purpose.
2. Problem Phrasing, Content and Hypothesis.
3. The Planning of Psychological Research.
4. The Analysis and Interpretation of Results.

C. *Research Techniques.*

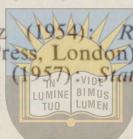
1. Surveys and Field Studies.
2. Field and Laboratory Experimentation.
3. Psychological Tests.
4. Documentation of Research.

D. *Statistical Methods.*

1. The Use and Misuse of Statistical Methods in Research.
2. Basic Statistical Methods: Averages, Variability and Association and others.
3. Probability and Significance.
4. Organization and Planning of Analyses.

Prescribed Books:

- (A) Cohen and Nagel: *An Introduction to Logic and Scientific Method.*
- (B) Brown & Ghiselli (1955): *Scientific Method in Psychology* (McGraw Hill, London).
- (C) Festinger & Katz (1954): *Research Methods in the Behavioural Sciences* (Staples Press, London).
- (D) Wallis & Roberts (1957): *Statistics. A New Approach* (Methuen & Co., London).



Honours Bachelor Examination

The courses consist of five directions of study. The student is required to select ONE of these. These directions of study are:—

- Direction A:* Social Psychology.
Direction B: Introduction Clinical Psychology.
Direction C: Counselling Psychology.
Direction D: Industrial Psychology.
Direction E: Pastoral Psychology.

Each Direction of study consists of SIX papers of which THREE are compulsory for all students. The compulsory papers are:

- Paper 1: Psychology of Personality.
Paper 2: Research Methods.
Paper 3: Developmental Psychology.

In order to facilitate administrative work, papers are numbered from *one* to *eleven*. The remaining eight papers are covered by the following fields:

- Paper 4: Social Psychology.
Paper 5: Physiological Psychology.
Paper 6: Psychopathology and Social Pathology.
Paper 7: Theoretical Foundations of Clinical Psychology.
Paper 8: Counselling Psychology.
Paper 9: Industrial Psychology.
Paper 10: Personnel Psychology.
Paper 11: Pastoral Psychology.

DIRECTION A (Social Psychology) consists of papers 1, 2, 3, 4, 5 and 6.

DIRECTION B (Introduction to Clinical Psychology) consists of papers 1, 2, 3, 5, 6 and 7.

DIRECTION C (Counselling Psychology) consists of papers 1, 2, 3, 6, 8 and 10.

DIRECTION D (Industrial Psychology) consists of papers 1, 2, 3, 4, 9 and 10.

DIRECTION E (Pastoral Psychology) consists of papers 1, 2, 3, 4, 6 and 11.

Paper 1.—Personality.

This paper consists of two sections. Section A is intended to give the student a review of Personality Psychology and the following books are prescribed:

Calvin S. Hall and Gardner Lindzey: *Theories of Personality*, second edition, Chapman and Hall, Limited, London.

Henry P. David and Helmut von Bracken: *Perspectives in Personality Theory*, 1957, Tavistock, Publications Limited, London.

Kluckholm and Murray: *Personality in Nature, Society and Culture*.

Personality Theories from the Continent of Europe, from England and the U.S.A. are dealt with. In this second year of study or later the student must after he has shown sufficient proof that he has explored the field and after he has consulted the Head of the Department select a specific field for further study. The Head of the Department will then supply him with a list of the titles that should be consulted on this subject.

Paper 2.—Research Methods

(This paper is presented in co-operation with the Department of Mathematical Statistics.) It is expected that the student has a sound understanding of the introductory lectures presented in Psychology 3, paper 3 in which the following aspects were discussed:

- (a) Principles of Scientific Research;
- (b) Methods of Research;
- (c) Research Techniques;
- (d) Statistical Methods in Psychological Research.

Given this background, the student is now expected to concentrate on more advanced aspects of research techniques in Psychology. The paper consists of three subdivisions, namely, experimental planning and statistical theory; statistical methods and research problems; psychological measurement and psychometric problems. Students who have registered for the course will be provided with a reading list.

Paper 3.—Developmental Psychology.

The field of study is from conception until death and is founded on the basic changes that man undergoes as a developing and subsequently as a degenerating being. The field of study is largely dealt with by the following books which need to be supplemented with suitable articles from scientific journals and books dealing with specific periods of man's life-span:

Hurlock: *Developmental Psychology*.

Pressey and Kuhlen: *Psychological Development through the Life-Span*.

Zubeck and Zolberg: *Human Development*.

Thorpe and Cruze: *Developmental Psychology*.

Goodenough and Tyler: *Developmental Psychology*.

Paper 4.—Social Psychology.

Three basic inter-actional processes form the study material of Social Psychology—those of person-to-person (e.g. marriage and family relationships); person-to-group (e.g. leader and follower inter-action) and group-to-group (e.g. race relations). This syllabus will *inter alia* try to give some indication of matters such as race relations which are of paramount importance in a multi-racial country such as South Africa.

Paper 5.—Physiological Psychology.

In the syllabus for Physiological Psychology an attempt is made to illustrate factors common to the fields of Physiology and Psychology. From the Psychological viewpoint the aim of Physiological Psychology is to promote a better understanding of the organism's behaviour mechanisms. Physiological Psychology regards this insight into the behaviour mechanisms of both man and animal as of fundamental importance for an understanding of both, but more especially of man, since man is regarded as a mind-body entity, and the organ systems and physiological setting of man can affect his mental attitude and behaviour. In addition a relationship is sought with the animal organism which as a reacting organism has its own behavioural patterns on its own specific level. From this viewpoint a study of animal behaviour may be of importance for an understanding of the behaviour of

man. The field of study of Physiological Psychology is more or less covered by the following books, as well as of certain articles from scientific journals:

Wenger, Jones and Jones: *Physiological Psychology OR*

Morgan and Stellard: *Physiological Psychology.*

Walsh: *Physiology of the Nervous System OR*

Fulton: *Physiology of the Nervous System.*

Pritchard and Blake: *Aids of Neurology.*

Walshe: *Diseases of the Nervous System.*

Paper 6.—Psychopathology and Social Pathology.

This paper consists of three divisions that deal respectively with the neuroses, the psychoses and social pathological problems. The neuroses are dealt with in the modern way, i.e. the emphasis falls on the dynamics of neurotic behaviour and not on systems of classification. More importance is attached to the study of the neuroses than of the psychoses. Social Pathology is a field of study that deals with human problems such as poverty, alcoholism, crime, juvenile delinquency, problems of the family, unmarried motherhood, prostitution in all its forms, and suicide.

Paper 7.—Theoretical Foundations of Clinical Psychology.

This paper consists of the following: Clinical method in psychology; dynamics of group therapy; schools of thought and specific problems in clinical psychology.

Paper 8.—Counselling Psychology.

Counselling Psychology is an application for psychological knowledge and techniques and its aim is to promote the adjustment of the individual within his social setting. The student is introduced to the aims of Counselling Psychology, diagnostic principles, types of problems confronting clients and their psychodynamics, interviewing techniques and age. Attention is also given to the organisation and administration of psychological guidance and inter-professional relationship. As a whole this course serves as a preparation for the practice of the psychological counsellor.

Students who have enrolled will be supplied with the necessary bibliography.

Paper 9.—Industrial Psychology *Other in Excellence*

Rise of Industrial Psychology, Personnel Management and Administration; Economic Psychology, Advertising and Motivation; Ergonomics. Analysis and rating techniques. Operational Research.

The study materials as well as the bibliography will be sent to students who have enrolled for this course.

Paper 10.—Personnel Psychology.

Personnel Psychology should be seen as an aspect of Industrial Psychology and not as an independent field of study. In the curriculum for Personnel Psychology, the emphasis is placed on human relations and on personnel problems in commerce and industry. The curriculum is divided into the following three subsections: human relations, group dynamics and industrial mental health, specific personnel problems; recruiting of personnel, selection, classification and training.

Paper 11.—Pastoral Psychology.

Introduction:

1. Aim and Field of Pastoral Psychology.

(a) *Aim:* To apply pastoral care in a more efficient manner by approaching the person as a psychological entity in his own denomination, with respect to his developmental phases as well as his adjustment and personal problems.

(b) *Field:* Pastoral Psychological approach of the church member in both his normal and deviate behaviour, in all the fields of Pastoral care, such as pastoral visits, sick calls, visits during bereavement and sorrow, follow-up visits, etc.

2. Differentiation: Clinical Psychology, Pastoral Psychology, Pastoral Care, Counselling Psychology.

Pastoral-Psychological Techniques:

1. Conversation.

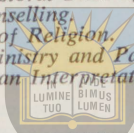
2. Psychotherapeutic Pastoral Care Techniques.
 - (a) Group therapy.
 - (b) Counselling Techniques.
 - (c) Principles of Mental Hygiene.

Approaches to Pastoral Psychological Problems:

1. The Indifferent.
2. The Churchless.
3. The Doubting.
4. Imagined Sin.
5. Illness and Disease.
6. Death.
7. Alcoholism.
8. Divorce.
9. Juvenile Delinquency.
10. Sorrow.
11. Immorality.
12. Unmarried Motherhood.
13. Preparation for Marriage.

Advanced Bibliography:

- Outler, A. C.: *Psychotherapie en Evangelieverkondiging.*
 Abbing, Roscam, Dr. P. J.: *Zielzorg.*
 Faber, Dr. H.: *Pastorale Verkenning.*
 Berthold, Fred: *The Fear of God.*
 Hiltner, Seward: *The Christian Shepherd.*
 Hiltner, Seward: *Preface to Pastoral Theology.*
 Hiltner, Seward: *Pastoral Counselling.*
 Johnson, Paul E.: *Psychology of Religion.*
 Binkley, Olin T.: *The Rural Ministry and Pastoral Psychology.*
 Bowman, Henry A.: *A Christian Interpretation of Marriage.*



DEPARTMENT OF CHEMISTRY

University of Fort Hare
 Together in Excellence
 THEORETICAL

A.—General and Physical Chemistry.

Gas laws, kinetic-molecular theory, gravimetric laws of chemical combination, atomic and molecular theories, atomic and molecular weights and their determination, periodic table, structure of the atom, electronic theory of valency, liquids and solution laws, solids and their properties, chemical energy and thermochemistry, the law of Hess, oxidation and reduction, ionic theory, acids, bases, salts, electrolysis, reaction velocity, law of mass action, principle of Le Chatelier, surface action, catalysis.

B.—Inorganic Chemistry.

Preparation of elements, chemistry of the following elements from the standpoint of the periodic classification:—

Hydrogen, sodium, potassium, magnesium, calcium, the halogens, oxygen, sulphur, nitrogen, phosphorus, carbon, aluminium, chromium, manganese, iron.

C.—Organic Chemistry.

The structure, nomenclature, methods of preparation and properties of the following classes of organic compound:—

Aliphatic, compounds—Alkanes, alkenes, alkynes, alkyl halides, alcohols, ethers, aldehydes, ketones, carboxylic acids and their derivatives.

Aromatic compounds—Benzene and its homologues, and their monohydroxy, amino, carbonyl and carboxyl substitution products.

PRACTICAL

Simple organic and inorganic preparations, organic qualitative analysis, qualitative identification of simple salts, determination of equivalent weights, gravimetric analysis, titrimetric analysis.

Course II

THEORETICAL

Paper 1.—Inorganic and Analytical Chemistry.

Principles of analytical chemistry; more detailed study of the chemistry of the elements in the main groups of the periodic system; comparative study of the elements of Group 1a and 1b, 2a and 2b.

Paper 2.—Physical Chemistry.

Atomic structure and the chemical bond, the gaseous state, the solid state, the liquid state, thermodynamics and thermochemistry, electrochemistry.

Paper 3.—Organic Chemistry.

Further study of aliphatic and aromatic compounds.

PRACTICAL

Qualitative and volumetric analysis, physical chemistry, organic preparations.

Course III

THEORETICAL

Paper 1.—Inorganic and Analytical Chemistry.

The electronic structures of atoms; crystal structures; complex compounds; the transition elements; the inner transition elements; radioactivity and nuclear chemistry; theory of gravimetric analysis; instrumental analysis.

Paper 2.—Physical Chemistry.

The third law of thermodynamics; ideal and non-ideal solutions; phase equilibria; surface phenomena; electrochemistry; chemical kinetics.

Paper 3.—Organic Chemistry.

Further study of aromatic compounds including polynuclear aromatic compounds and dyestuffs; furane, thiophene, pyrrole, pyridine, quinoline, isoquinoline, simple alkaloids; alicyclic compounds; simple terpenes; physical techniques for the elucidation of organic structures; reaction mechanisms.

Together in Excellence
PRACTICAL

A.—Inorganic Chemistry.

Semimicro qualitative analysis for anions; analytical applications of EDTA; gravimetric analysis.

B.—Physical Chemistry.

Surface tension; parachor; refractive indices of organic liquids; phase diagrams; distribution coefficients; electrochemistry; polarimetry; velocity of reaction; colorimetry.

C.—Organic Chemistry.

Analytical and preparative methods of organic chemistry.

Honours

Prospective candidates for the B.Sc. Honours degree in Chemistry should consult the Head of the Department.

DEPARTMENT OF POLITICAL SCIENCE

Course I

(One paper)

1. The scope and methodology of political science and its relation to other social sciences.

2. Theories concerning the origin of the state: The social contract theories (Hobbes, Locke and Rousseau); the Divine Right of kings; the theory of force; the accepted theories.

3. The historical development of political institutions and the theories concerning them:—

- (a) The classical Greek political institutions (Sparta and Athens) and conceptions (Socrates, Plato and Aristotle);
- (b) the roman city-state and political theories (Polybius and Cicero);
- (c) the Roman Empire, the rise of the church and the papacy, the political theories of the early Christians. St. Augustine;
- (d) the Holy Roman Empire, the struggle between the church and the state.
- (e) Thomas of Aquinas. The Conciliar Movement. William of Ockam, Marsilius of Padua. Nicolas Cusanus and Wycliff; and
- (f) the Germanic political institutions, the feudal system, the guild system and the cities of the Middle Ages.

4. The Reformation: Particularly the political theories of Luther, Melancton, Zwingli, Calvin, and the French Huguenots. The rise of monarchial absolutism. The rise of the centralised state.

5. The South African political theories: The system of government in the Netherlands in the 17th century; the organisation and institutions of the D.E.I.C. The various institutions, political thought and trends in the Cape until 1806.

Prescribed books:

Leacock: *Elements of Political Science.*

MacIver: *The Modern State.*

Dunning: *Political Theories—Ancient and Mediaeval—From Luther to Montesque and from Rousseau to Spencer.*

Jenks: *The State and the Nation.*

Sabine: *History of the Political Theory.*

Bosanguet: *The Philosophical Theory of the State.*

Soltau: *An Introduction to Politics.*

Plato: *The Republic; The Statesman; The Laws.*

Aristotle: *Politics.*

Hobbes: *Leviathan.*

Locke: *Two Treatises of Government.*

Rousseau: *The Social Contract.*

Masters of Political Thought: Plato to Machiavelli; Machiavelli to Bentham.

Machiavelli: *The Prince.*

Gierke: *Political Theories of the Middle Ages*

Homo: *Roman Political Institutions*

Scholtemeijer: *Johannes Calvin en sy Institusie*

Beysers: *Die Kaapse Patriotte.*

Wypkema: *Invloed van Nederland op de Staatsinstellingen der Zuid-Afrikaanse Republiek.*

Doyle: *A History of Political Thought.*

Michell: *Sparta.*

Barker: *Principles of Social and Political Theory.*

Kelsen: *General Theory of Law and State.*

Lindsay: *The Modern Democratic State.*

Young: *Approaches to the Study of Politics.*

Course II

(Two papers)

Paper 1.

1. The purpose and the right of existence of the modern state.
2. Freedom and equality in the modern state—political as well as economic. Freedom of opinion, of movement, of meeting and of the press.
3. Western democracy and the foundations of Western democracy.
4. State functions.
5. 18th and 19th century trends: Liberalism, nationalism, socialism, constitutionalism and utilism.
6. Different variations of socialism: Collectivism, syndicalism, Marxism, anarchism and guild-socialism.
7. Modern conceptions of the state such as communism, national socialism, and various kinds of fascism.

Paper 2.

1. The separation of the powers of the state and their functions: legislative, executive and judicial. Supremacy of the law. The welfare state.

2. Representation: The electorate, franchise, the various methods of election (constituencies, proportional and professional representation) and methods of supplementing shortcomings (plebiscite, referendum, recall, popular initiative).
3. Unions and federations: Reasons for the introduction thereof, characteristic features. Various kinds of constitutions: Union and federal, flexible and rigid. Typical existing examples.
4. The executive power: The head of state. Various systems, the cabinet or parliamentary system, non-parliamentary executives. (The presidential system and the Swiss system.)
5. South African political theories and institutions from 1806 to 1900. The theories of the "Kaapse Patriotte", the institutions and views of the Voortrekkers and in the Boer republics.

Prescribed books:

- Laski: *A Grammar of Politics.*
 Finer: *The Theory and Practice of Modern Government.*
 Strong: *Modern Political Constitutions.*
 Friedrich: *Constitutional Government and Democracy.*
 Jennings: *Cabinet Government.*
 Jennings: *Parliament.*
 Wheare: *Modern Constitutions.*
 Wheare: *Federal Government.*
 Laski: *Reflections on the Revolution of our Time.*
 Laski: *The State in Theory and Practice.*
 Stephen: *The English Utilitarians.*
 Key: *Politics; Parties and Pressure Groups.*
 Ostrogorski: *Democracy and the Organisation of Political Parties.*
 Ross: *Parliamentary Representation.*
 Hobhouse: *Liberalism.*
 Sombart: *Grundlagen und Kritik des Sozialismus.*
 Groves: *A History of Socialism.*
 Cole: *Socialistic Thought.*
 Diepenhorst: *Het Nationaal Socialisme.*
 Murray: *Die Volksraad.*
 Schulz: *Essentials of Government.*
 Kohn: *Nationalism.*
 Cecil: *Conservatism. Together in Excellence.*
 Halévy: *The Growth of Philosophical Radicalism.*

Course III

(Three papers)

Paper 1.

1. The state in the international community. Its origin and its termination. The acquisition of state territory and the loss thereof.
2. (a) The Family of Nations—origin and development of the concept.
(b) The points of view of the Positivists and Naturalists.
3. International arrangements for co-operation from classical times to the end of the 19th century; including the Holy Alliance, the Monroe Doctrine and the Concert of Europe.
4. Nationalism, internationalism and imperialism. The problem of minorities in Europe.

Paper 2.

7. The League of Nations and the United Nations Organisation together with all their principal organs. The principle of sovereignty according to the various constitutions.
2. Diplomacy: Origin and development of the various categories of envoys and consults and their functions and privileges.
3. War and Peace—causes of war and conditions of peace.
4. Power politics and national power. The Balance of Power.
5. Arbitration in the 19th and 20th centuries.
6. Definition of Public International Law. Sources of Public International Law.

Paper 3.

1. Colonization as an international problem. Motives for the possession of colonies. The various stages through which colonies pass towards self-government.

2. The problems of surplus population, shortages of food and raw materials.
3. The Mandate System and the Trusteeship System.
4. The international problems of Africa South of the Sahara.
5. The development of the international status of the Dominions since 1919.
6. Geopolitics.

Prescribed books:

- Brierly: *The Law of Nations*.
 Oppenheim: *International Law*.
 Francois: *Handboek van het Volkenrecht*.
 Verdross: *Völkerrecht*.
 Satow: *Diplomatic Practice*.
 Nicolson: *Diplomacy*.
 Goodrich and Hambro: *The Charter of the United Nations*.
 Kelsen: *The Law of the United Nations*.
 Bentwich and Martin: *A Commentary on the Charter of the United Nations*.
 York: *Leagues of Nations*.
 Diedrichs: *Die Volkebond*.
 Hunter-Miller: *The Drafting of the Covenant*.
 Zimmern: *The League of Nations and the rule of Law*.
 Schwarzenberger: *Power Politics*.
 Wright: *Mandates*.
 Lord Hailey: *An African Survey*.
 Chowdhuri: *International Mandates and Trusteeship Systems*.

Honours Bachelor Examinations (Hons B.A.)

The examination consist of five papers and a translation test, in accordance with the following particulars:—

1. A special period or aspect of political theory, to be prescribed from time to time.
2. A special subject of politico-legal development, to be prescribed from time to time.
3. The History of Native Policy in Southern Africa.
4. A comparative study of any THREE constitutions (not including the constitution of South Africa or of the United Kingdom), to be prescribed from time to time.
5. An advanced study of the composition and functioning of the Security Council of the United Nations Organization. [One paper on each head from (1) to (5)].
6. An advanced translation test from any modern European language into one of the official languages, chosen in consultation with the Head of the Department (1½ hours). The contents of the pieces given for translation will be of a political or administrative nature.

If a candidate fails in the translation test only, a supplementary test may be held on the recommendation of the Board of Examiners.

Special Subjects (1961-1962)

- (1) The Contract Theory.
- (2) The Doctrine of Sovereignty.
- (3) Switzerland, Russia and the United States of America.

Prescribed books: Will be supplied on request.

Master's Examination

The examination consists of a dissertation which must be on a subject of Political Science, or an allied subject, showing evidence of original research. Such subject to be approved by Senate at least six months before the submission of the dissertation.

DEPARTMENT OF SOCIAL ANTHROPOLOGY

Social Anthropology: Course I

(Two papers)

Paper 1.

Scope and task of Social Anthropology. The concept of race, culture and people. Survey of distribution of races and peoples (cultures).

Paper 2.

Basic anthropological institutions: Technology, economic and social organisation; religious system; law and government; art and mythology.

Course II

(Two papers)

Paper 1.

Theoretical and empirical study of primitive religion; social organisation; law; education; teaching and economic life.

Paper 2.

1. Ethnographic study of the peoples of Africa, with special reference to a patriarchal North Bantu tribe (Bakitara), a matriarchal tribe (Lamba or Bemba) a Nilotic tribe (Lango), a Negro tribe (Ashanti), more particularly as regards organisation of the state, religious system, social organisation and economic system.

2. Theories in regard to the distribution of the cultures of Africa.

Course III

(Three papers)

Paper 1.

Intensive study of the different anthropological tendencies, their ideas, methods and theories, particularly in the twentieth century.

Paper 2.

1. Intensive study of culture theories and the processes of mixture of cultures in general, with special reference to conditions in South Africa and America.

2. The value and use of anthropology in respect of practical problems in connection with Native administration, mission work, education and economic development in Africa.

Paper 3.

An ethnographic and ethnologic study of the two regions Melanesia and Polynesia. Comparisons with Africa may be required.

University of Fort Hare
Anthropology: Honours
Together in Excellence
(Five Papers)

Paper 1.

History and philosophy of general anthropology.

(a) Philosophy, principles and scope of general anthropology.

(b) Historical survey of the development of this science in its various branches, viz. the physical, the psychological and the cultural.

Paper 2.

A special and critical study of different trends of thought in anthropology; the views, the problems and methods, particularly of the present time.

Paper 3.

(a) A study of standard works on the cultures of Africa, America and Oceania.

(b) Methods of and problems connected with field work.

Paper 4.

One of the following:—

(a) Applied Anthropology.

(b) Archaeology with special reference to South Africa (provided that this has not been taken as a separate course).

(c) An approved anthropological problem, chosen in consultation with the Head of the Department and approved by the Chairman of the Committee of Studies. (This option is open only to students who study under the guidance of the Department of Anthropology.)

Paper 5.

Theories and problems in connection with acculturation and transculturation, with reference to conditions in Southern Africa and America; trends in the field of Native policy, as far as these are of importance in connection with culture change.

Native Administration

N.B.—Candidates are expected to have a knowledge of the principles and general contents of the statutes applying to Natives. They are not required to study proclamations and regulations, but they should know the scope and character of such proclamations and regulations as give effect to a policy or enforce a system of administration not clearly defined in the main Act. This applies only to statutes, proclamations and regulations published before 31st May of the year in which the examination is held.

Course I

(One Paper)

1. Native Administration and its content:—
 - (a) Sphere and scope of subject.
 - (b) Population statistics of the Union.
2. Development of Native policy and administration: Introductory study of the historical development of Native policy and administration of the South African colonies and republics prior to Union, with special reference to principles of policy and/or administration still in force after 1910.
3. Structure and functions of present-day administration in general: Survey of the development of Native policy and administration in South Africa since Union, with special reference to the system of administration; Native taxation and education; general economic position of the Native; land reservation for and the rights of Natives to land; urban Native administration; political status of and representation for the Native; and trends in the present-day Native Policy of the Union.
4. The administrative system:—
 - (a) South Africa Act, 1909, and the Parliament.
 - (b) Powers of the Governor-General.
 - (c) The constitution, functions and powers of the Departments of Bantu Administration and Development, and Bantu Education with special reference to:—
 - (i) Native Administration Act, 1927.
 - (ii) Departmental organisation: Head office, regional, pudicial and district organisation.
 - (d) The Cabinet Committee for Native Affairs.
 - (e) The Native Affairs Commission.
5. Native Taxation:—
 - (a) General principles of taxation.
 - (b) Position of Native taxation prior to Union.
 - (c) Development since Union: the legislation of 1925 and 1958 and its application.
 - (d) Allocation of Tribal Levy, Local and General Tax—the Bantu Education Account.
6. The Control and Financing of Native Education:—
 - (a) Historical.
 - (b) The control and financing of Native Education since 1910, with special reference to the Acts of 1925, 1945, 1953 and 1955.
 - (c) Education and training facilities.
 - (d) Methods, aims, and effects of Native Education; the Reports of the Commissions on Native Education, U.G. No. 29/1936 and U.G. No. 53/1951.

Course II

Paper 1.

1. Native Labour: The policy with regard to the control and utilisation of Native labour in South African industries.
 - (a) The provisions of the Native Labour Regulation Act, 1911, and the application thereof.
 - (b) Recruitment for the Witwatersrand gold mines, the activities and methods of the N.R.C., W.N.L.A.; the Mozambique Convention. Advances to Native labourers; Act No. 18/1921.
 - (c) Employment of Natives in industrial centres and the system of migratory labour; the causes, extent, stimulation and control thereof; the International Labour Organisation on forced labour.

- (d) Native trade unions, with reference *inter alia* to the provisions of the Industrial Conciliation Act, 1956, and the Reports of the Industrial Legislation Commissions, U.G. No. 37/1935, and U.G. No. 62/1951.
- (e) Native Building Workers Act, 1951; and Native Labour (Settlement of Disputes) Act, 1953.
- (f) Native labour in rural areas; Native labour bureaux.
- (g) Native labour bureaux; origin, aims, functions and activities.
- (h) Other legislation affecting Native labour: Wage Act, 1957; Workmen's Compensation Act, 1941; Silicosis Act, 1946; master and servant laws; Mines and Works Act, 1956; Factories, Machinery and Building Work Act, 1941; Apprenticeship Act, 1944; War Measure No. 145/1942; Workmen's Wages Protection Act, 1956; Shops and Offices Act, 1939.
- (i) General economic position of Natives in South Africa; the civilised labour policy.

2. Urban Native Administration: Intensive study of the aims, machinery, and main problems of the administration of Natives in urban areas with regard to:—

- (a) Urbanisation of the Natives: historical background; extent; causes, general effects.
- (b) Detailed study of the Natives (Urban Areas) Consolidation Act, 1945, specially as regards administrative systems; residential segregation; influx control; kaffir beer; financing and Native Revenue Account; and Native Advisory Boards.
- (c) Native housing in urban areas; extent and nature of the problem; urban Native housing policy of the State; financing of urban Native housing schemes; legislation concerning and effecting urban Native housing.
- (d) Natives Settlement Board; primary causes which led to the establishment of the Board; constitution, objects, general powers and activities of the Board; relation between the City Council of Johannesburg and the Native Settlement Board.
- (e) The peri-urban Native question in the Union.

3. The Pass System: The underlying principles, objectives, and effects of the Native pass system:—

- (a) Pass laws in force in the various territories prior to Union.
- (b) Pass laws in force after Union; Section 28 of the Native Administration Act, 1927, and Proclamation No. 150/1934.
- (c) Simplification of the pass system: Natives (Abolition of Passes and Co-ordination of Documents) Act, 1952.

Paper 2.

4. The Native Areas:—

- (a) Their origin, with special reference to:—
 - (i) The situation prior to Union.
 - (ii) Native Land Act, 1913.
 - (iii) The Report of the Beaumont Commission and subsequent developments.
 - (iv) Native Trust and Land Act, 1936, and its implementation.
- (b) The South African Native Trust.
- (c) Various systems of land tenure.
- (d) The rehabilitation and development of the Native areas.

5. Rights of Natives to land in South Africa: An advanced study of the rights of Natives to land in South Africa with reference to legislation passed prior to and since Union in this connection.

- (a) Rights of Natives to land in the Native Areas:—
 - (i) The acquisition of rights of ownership.
 - (ii) Various systems of land tenure.
- (b) Rights of Natives to land in the non-Native areas:—
 - (i) In non-Native rural areas: The acquisition of right of ownership, and occupational rights in crown land and privately owned property—with reference, in the latter case, to the squatting system.
 - (ii) The non-Native urban areas: The acquisition of rights of ownership and occupation in land by Natives and non-Natives.

6. Legislation affecting the Native population: A study of legislation also affecting the following aspects of the life of the Native population: Liquor, possession of fire-arms; mixed marriages and miscegenation; public safety and riotous assemblies; prospecting in the Native Areas; trade and residence of non-Natives in the Native Areas; population register of the Union and identity cards; suppression of Communism; suppression of witchcraft; separate amenities.

The following legislation is of importance: Native Administration Act, 1927; Liquor Act, 1928; Arms and Ammunition Act, 1937; Native Trust and Land Act, 1936; Prohibition of Mixed Marriages Act, 1949; Suppression of Communism Act, 1950; Population Registration Act, 1950; Criminal Law Amendment Act, 1953; Reservation of Separate Amenities Act, 1953; Public Safety Act, 1953; Riotous Assemblies Act, 1956; Natives (Prohibition of Interdicts) Act, 1956; Witchcraft Suppression Act, 1957; Immorality Act, 1957; Report of the Commission on Mixed Marriages, U.G. No. 30/1939, etc.

7. The political status of the Native population in South Africa:—

(a) General civil rights enjoyed by Natives in South Africa. The Universal Declaration of Human Rights of U.N.O.

(b) Political rights: Representation in legislative institutions:—

(i) The position prior to Union.

(ii) South Africa Act, 1909.

(iii) Representation of Natives Act, 1936, as amended, the Electoral Consolidation Act, 1946.

(iv) The Natives Representative Council.

(v) Present position in respect of Natives and Non-Europeans.

(c) The Council System:—

(i) The principle of indirect rule, recognition or not of indigenous judicial and political institutions in South Africa.

(ii) Establishment and development of Native Councils in Native Territories:—

(1) Glen Grey Act, 1894.

(2) Development of the Native Council system and the Bantu Authority's system in the Transkei; constitution, functions, and powers of the Transkeian Territorial Authority.

(3) The Native Affairs Act, 1920, and the development of the Council system in the Ciskei and in other parts of the Union; the constitution, functions and powers of the Ciskeian General Council.

(4) Bantu Authorities Act, 1951.

Course III

Paper 1.

1. The Background to Africa: Political composition of Africa; population figures and distribution of population in Africa; increasing importance of and interest in Africa, the role of South Africa in Africa in general, and more especially in Africa south of the Sahara.

2. South-West Africa: Study of the Native policy and administration; its constitutional development with special reference to the mandate system and the question of the fifth province of the Union; a comparison of the Native policy and administration of S.W.A. with that of the Union.

3. High Commission Territories: Study of the Native Policy and administration in these territories, with special reference to the historical development of the systems of Native administration and the reforms introduced regarding Native authorities, Native councils, and treasuries; the economy and finances; and the land question. Constitutional development, and possible future developments; self-government for and/or incorporation of the High Commission Territories, into the Union of South Africa. Comparison of Native policy and administration in the High Commission Territories into the Union of South Africa. Comparison of Native policy and administration in the High Commission Territories with that of the Union; comparison and contrast of direct and indirect rule (local government).

4. The Federation of Rhodesia and Nyasaland: Native policy and administration; constitutional development. Comparison of Native policy and administration of the Federation with that of the Union.

Paper 2.

5. An Advanced Study of the Trends of Policy with regard to the South African Native Question: Alternative trends of policies: Separate developments or integration; the historical background of these policies; their objectives, practical programmes, and implications. A comparison.

6. Policies of Powers with interests in Africa: A study of the British, French, Portuguese, Spanish and Belgian Native policies as applied in the African territories, with reference to the growth of international control, including conventions dealing with colonial administration; the League of Nations and the Mandate System; the United Nations Organisation and the Trustee System. A comparison of these policies mutually, and the Native policy of the Union of South Africa.

Paper 3.

7. Race Relations: A comparative study of the theory and practice of race relations in Africa (including the Union) and in other parts of the world. Trends in world thought on race relations.

8. Problems of Plural Societies: An analysis of problems of policy and administration in multi-racial societies in the world, with special reference to the conditions in South Africa. Attention should be given to:—

- (a) The distinctive conditions that are factors in the policies and problems.
- (b) Causes of and policy with regard to the emergence of nationalism in non-self-governing territories.
- (c) Theory and practice with regard to the status and place of different racial groups.
- (d) Problems of political expression; self-government.
- (e) Obligations to the welfare and development of non-self-governing peoples.

Bibliographies: See Afrikaans text.

DEPARTMENT OF APPLIED MATHEMATICS

Course I

(Two papers)

University of Port Harcourt

Together in Excellence

Paper 1.

Dynamics. Elementary applications of calculus.

Paper 2.

Statics and hydrostatics.

Course II

(Two papers)

Paper 1.

Two-dimensional motion of a particle, a rigid body and a system.

Paper 2.

Vectors in three dimensions. Forces in three dimensions. Virtual work.

Course III

(Three papers)

Paper 1.

Vector and tensor analysis.

Paper 2.

Three-dimensional motion of a particle and rigid body.

Paper 3.

Introduction to thermodynamics, quantum theory and wave mechanics.

DEPARTMENT OF PURE MATHEMATICS

Course I

(Two papers)

Paper 1.

Trigonometry, algebra and geometry.

Paper 2.

Calculus.

Course II
(Two papers)

Paper 1.

Linear algebra and geometry.

Paper 2.

Calculus, convergence, differential equations and complex numbers.

Course III
(Three papers)

Paper 1.

Calculus and differential equations.

Paper 2.

Algebra and geometry.

Paper 3.

Analysis.

DEPARTMENT OF PHILOSOPHY

History of Philosophy: Course I

(One paper)

History of Greek Philosophy.

1. Introduction: Relation of Greek Philosophy to Greek Culture in general.
2. Preparation of Greek Philosophy: Homer, Hesiod, Orphism.
3. The naturalism of the Milesians; the political theologism of the Samos-Ephesus area; ontological speculation in Magna Graecia.
4. The Attic Period: (a) Anaxagoras; (b) the Socratic question; (c) Plato; (d) Aristotle.
5. The great schools of ethics; (a) Stoicism; (b) Epicureanism; (c) the legacy of the Attic schools; (d) the sceptic trends.
6. Hellenistic philosophy: (a) Syncretism; (b) Neo-Platonism; (c) ancient and Christian gnosism; (d) Christian apologetics and theology; (e) Roman repercussions to Greek thought.

Prescribed Books:

Windelband: *History of Greek Philosophy*, or
Thilly: *History of Philosophy*, or
Heimsoeth: *Lehrbuch der Geschichte der Philosophie*.
Plato: *Republic*.

Reference Books:

Sassen: *Geschiedenis van de Wijsbegeerte van Grieken en Romeinen*.
Burnett: *Early Greek Philosophy*.
Stace: *A Critical History of Greek Philosophy*.
Jardé: *The Formation of the Greek People*.
Barker: *Greek Political Theory*.
Copleston: *History of Philosophy*.

Course II
(Two papers)

Paper 1.—History of Mediaeval Philosophy.

1. Introduction: (a) Latin patricianism; (b) Late Greek Neo-Platonism.
2. Early Scholasticism, 5th-12th century; (a) its beginning, 5th-8th century; (b) the Carolingian Renaissance; (c) the symbolic feudal period.
3. High Scholasticism: 13th century.
4. The late Middle Ages: (a) Late Scholasticism; (b) Mysticism; (c) the Renaissance.

Prescribed Books:

Gilson: *Histoire de la Philosophie au Moyen Age* (Engl. transl.), or
De Wulf: *Histoire de la Philosophie Médiévale* (Engl. transl.), or
Sassen: *Geschiedenis van de Patristiese en de Middeleeuwsche Wijsbegeerte*.

Reference Books:

Hessen: *Patristische und Scholastische Philosophie*.
Windelband-Heimsoeth: *Lehrbuch der Geschichte der Philosophie*.
H. W. Taylor: *Mediaeval Mind*.
A. C. McGeffert: *History of Christian Thought*.

Paper 2.—Thomism and its history.

The historical background. The philosophical development of Thomas Aquinas, his struggle and the literary expression of his conflict with (a) the secularists, (b) Averroism, (c) the anti-Aristotelians. The Summa Contra Gentiles and the Summa Theologiae. Thomism as a doctrine. Opposition to Thomism from the 13th to the 15th century. The earliest neo-Thomism in the 16th century. The revival of Thomism in the 19th century and its present trends.

Prescribed Books:

Gilson: *Le Thomisme* (Engl. transl.), or
M. Grabmann: *Thomas von Aquin* (Engl. transl.).
M. de Wolf: *Philosophy and Civilization in the Middle Ages*.

Reference Books: As for Paper 1 above.

Course III

(Three papers)

Paper 1.—History of Modern Philosophy to the time of Kant.

1. Scholastic and pagan philosophy: (a) development of reformed school philosophy; (b) counter-reformation scholasticism; (c) Scepticism and Libertanism.
2. The conflict and the development of the empirical method; (a) Bacon, Kepler, Galileo; (b) origin and constitution of the rationalistic method; Italian logic, Descartes, Spinoza, Occasionalism; Malebranche, Geulinx.
3. The conflict between the methods: Descartes-Newton, Huyghens-Leibniz, Leibniz-Locke.
4. Philosophy of the enlightenment: (a) in England, (b) in France, (c) in Germany.

Prescribed Books:

Windelband-Heimsoeth: *Lehrbuch der Geschichte der Philosophie*, or
Windelband: *History of Philosophy*, or
Thilly: *History of Philosophy*, or
Wright: *History of Modern Philosophy*.

Two of the following Books:

Descartes: *Discours de la Méthode*.
Spinoza: *De Emendatione Intellectus*, or *Ethica*.
Leibniz: *Monadologia*.
Locke: *Essay concerning Human Understanding* (Book II).

Reference Books:

Sassen: *Geschiedenis van de nieuwere Wijsbegeerte*.
Von Aster: *Geschichte der neueren Erkenntnistheorie*.
Freyer: *Weltgeschichte Europas*, Bd. 2.
De Vleeschouwer: *René Descartes, Levensweg en Wereldbeschouwing*.
O'Connor: *John Locke*.
Aaron: *John Locke*.
Gibson: *Locke's Theory of Knowledge*.
Rauche: *Die praktischen Aspekte von Lockes Philosophie* (English summary).

Paper 2.—History of Modern Philosophy from Kant to Hegel.

1. Critical Philosophy: I. Kant.
2. Romanticism: (a) the philosophy of faith; (b) Fichte; (c) Schelling; (d) the philosophy of the Restoration; (e) Hegel.

Prescribed Books:

As for Paper 1 above but add:

Kant: *Prolegomena*.
Hegel: *Enzyklopädie*.

Reference Books:

De Vleeschauwer: *I. Kant and Survey of Kantian Philosophy in "Review of Metaphysics"*, Sept. 1957 Vol. XI, No. I, Issue 41, pp. 122-142.

Paton: *Kant's Metaphysics of Experience*.

Ewing: *A short Commentary on Kant's Critique of Pure Reason*.

Paper 3.—History of Philosophy in the 19th Century.

Realistic anti-Hegelianism; materialism; French-English positivism; neo-Kantism. First Attempts at resuscitating metaphysics; French criticism of science; the beginning of a philosophy of life.

Prescribed Books:

Löwith: *Von Hegel bis Nietzsche* (Engl. transl.), or
Laird: *Contemporary Philosophy*, or
De Vleeschauwer: *Stromingen in de hedendaagse wijsbegeerte*.

Reference Books:

Bochenski: *Europäische Philosophie der Gegenwart*.

Heinemann: *Neue Wege der Philosophie*.

Meyer: *Die Weltanschauung der Gegenwart*.

R. Metz-Muirhead: *British Contemporary Philosophy, and A Hundred Years of British Philosophy*.

Meyer: *History of American Idealism*.

Students for the Honours Degree and the Master's Degree should consult the Head of the Department.

Systematic Philosophy: Course I

(One paper)

Systematic Introduction to Philosophy.

1. Material cause of philosophy: (a) Nature and object of philosophy; (b) the problems of philosophy; (c) relation of philosophy to science, religion and the cultural spheres.

2. Formal cause of philosophy: (a) Types of knowing; ordinary knowing in life; scientific knowledge, philosophic knowledge; (b) types of philosophic knowledge: empirical, intellectually abstract knowledge, and the knowledge of faith; (c) the literary forms of expression of philosophy: the treatise, text-book, essay, aphorism, etc.

3. Operative cause of philosophy: (a) The determining subject of philosophy: the "I" (knower or subject), specific nature of the "I" as the subject of knowing; the collective subjects of philosophy, national and group philosophy; specific differentiation of the systems in consequence of those subjects; (b) concomitant subjects to philosophy; the influence of human and practical factors on philosophy; race, environment, geographical factors; civilized, social, and political conditions, etc.

4. Purposive cause of philosophy: (a) The ideal of philosophy; (b) the external realisation of the ideal; instruments of philosophy, i.e. important aids to the study of philosophy; (c) the internal realisation of the ideal, philosophical deontology, that is the doctrine of duties or the spiritual qualities of philosophical study; (d) the effective realization of the ideal; historical evolution of philosophy.

Prescribed Books:

O. Külpe: *Einleitung in die Philosophie* (Engl. transl.), or
Patrick: *Introduction to Philosophy*.

Reference Books:

De Vleeschauwer: *Handleiding by die studie van die Logika en die Kennis-leer*, and *Op de drempel van die Wijsbegeerte*.

De Vos: *Inleiding tot de Wijsbegeerte*.

Joad: *Guide to Philosophy*.

Hocking: *Types of Philosophy*.

Baudin: *Introduction à la Philosophie*.

Langeveld: *Op weg naar wijsgerig denken*.

Course II
(Two papers)

Paper 1.—Logic.

1. *Formal logic.*

- (a) The object of logic (the idea of structure), requirements for the realization of the logical ideal.
- (b) Deductive procedure: primitive ideas, syntactical rules, definitions, postulates, transformation rules, proof, theorems.
- (c) Logical relations:
 - (i) Arguments containing compound propositions (propositions, connectives, elementary valid forms, proofs of validity).
 - (ii) Logical relations between predicates: proper names, classes, predicates, elementary relations between classes, mediate and immediate inference, Euler and Venn diagrams, propositional functions, quantification of variables, natural deduction.
 - (iii) The logic of relations: Symbolising relations.
- (d) Praedicabilia, praedicamenta, classification.
- (e) Russell's Theory of Descriptions.

2. *Methodology.*

Definition of science and method. Deduction (logical proof), verification, induction, description, explanation, analysis, construction, Uniformity of Nature, casualty, determinism and indeterminism.

Prescribed books:

De Vleeschauwer: *Handleiding by die studie van die logika en die kennis-leer*, or

Cohen & Nagel: *An introduction to logic and scientific method*, or

Copi: *An introduction to logic*, or

Copi: *Symbolic Logic*, or

Ambrose & Lazerowitz: *Fundamentals of Symbolic logic*, or

Reichebach: *Elements of Symbolic logic.*

Reference books:

Stebbing: *A Modern Introduction to Logic.*

Welton and Monahan: *An Intermediate Logic.*

Schipper & Schuh: *A First Course in Modern Logic.*

Reichenbach: *Elements of Symbolic Logic.*

Paper 2.—Ethics

1. Introduction: The object of ethics; division of ethics. The place of ethics in philosophy; scientific nature of ethics; philosophic and applied ethics.

2. The material cause of ethical judgment: (a) the phenomenology of ethical conduct; (b) determined and free action; (c) freedom of the will; (d) responsibility and punishment, rights and duties.

3. The operative cause of ethical judgement: (a) the ethics of pleasure; (b) the ethics of utility; (c) the ethics of sympathy; (d) the ethics of nature; (e) the ethics of reason; (f) the ethics of ultimate purpose; (g) the ethics of happiness.

4. The formal cause of ethical judgment: (a) conditional and unconditional imperative; (b) the immortality of the soul.

Prescribed Books:

Ross: *Foundations of Ethics of the Right and the Good*, or

De Bussy: *Inleiding tot de Zedekunde*, or

Oesterle: *Ethics.*

Reference Books:

Joad: *Guide to the Philosophy of Morals and Politics.*

De Vos: *Inleiding in de Ethiek.*

Banning: *Typen van Zedeleer.*

Cronin: *Science of Ethics.*

De Bruyne: *Ethics.*

Moore: *Ethics.*

Course III
(Three papers)

Paper 1.—Epistemology.

1. Fundamental concepts of epistemology; phenomenology of knowledge; truth, error, doubt, certainty, criterion, evidence.
2. The epistemological value of perception, of experience, of the concepts; the question of the universals; abstraction; the categories.
3. The epistemological value of judgments: (a) the possibility of knowledge (dogmatism, scepticism, relativism); (b) objective value of knowledge (realism, idealism, phenomenalist criticism); (c) limitedness of knowledge (generic, specific, objective, individual limitedness).
4. The epistemological value of the principles of thought.
5. The epistemological value of syllogistic deduction.
6. The epistemological value of method (constructive, inductive, analogical).
7. The value of science philosophy and the world view.

Prescribed Books:

- De Vleeschauwer: *Handleiding by die studie van die Logika en die Kennis-leer.*
Van Steenberghe: *Epistemology.*
Russell: *An Enquiry into Meaning and Truth.*
Woolley: *Theory of Knowledge.*

Reference Books:

- Hessen: *Wissenschaftslehre.*
Russell: *Our Knowledge of the External World.*
Heymanns: *Gesetze und Elemente des Wissenschaftlichen Denkens.*
Von Aster: *Geschichte der neueren Erkenntnistheorie.*
Hartmann: *Grundlegung zu einer Metaphysik der Erkenntnis.*
Ryle: *The Concept of the Mind.*
Ayer: *The Problem of Knowledge.*

Paper 2.—Metaphysics.

- University of Fort Hare
Together in Excellence
1. Prolegomena: Nature of metaphysics, historical survey of metaphysics; possibility of metaphysics; method and division of metaphysics.
 2. Ontology: General concept of being (being, analogy, ideal being, possible being, real being); transcendental determinations of being (unity, goodness); individuation; categories of being, substance and accident; principles of being (identity, contradiction, adequate ground), operative causality (kinds of being), causal principle, causal law, purposive cause.
 3. Cosmology: Historical survey, matter and extension; continuity, divisibility; space and place; sensory qualities; time and motion; change; the atomic theory; facts of nature and laws of nature; nature of the bodies.
 4. Psychology: Introduction (a) plant, animal, man; (b) nature, origin and evolution of life; psychology of knowing, sensory knowing, intellectual knowing, irrational knowing; the capacity to desire, the will (nature, freedom of the will, mind and emotion), the soul, substantiality, spirituality, immortality; the human make-up; body and soul, localization, origin.
 5. Theodicy: The concept of God; the existence of God (arguments for the divine existence), the nature of God (attributes), atheism and pantheism; divine knowing and will; God as creator of the universe; God as the universal destiny; order, providence, optimism-pessimism; evil and disharmony.

Prescribed Books:

- Taylor: *Elements of Metaphysics.*
De Raeymaker: *The Philosophy of Being.*

Reference Books:

- Hessen: *Wirklichkeitslehre.*
Calkins: *Persistent Problems of Philosophy.*
Hoernle: *Studies in Contemporary Metaphysics.*
Heimsoeth: *Die sechs grossen Themen der Metaphysik.*
Bavink: *Hauptfragen der heutigen Naturphilosophie.*

Eddington: *The Nature of the Physical World*.
 Renoirte: *Elements de Critique des Sciences et Cosmologie*.
 Van Steenberghen: *Ontologie*.
 Jaspers: *Von der Wahrheit* (excerpt in English: "Tragedy is not enough").
 Emmet: *The Nature of Metaphysical Thinking*.

Paper 3.—Ethics and Political Philosophy.

Ethics.

Transcendental good and value; purpose and value; types and the determination of value; historical survey of the idea of value; nature of value; characteristics of the values; the consciousness of value; emotional, affective, voluntary and intellectual knowing; feeling of value; experience of value; value as the pleasant and the proper; value as interest; value and obligation; the values of being and doing; ethical value.

Prescribed Books:

Ewing: *The Definition of Good*.
 Stapleton: *A Modern Theory of Ethics*, or
 Urban: *Fundamentals of Ethics*, or
 Hill: *Contemporary Ethical Theories*, or
 Barker: *Essays on Government*.
 Nowell-Smith: *Ethics*.

Reference Books:

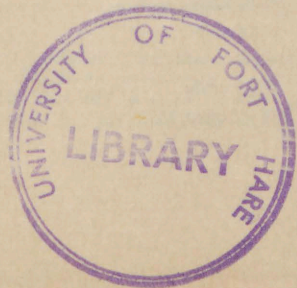
Moore: *Principia Ethica*.
 Laird: *The Idea of Value*.
 Hartmann: *Ethik*.
 Scheler: *Der Formalismus in der Ethik und die materiale Wertethik*.
 Müller: *Über Grundbegriffe philosophischer Wertlehre*.
 Messer: *Deutsche Wertphilosophie der Gegenwart*.
 Paton: *The Good Will*.
 Leclercq: *Grandes Lignes de la Philosophie Morale*.
 Bosanquet: *The Philosophical Theory of the State*.
 Krabbe: *De Moderne Staatsidee*.
 Laski: *Grammar of Politics*.
 Dunning: *History of Political Theories*.
 von Schmidt: *Denkers over Staat en Recht*.
 Foster Jones: *Masters of Political Thought*.
 Leclercq: *l'Etat ou la Politique*.
 Abbot: *The State and the Citizen*.
 Sabine: *A History of Political Theory*.
 Gough: *Locke's Political Philosophy*.

Students for the Honours Degree and the Master's Degree should consult the Head of Department.





University of Fort Hare
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DIE UNIVERSITEITSKOLLEGE VAN FORT HARE, SUID-AFRIKA

1. Die stigting en geskiedenis van Fort Hare

Die opening van Fort Hare Universiteitskollege op 8 Februarie 1916, het die kroon geplaas op die lang volgehoue sendingpoging op Bantoe-onderwysgebied deur die United Free Church of Scotland. Reeds in 1878 het Dr. James Stewart van Lovedale die noodsaaklikheid ingesien vir die skepping van 'n Inrigting met Christelike inslag vir onderrig op universiteitsvlak.

As gevolg van vertoë deur Dr. Stewart het die Inter-koloniale Naturellesake Kommissie, 1905, waarvan Sir Godfrey Lagden president was, aanbeveel: „Dat 'n sentrale Bantoe-kollege of soortgelyke inrigting gestig word en ondersteun word deur die verskillende State, vir die opleiding van Naturelle-onderwysers en om geleentheid vir hoër onderwys te skep vir Bantoe-studente”.

'n Waarborgfonds is in 1907 gestig met 'n Uitvoerende Raad onder voorsitterskap van Eerw. James Henderson, M.A., Prinsipaal van Lovedale. 'n Skenking van £10,000 is aan hierdie fonds gedoen deur die Algemene Raad vir die Transkei Gebiede. Die United Free Church of Scotland het 'n perseel te Fort Hare aangebied as deel van 'n bydrae van £5,000 en bydraes is gemaak of belowe.

Gedurende November 1914 is 'n konstitusie vir die Kollege finaal goedgekeur en is 'n Beheerraad vir die Kollege in die lewe geroep wat sy eerste vergadering gedurende Januarie 1915 gehou het. Die perseel wat deur die United Free Church of Scotland te Fort Hare aangebied is, is aanvaar en met die belofte van 'n jaarlikse bydrae van die Regering is die Kollege op 8 Februarie 1916 deur Generaal Louis Botha, Eerste Minister van die Unie van Suid-Afrika, geopen.

Dr. A. Kerr was die prinsipaal van die Kollege sedert sy stigting in 1916 en het in hierdie hoedanigheid gedien tot sy aftrede in 1948. Die uitbreiding en groei van die Kollege onder prinsipaal Kerr is 'n paslike huldeblyk aan 'n leeftyd van onbaatsugtige en toegewyde diens in 'n taak wat hy as die doelstelling en strewes van sy lewe aanvaar het.

Professor C. P. Dent was gedurende 1922 by die personeel aangesluit het, was prinsipaal vanaf Maart 1949. Hy het as gevolg van swak gesondheid aan die einde van 1955 afgetree na 35 jaar van toegewyde diens aan die Kollege.

Sedert 1955 is die prinsipaalspos nie permanent gevul nie, dog tydelike aanstellings is van tyd tot tyd gedoen. Professor H. R. Burrows was kort tevore uit die leerstoel in Ekonomie van die Universiteit van Natal afgetree het, het vanaf die begin van 1958 tot aan die einde van 1959 as prinsipaal ageer waarna die Kollege oorgeplaas is na die Departement van Bantoe-onderwys en Prof. J. J. Ross as Rektor aangestel is.

Soos te begrype, het Fort Hare as 'n Kollege 'n baie klein en tentatiewe begin gehad. Daar is op twee vlakke by die kollege begin. Terwyl 'n paar studente vir universiteitstoegang voorberei is, moes die meerderheid die gebreke in hulle na-primêre studies aan vul of studeer vir Handels- en Landbou-diplomas. Daar was twee voltydse personeellede; lesings is gegee in 'n nederige geboutjie wat as „tuiste” sou dien vir die eerste vyf jaar.

Gedurende 1918 het die Unie Regering £10,800 voorgeskiet om die middelste gedeelte van die Hooflesingsgebou op te rig wat, volgens die Beheerraad eenparig besluit het, met die naam van Dr. Stewart verbind sou word. Tenspyte van oorlogsomstandighede is die oprigting van die eerste permanente gebou van die Kollege toe verseker. Gedurende dieselfde jaar het die Wesleyan Methodist Church of South Africa, wat sedert die aanvang van die skema daarin belanggestel het, besluit om dadelik voort te gaan met die oprigting van 'n koshuis om studente wat lede van die Kerk was, te huisves en om gebruik te maak van geleentheid wat deur die Beheerraad daargestel is om Teologiese Opleiding van hulle Naturelle predikante aan Fort Hare te laat plaasvind.

Gedurende 1919 het die Administrasie van Basoetoland begin met 'n jaarlikse skenking van £300 as bydrae tot die fondse van die Kollege en ook 'n verteenwoordiger gestuur om te dien op die Beheerraad van die Kollege. Die eerste gedeelte van Stewart Hall is gedurende 1920 voltooi er vir onderrig beskikbaar

gestel. Dit is formeel deur Sy Edele die Minister van Onderwys, F. S. Malan, op 8 Januarie 1921 geopen. 'n Wesleyaanse koshuis en woning vir 'n koshuisvader is dieselfde jaar voltooi en 'n koshuisvader op die personeel aangestel terwyl die „Church of the Province” 'n woonhuis gehuur het as tydelike koshuis en die koshuisvader ook 'n lid van die Kollegepersoneel geword het.

Die kollege is ingelyf as 'n Inrigting vir Hoëronderwys deur die Onderwyswet van 1923. Studente is voorberei vir die grade van die Universiteit van Suid-Afrika, 'n federale universiteit wat 'n aantal konstituerende kolleges bevat het—Kaaipstad, Stellenbosch en Witwatersrand was reeds onafhanklike universiteite. Fort Hare was nie een van die kolleges nie en sy studente is as eksterne studente geregistreer. Die universiteit het egter later aan Fort Hare sekere van die voorregte van die konstituerende kolleges toegestaan.

Vyf personeellede van Fort Hare is aangestel as bykomende lede van die Fakulteitsrade van die Senaat van die Universiteit waardeur hulle kon deelneem aan die opstel van regulasies, leerplanne en studiekursusse. Verder is aan professore en lektore van die Kollege die status van interne eksaminatore verleen. Aan studente is ondermeer die voorregte van interne studente verleen en Fort Hare is erken as goedgekeurde inrigting vir opleiding vir die Universiteitsonderwysdiploma. Alhoewel die Kollege sedert 1924 die dubbele rol van sekondêre skool en Universiteitskollege moes speel, was hy teen 1937 in staat om homself by die Hoëronderwys program te bepaal.

Beginnende in 1921 is geboue opgerig vir: Lettere, Wysbegeerte en Wetenskappe; 'n biblioteek vernoem na 'n groot liberalis van Johannesburg, Howard Pim, en die F. S. Malan Antropologiese Museum tesame met 'n vergadersaal, eetsaal, drie koshuise vir mans, een vir vroue—almal opgetrek volgens 'n meesterplan van die Departement van Publieke Werke en almal so gebou dat uitbreiding en aanbou moontlik is. Daar is tans vyftig personeelwoningen. Alhoewel aansienlike bydraes deur donateurs gelewer is, is die vernaamste geldelike steun, afgesien van Regeringshulp, deur die drie kerke wat saamgewerk het, gelewer. Hierbenewens het die Y.M.C.A. van die Verenigde State en Kanada 'n Kristelike Unie-saal voorsien.

Teneinde landbou-opleiding te verleen, is daar gedurende 1926 'n bykomende plaas van 1,250 akker asook melkboerdery aangekoop. Die Kollege se plaasgrond is aldus uitgebrei tot ongeveer 1,600 akker.

Gedurende 1934 het die Kamer van Mynwese 'n bedrag van £75,000 geskenk vir Naturelle mediese-onderrig en dit is vir daardie doel aan die Kollege oorhandig deur die Minister van Onderwys. Gedurende dieselfde jaar is aparte departemente van Plantkunde en Fisika ingestel wat 'n B.Sc.-kursus moontlik gemaak het. Gedurende Maart 1936 het sy Edele, Senator F. S. Malan, die hoeksteen gelê vir nuwe wetenskapgeboue vir Skeikunde, Fisika en Medisyne. Dit is Livingstone Hall genoem en deur Sy Edele J. H. Hofmeyr, M.A., LL.D., op 24 Maart 1937 geopen.

Op 8 November 1940 is die Welsh-vleuel van Stewart Hall wat die Biologie laboratoria en lesingskamers bevat, deur Senator W. T. Welsh geopen. Die Transkei het 'n £1,000 bygedra tot die oprigtingskoste uit erkenning vir Senator Welsh se dienste as Hoofmagistraat gedurende 1920-1933. Op 5 April 1941 is die vrouekoshuis (Elukhanyisweni) geopen deur mevr. M. Ballinger, M.A., L.V.

Henderson Hall wat die Howard Pim Biblioteek en die F. S. Malan Museum bevat, is op 28 Maart 1942 deur Eerw. A. W. Wilkie, D.D., C.B.E., geopen. Lt.-kol. James Donaldson, D.S.O., stigter van die Bantoe-Welstrust en donateur van ongeveer £200,000 aan Bantoe-ontwikkeling, het op 20 September 1946 die hoeksteen van die Donaldson vleuel van Stewart Hall gelê en aldus die oorspronklike onderriggebou van die Kollege voltooi.

Gedurende die jare 1947 en 1948 is die Presbeteriaanse, Metodiste en Anglikaanse koshuise uitgebrei om voorsiening vir huisvesting aan meer as 300 manstudente te verleen. 'n Eetsaal en bykomende slaapkamers by die vroue koshuis is gedurende 1949 voltooi. Tog is uitbreiding gedurende die jare 1937 tot 1951 vertraag deur die afwesigheid van personeel op oorlogdiens en as gevolg van 'n tekort aan geld. Teen 1950 het die studentetal egter gegroei van 139 tot 382.

Toe dit duidelik geword het dat sommige van die konstituerende kolleges van die Universiteit van Suid-Afrika uiteindelik sou moes uitbrey tot onafhanklike universiteite, het die Regering 'n Kommissie aangestel om verslag te doen oor die toekomstige struktuur van hoër-onderrig in Suid-Afrika. Die Kommissie het aanbeveel dat die bestaande konstituerende kolleges, met die uitsondering van die Hugenote Universiteitskollege, die status van onafhanklike universiteite verleen moes word en dat Fort Hare affilieer moes word by een van die onafhanklike universiteite. Gedurende Maart 1951 het Fort Hare aangesluit by sy naaste vriend en buurman,

Rhodes-universiteit, sestig myl hiervandaan. Hierdie verhouding was vir Fort Hare baie waardevol aangesien dit die versekering ingehou het dat Fort Hare se studente ook verder aan dieselfde akademiese vereistes as blankes sou moes voldoen.

2. Oorplasing van Fort Hare Universiteitskollege na die Departement van Bantoe-onderwys

Ooreenkomstig Goewermentskennisgewing No. 168, 1959 (*Staatskoerant* van 21 Augustus 1959, bladsy 12) uitgereik kragtens subartikel twee van die Wet op Oordrag van die Universiteitskollege van Fort Hare, Wet No. 64 van 1959, is die instandhouding en bestuur van en beheer oor die Universiteitskollege van Fort Hare oordra aan die Minister van Bantoe-onderwys vanaf 1 Januarie 1960.

Die oordrag van die Kollege aan die Departement van Bantoe-onderwys het geskied as 'n noodsaaklike stap in die uitvoering van die Regering se beleid om meer toereikende en doeltreffende universiteitsopleiding aan die Bantoe te voorsien deur die stigting van aparte universiteitskolleges vir die verskillende etniese groepe, en om die beperkings en anomalie, wat gespruit het uit die stelsel van sogenaamde „ope” universiteite, te verwyder.

Die Universiteitskollege van Fort Hare sal derhalwe in die toekoms hom meer bepaald toespits op die Xhosa-sprekende Bantoe-groep. Die Universiteitskolleges by Turfloop (Noord-Transvaal) en Ngoye (Zululand) sal onderskeidelik voorsiening maak vir die Sotho- en Zulusprekende groepe. Vir Kleurling-studente is voorsiening gemaak by die Universiteitskollege van Wes-Kaapland te Bellville (Kaap) en daar is ook 'n universiteitskollege in Natal gestig vir Indiër-studente. Die Wet maak egter voorsiening daarvoor dat alle studente wat voorheen by Fort Hare geregistreer was, d.w.s. insluitende Indiërs, Kleurlinge, Sotho- en Zulusprekende studente, hulle studies by Fort Hare kan voltooi.

Teneinde te verseker dat die standaard van universiteitsopleiding dieselfde sal wees as die wat aan blankes verskaf word, bepaal die Wet dat die Universiteit van Suid-Afrika as eksaminerende liggaam sal optree in alle vakke waarvoor die leerplanne van daardie universiteit voorsiening maak. Vir eksamendeelindes moet studente inskryf as eksterne studente van die Universiteit van Suid-Afrika. Wat die bepaling van kursusse en die afneem van eksamens betref, is daar die nouste samewerking tussen die Universiteitskollege en die Universiteit van Suid-Afrika. As 'n organsmaatregel maak die Wet ook voorsiening daarvoor dat studente wat voorheen geregistreer was ooreenkomstig die verordeninge van die Rhodes-universiteit, hulle kursusse kan voltooi met hierdie universiteit as eksterne eksaminator. In hierdie verband is Rhodes-universiteit ook uiters simpatiek en tegemoetkomend.

Die Universiteitskollege bied nog steeds al die kursusse aan wat aangebied is voor die oorname deur die nuwe bewind. Hierby is 'n Departement van Handel ingestel sodat studente nou vir die B.Com.-graad kan registreer. Die Departement van Regte is uitgebrei en kan nou studente vir die LL.B.-graad voorberei.

Ooreenkomstig die Wet is 'n Beheerraad aangestel onder voorsitterskap van Prof. S. Pauw, Prinsipaal van die Universiteit van Suid-Afrika. Ander lede sluit die Adjunk-sekretaris van Bantoeonderwys in, die Hoofbantoesakekommissaris vir die Ciskei, Die Streeksdirekteur van Bantoe-onderwys vir die Ciskei, 'n lid van die Sendinginstituut te Wellington en lede van die doserende personeel van blanke universiteite wat lang en waardevolle ondervinding van universiteitsinrigtings het.

Die Adviserende Raad onder voorsitterskap van mn. S. M. Mabude (sedertdien oorlede), 'n gegradueerde van die Universiteit van Suid-Afrika en lid van die Transkei Gebiedsowerheid, bestaan uit vooraanstaande Bantoe opvoedkundiges, sakemanne en predikante.

Die Universiteitskollege van Fort Hare het dit besonder gelukkig getref deur hooggekwalifiseerde en uitstekend-toegeruste personeel, beide Blank en Bantoe, te trek om met uitsondering van drie almal van die groot getal vakatures wat op die personeel by oorname bestaan het, te vul.

Die inskrywing vir 1960 was 360 en vir 1961, 340, wat 'n aansienlike daling op die getal inskrywings vir 1959 nl. 498 beteken. Hierdie daling van inskrywings is natuurlik vermag as gevolg van die stigting van twee verdere universiteitskolleges vir die Bantoe en die Universiteitskolleges vir Kleurlinge te Bellville en Indiërs te Durban, wat almal studente ingeskryf het wat andersins op Fort Hare aangewese sou wees. Gedurende die eersvolgende paar jaar word 'n verdere daling van getalle vermag, as gevolg van die geleidelike onttrekking van Kleurlinge, Indiërs, Sotho- en Zulusprekende studente namate hulle gradueer by Fort Hare en ook as gevolg van die feit dat die getal Bantoe-studente wat afstudeer in hoërskole en

kwalifiseer vir toelating tot 'n universiteit, beperk is. Hierdie daling van getalle sal egter slegs van tydelike aard wees en sal selfs binne 'n paar jaar vergoed word namate meer Xhosasprekende kandidate kwalifiseer uit die hoërskole, iets wat verwag word as gevolg van die snelle toename van hoërskoolinskrywings wat tans ondervind word.

Alles voorspel dus 'n goeie toekoms vir Fort Hare en daar bestaan alle regverdiging vir die geloof dat die Inrigting in die ontwikkeling van die Xhosasprekende gebied wat hy bedien sowel as die ontwikkeling van Suid-Afrika as geheel 'n hoogstaande en waardevolle bydrae sal lewer.

DIE KOLLEGERAAD

Die volgende persone is deur Sy Edele die Minister van Bantoe-onderwys kragtens artikel *sewe* van Wet No. 64 van 1959 aangestel as lede van die Kollege-raad, vir 'n tydperk van drie jaar vanaf 1 Januarie 1960:—

Kragtens artikel *sewe* is die Rektor *ex-officio* lid van die Raad.

1. Prof. S. Pauw (Voorsitter)
2. Dr. C. H. Badenhorst
3. Prof. J. M. de Wet
4. Prof. J. J. Gerber
5. Dr. A. H. Jonker, L.V.
6. Prof. J. de W. Keyter
7. Prof. S. P. Olivier
8. Eerw. S. G. Pitts
9. Prof. P. F. D. Weiss
10. Mnr. J. H. van Dyk (Sekretaris van Bantoe-onderwys).
11. Mnr. C. B. Young (Sekretaris van Bantoe-administrasie en Ontwikkeling)
12. Die Hoofbantoesakekommissaris, Ciskei, King William's Town (*ex-officio*)
13. Streekdirekteur van Bantoe-onderwys, Ciskei, King William's Town (*ex-officio*)

Die Registrateur is *ex-officio* Sekretaris van die Raad.

DIE ADVISERENDE RAAD

Kaptein DOUGLAS DAWABASINI PRINCE NDAMASE
Kaptein Kozhe Dilwosanda MATANZIMA
Hoofman EPHRAIM MAIZE SANGONI
Mnu. REGINALD CINGO
Mnu. SAVING SIMILO GUZANA
Eerw. JAMES JAMES RANISI JOLOFE
Dr. MICHAEL ONTEFETSE MARTINUS SEBONI

Vier vakatures bestaan as gevolg van die dood van Raadslede S. M. MABUDE en E. W. M. MESATYWA en die bedanking van Raadslid J. C. MVUSI en Eerw. E. T. MATTHEUS.

AKADEMIESE PERSONEEL

Rektor:

Professor J. J. ROSS, B.A. (S.A.), B.Sc. (S.A.), H.S.O.D. (Stell.), B.Ed. (S.A.), M.A. (Yale), LL.B. (U.O.V.S.), B.Admin. (U.O.V.S.)

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Lektor: C. M. C. NDAMSE, B.A. Hons. (S.A.), M.A. (Hartford), M.Ed. (Trinity College), Dip. Bantu Studies (S.A.)

Bantoe-tale:

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Senior Lektor: G. I. M. MZAMANE, M.A. (S.A.)
Senior Lektor: Vakant
Lektor: S. M. BURNS-NCAMASHE, B.A. (S.A.), B.Ed. (Cape)

Klassieke Tale:

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Engels:

Professor: J. T. GREEN, M.A. (S.A.), Ph.D. (Leeds)
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Lektor: Vakant

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Senior Lektor: Maj. D. E. NEL, M.A. (Stell.)
Lektor: W. C. ELS, M.A. (U.O.V.S.), M.Ed. (U.O.V.S.)

Geskiedenis:

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Lektor: J. G. PRETORIUS, B.A. Hons. (U.O.V.S.)

Filosofie:

Senior Lektor: G. A. RAUCHE, Staatsexamen Phil. (Leipzig), D.Phil. (S.A.)
Lektor: J. KRIEL, B.A. Hons. (Stell.)

Duits:

Deeltydse Lektriëse: Mev. U. RAUCHE

Staatsleer:

Senior Lektor: C. A. CRAUSE, M.A. (U.O.V.S.), Dr.Jur. (V.U. Amst.)

Plantkunde:

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Demonstrateur/Tegnikus: O. H. D. MASONDO, B.Sc. (Rhodes)

Skeikunde:

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Lektor: H. S. GOVINDIN, B.Sc. Hons. (Rhodes)
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Tegnikus: M. WALTON
Assistent Gesondheidsbeampte: L. S. MTOBA, B.Sc.(Hyg.) (Rhodes)

Wiskunde:

Professor: Vakant
Senior Lektor: G. J. J. VAN RENSBURG, B.Sc. (Pret.), M.Sc. (Pret.)
Lektor: (Hulp verleen deur lektor in Toegepaste Wiskunde)

Toegepaste Wiskunde:

Professor: Vakant
Senior Lektor: S. LINDE, M.Sc. (U.O.V.S.)
Lektor: A. M. L. MASONDO, B.Sc. (Rhodes), B.Sc. Hons. (Rand), U.O.D. (Rhodes)

Natuurkunde:

Professor: J. T. DAVIDSON, M.Sc. (S.A.)
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Lektor: Vakant
Demonstrateur/Tegnikus: M. P. MALULYCK, B.Sc. (Rhodes)

Sielkunde:

Professor: A. D. MULLER, M.A. (Pret.), D.Litt. et Phil. (V.U. Amst.)
Senior Lektor: J. H. S. OOSTHUIZEN, D.Phil. (Stell.)
Lektor: W. BACKER, M.A. (P.U. vir C.H.O.)

Dierkunde:

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Lektor: J. E. SAAYMAN, M.Sc. (Stell.)
Lektor: J. G. VISSER, M.Sc. (Stell.)
Demonstrateur/Tegnikus: D. B. MBATHA, B.Sc. (Rhodes)

Opvoedkunde:

Empiriese Opvoedkunde:

Professor: M. O. M. SEBONI, B.A. (S.A.), D.Ed. (S.A.)
Lektor: Vakant

Historiese Opvoedkunde:

Professor: J. P. BOTMA, M.A. (Stell.), B.Ed., D.Ed. (Stell.)
Senior Lektor: D. F. VAN DYK, B.A., M.Ed. (U.O.V.S.)

Teoretiese Opvoedkunde:

Professor: Vakant
Senior Lektor: P. A. DUMMINY, B.P.Ed. (P.U. vir C.H.O.), M.Ed. (Pret.),
Drs.Paed., D.Litt. et Phil. (V.U. Amst.)
Lektor: J. F. DE VILLIERS, B.Com., M.Ed. (U.O.V.S.)

Godgeleerdheid:

Nuwe Testamentiese vakke en Sistematiese Teologie:

Professor: Dr. G. C. OOSTHUIZEN, B.A. (Stell.), M.A. (S.A.), Th.M. (Stell.),
D.Phil. (S.A.), S.T.M.(U.T.S.) (N.Y.), Th.D. (V.U. Amst.)

Deeltydse Lektore:

Eerw. A. J. T. COOK, M.A., B.D.
Eerw. J. S. SUMMERS, M.A., B.D.
T. S. N. GQUBULE, B.A. (Rhodes)

Ou Testamentiese vakke en Kerkgeskiedenis:

Senior Lektor: Ds. F. HECHT, Cand.Phil. (Halle), Cand.Theol. (Halle),
Cand.Min.(M.Th.) (Berlin)

Lektor: Vakant

Regte:

Professor: D. PONT, LL.B. (S.A.), LL.D. (Utrecht)
Senior Lektor: J. B. THOM, B.A., LL.B. (Stell.)
Lektor: A. D. J. VAN RENSBURG, B.Com. (Stell.), LL.B. (S.A.)
Lektor: Vakant



University of Fort Hare
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Ekonomie:

Professor: Vakant
Senior Lektor: J. H. SMITH, M.Com., U.O.D. (U.O.V.S.)

Handel:

Senior Lektor: J. G. C. SMAL, D.Com. (P.U. vir C.H.O.)
Lektor: J. A. SLABBERT, C.A.I.B. (S.A.), B.Com.Hons. (Stell.)

Landbou:

Senior Lektor: J. H. VAN WYK, B.Sc. (Pret.)
Plaasbestuurder: J. H. VAN NIEKERK
Plaasassistent: A. BELING
Bantoe Plaasassistent: Vakant

Biblioteekpersoneel:

Kollegebibliotekaris: M. SPRUIT, LL.Drs. (Leiden), L.Dip.Bibl. (Pret.)
Onder-Kollegebibliotekaris: E. MAKHANYA, B.A. (Rand), A.S.A.L.A.
Professionele Assistent: A. W. Z. KUZWAYO, B.A. (Rhodes), A.S.A.L.A.
Professionele Assistent: Vakant
Biblioteekassistentente:

K. L. MALI, B.A. (Rhodes)
W. W. T. MBETE, B.A. (S.A.)
Mej. P. M. FIHLA, B.A., B.Ed. (Rhodes), M.Ed. (S.A.)

Tikker: S. H. DUBULA
Rakbediende: B. S. KUNENE

F. S. Malan Museum:

Kurator: V. Z. GITYWA, B.A. (Rhodes).

ADMINISTRATIEWE PERSONEEL

Registrateur: H. J. DU PREEZ, B.A. (Stell.)
Assistent Registrateur: E. W. REDELINGHUYNS, B.A. (Pret.)
Penningmeester: F. P. G. HUNTER, C.A. LL.B. (Lond.)
Assistent Penningmeester: Mej. M. A. KINSLEY
Klerklike Assistent: Vakant
Tikster/Sekretaresse: Mev. M. CLARK
Vroue-assistente:
Mej. M. GEHRING en Mev. A. VAN ROOYEN
Voorrade Beampte: Vakant
Bantoeklerke
Graad I: S. S. NGCUME
Graad II: W. D. XAPILE
S. A. NDLEBE

Kassier (Bantoeklerk, Graad II): Vakant

Eetsaal:

Eetsaalbestuurder: A. K. MCGILLIVRAY
Assistent-eetsaalbestuurder: Mev. G. MCGILLIVRAY

Vrouekoshuis:

Matrone: Mi. M. MTIMKULU
Assistent Matrone: Mi. G. J. MDLEDLE

Terreinbestuurder en Klerk van Werke: J. S. M. CLARK

Opsigter van geboue en gronde: H. MACGILLICUDDY
Senior Tegnikus: P. H. W. THIELEMANN

F. S. MALAN MUSEUM



Die F. S. Malan Museum is gehuisves op die boonste vloer van die Henderson Hall gebou wat ongeveer 4,250 vierkante voet vloeroppervlakte beslaan. Gedurende 1941 is die beleid neergelê dat dit sou dien as 'n etnologiese studiemuseum verbonde aan die Departement van Afrikaanse Studies en Geskiedenis. Die museum bied aan buitestaande navorsers en ook deur skoolkinderen en ander belangstellende persone besoek sou kan word.

Gedurende 'n hele aantal jare is die museum bestuur deur 'n Erekurator (Prof. A. J. D. Meiring) met die hulp van 'n Assistent-kurator (G. I. Mzamane). 'n Volydse Kurator (V. Z. Gitywa) is teen die helfte van 1959 aangestel.

Sedert sy stigting het die museum ongeveer 1,600 vertoonstukke versamel. 'n Zoeloe heilige ring, 'n Ovambo stoelornament en 'n verskeidenheid van spiese en oorlogsbyle en 'n groep groot foto's wat 'n opeenvolgende reeks grepe uit die handeling van 'n toordoktersessie vertoon, is van die nuttigste byvoegings.

'n Groep Duggan-Cronin foto's van Bantoe-tipes is op uitstalling, sowel as 28 groot foto's wat hy so vriendelik was om te skenk. 'n Klompie uitstekende voorbeelde van die kunswerk van Bantoe-kunstenaars insluitende Pemba, Bengu, Konyama, M'Simang en Tladi, is aangeskaf.

HOWARD PIM BIBLIOTEEK

Die biblioteek is gestig in 1916 en het in 1918, 450 bande bevat. Studente het as bibliotekaris opgetree en in 1922 is 'n biblioteekkomitee ingestel. In die vroeë dertigerjare was daar jare dat die biblioteek sonder Bibliotekaris moes klaarkom.

In 1934 is die biblioteek genoem na mnr. Howard Pim, 'n Rekenmeester van Johannesburg en lid van die Kollegeraad, wat die grootste deel van sy privaatbiblioteek (2,000 bande) aan Fort Hare bemaak het. Die biblioteek het baie te danke aan milde skenkings deur die publiek en privaatliggame. Die biblioteek is nog steeds dank verskuldig aan baie skenkers en aan die uitgewers van beide Afrikaanse en Engelsmedium koerante vir hulle vrygewigheid.

In 1935 is die eerste voltydse bibliotekaris aangestel; die eerste ten volle gekwalifiseerde bibliotekaris is aangestel in 1944. In 1958 word die bibliotekaris 'n volle lid van die Senaat en word die biblioteekkomitee vervang deur 'n adviserende biblioteekkomitee.

In 1959 was daar 16,603 boeke aan studente uitgereik. Op 1 Januarie 1960 het die boekevoorraad ongeveer 38,000 bande bedra, terwyl op 1 Augustus 1960 die 40,000 merk bereik is.

Die biblioteek bevat waardevolle Africana wat op die oomblik versamel word om 'n aparte Africana-seksie te vorm.

ROOSTER 1962.

Woensdag, 7 Februarie: *Koshuise open.*

Donderdag, 8 Februarie: *Registrasie van eerstejaar studente.*

Vrydag, 9 Februarie: *Registrasie van senior studente.*

Maandag, 12 Februarie: *Klasse begin.*

Saterdag, 31 Maart tot Maandag, 9 April: *Paasvakansie.*

Vrydag, 22 Junie: *Einde van eerste semester.*

Woensdag, 18 Julie: *Klasse begin 8 vm.*

Saterdag, 22 September tot Dinsdag 25 September: *Septembervakansie.*

Saterdag, 1 Desember: *Einde akademiese jaar.*

REGULASIES TEN OPSIGTE VAN DIE TOELATING VAN STUDENTE TOT, DIE BEHEER VAN STUDENTE AAN EN DIE ONTSLAG VAN STUDENTE UIT DIE UNIVER- SITEITSKOLLEGE VAN FORT HARE.

Kragtens die bevoegdheid my verleen by paragraaf (i) van subartikel (i) van artikel vyf-en-dertig van die Wet op Oordrag van die Universiteitskollege Fort Hare, 1959 (Wet No. 64 van 1959), vaardig ek, WILLEM ADRIAAN MAREE, Minister van Bantoe-onderwys, hierby die regulasies oorteenkomstig bygaande Bylae uit.



W. A. MAREE,

Minister van Bantoe-onderwys.

UNIVERSITY OF FORT HARE
UNIVERSITEITSKOLLEGE VAN FORT HARE.
Together in Excellence

DIE TOELATING VAN STUDENTE TOT, DIE BEHEER VAN STUDENTE AAN EN ONTSLAG VAN STUDENTE UIT DIE UNIVER- SITEITSKOLLEGE VAN FORT HARE.

I. TOELATING

1. In hierdie regulasies beteken „toelating” goedkeuring vir aanmelding tot registrasie as student by die Universiteitskollege, afgesien daarvan of die voornemende student voorheen as student by die Kollege geregistreer was of nie.

2. Aansoek om toelating moet gedoen word op die vorm soos in die Aanhangsel van hierdie regulasies voorgeskryf.

3. Die aansoekvorms moet volledig ingevul word en voor 'n Kommissaris van Ede onderteken word deur die voornemende student en sy ouer of voog. Die ingevulde vorm moet aan die Registrateur gestuur word sodat dit hom bereik voor of op 'n datum op die vorm aangedui.

4. Elke aansoek om toelating moet vergesel gaan van die volgende:—

- (i) 'n Getuigskrif van goeie gedrag deur 'n leraar, Bantoesakekommissaris of landdros van die distrik waarin die kandidaat woon;
- (ii) 'n mediese sertifikaat van gesondheid van 'n distriksgeneesheer;
- (iii) in die geval van 'n voornemende student wat vir die eerste keer wil registreer, indien 'n sertifikaat nog nie uitgereik is nie, een of ander vorm van bewys dat hy voldoen aan die nodige voorvereistes vir die kursus of kursusse waarvoor hy wil inskryf;
- (iv) by eerste toelating, 'n getuigskrif van die prinsipaal van die laaste skool wat applikant bygewoon het.

5. Geen voornemende student mag hom by die Universiteitskollege aanmeld vir registrasie nie, tensy hy skriftelik deur die Registrateur in kennis gestel is dat hy toegelaat is.

6. Toelating soos hierbo omskryf, lê geen verpligting op die Universiteitskollege om 'n voornemende student te registreer nie. Alvorens 'n kandidaat as student geregistreer kan word, moet hy ook voldoen aan die vereistes vir registrasie.

II. REGISTRASIE

Geen applikant word as student geregistreer nie, tensy hy tot tevredenheid van die Registrateur voldoen aan elke van die volgende vereistes: —

- (1) Elke voornemende student moet hom op die voorgeskrewe datum en tyd aanmeld vir registrasie by die kantoor wat vir die doel aangewys word. Geen kandidaat word toegelaat om hom na die laaste datum en tyd wat bepaal is vir registrasie aan te meld nie, tensy die skriftelike toestemming van die Rektor vir sodanige registrasie verkry is en 'n bykomende laat-inskrywingsgeld van R2 betaal is.
- (2) By aanmelding vir registrasie moet die skriftelike toestemming om aansoek te doen om registrasie verstrekkend word (sien I, 5 hierbo).
- (3) Elke kandidaat vir registrasie moet die voorgeskrywe registrasievorm invul en onderteken. Deur ondertekening van die registrasievorm verbind 'n kandidaat hom al die reëls en regulasies van die Universiteitskollege, insluitende dié van die koshuis waar hy mag inwoon, stiptelik te eerbiedig, hy onderneem ook om by die koshuis in te woon waaraan hy toegewys mag word.
- (4) Op die datum van registrasie moet dié deel van die voorgeskrewe gelde wat verskuldig is, na aftrekking van enige deel van 'n beurs, lening of ander toelae wat betaalbaar is, deur die kandidaat betaal word. Gelde is kwartaaliks vooruit betaalbaar.
- (5) Elke voornemende student moet 'n goedkeuring van sy voorgename kurssusse onderteken deur die Dekaan van die betrokke Fakulteit, by die Registrateur indien. By die kies van kurssusse moet die rooster geraadpleeg word ten einde botsings te voorkom.
- (6) Geen kandidaat word as student geregistreer nie, tensy hy as inwonende student by een van die koshuise toegelaat word, behalwe as hy skriftelik deur die Rektor vrygestel is van sodanige inwoning.
- (7) Die registrasie van sodanige studente is onderworpe aan die opskortende voorwaarde dat elke sodanige student vroeër of op 30 Mei van die jaar waarin hy vir die eerste maal ingeskryf word, sy matrikulasiesertifikaat, of die vrystelling daarvan, of enige ander kwalifikasie wat as toelatingsvereiste tot 'n besondere studie voorgeskryf word, aan die Registrateur voorlê vir aantekening.
- (8) Indien dit, na die mening van die Minister nie in die belang van die inrigting is dat 'n kandidaat wat hom vir registrasie aanmeld, as student geregistreer moet word nie, kan hy weier om sodanige kandidaat te laat registreer, selfs al voldoen sodanige kandidaat aan al die ander vereistes vir registrasie.
- (9) By registrasie ontvang elke ingeskrewe student 'n registrasiekaart wat as bewys dien dat hy aldus as student geregistreer is.
- (10) Niemand wat nie as student geregistreer is nie, mag sonder toestemming van die Rektor lesings bywoon, 'n koshuis of eetsaal of enige voorregte hoegenaamd wat deur die Inrigting aangebied word, gebruik nie.

III. BEHEER

1. Studente moet by die opening van die Universiteitskollege aan die begin van elke semester en na elke kort vakansie teenwoordig wees, tensy verlof om laat te kom vooraf van die Rektor of sy verteenwoordiger verkry is.

2. Alle studente is verplig om die lesings gereed by te woon en die vereiste werk in die laboratorium te verrig. Studente wat verlof wil hê om afwesig te wees, moet vooraf daarom aansoek doen by die betrokke dosent.

3. Inwonende studente mag nie die Kollege terrein verlaat sonder die toestemming van die Koshuissuperintendent of 'n daartoe gemagtigde verteenwoordiger van die Rektor nie.

4. Geen student mag na 10 nm. sonder die toestemming van sy Koshuissuperintendent buitekant sy koshuiseenheid wees nie.

5. Geen inwonende student mag sonder die skriftelike toestemming van die Rektor of sy gemagtigde verteenwoordiger 'n nag buitekant die Kollege-terrein deurbring nie.

6. 'n Student mag nie 'n besoeker sonder die verlof van die Koshuissuperintendent in 'n koshuis toelaat nie.

7. Enige studente-organisasie of studentebedrywigheid is onderworpe aan die goedkeuring, vooraf van die Rektor.

8. Geen vergadering mag sonder toestemming van die Rektor op die Kollege-terrein gehou word nie. Goedgekeurde studentekomitees mag vergader volgens die bepalings van die betrokke liggaam se goedgekeurde konstitusie.

9. Die besit, gebruik of verskaffing van alkoholiese drank deur studente is verbode.

10. Geen tydskrif, publikasie of vlugskrif waarvoor studente ten volle of ten dele verantwoordelik is, mag versprei word sonder goedkeuring van die Rektor na raadpleging van die Adviserende Senaat en die Senaat nie.

11. Geen persverklaring mag sonder die toestemming van die Rektor deur of namens die studente uitgereik word nie.

12. Die besit van motorvoertuie deur studente op die Kollege-terrein is onderworpe aan goedkeuring deur die Rektor op aanbeveling deur die Koshuis-superintendent.

13. Die koste van skade aan Kollege-eiendom mag op die betrokke student of studente verhaal word.

14. Studente moet die Kollege verlaat vir die Julie-vakansie en vir die duur van die vakansie aan die einde van die akademiese jaar. Gedurende kort vakansietye kan studente toegelaat word om in die Koshuise aan te bly teen betaling van sodanige gelde as wat bepaal mag word.

15. Geen kollektelyste mag sonder toestemming van die Rektor op die terrein van die Kollege rondgestuur word nie.

16. Studente is onderworpe aan die besondere reëls wat vir 'n bepaalde gedeelte van die terrein en geboue van die Universiteitskollege geld. Eetsaalreëls en koshuisreëls mag, met die goedkeuring van die Rektor, vir elke besondere eetsaal of koshuis opgestel word, en moet streng nagekom word. Sodanige reëls moet op skrif gestel en op die kennisgewingsbord aangebring word na ondertekening deur die Registrateur.

17. Vroulike studente mag nie sonder toestemming van die matrone, na 7 namiddag, buite hul koshuise wees nie.

18. Manlike studente mag nie in die kamers vir vroulike studente besoek aflê nie en mag die koshuise vir vroulike studente nie sonder toestemming van die matrone of koshuisvader binnegaan nie. Dieselfde geld *mutatis mutandis* van die aflê van besoeke deur vroulike studente by manskoshuise.

19. Geen student of groep studente mag sonder die toestemming van die Rektor en van die betrokke inrigting by enige ander inrigting besoek aflê nie, en dan alleen op sodanige voorwaardes as wat bepaal mag word.

20. Geen student of groep studente, en geen ander persoon of persone wat nie onder die jurisdiksie van die Universiteitskollege staan nie, mag, sonder die toestemming van die Rektor of van sy verteenwoordiger, op die terrein van die Kollege of by enige koshuis of ander gebou van die Kollege besoek aflê nie, en dan alleen op sodanige voorwaardes as wat bepaal mag word.

21. 'n Student begaan 'n oortreding indien hy—

- (a) enigeen of meer van die regulasies of reëls van die Universiteitskollege, insluitende dié van enigeen van die koshuise of eetsale, oortree;
- (b) skuldig bevind word aan 'n kriminele oortreding afgesien van die tyd wanneer of die plek waar sodanige oortreding plaasgevind het;
- (c) hom op 'n skandelige, onbehoorlike of onwelvoeglike wyse gedra, afgesien van die tyd wanneer en die plek waar hy hom op sodanige wyse gedra;
- (d) hom gedra op 'n wyse wat die Universiteitskollege in diskrediet kan bring;

- (e) 'n bevel of voorskrif van enige persoon of liggaam wat die bevoegdheid besit om dit te gee, nie gehoorsaam nie of verontagsaam, of teenoor sodanige persoon of liggaam deur die gebruik van woorde of deur sy gedrag, insubordinasie openbaar;
- (f) met opset of weens nalatigheid skade veroorsaak aan enige eiendom van die Universiteitskollege of van enige ander persoon of liggaam.

22. Die Rektor mag reëls neerlê vir die kleredrag van studente.

IV. TUGMAATREËLS

1. Die Rektor is die amptenaar wat in die eerste plek verantwoordelik is vir die toepassing van tugmaatreëls.

2. Die Tugkomitee van die Raad bestaan uit die Rektor as voorsitter, een ander lid van die Raad, twee lede van die Senaat deur die Raad benoem in oorleg met die Rektor, en sodanige assessor-lede as wat die Rektor nodig mag vind om van tyd tot tyd te koöpteer.

3. Wanneer 'n student enigeen van hierdie regulasies oortree, of hom skuldig maak aan enige ander vorm van wangedrag of van insubordinasie, moet die Rektor, indien die student skuld ontken, die saak deur die Tugkomitee laat ondersoek.

Regsverteenvoordiging word nie by sodanige ondersoek toegelaat nie en die prosedure word deur die Rektor bepaal. By erkenning van skuld, of by skuldigbevinding deur die Tugkomitee, mag die Rektor een of meer van die volgende strawwe oplê:—

- (a) Die student òf permanent òf vir 'n bepaalde tydperk uit die Universiteitskollege uitsit;
- (b) die student van deelname aan of deelhebbing in enige sodanige aktiwiteit of voorregte wat mag bestaan of wat aangebied mag word, vir sodanige tydperk as wat hy nodig mag vind, suspendeer;
- (c) die bewegingsvryheid van die student, buite sy koshuiseenheid op sodanige wyse as wat hy nodig mag vind, beperk;
- (d) indien die student 'n beurshouer is, aanbeveel dat sy beurs gekanselleer of verminder word;
- (e) van die student die betaling eis van sodanige bedrag as wat bereken is om te vergoed vir enige verlies, skade of koste wat opsetlik of nalatiglik aan die Universiteitskollege, of van enige ander persoon of liggaam veroorsaak is as gevolg van 'n oortreding.

In 'n geval waar die straf onder (a) opgelê word, moet die Rektor so gou doenlik aan die Minister en aan die Uitvoerende Komitee van die Raad 'n verslag voorlê.

Indien 'n student op wie die straf onder (a) toegepas is, meen dat hy veronreg is, moet hy desnieteenstaande die Inrigting binne vier-en-twintig uur verlaat. Hy het egter die reg om, binne veertien dae vanaf sy uitsetting, sodanige vertoë in verband met sy uitsetting as wat hy mag goedvind tot die Minister te rig. 'n Afskrif van die vertoë wat tot die Minister gerig is, moet terselfdertyd aan die Rektor gestuur word.

Die Minister oorweeg die vertoë en die verslag na oorlegpleging met die Uitvoerende Komitee van die Raad, en hy mag, na hy goedvind, die uitsetting bekragtig, dit tersyde stel, of 'n geringer straf oplê.

4. In die geval van ernstige onreëlmatigheid wat, volgens die oordeel van die Rektor onmiddellike optrede verg, mag die Rektor enige stappe doen wat, volgens sy oordeel, nodig is in die belang van die Universiteitskollege of die openbare belang. In so 'n geval moet die Rektor so gou moontlik aan die Uitvoerende Komitee van die Raad en aan die Minister 'n verslag voorlê.

Die Minister mag, na oorlegpleging met die Uitvoerende Komitee, na hy goedvind, die stappe wat die Rektor gedoen het, bekragtig, tersyde stel of wysig.

5. Die Rektor mag, na oorlegpleging met die Senaat en goedkeuring deur die Raad, vir die doel van die uitoefening van beheer en die toepassing van tugmaatreëls, algemene studentekomitees of koshuiskomitees van studente instel, primarii of studentebeamptes benoem of laat verkies, of enige ander stappe doen op sodanige voorwaardes as wat die Raad mag goedkeur.

6. Niks wat in hierdie regulasies vervat is, word geag om op enigerlei wyse af te doen aan die regte wat die Rektor kragtens die Gemeenreg besit nie.

AANHANGSEL

UNIVERSITEITSKOLLEGE VAN FORT HARE

AANSOEK OM TOELATING OM VIR REGISTRASIE AAN TE MELD.

(L.W.—Hierdie vorm moet ingevul word deur alle studente wat vir registrasie in aanmerking wil kom, afgesien daarvan of 'n vorige aansoek ingedien is en afgesien van vorige registrasie as student by Fort Hare.)

1. Naam van applikant (in hoofletters).....
2. Woonadres.....
3. Geboortedatum.....
4. Etniese groep waartoe applikant behoort.....
5. Identifikasie No.....
6. Naam en adres van ouer of voog.....
7. Skole bygewoon met datums.....
8. Kerkverband.....
9. Indien nie tevore geregistreer nie: (i) Naam van laaste skool bygewoon.....
; (ii) eksamen geslaag (dui aan in watter klas).....
; (iii) of matrikulasievystelling behaal is.....
; (iv) vakke geneem (dui enige onderskeidings aan).....
10. Indien tevore geregistreer: A. By welke inrigting.....
 B. Kursus gevolg (B.A., B.Sc., ens.).....
 C. Vakke geslaag:
 (i) Eerste Jaar, 19.....
 (ii) Tweede Jaar, 19.....
 (iii) Derde Jaar, 19.....
11. Kursus waarvoor registrasie verlang word (B.A., B.Sc., ens.).....
; Jaar (1ste, 2de).....; Voorgestelde
 vakke en kursusse (bv. Engels I, Geskiedenis II).....
12. Indien begerig om 'n nagraadse kursus te volg: (i) Graad behaal.....
; (ii) te.....; (iii) Jaar.....
 (iv) Graad waarvoor registrasie verlang word.....
13. Watter reëlings is getref vir die betaling van gelde?.....
14. Naam en adres van ouer of voog of ander persoon (as daar is) wat verantwoordelik sal wees vir die betaling van gelde.....
15. Getuigskrifte en gewaarmerkte afskrifte van sertifikate aangeheg:—
 - (i) Getuigskrif van goeie gedrag deur.....
 adres.....
 - (ii) Geneeskundige sertifikaat van distriksgeneesheer.....
 Naam.....
 Adres.....
 - (iii) Indien begerig om vir die eerste keer te registreer: gesertifiseerde afskrif van.....sertifikaat; indien sertifikaat nog nie uitgereik is nie, verklaring deur.....
 dat die kandidaat die.....eksamen geslaag het; ander kwalifikasies.....
 - (iv) By eerste toelating getuigskrif van goeie gedrag deur.....
prinsipaal van.....
 skool (jongste skool besoek).....



University of Fort Hare
Together in Excellence

16. Verklaring deur applikant.

Ek, die ondergetekende.....
(volle naam) verklaar hierby dat ek in aanmerking geneem wil word vir registrasie as student by die Universiteitskollege van Fort Hare. Indien ek vir sodanige registrasie in aanmerking kom, onderneem en belowe ek plegtig dat ek alle reëls en regulasies van die Kollege streng sal nakom en dat ek my sal onderwerp aan enige dissiplinêre maatreëls wat teen my geneem mag word kragtens genoemde regulasies.

Ek onderneem verder om in te woon by die koshuis waarheen ek toegewys mag word en om alle reëls van die koshuis en eetsaal na te kom.

Geteken op hede die..... dag van.....
19....., te.....

.....
Handtekening van applikant.

As getuie:

Ouer of voog.....

Geteken voor my op hede die.....dag van.....

19....., te.....

.....
Kommissaris van Ede.

17. Verklaring van ouer of voog.

Ek,(volle name),
onderneem hierby—

(a) om, indien die applikant tot die Universiteitskollege van Fort Hare toegelaat word, alle gelde vooruit te betaal;

(b) om verantwoordelikheid te aanvaar vir enige skade wat my kind/pleegkind aan enige eiendom van die Inrigting mag veroorsaak;

(c) om sodanige vervoer vir my kind/pleegkind aan die begin en einde van elke semester te verskaf as wat inrigting mag wees.

Ek aanvaar ook as voorwaardes vir die toelating van my kind/pleegkind tot die Inrigting—

(a) dat hy/sy onderworpe sal wees aan die dissiplinêre reëls van die Universiteitskollege en koshuis;

(b) dat hy/sy sodanige pligte in die koshuis sal vervul as wat aan hom/haar deur die koshuispersoneel opgedra word;

(c) dat ek verantwoordelik sal wees vir die volle gelde vir enige semester waartydens my kind/pleegkind deur my uitgeneem word of uit die Inrigting uitgesit word.

Identifikasie No.....

Plek..... (Geteken).....

Getuie..... Datum.....

REGULASIES VIR GRADE EN DIPLOMAS

GRADE IN DIE LETTERE EN WYSBEGEERTE

A1. In die Fakulteit Lettere mag die volgende grade uitgereik word:—

Baccalaureus Artium	B.A.
Honneurs-Baccalaureus Artium	Hons. B.A.
Magister Artium	M.A.
Doctor Litterarum et Philosophiae	D.Litt. et Phil.

Die Graad Baccalaureus Artium

A2. Kandidate vir die graad kan hulle vir eksamen in die volgende vakke aanmeld:—

GROEP A (Taalstudies)

Latyn	Engels
Hellenistiese Grieks	Afrikaans-Nederlands
Hebreeus	Bantoetaal

GROEP B (Regstudies)

Romeinse Reg	Naturrelleg
Romeins-Hollandse Reg	Staatsreg

GROEP C (Filosofiese Studies)

Wiskunde	Ekonomie
Staatsleer	Volkekunde
Sielkunde	Ekonomie en Ekonomiese
Sistematiese Teologie	Geskiedenis I
Opvoedkunde	Geskiedenis van die Wysbegeerte
Godsdiensfilosofie	Sistematiese Wysbegeerte

GROEP D (Historiese en Kulturele Studies)

Middeleeuse en Moderne	Ekonomiese Geskiedenis II
Geskiedenis	Beginsels van die Griekse Kultuur
Kerkgeskiedenis	Naturrelle-administrasie
Aardrykskunde	

GROEP E (Natuurwetenskappe)

Natuurkunde	Plankunde
Skeikunde	Dierkunde
Toegepaste Wiskunde	

GROEP F (Teologiese Studies)

Bybelse Studies	Sendingwetenskap
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A3. Behalwe soos anders deur die Senaat toegelaat, is die volgende bepaling van toepassing by die keuse van vakke waarvoor 'n kandidaat gekrediteer word vir die B.A. graad:—

- (a) Krediet word nie gegee vir meer as een kwalifiserende kursus in Naturrelleg, Staatsreg, Opvoedkunde, Beginsels van die Griekse Kultuur en Toegepaste Wiskunde nie.
- (b) Die aantal kwalifiserende kursusse van die vakke in Groep B (Regstudies) waarvoor krediet gegee sal word, is beperk tot vyf.
- (c) Elke leergang moet bysyt
 - (i) minstens twee kwalifiserende kursusse uit Groep A (of twee kursusse in een vak, of een kursus in elk van twee vakke) waarvan een kursus een van die offisiële tale moet wees;
 - (ii) minstens een kwalifiserende kursus uit Groep B of Groep C;
 - (iii) minstens nog een kwalifiserende kursus uit Groep B of Groep C of Groep D. [Dit kan as 'n tweede kursus in die vak onder (ii) gekies wees.]
- (d) Krediet word nie gegee vir meer as twee kursusse geneem uit Groep E (Natuurwetenskappe) nie.
- (e) Ekonomie is 'n drie-kursus vak en Ekonomiese Geskiedenis 'n twee-kursus vak; maar die eerste kursus van beide vakke, naamlik „Ekonomie en Ekonomiese Geskiedenis I” is dieselfde, en studente wat beide vakke vir onderskeidelik drie en twee jaar neem, ontvang daarom slegs krediet vir vier kursusse.
- (f) Krediet word nie vir kursusse in meer as een Bantoetaal uit dieselfde groep gegee nie. Die groepering is soos volg:—
Nguni: Zulu en Xhosa.
Sotho: Suid-Sotho, Noord-Sotho, Tswana.
 Krediet word nie vir meer as vyf kwalifiserende kursusse in Bantoetale gegee nie.
- (g) Krediet word nie tot die B.A. graad vir meer as ses kursusse uit die volgende gegee nie: Bybelse Studies I, II, III, Sistematiese Teologie I, II, Kerkgeskiedenis I, II.
- (h) Kandidate wat sowel Bybelse Studies as Sistematiese Teologie as hoofvakke neem, moet minstens twee kwalifiserende kursusse in een ander vak, gekies uit Groep A of C of D doen.
- (i) Kandidate word slegs tot die eerste kursus in Natuurkunde toegelaat indien hulle ten minste 33½% in Wiskunde by die Matrikulasie- of 'n gelykstaande eksamen behaal het.

(j) Naturellereg kan slegs ná Volkekunde I aangebied word.

(k) Staatsadministrasie I kan slegs aangebied word gelyktydig met, of nadat Staatsleer II afgelê is; Staatsadministrasie II kan slegs aangebied word gelyktydig met, of nadat Staatsleer III afgelê is.

A4. Die hoofvakke van die leergang moet uit die onderstaande gekies word:—

(a) *Hoofvakke met drie kwalifiserende kursusse.*—Engels, Afrikaans-Nederlands, Bantoetale, Latyn, Geskiedenis, Romeins-Hollandse Reg, Aardrykskunde, Ekonomie, Staatsleer, Volkekunde, Sielkunde, Bybelse Studies, Geskiedenis van die Wysbegeerte, Sistematiese Wysbegeerte, Naturelle-administrasie, Sistematiese Teologie.

(b) *Hoofvakke met twee kwalifiserende kursusse.*—Romeinse Reg, Staatsadministrasie: Met dien verstande dat, behalwe soos anders deur die Senaat toegelaat; elke leergang vir die B.A. graad ten minste vier niaanvangskursusse moet insluit.

A.5. Behalwe soos anders deur die Senaat toegelaat, moet kandidate wat 'n vak vermeld in kolom A as hoofvak kies, die kwalifiserende kursus(se) in die byvakke daarby vermeld onder kolom B, neem:—

A. Hoofvakke.	B. Byvakke.
Latyn.....	Beginsels van die Griekse Kultuur I (LL.B.-studente kan van hierdie vereiste vrygestel word).
Moderne tale.....	Latyn is uiters wenslik as 'n byvak.
Romeins-Hollandse Reg....	Minstens een kwalifiserende kursus in Romeinse Reg.
Romeinse Reg.....	Minstens een kwalifiserende kursus in Latyn en 'n kursus in Romeins-Hollandse Reg.
Aardrykskunde.....	Minstens een kwalifiserende kursus in een van die volgende vakke: Geskiedenis, Wiskunde, Natuurkunde, Plankunde, Dierkunde, Volkekunde.
Volkekunde.....	Minstens een kwalifiserende kursus in 'n goedgekeurde Bantoetaal en in Naturelle-administrasie of Ekonomie en Ekonomiese Geskiedenis.
Naturelle-administrasie....	Een kwalifiserende kursus in elk van Naturellereg en 'n goedgekeurde Bantoetaal en twee kwalifiserende kursusse in Volkekunde.
Staatsadministrasie.....	Die kwalifiserende kursusse in Staatsleer.
Geskiedenis.....	Dit is uiters wenslik dat die student Afrikaans kan lees en begryp.

A6. Elke leergang vir die graad moet minstens een kwalifiserende kursus in Engels of Afrikaans-Nederlands bevat.

Kandidate wat onderskeiding in Engels of Afrikaans of Nederlands in die Hoër of A-graad van die Matrikulasie-eksamen behaal het, of wat by 'n gelykwaardige eksamen onderskeiding in sodanige vak behaal het, kan, by indiening van hul leergang met verlof van die Senaat 'n ander kursus in die plek van Engels of Praktiese Engels of Afrikaans-Nederlands kies.

A7. Die kandidaat moet slaag in die byvak(ke) vermeld in paragraaf 5 voor of ten tyde van die eindeksamen in die verwante hoofvak: Met dien verstande dat 'n kandidaat wat die eindeksamen gelyktydig in twee hoofvakke deurgekom het, maar wat in een of meer verwante byvakke gedruip het, nie nogmaals eksamen in sodanige hoofvakke hoef te doen nie, maar vir die B.A.-graad alleen krediet sal kry vir hierdie hoofvakke wanneer hy in die verwante byvak of byvakke geslaag het.

Grade Honneurs Baccalaureus Artium, Magister Artium en Doctor Litterarum et Philosophiae

Vir besonderhede insake hierdie regulasies word kandidate verwys na die Jaarboek van die Universiteit van Suid-Afrika of na die Hoof van die betrokke Departement.

GRADE IN DIE NATUURWETENSKAPPE

Die Statutêre Algemene en Gemeenskaplike Regulasies is ook van krag waar hulle van toepassing is.

Grade in die Fakulteit van Natuurwetenskappe

B1. In die Fakulteit Natuurwetenskappe word die volgende vier grade uitgereik, in die Suiwere Natuurwetenskap:—

Baccalaureus Scientiae	B.Sc.
Honneurs-Baccalaureus Scientiae	Hons.-B.Sc.
Magister Scientiae	M.Sc.
Doctor Philosophiae	Ph.D.

B2. Kandidate vir die graad kan hulle vir eksamen in die volgende vakke aandel:—

GROEP I

Wiskunde	Sielkunde
Toegepaste Wiskunde	Plantkunde
Natuurkunde	Dierkunde
Skeikunde	Aardrykskunde

GROEP II

Engels	'n Bantoetaal deur die Senaat
Afrikaans-Nederlands	godgekeur
	Wysbegeerte

L.W.—Studente word tot die eerste kursus in Natuurkunde toegelaat slegs as hulle ten minste 33½ persent vir Wiskunde by die Matrikulasië- of gelykstaande eksamen behaal het.

B3. Geen kandidaat word vir die B.Sc.-graad vir meer as een kursus uit Groep II gekrediteer nie.

B4. Die hoofvakke van die leergang moet uit die onderstaande gekies word: Hoofvakke met drie kwalifiserende kursusse: Wiskunde, Toegepaste Wiskunde, Natuurkunde, Skeikunde, Plantkunde, Dierkunde, Aardrykskunde, Sielkunde.

B5. Kandidate wat 'n vak vermeld in kolom A as hoofvak kies, moet die kwalifiserende kursus(se) in die byvakke vermeld onder kolom B, neem:—

A. Hoofvakke.	B. Byvakke.
Wiskunde.....	Minstens een kwalifiserende kursus in Toegepaste Wiskunde.
Toegepaste Wiskunde.....	Minstens twee kwalifiserende kursusse in Suiwer Wiskunde.
Natuurkunde.....	Minstens twee kwalifiserende kursusse in Suiwer Wiskunde.
Skeikunde.....	Minstens een kwalifiserende kursus in sowel Natuurkunde as Wiskunde.
Plantkunde.....	Minstens een kwalifiserende kursus in Skeikunde.
Dierkunde.....	Minstens een kwalifiserende kursus in Skeikunde.
Aardrykskunde.....	Minstens een kwalifiserende kursus in een van die volgende vakke: Wiskunde, Natuurkunde, Plantkunde, Dierkunde.

B6. 'n Kandidaat moet slaag in die byvak of byvakke vermeld in paragraaf B5 voor of ten tyde van die eindeksamen in die verwante hoofvak: Met dien verstande dat 'n kandidaat wat die eindeksamen gelyktydig in twee hoofvakke deurgekom het maar wat in een of meer verwante byvakke gedruip het, nie weer eksamen in sodanige hoofvakke hoef af te lê nie, maar vir die B.Sc.-graad vir hierdie hoofvakke gekrediteer word sodra hy in die verwante byvak of byvakke geslaag het.

Die graad Honneurs-Baccalaureus Scientiae

B7. Elke kandidaat vir die graad Honneurs-Baccalaureus Scientiae moet die graad Baccalaureus Scientiae van die Universiteitskollege behaal het of moet tot die status van daardie graad aan die Universiteitskollege toegelaat gewees het. As die graad Baccalaureus verwerf is (a) aan die Universiteitskollege sonder dat die betrokke vak een van sy hoofvakke was of (b) aan 'n ander universiteit, moet hy die Senaat aangaande sy kwalifikasies in daardie vak bevredig voordat hy tot die eksamen vir die graad Honneurs-Baccalaureus toegelaat kan word.

B8. Die Hons.-B.Sc.-graad word in die volgende departemente verleen:—

Wiskunde, Toegepaste Wiskunde, Wiskundige Statistiek, Natuurkunde, Skeikunde, Geologie, Plantkunde, Dierkunde, Anatomie, Fisiologie, Aardrykskunde, Sielkunde, Entomologie (indien as hoofvak vir 'n Baccalaureusgraad geneem).

(Geen eksamen word voorlopig in Anatomie, Fisiologie, Entomologie, Natuurkunde, Plantkunde, Dierkunde, Geologie, afgeneem nie.)

B9. Die Hons.-B.Sc.-eksamen word afgeneem deur middel van eksamenvraestelle en/of praktika, plus sodanige mondelinge of vertaaltoets as wat in 'n afsonderlike departement voorgeskryf word, wat gewoonlik almal gedurende die tydperk November-Desember van elke jaar afgeneem word.

B10. Kandidate vir die Honneurs-B.Sc.-eksamens in Natuurkunde, Skeikunde, Plantkunde en Dierkunde, moet 'n aantekeningboek van praktiese werk bevattende 'n rekord van die praktiese werk uitgevoer, by die praktiese eksamen inlewer. Die rekord moet deur die persoon onder wie se toetsig hulle gewerk het, onderteken word.

Die graad Magister Scientiae

B11. Die departemente waarin die graad M.Sc. toegeken kan word, is dieselfde as dié soos in regulasie B8 uiteengesit.

B12. Elke kandidaat vir die graad Magister Scientiae moet eers die graad Honneurs-Baccalaureus Scientiae van die Universiteitskollege in die betrokke departement behaal het of moet tot die status van die graad Honneurs-Baccalaureus Scientiae aan die Universiteitskollege toegelaat gewees het en die Senaat tevrede gestel het aangaande sy kwalifikasies in die betrokke vak voordat hy tot die eksamen vir die Magistergraad toegelaat word.

B13. Die eksamen vir die graad bestaan uit twee of meer eksamenvraestelle of 'n verhandeling; of 'n samestelling van eksamenvraestelle en 'n verhandeling, na gelang afsonderlike departemente voorskryf; eksamenvraestelle word in November-Desember geskryf.

B14. Elke verhandeling moet vergesel wees van 'n verklaring oor die mate waarin dit, sowel in opvatting as in uitvoering, die student se eie werk verteenwoordig.

B15. Die verhandeling mag nie ingedien word voordat die kandidaat die eksamen vir die Honneurs-Baccalaureusgraad suksesvol afgelê het nie, en ook nie in 'n korter tydperk as twee jaar nadat die Baccalaureusgraad suksesvol afgelê is nie. (Kyk ook regulasies G19 tot G21 en A30 in die Jaarboek van die Universiteit van S.A.)

University of Fort Hare GEVORDERDE DIPLOMA IN LANDBOU

Minimum toelatingsvereiste: Senior Sertifikaat. Die kursus strek oor drie jaar.

Eerste jaar

Vier Natuurwetenskapvake soos vir eerstejaar B.Sc. kursus, nl. Plantkunde, Skeikunde, Dierkunde en Aardrykskunde.

Tweedejaarskursus

Die eerste helfte van die tweede jaar word by Fort Hare aangebied en sluit die volgende studierigting in:—

- (1) Akkerbou I.—Gewasse en gewasverbouing; akkerbou proewe; veld en veldbeheer.
- (2) Veeteelt I.—Die verskillende beersrasse, die behandeling van vleis en suiwelbeeste—die bul, die koei, die vers en die kalf.
- (3) Grondbewaring.—Soorte verspoeling, oorsake en beheer van verspoeling.
- (4) Praktiese werk en demonstrasies sal op Fort Hare-plaas gehou word.

Die tweede helfte van die jaar word die student prakties onderrig. Studente moet die nodige plaaswerksklere saamneem.

Derde jaar

- (1) Akkerbou II.—Grondskeikunde, vrugbaarheid en grondbewaring.
- (2) Veeteelt II.—Genetika, teling en voedingsleer.
- (3) Landbou Ekonomie.
- (4) Produkte klasse en algemene plaaswerk.

Onderwyskursus.

Die kursus word deur die Fakulteit Opvoedkunde voorgeskryf. Praktiese onderwys word by plaaslike skole gereël.

GRADE EN SERTIFIKATE IN DIE FAKULTEIT REGSGELEERDHEID

In die Fakulteit Regsgeleerdheid word die volgende graad uitgereik:—

Baccalaureus Legum LL.B.

E1. Kandidate vir die LL.B.-graad moet reeds die graad of status van Baccalaureus besit, in die een of ander Fakulteit uitgesonderd die Regsgeleerdheid.

Behalwe met die spesiale toestemming van die Senaat van die Universiteit van Suid-Afrika word geen kandidaat tot die Tweede Jaar toegelaat nie, tensy hy kwalifiserende kursusse in elk van drie tale waarvan Latyn I en minstens een van Afrikaans-Nederlands I of Engels I verpligtend is, afgelê het nie. 'n Kandidaat wat nie beide Engels en Afrikaans-Nederlands afgelê het nie, moet 'n derde goed-gekeurde taal aflê. 'n Kandidaat wat Afrikaans op die Hoër Graad vir die Matrikulasie-eksamen geneem het, moet Engels I aflê, en 'n kandidaat wat Engels op die Hoër Graad vir die Matrikulasie-eksamen geneem het, moet Afrikaans-Nederlands I aflê. 'n Kandidaat wat beide Afrikaans en Engels op die Hoër Graad vir die Matrikulasie-eksamen afgelê het, kan verkies welke offisiële taal hy wil aanbied. 'n Kandidaat wat geen van die amptelike tale op die Hoër Graad vir die Matrikulasie-eksamen geneem het nie, moet beide Afrikaans-Nederlands I en Engels I, aflê.

Vrystelling van 'n tweede- of derdejaarskursus of -kursusse beteken nie dat die betrokke kandidaat reeds tot die tweede- of derdejaarseksamen toegelaat is nie.

L.W.—(1) Die hoogste Taalbond word as gelykstaande met Afrikaans-Nederlands vir hierdie doel aanvaar.

(2) Praktiese Engels en Praktiese Afrikaans word nie vir bostaande doel aanvaar nie.

E2. Kandidate vir die graad moet die volgende vakke neem:

Eerste jaar.

- (1) Romeins-Hollandse Reg I.
- (2) Romeins-Hollandse Reg II.
- (3) Romeinse Reg I.
- (4) Staatsreg I.
- (5) Volkereg.



University of Fort Hare
Together in Excellence

Tweede jaar.

- (1) Romeins-Hollandse Reg III.
- (2) Romeinse Reg II.
- (3) Kommersiële Reg I.
- (4) Staatsreg II.
- (5) Uitleg van Wette en Internasionale Privaatreg.

Derde jaar.

- (1) Romeins-Hollandse Reg IV.
- (2) Kommersiële Reg II.
- (3) Prosesreg I (Bewysreg).
- (4) Strafrege I.
- (5) Suid-Afrikaanse Bantoereg of Regsvergelyking.

Vierde jaar.

- (1) Romeins-Hollandse Reg V.
- (2) Algemene Regsleer.
- (3) Prosesreg II.
- (4) Strafrege II.
- (5) Kommersiële Reg III of Suid-Afrikaanse Naturellereg.

Suid-Afrikaanse Bantoereg en of Suid-Afrikaanse Naturellereg kan slegs geneem word indien 'n kandidaat in Volkekunde I geslaag het.

E3. Die tydperk van studie mag met een jaar verminder word as vier regs-kursusse geneem is vir die graad Baccalaureus Artium of Baccalaureus Commercii.

Inligting ten opsigte van voorgeskrewe boeke sal deur die lektore verskaf word.

Voorsiening is ook gemaak vir die opleiding vir die Sertifikate vir Prokureurs en Staatsamptenare.

L.W.—Kandidate wat Inkomstebelasting II aanbied, moet Inkomstebelasting I in die tweede jaar neem, en kan, onderworpe aan regulasie F7 'n tweedejaarskursus in die derde jaar aanbied.

IN DIE REGTE

Van aspirant LL.B-studente wat die graad B.Com. wil neem, word verwag dat hulle die volgende moet neem.

Eerste jaar.

1. Ekonomie en Ekonomiese Geskiedenis I.
2. Bedryfsekonomie I.
3. Rekeningkunde I.
4. Romeins-Hollandse Reg I.
5. Een van die volgende tale: Afrikaans-Nederlands I, Engels I, Latyn I.

Tweede jaar.

1. Ekonomie II.
2. Bedryfsekonomie II.
3. Rekeningkunde II.
4. Romeins-Hollandse Reg II.
5. Een van die volgende tale wat nie in die eerste jaar geneem is nie: Engels I, Latyn I, Afrikaans-Nederlands I.

Derde jaar.

1. Ekonomie III.
2. Bedryfsekonomie III.
3. Romeinse Reg I.
4. Romeins-Hollandse Reg III.

L.W.—Geen kandidaat word tot die Intermediêre LL.B.-eksamen toegelaat nie, tensy hy 'n kwalifiserende kursus aan die Universiteit in elkeen van die vakke Afrikaans-Nederlands, Engels en Latyn voltooi het, of in elkeen van hierdie vakke 'n ander eksamen afgelê het, wat volgens die oordeel van die Senaat daarmee gelykstaan.

F3. Geen kandidaat mag in Handelsreg I A voortgaan voordat hy in Handelsreg IA geslaag het nie.

F4. Geen kandidaat kan met Kosteberekening en Inkomstebelasting I voortgaan voordat daar in Rekeningkunde II geslaag is nie.

F5. Geen kandidaat mag Ouditkunde I aanbied tensy hy ook Rekeningkunde II terselfdertyd aanbied of reeds geslaag het nie.

F6. Aan die end van elke jaar word daar 'n Universiteitseksamen in elke vak van die kursus afgeneem.

F7. Behalwe met die spesiale toestemming van die Senaat word geen kandidaat toegelaat om met 'n tweede of derde kursus van 'n vak voort te gaan voordat hy respektiewelik die eerste en tweede kursusse voltooi het nie.

F8. Kandidate wat aan die end van hulle eerste studiejaar by die Universiteits-eksamen in paragraaf F6 vermeld, nie in minstens twee vakke geslaag het nie, moet die hele leergang herhaal.

F9. Vyf is die maksimum aantal kursusse wat in enige kalenderjaar vir die B.Com.-graad aangebied kan word; insgelyks word die gedeeltelike kursusse in Handelsreg I en II in elke geval as een kursus beskou: Met dien verstande dat hoogstens een addisionele kursus gelyktydig met die graadkursusse vir „nie-graad-doeleindes” geneem kan word.

F10. Behalwe met die spesiale toestemming van die Senaat kan kandidate hulle nie aanmeld vir eksamen in enige kursus van die tweede jaar nie, tensy hulle ook onvoltooide kursusse van die eerste jaar neem; en kandidate wat kursusse van die derde jaar neem, moet ook enige onvoltooide kursusse van die eerste en tweede jaar neem, behalwe die wat regulasie F7 hulle verhinder om te neem.

F11. Aan die kandidate wat hulle in die eksamen in enigeen van onderstaande derdejaarsvakke onderskei, word die predikaat „met lof” in die betrokke vak of vakke toegeken:—

Vir B.Com: Bedryfsekonomie, Ekonomie, Rekeningkunde.

Hierdie vakke is vernaamste vakke. Die Fakulteit erken geen hoofvakke nie.

F12. Die minimum vereiste (a) om te slaag, en (b) om met lof te slaag in die vakke wat in paragraaf F11 opgeneem is, word in die volgende tabel aangegee:—

Vakke.	Minimum Persentasie vereis vir—	
	(a) Slaag.	(b) Slaag met lof.
Rekeningkunde, Bedryfseconomie.....	50	75
Ekonomie.....	50	75
Ouditkunde, Kosteberekening, Inkomstebelasting, Vervoerwese	50	—
Ander vakke.....	50	—

Daarby word in Ekonomie en Ekonomiese Geskiedenis I 'n sub-minimum van die helfte van 33½ persent (16½ punte) in elke afdeling van die vraestel gestel.

Die grade Honneurs-Baccalaureus Commercii

F13. Elke kandidaat vir die graad Honneurs-Baccalaureus Commercii moet (1) minstens een jaar in besit wees van die graad of status van Baccalaureus Commercii; en (2) Die Voorsitter van die betrokke Studiekomitee oortuig betreffende sy kwalifikasies in 'n bedoelde vak voordat hy tot die eksamen van die Honneurs-Baccalaureus-grad toegelaat word.

Enige voorvereistes wat nog nie deur kandidate nagekom is nie wanneer hulle hul vir die Hons-eksamen aanmeld, kan gelyktydig met die eksamen aangebied word, met die volgende uitsonderings:—

- (i) 'n Kursus in die vak waarin die Hons. geneem word;
- (ii) meer as een uitstaande kursus wat as voorvereiste gestel word.

F14. Die eksamen vir die Hons.-B.Com. word afgeneem deur middel van eksamenvraestelle, tesame met sodanige mondelinge of vertaaltoetse as wat in afsonderlike departemente voorgeskryf word, wat gewoonlik almal gedurende die tydperk November-Desember van elke jaar afgeneem word.

F15. Kandidate in besit van die Hons.-B.A.-graad word nie toegelaat om die Hons.-B.Com. in dieselfde departement te verwerf waarin hulle die Hons.-B.A.-graad behaal het nie.

F16. Die vereistes om te slaag is soos volg: Vir die Hons.-B.Com.-eksamen in Ekonomie, Bedryfseconomie, 50 persent met 'n subminimum van 40 persent vir elke vraestel.

F17. Die vereistes om met lof te slaag is soos volg: Vir die Hons.-B.Com.-eksamen in Ekonomie, Bedryfseconomie: 66 persent.

Die grade Magister Commercii

F18. Die departemente waarin die graad M.Com. toegeken kan word, is dieselfde as die onderskeidelik in regulasie F14 uiteengesit.

F19. Elke kandidaat vir die graad Magister Commercii moet voorheen eers tot die graad of die status van onderskeidelik die graad Honneurs-Baccalaureus Commercii toegelaat gewees het. Die eksamen vir die graad bestaan uit 'n verhandeling en/of vraestelle.

Die verhandeling mag nie ingedien word voordat minstens 'n jaar verstreke is nadat die eksamen vir die Honneurs-Baccalaureus-grad met goeie gevolg afgelê is nie. Kyk ook regulasies G19 tot G21 en A30.

F20. Die vereistes om te slaag is soos volg: Vir die M.Com.-eksamen in Ekonomie en Bedryfseconomie: 50 persent.

F21. Die vereistes om met lof te slaag is soos volg: Vir die M.Com.-eksamen in Ekonomie: 66 persent en in Bedryfseconomie: 75 persent.

Die grad Doctor Philosophiae

- F22. (a) Elke student wat sy Magister Commercii graad al twee jaar besit; of
- (b) iedereen wat tot die status van graad M.Com., aan die Universiteitskollege toegelaat is, en wat die kwalifikasies waarkragtens hy toegelaat is tot die graad, minstens twee jaar besit;

word toegelaat as kandidaat vir die graad D.Phil. in die Fakulteit Handel.

F23. Behalwe met spesiale verlof van die Senaat word geen Baccalaureus Commercii, hetsy deur eksamen of toelating, tot die eksamen vir die doktorsgraad toegelaat sonder dat hy die Magisterseksamen deurgekom het nie.

F24. Elke kandidaat vir die graad D.Phil. moet ter goedkeuring van die Senaat 'n proefskrif indien wat handel oor 'n onderwerp in verband met die Handelswet-

skap: Met dien verstande dat die Senaat die onderwerp van die voorgestelde proefskrif as geskik beskou wat sy akademiese inhoud betref, en op voorwaarde dat bevestigende reëlings vir die eksamen getref kan word.

F25. Onderstaande regulasies wat van toepassing is op die doktorsgraad in die Fakulteit Lettere is van toepassing op die graad D.Phil. in hierdie Fakulteit, nl. regulasies A26 tot A35. Kyk ook regulasies G19 tot G21.

Diploma in Handel en Administrasie

Die doel van die Diploma in Handel en Administrasie is om studente in die basiese beginsels van die handelslewe op te lei.

Studente wat die kursus wil volg moet in besit wees van minstens die Senior-sertifikaat of gelykstaande kwalifikasie maar matrikulasievrystelling is nie 'n vereiste nie.

L.W.—Besonderhede betreffende leerplanne, duur van kursus, ens. is op aanvraag verkrygbaar.

REGULASIES VIR GRADE EN DIPLOMAS IN DIE OPVOEDKUNDE

Die Statutêre, Algemene en Gemeenskaplike Regulasies is ook van krag waar hulle van toepassing is.

Grade en Diplomas in die Fakulteit Opvoedkunde

- C1. In die Fakulteit Opvoedkunde word die volgende drie grade uitgereik:—
- | | | |
|--------------------------|-----|-------|
| Baccalaureus Educationis | ... | B.Ed. |
| Magister Educationis | ... | M.Ed. |
| Doctor Educationis | ... | D.Ed. |

- Daarbenewens word die volgende Onderwysdiplomas uitgereik:—
- | | | |
|---|-----|----------|
| Universiteitsonderwysdiploma | ... | U.O.D. |
| Universiteitsonderwysdiploma (sonder graad) | | |
| Suid-Afrikaanse Onderwysdiploma (Junior Sekondêr) | | S.A.T.D. |

Die Universiteitsonderwysdiploma (U.O.D.)

C2. Om toelating tot die eksamen vir die Universiteitsonderwysdiploma te verkry, moet kandidate—

- (a) in besit wees van 'n graad of tot die status van 'n graad toegelaat gewees het;
- (b) eksamens afgelê het vir graad of vir nie-graaddoeleindes in kwalifiserende kursusse gekies (tensy anders deur die Senaat toegelaat) in ooreenstemming met die vereistes van regulasie C3 hieronder;
- (c) (i) in besit wees van 'n onderwysertifikaat wat behaal is na voltydse opleiding aan 'n openbare opleidingsinrigting wat deur die Senaat vir hierdie doel erken word; of
- (ii) hul opleiding vir U.O.D. aan 'n deur die Senaat erkende opleidingsinrigting ontvang in vakke deur die Dekaan goedgekeur; of
- (iii) minstens twee jaar as nie-gediplomeerde onderwyser in diens van 'n Suid-Afrikaanse Onderwysdepartement gestaan het, en mits hy skriftelik deur sy hoof en die omgangsinspekteur as 'n geskikte kandidaat aanbeveel is.

L.W.—Geen kandidaat word tot die U.O.D.-eksamen toegelaat nie voordat minstens een akademiese jaar verloop het vandat hy sy graad voltooi het nie.

C3. Die kwalifiserende kursusse waarin geslaag moet word, is soos volg: Die vak wat onder (d) gekies word en die ander vak wat onder (c) gekies word, word beskou as hoofonderwysvakke:—

- (a) Eerstejaarkursusse in drie van die volgende vakke:—
- | | |
|---|---|
| Afrikaans-Nederlands of Praktiese Afrikaans | Rekenkunde |
| Engels of Praktiese Engels | Huishoudkunde |
| Enige derde taal | Wiskunde |
| Geskiedenis | Skeikunde |
| Aardrykskunde of Geologie | Natuurkunde |
| Bybelse Studies | Plantkunde of Biologie |
| Bedryfsekonomie | Dierkunde |
| Opvoedkunde | Liggaamlike Opvoedkunde |
| Sielkunde | Wysbegeerte (Inleiding tot die Wysbegeerte/Geskiedenis van die Wysbegeerte/Sistematiese Wysbegeerte). |
| Bibliografie of Biblioteekkunde | |
| Naturelle-Administrasie | |

Met dien verstande dat volgens goeë dinge van die Dekaan erkenning vir enige twee tale behalwe offisiële tale gegee kan word.

(b) 'n Eerstejaarskursus in 'n vierde vak wat uit (a) of uit die volgende lys gekies kan word:—

Kunsgeskiedenis en Waardering	Ekonomie en Ekonomiese
Skone Kunste	Geskiedenis
Musiekgeskiedenis	Ekonomiese Aardrykskunde
Duits (spesiale kursus)	Sosiologie
Frans (spesiale kursus)	Volkekunde
Beginsel van Griekse Kultuur	Toegepaste Wiskunde
	Sistematiese Teologie.

- (c) Tweedejaarskursusse in enige twee van die vier vakke gekies uit (a) en (b) hierbo: Met dien verstande dat Sistematiese Teologie I aangeneem kan word in plaas van een tweedejaarskursus as Bybelse Studies I uit (a) hierbo gekies is, maar dat geen een van Volkekunde II, Ekonomie II, Ekonomiese Geskiedenis II, Naturelle-administrasie II, Sielkunde II, Wysbegeerte II, Bibliografie II, Biblioteekkunde II en Sosiologie II as 'n tweede kursus kragtens hierdie paragraaf beskou kan word nie.
- (d) 'n Derdejaarskursus in minstens een van die twee vakke wat onder (c) hierbo gekies is, of, as alternatief, of Bybelse Studies II of Sistematiese Teologie II as Bybelse Studies I sowel as Sistematiese Teologie I onderskeidelik onder (a) en (b) hierbo gekies is, [Wiskunde en Toegepaste Wiskunde III vir B.Sc.(Ing.) word beskou as Wiskunde III.]
- (e) In plaas van een derdejaarskursus, een tweedejaarskursus en twee eerstejaarskursusse word 'n kandidaat toegelaat om een derdejaarskursus en twee tweedejaarskursusse aan te bied, behoudens die bepalings van (c) hierbo.

L.W.—(1) Kandidate wat Geologie as hoofvak en minstens een kwalifiserende kursus in Aardrykskunde geneem het, kan Aardrykskunde aanbied as 'n hoofonderwysvak.

(2) Bo en behalwe waar Biologie as 'n hoofvak geneem is, word die volgende vakkesamestellings erken om 'n kandidaat toe te laat om Biologie as 'n hoofonderwysvak aan te bied:—

Plantkunde of Dierkunde as hoofvak saam met minstens twee kwalifiserende kursusse in die ander twee vakke; met dien verstande dat geen kandidaat wat Biologie as 'n hoofonderwysvak aanbied of Plantkunde of Dierkunde as 'n verdere hoofonderwysvak mag neem nie.

C4. Kandidate wat 'n graad voltooi het en net een van die kwalifiserende skoolvakke soos deur regulasie C3 voorgeskryf, kortkom, kan die diploma-eksamen skrywe, maar die Diploma word nie toegeken voordat daar aan die akademiese sowel as aan die professionele voorwaardes voldoen is nie.

C5. Die vakke vir die eksamen is:

(a) *Hoofvakke:*

- (i) Filosofie van die Opvoeding.
- (ii) Empiriese Opvoedkunde.
- (iii) Historiese Opvoedkunde.
- (iv) Onderwysmetodiek en -administrasie.
- (v) en (vi) Metodiek van die twee hoofonderwysvakke vir die middelbare skool (twee vraestelle).
- (vii) en (viii) Praktiese Onderwys ('n toets in elkeen van die twee hoofonderwysvakke, een in elke taal).

(b) *Verpligte Byvakke:*

- (ix) Swartbordwerk.
- (x) Skoolhigiëne.
- (xi) Skoolbiblioteekkunde OF Godsdiensonderwys.
- (xii) Konstruksie van Onderwys hulpmiddele.

(c) *Addisionele Byvakke:*

- (xiii) Liggaamlike Opvoeding.
- (xiv) Musiek en Skoolsang.

- (d) Kandidate wat kragtens regulasie C2 (c) (iii) toegelaat is, moet die volgende bykomende vakke aflê:—
 (xv) tot (xvii) 'n Skriftelike, mondelinge en praktiese onderwystoets in elk van die twee amptelike tale, en minstens een daarvan in die hoër graad (by nie-blankes die moedertaal en een van die amptelike tale).

C6. Kandidate moet in elke afsonderlike vak van die eksamen slaag met die volgende uitsonderings:—

Kandidate wat in besit is van die Onderwysdiploma van die Suid-Afrikaanse Naturelle-Kollege, word vrygestel van die vraestelle in (v) en (vi), Metodiek van die twee hoofvakke, en as bewys van twee jaar bevredigende ervaring as onderwyser ingedien word, ook (vii) en (viii), Praktiese onderwys.

Enige kandidaat word vrygestel van vakke (vii) en (viii), Praktiese Onderwys, as bewys van vyf jaar bevredigende ervaring as onderwyser ingedien word.

C7. Die minimum vereiste om te slaag in elke vak (i) tot (v) en in elk van die taal- en onderwystoetse is 50 persent.

C8. (a) Kandidate moet in minstens vier skriftelike vakke onder C5 (a) (i) tot (vi) by een en dieselfde eksamen slaag om krediet vir die jaar se werk te behou. Kandidate wat in vyf slaag en in die sesde skriftelike vak druij, kan die druijvak by die aanvullingseksamen die Maart daarop, of by enige daaropvolgende gewone eksamen aanbied.

(b) Kandidate moet in die skriftelike gedeelte van minstens drie uit die vier byvakke C5 (b) (ix) tot (xii) gelyktydig slaag om krediet vir die jaar se werk te behou.

C9. Die bekwaamheid van kandidate in onderwys-gee, word deur twee eksaminatore beoordeel. Reëlings kan getref word dat die toetse aan enige Suid-Afrikaanse universiteit afgelê word; of as alternatief aan 'n ander goedgekeurde sentrum, en in daardie geval is die eksaminatore of twee skoolinspekteurs of 'n skoolinspekteur en 'n hoof van 'n skool.

As kandidate in een van die twee onderwystoetse druij, moet 'n hereksamen in albei toetse gedoen word afgesien van die gemiddelde aantal punte wat behaal is. 'n Hereksamen in die onderwystoets is ook in die Hanteerse mag nie voor Meimaand van die volgende jaar afgelê word nie.

C10. Elke diploma wat ingevolge hierdie regulasies uitgereik word, dui volle besonderhede aangaande die kursusse wat die kandidaat afgelê het, aan.

Die graad Baccalaureus Educationis

(Vir B.Ed.-kandidate is 'n deeglike leeskenis van Afrikaans verpligtend.)

C11. Kandidate vir toelating tot die eksamen vir die graad B.Ed. moet of (a) toegelaat gewes het tot die graad Baccalaureus aan die Universiteit of tot die status van genoemde graad en (b) die Universiteitsonderwysdiploma besit of tot die status van hierdie diploma toegelaat gewes het, of toegelaat gewes het tot die graad B.P.Ed.

L.W.—1. Gesertifiseerde onderwysers met ná-matrikulasie-opleiding wat nie kragtens (b) op toelating geregtig is nie, kan tot die B.Ed.-eksamen toegelaat word indien hulle, of—

- (i) bewys lewer van vyf jaar bevredigende onderwys, of
- (ii) by een en dieselfde eksamen in 'n kwalifiserende toets in die vier vakke Filosofie van die Opvoeding, Empiriese Opvoedkunde, Historiese Opvoedkunde en Onderwysmetodiek en -administrasie slaag.

2. Gesertifiseerde onderwysers met vóór-matrikulasie-opleiding wat nie kragtens (b) op toelating geregtig is nie, kan tot die B.Ed.-eksamen toegelaat word indien hulle—

- (i) bewys lewer van vyf jaar bevredigende onderwys, en
- (ii) by een en dieselfde eksamen in 'n kwalifiserende toets in die vier vakke Filosofie van die Opvoeding, Empiriese Opvoedkunde en Onderwysmetodiek en -administrasie slaag.

Wanneer daar vir die doel van toelating tot die B.Ed.-eksamen van kandidate verwag word om in die kwalifiserende eksamen in (ii) genoem, te slaag, is die vraestelle wat geskryf moet word dié wat vir die eksamen vir die Universiteits-

onderwysdiploma gestel word. Die eksamen word gewoonlik in November afgeneem. Die minimum om in elke vak te slaag, is 50 persent. Geen aanvullings-eksamen word toegelaat nie.

C12. Die kursus vir die B.Ed.-graad strek oor 'n tydperk van minstens een jaar na voltooiing van die diploma of ander goedgekeurde kursus.

C13. Die B.Ed.-eksamen bestaan uit ses vraestelle:—

Vraestel 1.—Filosofie van die Opvoeding.

Vraestel 2.—Algemene Empiriese Opvoedkunde.

Vraestel 3.—Spesiale Empiriese Opvoedkunde.

Vraestel 4.—Historiese Opvoedkunde:—

(i) 'n Tydperk in die geskiedenis van die onderwys.

(ii) 'n Tydperk in die geskiedenis van onderwys in Suid-Afrika.

Vraestel 5.—Onderwysmetodiek.

Vraestel 6.—Onderwysadministrasie.

Hierdie vraestelle word gewoonlik elke jaar gedurende Oktober-November geskryf.

Die graad Magister Educationis

C14. Elke kandidaat vir die graad Magister Educationis moet voorheen eers die graad Baccalaureus Educationis behaal het of tot die status van vermelde graad toegelaat gewees het.

C15. Die eksamen vir die graad bestaan uit 'n verhandeling in verband met die Opvoedkunde. Die verhandeling mag nie ingedien word voordat minstens een jaar verstreke is nadat die eksamen vir die B.Ed.-graad met goeie gevolg afgelê is nie. (Kyk ook regulasies G19 tot G21 en A30, Jaarboek van die Universiteit van S.A.)

Die graad Doctor Educationis

C16. (a) Iedereen wat minstens vier jaar in besit is van die graad Magister Educationis van die Universiteitskollege; of

(b) toegelaat is tot die status van Magister Educationis aan die Universiteitskollege en wat die kwalifikasies waarkragtens hy in die status geplaas is, minstens vier jaar besit; of

(c) die graad Magister Educationis minstens drie jaar besit, waarvan minstens een uitsluitlik gewy was aan navorsing aan 'n inrigting deur die Senaat goedgekeur;

kan hom as kandidaat vir die graad Doctor Educationis aanbied.

L.W.—Onder spesiale omstandighede en met spesiale toestemming van die Senaat kan 'n kandidaat wat die graad Magister Educationis twee jaar besit, toegelaat word tot die doktorseksamen.

C17. Elke kandidaat vir die graad D.Ed. moet ter goedkeuring van die Senaat 'n proefskrif indien wat handel oor 'n onderwerp in verband met die Opvoedkunde.

C18. Regulasies A26 tot A35 Universiteit van S.A. is ook mutatis mutandis van toepassing op die D.Ed.-graad, asook regulasies G19 tot G21, Universiteit van S.A.

Universiteitsonderwysdiploma (sonder graad)

C19. Die volgende kandidate kan toegelaat word tot die kursus:—

(a) 'n Kandidaat wat twee jaar studie vir 'n graad tot so 'n mate voltooi het dat hy na nog 'n studiejaar aan al die vereistes van 'n graad kan voldoen en wat sy vakke so gekies het dat hy voldoen aan al die regulasies vir toelating tot die Universiteitsonderwysdiploma van die Universiteit van Suid-Afrika.

(b) 'n Kandidaat wat toegelaat is, moet dieselfde kursus en eksamens doen soos voorgeskryf vir die Universiteitsonderwysdiploma van die Universiteit van Suid-Afrika. (Sien Regulasies vir Grade en Diplomas in die Opvoedkunde.)

Die Suid-Afrikaanse Onderwysersdiploma (Junior sekondêr)

C20. *Naam van die Sertifikaat:* Die Suid-Afrikaanse Onderwysersdiploma (Junior Sekondêr).

C21. *Doel van die kursus:* Om onderwysers vir die eerste drie jaar van die middelbare skool op te lei.

C22. *Toelatingsvereistes:*

- (a) Die vereiste toelatingskwalifikasie is die Seniorsertifikaat of gelykstaande kwalifikasie.

L.W.—Ten opsigte van kandidate wat nie die Matrikulasiestellingsertifikaat besit nie, word die graadvakke nie vir graaddoeleindes erken nie.

- (b) Indien 'n kandidaat die hele eerstejaar-graadkursus in vier goedgekeurde vakke met goeie gevolg deurloop het, en 'n erkende onderwyserssertifikaat in 'n laer graad besit, kan hy tot die professionele deel van die opleidingskursus toegelaat word.

C23. *Lys van vakke:*

- (a) B.A.—Vyf eerstejaarsgraadkursusse waarvan die moedertaal en een amptelike taal verpligtend sal wees en drie ander vakke waarvan twee skoolvakke moet wees en wat die tweede amptelike taal kan insluit, met dien verstande dat indien die tweede amptelike taal nie geneem word nie, en ook nie in Matriek geneem is nie, die spesiale kursus in daardie taal gevolg moet word.

B.Sc.—Vier kursusse waarvan minstens drie in skoolvakke moet wees. B.Sc.-studente wat nie 'n eerstejaarskursus in 'n amptelike taal neem nie en wat ook nie in albei amptelike tale vir Matriek geslaag het nie, sal ook die spesiale kursus in die amptelike taal wat nie geneem is nie, volg.

(Tweedejaar-graadkursusse mag nie in die plek van die eerstejaar-kursus aangebied word nie.)

B. Com.—Vyf kursusse waarvan minstens drie in skoolvakke moet wees, insluitende Afrikaans-Nederlands I of Praktiese Afrikaans of Engels I of Praktiese Engels. B. Com.-studente wat nie in albei amptelike tale vir Matriek geslaag het nie, sal ook die spesiale kursus in die amptelike taal wat nie geneem is nie, volg.

Let wel.—Die vakke onder (a) sal in ooreenstemming met die leerplanne van die Universiteit van Suid-Afrika wees en die eksamens sal deur hierdie liggaam aangeleg word.

Diploma in Handel.—Diploma in Handel waarvan minstens drie kursusse in skoolvakke moet wees, insluitende 'n amptelike taal. Studente wat nie in albei amptelike tale vir Matriek geslaag het nie, sal ook die spesiale kursus in die amptelike taal wat nie geneem is nie, volg.

- (b) 'n Spesiale kursus in die ander amptelike taal tensy dit ook as 'n eerstejaarsvak onder die vakke in (a) genoem, geneem word.
- (c) Om uiteindelik die Suid-Afrikaanse Onderwysersdiploma (Junior Sekondêr) te verwerf, moet 'n kandidaat in minstens vier van die voorgenoemde vakke slaag, met dien verstande dat die spesiale kursus onder (b) genoem, ook as een vak sal tel.

C24. *Vakke in die professionele jaar.*

Groep I:

1. Beginsels van opvoeding en Empiriese Opvoedkunde.
2. Skoolorganisasie.
3. Historiese Opvoedkunde.
4. Praktiese Onderwys.

Groep II:

Metodiek en inhoud van die onderstaande skoolvakke soos voorgeskryf vir die eerste drie jaar van die middelbare skoolkursus:—

1. 'n Moderne taal.
2. Vier vakke uit die volgende:—

Afrikaans, Engels, Moedertaal, Latyn, Sosiale Studie, Algemene Wetenskap, Biologie, Natuur- en Skeikunde, Landbou, Rekeningkunde, Wiskunde, Boekhou, Handel en Handelsrekenre, Tikskrif, Snelskrif, Shorthand.

Voorbehoude:

- (i) Indien Algemene Wetenskap geneem word, mag Biologie en/of Natuur- en Skeikunde nie geneem word nie.
- (ii) Indien Handel en Handelsrekenre geneem word, mag rekeningkunde nie geneem word nie.
- (iii) Hoogstens drie tale mag geneem word.

Groep III:

1. Verpligte vakke.

- (i) Swartbordwerk en Vervaardiging van Hulpmiddels.
- (ii) Higieëne.

2. Addisionele vakke.

Godsdiensoerrig, Liggaamlike Opvoeding, Tuinbou en Musiek.

Opmerking.—Van kandidate word vereis dat hulle aan minstens twee georganiseerde sportsoorte en koorsang deelneem.

BIBLIOTEKREGULASIES

1. Die gebruik van die biblioteek is vry vir alle interne studente en lede van die personeel van die Universiteitskollege van Fort Hare op voorwaarde dat hulle die reëls en regulasies van die biblioteek in ag neem.

2. Oud-studente, voormalige lede van die personeel en van die Raad en ander aangewese persone kan toegelaat word om publikasies van die biblioteek te leen: Met dien verstande dat boeke slegs aan leners buite die Kollege geleen kan word as hulle op daardie tydstip nie deur studente of personeel van Fort Hare benodig word nie en dat alle aansoeke van buitelenings verwys sal word na die Departement wat by daardie onderhawige boek belang het.

Sodanige buite-leners moet 'n waarborgsom van R2 betaal, wat terugbetaalbaar is by beëindiging van die lidmaatskap, en hulle mag twee publikasies tegelyk uitneem en hulle vir twee weke behou.

3. Alle studente moet aan die begin van elke kursus by die biblioteekpersoneel om biblioteekkaartjies aansoek doen en moet, aan die einde van elke kursus alle boeke en kaartjies wat aan hulle uitgereik is, terugbesorg.

4. Studente mag elk tot drie bande tegelyk leen; maar dit staan die bibliotekaris vry om hierdie aantal te eniger tyd te beperk. Die bibliotekaris kan toestem dat na-graadse studente meer boeke leen.

5. Die gewone leentydperk is twee weke maar (1) in geval van boeke waarna 'n groot aanvraag is, kan die leentydperk verkort word, by tot een week of drie dae; (2) sekere boeke is op die reservelys geplaas en is nie vryelik vir die studente beskikbaar nie; hierdie boeke word uitgeleë vir gebruik in die biblioteek en kan in baie gevalle „oornags” of vir langer tydperke geleen word. Met uitsondering van die gevalle van „oornags” lenings of vir gebruik slegs in die biblioteek, sal die laaste datum waarop die boek terugbesorg moet word op die datumkaart in elke boek aangeteken word.

6. Geen boek, tydskrif of ander publikasie mag uit die biblioteek verwyder word voordat die uitgifte daarvan deur die bibliotekaris aangeteken is nie, en nuwe uitgawes van tydskrifte sal nie uitgeleë word nie, maar ou uitgawes mag moontlik uitgeleë word. Studente wat boeke terugbesorg moet wag tot hulle die lenerskaart terugontvang het.

7. Die lening van 'n boek kan hernu word vir 'n verdere tydperk volgens die diskresie van die bibliotekaris, mits daar geen waglys vir die betrokke boek is nie.

8. 'n Student kan versoek dat 'n boek vir hom bespreek word en sy naam kan aangeteken word op die waglys vir die boek.

9. Die boete vir boeke wat te laat terugbesorg word is 1c vir die eerste dag en daarna 2½c per dag of gedeelte daarvan; vir boeke wat „oornags” geleen word of slegs gebruik kan word in die biblioteek, en wat aan die end van die oggend of middag, al na die geval, nie terugbesorg is nie, word 'n boete van 1c per uur of gedeelte daarvan wat die boek te laat is, geëis, onderworpe aan 'n maksimum boete van 25c per band. 'n Student wie se boete hierdie bedrag bereik het, stel hom *bowendien* bloot aan die straf om geskors te word van die gebruik van die biblioteekgeriewe; hierdie skorsing duur voort vir 'n periode van sewe dae *nadat* die boete betaal is.

10. Die lener van 'n boek word aanspreeklik gehou vir enige verlies of skade daaraan aangebring solank as dit teen sy lenerskaartjie uitgegee is.

Boeke mag nie van een student aan die ander oorhandig word sonder om dit aan die biblioteek terug te besorg nie.

Studente moet seker maak dat enige skade aangerig deur die biblioteekpersoneel aangeteken word, voordat hulle boeke uitneem.

Lenerskaartjies moet nie onderling geleen word nie.



11. (a) Indien 'n student in gebreke bly om 'n biblioteekboek aan die end van die kursus terug te besorg, sal hy 'n boete van R1 moet betaal, afgesien daarvan of hy die boek daarna aan die biblioteek terugbesorg of nie.

(b) Indien die boek verlore is, sal die student bowendien gedebiteer word met die vervangingskoste van die boek en indien die boek later aan die biblioteek terugbesorg word, sal die betaalde bedrag terugbetaal word.

KURSUSSE EN LEERPLANNE.

DEPARTEMENT VAN AFRIKAANS-NEDERLANDS

Kursus I

Vraestel 1 (3 uur, 100 punte).—Enige hoofpunte uit die Afrikaanse Taalgeskiedenis.

(a) Afrikaans as lid van die Germaanse en Indo-Germaanse taalfamilie; ontstaan van Afrikaans (nie die ontstaanshipoteses as sodanig nie); die groei van Afrikaans sedert 1925; die beginsels van die Afrikaanse spelling.

(b) Hoofverskilpunte tussen Afrikaans en Nederlands, sonder om hierdie vergelyking te ver deur te voer.

(c) Betekenis en gevoelswaarde van woorde; woordvorming; ontlening en taalbeïnvloeding; spraakklanke; taal en skrif, dialek en taalkringe.

(d) Algemene taalverskynsels soos analogie, modaliteit, eufemisme, volksetimologie, kontaminasie.

Voorgeskrewe boeke:

Le Roux: *Afrikaanse Taalstudies* (Van Schaik, jongste uitgawe).

Scholtz: *Taal en Taalverskynsels* (Nas. Pers., jongste uitgawe).

Van der Merwe: *Afrikaanse Taalkwessies* (Van Schaik, jongste uitgawe).

Vraestel 2 (3 uur, 100 punte).

(a) 'n Inleiding tot die literatuurstudie in die algemeen.

(b) 'n Oorsig in hooftrekke van die Afrikaanse en Nederlandse literatuurgeskiedenis.

(c) Afrikaanse en Nederlandse voorgeskrewe werke.

Voorgeskrewe boeke:

Luitingh: *Woordkuns* (Afrikaanse Pers-boekhandel).

Opperman: *Groot Verseboek* (Nas. Boekhandel, jongste druk).

Grové en Steyn: *Keur uit die Nederlandse poësie* (Nas. Boekhandel).

E. Eybers: *Die Stil Avontuur* (Van Schaik).

Van Melle: *Bart Nel* (Van Schaik).

Grové: *Die Glasdeur* (Afrikaanse Pers-Boekhandel).

Heyermans: *Op Hoop van Zegen*, Spel van de zee in vier bedrijven

(Querido, Amsterdam, 15de druk, 1956); of

Boudier-Bakker: *Verleden*.

Van Schendel: *Het Fregatschip Johanna Maria*.

Kursus II

Vraestel 1 [3 uur, 100 punte—70 vir (a) en 30 vir (b)]

(a) Fonetiek en Fonologie van Afrikaans.

(b) Inleiding tot die morfologie van Afrikaans.

Voorgeskrewe boeke:

Le Roux en Pienaar: *Afrikaanse Fonetiek* (Juta).

Gleason: *An Introduction to Descriptive Linguistics* (Holt, New York, 1955).

Meyer de Villiers: *Afrikaanse Klankleer* (Balkema, Kaapstad, 1958).

Vraestel 2 (3 uur, 100 punte).

(a) Indeling van die Indo-Europese taalgroep en vervolgens die indeling, verbreidheid en kenmerke (o.a. die aksent, eerste klankverskuiwing, ablaut, umlaut) van die Germaanse taalgroep.

(b) (i) Die Wes-Germaanse taalgroep met toespitsing op verwantskap en herkoms van die Dietse taalgroep.

(ii) Die ontwikkelingsgeskiedenis en -faktore van Nederlands tot die einde van die 17de eeu.

(iii) Die ontwikkeling van ouer Nederlands tot Afrikaans aan die hand van 'n 17de-eeuse voorgeskrewe teks.

(iv) 'n Geheelbeeld van die ontstaan van Afrikaans na aanleiding van die verskillende ontstaansmagte en -faktore.

Voorgeskrewe Boeke:

De Vooy: *Geschiedenis van de Nederlandse Taal in hoofdtrekken geschetst.*

De Villiers: *Nederlands vir Suid-Afrika.*

Van der Merwe: *Scheepsjournael ende Dagregister.*

Vraestel 3 (2½ uur, 100 punte).

(a) Literatuurteorie oor poësie.

(b) Uit die Afrikaanse literatuurgeskiedenis:

(i) *Poësie*: Die tydperk 1900 tot en met die Twintigers;

(ii) *Prosa*: Tien belangrike outeurs uit die tydperk 1900 tot hede;

(iii) *Drama*: Vyf belangrike outeurs uit die tydperk 1900 tot hede;

(c) Afrikaanse voorgeskrewe werke.

Voorgeskrewe boeke:

Cloete e.a.: *Beskouings oor Poësie.*

N. P. van Wyk Louw: *'n Wêreld deur Glas.*

Opperman: *Groot Verseboek.*

W. E. G. Louw: *Vyftig gedigte van C. Louis Leipoldt.*

Totius: *Trekkerswee.*

Toon van den Heever: *Eugène en ander Gedigte.*

Elise Muller: *Van Eensame Mense.*

Opperman: *Periandros van Korinthe.*

Handboeke:

Dekker: *Afrikaanse Literatuurgeskiedenis* (5de druk).

Nienaber: *Perspektief en Profiel* (2de druk).

Vraestel 4 (2½ uur, 100 punte).

(a) Uit die Nederlandse letterkunde of Die Sewentiende eeu.

(b) Nederlandse voorgeskrewe werke.

Voorgeskrewe boeke:

G. Dekker: *Van Hooft tot Luyken.*

Vondel: *Josef in Dotan, De Leeuwendalers.*

Kursus III

Vraestel 1 (3 uur, 100 punte).

(a) Uit die algemene taalkunde: Opkoms van die taalwetenskap, met toespitsing op die moderne rigtings.

(b) Taalkundige studie-onderwerp: Inleiding tot die strukturele taalkunde.

Voorgeskrewe boeke:

Van Hamel: *Geschiedenis der Taalwetenschap.*

Lecoutere-Grootaers: *Inleiding tot de Taalkunde en tot de geschiedenis van het Nederlands.*

Gleason: *An Introduction to descriptive Linguistics.*

Caroll: *The Study of Language.*

Ullmann: *The Principles of Semantics.*

Vraestel 2 (3 uur, 100 punte—35 vir vertaling, 65 vir taalkundige vrae).

Middelnerlands.

'n Inleiding tot die studie van Middelnerlands aan die hand van 'n bepaalde teks of tekste en waarby Le Roux—Le Roux se „Middelnerlandse Grammatika” (in hoofsaak die grootdruk) as handboek gebruik word.

Voorgeskrewe werke.

Mariken van Nieumeghen (Van der Merwe, Van Schaik) vir intensiewe studie.

Lanseloet van Denemarken (Van der Merwe, Van Schaik) vir aanvullende leeswerk en waaruit 'n fragment gekies sal word vir vertaling.

Le Roux en Le Roux: *Middelnerlandse Grammatika.*

Vraestel 3 (3 uur, 100 punte).

- (a) Literatuurteorie: drama en prosa.
- (b) Die Afrikaanse poësie van die Dertigers af tot vandag.
- (c) Afrikaanse voorgeskrewe werke.

Voorgeskrewe werke.

Van Wyk Louw: 'n *Wêreld deur Glas*.
Cloete, e.a.: *Beskouings oor Poësie*.
Malherbe: *Saul die Worstelheld*.
Van Wyk Louw: *Germanicus*.
Opperman: *Groot Verseboek*.
Van den Heever: *Versamelde gedigte*—net die gedigte uit *Deining*.
Louw: *Adam en ander Gedigte*.
Eybers: *Die Stil Avontuur*.
Van Wyk Louw: *Gedigte*.
Opperman: *Astrak*.

Handboeke.

Dekker: *Afrikaanse Literatuurgeskiedenis* (5de druk).
Nienaber: *Perspektief en Profiel* (2de druk).
Opperman: *Digters van Dertig*.

Vraestel 4 (3 uur, 100 punte).

(a) Uit die Nederlandse letterkunde:

- (i) Die Beweging van Tagtig.
- (ii) Die Nederlandse letterkunde na 1880 tot en met Aafjes en Vasalis De Korte en Heusen.

(b) Nederlandse voorgeskrewe werke.

Voorgeskrewe werke.

Grové en Buning: *Digters uit die Lae Lande*.
Greshoff: *Nieuwe Nederlandse Dichtkunst II*.

Handboek.

Brandt Corstius en Jonckheere: *De Literatuur van de Nederlanden in de Moderne Tijd*.
Perk: *Verzamelde Gedichten* (Arbeiderspers, Amsterdam).
Van Deyssel: *Proza* (Van Schaik).
Verwey: *Keuze uit het Proza van zijn Hoogleraarstijd*.
Vermeulen: *Twee Vrienden*.
Nijhoff: *Vormen*.
Marsman: *Poezie en Proza*.
Aafjes: *Een Voetreis naar Rome*.
Elsschot: *Pensioen/Tankschip*.
Gijzen: *Lucinde en de Lotoseter*.

Honneurskursus

Vir besonderhede aangaande hierdie kursus moet die hoof van die Departement geraadpleeg word.

DEPARTEMENT VAN BANTOETALE

Onderhewig aan die goedkeuring van die Senaat van die Universiteit van Suid-Afrika sal die onderstaande leerplan aan die Universiteitskollege van Fort Hare geld.

Kursus I

Eerste Vraestel.

Afdeling A.—'n Inleiding tot die studie van (a) die fonetiek van die taal met inbegrip van fonetiese transkripsie van geïsoleerde woorde, en (b) die fonologie van die taal.

Afdeling B.—(a) Rededele; 'n studie in besonderhede van die volgende: Substantiewe, kwalifikatiewe; 'n eenvoudige studie van die werkwoord, naamlik werkwoordsoorte, predikatiewe konkords; die Deskriptief.

(b) 'n Inleiding tot die sintaksis van die taal.

(c) Van studente sal verwag word om 'n eenvoudige, elementêre kursus in Suid-Sotho te volg. Die toets sal die vorm aanneem van (i) eenvoudige grammatiese en fonologiese verskynsels en (ii) Vertaling.

Tweede Vraestel.

Afdeling A.—Drie voorgeskrewe werke waarvan een in 'n ander taal van dieselfde groep.

Afdeling B.—Vertaling uit en in die taal.

Afdeling C.—Opstel.

Kursus II

Eerste Vraestel.

Afdeling A.—'n Gevorderde studie van die fonetiek en die fonologie van die tale.

L.W.—Onder (a) hierbo, mag fonetiese transkripsie, beperk tot kort frases en sinnetjies, ver wag word.

Afdeling B.—Soos vir die Eerste Kursus. 'n Studie in besonderhede van die Predikatief met inbegrip van werkwoordelike afeidings en soorte; die wortel van die perfektum; die samegestelde verbum/predikatief; die konjugasie van die predikatief; die konjunktief; die interjektief.

Tweede Vraestel.

Afdeling A.—'n Voortsetting van die fonetiek, fonologie, morfologie en sintaksis van Suid-Sotho.

Afdeling B.—Inleiding tot die studie van 'n vergelykende Bantootaalwetenskap met besondere verwysing na: (i) terminologie soos gebruik by taalindeling, bv. taal, taalfamilie, sone, ens.; (ii) die wese en funksie van Oerbantoe met inbegrip van 'n kennis van die Oerbantoe-klanke en van die eenvoudige klankverskuiwings in die hoof- en aanvullende taal; (iii) die klassifikasie van die dialekte en die kenmerke van die sone waartoe die hooftaal behoort; (iv) die klasvoorvoegsels van die selfstandige naamwoord in Oerbantoe en hulle betekenis, tesame met hulle ooreenstemmende vorms en betekenis in die hoof- en aanvullende taal.

Derde Vraestel.

Vyf voorgeskrewe werke waarvan een in 'n ander taal uit dieselfde groep en een in 'n taal uit 'n ander groep (Suid-Sotho).

Vierde Vraestel.

Afdeling A.—Vertaling uit en in die taal, sowel as 'n vertaling uit 'n tweede taal van 'n ander groep.

Afdeling B.—'n Opstel van ongeveer twee bladsye in die tweede taal van 'n ander groep.

Kursus III

Eerste Vraestel.

Afdeling A.—'n Vergelykende studie van die fonetiek, fonologie, morfologie en sintaksis van die hooftaal en ten minste twee ander tale van dieselfde sone.

Afdeling B.—Vergelykende taalstudie met verwysing na—

- (1) die kenmerke van die Bantoe-taalfamilie;
- (2) die klassifikasie van die tale van die sone en die eienskappe van die sone waartoe die hooftaal behoort met inbegrip van die eienskappe van die groepe van die sone;
- (3) die ontwikkeling van die Bantoe-taalwetenskap van die bepaalde sone;
- (4) gevorderde klankverskuiwing uit Oerbantoe na die hooftaal;
- (5) sekere aspekte van die vergelykende Bantoe-taalstudie met betrekking tot die bepaalde sone, bv. fonologiese wette, die skakelsisteen, ens.;
- (6) die invloed van vreemde tale op die bepaalde sone.

Tweede Vraestel.

Vyf voorgeskrewe werke waarvan een in 'n ander taal van dieselfde groep en een in 'n taal van 'n ander groep.

Derde Vraestel.

'n Oorsig van publikasies in die hooftaal sowel as die historiese ontwikkeling en huidige stand van die letterkunde binne die groep.

L.W.—Alle vrae oor die voorgeskrewe werke sal in die hooftaal gestel en beantwoord word.

'n Algemene oorsig van die historiese ontwikkeling en huidige stand van die letterkunde binne die groep.

Vyf voorgeskrewe werke waarvan een in 'n ander taal van dieselfde groep en een in 'n taal van 'n ander groep.

Bibliografie/Bibliography—1962

XHOSA

KURSUS I/COURSE I

Sinxo: *Isakhono Somfazi* (APB)
Ndawo: *Uhambo lukaGqobhoka* (Lovedale)
Dana: *Kufundwa Ngamava* (OUP)

KURSUS II/COURSE II

Ngani: *Abantwana bethu* (Lovedale)
Jolobe: *Elundini loThukela* (APB)
Ou Testament/Old Testament: *Incwadi kaJobhi* (BBBG/BFBS)
Ngubane: *Uvalo Lwezinhlonzi* (APB)

KURSUS III/COURSE III

Nkuhlu: *Imvaba* (APB)
Mmango: *Law'ilahle* (Lovedale)
Mqhaba: *Hayi ke beth'iinto zomhlaba* (Lovedale)
Nyembezi: *Mntanami! Mntanami!* (APB)
Ngcobo: *Inkungu Mazulu* (APB)
Ziervogel: *Swazi Texts, with an English Translation, Notes, etc.* (Van Schaik)
(Slegs vir Vraestel I/For Paper I only.)

DEPARTEMENT VAN DIERKUNDE

Dierkunde is 'n driejarige hoofvak.

Dit word nie van studente wat in die eerste kursus inskrywe, verwag dat hulle Dierkunde of Biologie op skool geleer het nie.

University of Fort Hare
Together in Excellence
Kursus I

Een vraestel van 3 uur en een praktikum van 6 uur.

Die beginsels van vergelykende anatomie en morfologie na aanleiding van 'n elementêre studie van sekere hoofgroepe van die diereryk. Ontleding van tiperende voorbeelde van hierdie groepe. Die grondbeginsels van histologie, embriologie, fisiologie, ekologie en genetica. Bewyse vir organiese evolusie en 'n oorsig oor die teorie van evolusionêre verwickelinge.

Elementêre studie van plaaslike fauna.

Handboeke, verpligtend:

Grove en Newell: *Animal Biology*.

Aanbeveel:

Buchsbaum: *Animals without Backbones*.

Romer: *Man and the Vertebrates*.

Kursusse II en III

Kursus II.—Twee vraestelle van 3 uur elk en een praktikum van 6 uur.

Kursus III.—Drie vraestelle en twee praktika.

Kursus II behels Dierkunde A of B.

Kursus III behels Dierkunde B of A.

Dierkunde A en B word in alternatiewe jare gevolg. Die eksamen vir kursus III dek die Sillabusse van II en III en hierdie eksamen kan alleenlik afgelê word deur studente wat beide Dierkunde A en B gevolg en voltooi het.

Handboeke.—Studente wat kursus II en III loop sal aan die begin van die akademiese jaar ingelig word aangaande die benodigde handboeke.

DIERKUNDE A

Die vergelykende morfologie, anatomie, ontwikkeling en onderlinge verwantskappe van die Nie-Chordata.

Die grondfeite van sitologie, selfsiologie; geslagtelike en ongeslagtelike voortplanting.

Vergelykende fisiologie van die Nie-Chordata; ekologie; parasitisme; kleur by diere; mimiek (nabootsing); sosiale gedrag van diere; partenogenese en geslagsbepaling.

DIERKUNDE B

Die vergelykende morfologie, anatomie, ontwikkeling en onderlinge verwantskappe van die Chordata.

Fisiologie van die Chordata; endokrinologie; fisiologie van die sinuïe.

Die vroeë embriologiese ontwikkeling van die Chordata met klem op die morfogenetiese prosesse van orgaanvorming; eksperimentele embriologie.

Paleontologiese en ander bewyse van evolusie; algemene hipoteses van heredititeit, variasie, aanpassing en degenerasie.

Soögeografie.

Honneurs

Drie vraestelle, twee praktika, 'n mondelinge toets en 'n vertaling uit Frans of Duits.

Meer uitgebreide studie van Dierkunde, met nadruk op sekere vraagstukke.

Van kandidate word verwag dat hulle verslae sal indien vir die eindeksamen in verband met histologiese ondersoek en in verband met een of ander fisiologiese of biologiese ondersoek.

Meestergraad

Navorsing onder toesig oor een of ander spesiale vraagstuk word vereis en 'n tesa in vyfvoud moet ingehandig word. Daar sal 'n vertalingstoets uit die Duits wees.

DEPARTEMENT VAN OPVOEDKUNDE

Leerplanne vir die grade B.Ed. en M.Ed.

BACCAULAUREUSEKSAMEN (B.Ed.)

Die eksamen bestaan uit ses vraestelle van drie uur elk.

Vraestel 1.—Filosofie van die Opvoeding.

1. Die inhoud van die U.O.D.-leerplan is 'n voorvereiste.
2. Kosmologie en opvoeding.
3. Wysgerige antropologie en opvoeding.
4. Wysgerige aksiologie en opvoeding.
5. Opvoedkundige etiek.
6. Die Waarheidsprobleem en opvoeding.
7. Die probleem van verskeidenheid van standpunte en die probleem van die regverdiging van die partikuliere.
8. Teïsties-, idealisties- en scientisties-georiënteerde sisteme in die filosofie van die opvoeding as 'n sisteem met tipiese verteenwoordigers van elk.
9. Die probleem van wetenskaplike kritiek in die filosofie van die opvoeding.

Vraestel 2.—Algemene Empiriese Opvoedkunde.

'n Vraestel van gevorderde aard omvattende:—

1. Die terrein en metodes van ondersoek van die Empiriese Opvoedkunde.
2. Kritiese bespreking van die doel, grondbeginsels, metodes en bevindinge van verskillende psigologiese rigtinge en hul waarde vir die Empiriese Opvoedkunde.
3. Individuele en rasseverskille.
4. Oorerwing en omgewing.
5. Studies oor die emosies en die toepassing van bevindinge in die praktyk.
6. Die leerwette en die verskillende leersoorte.
7. Die sentimente, temperament en karakter.
8. Psigologie van die kind en van die adolessent.
9. Sielkundige vraagstukke en verskynsels en hul toepassing in die opvoeding en onderwys.

Vraestel 3.—Spesiale Empiriese Opvoedkunde.

1. Verskynsels wat eksperimenteel ondersoek is: Leer, vermoeidheid, intelligensie, kennis en ontwikkeling van geestesvermoëns.
2. Besondere vraagstukke soos: swaksinnigheid, agterlikheid, begaafdheid, genialiteit, delinkwensie en skolastiese vertraging.

3. Meting van persoonlikheidsontwikkeling: die verskillende aspekte daarvan, bv. houdinge, belangstelling, aanleg, e.s.m.
4. (a) Onderskeid tussen neuroses en psigos.
- (b) 'n Studie van slegs daardie neuroses wat dikwels by kinders aangetref word.
5. Statistiese ontleding en die beginsels van eksperimentele werk in verband met die navorsing van skoolprobleme.
6. Beginsels van beroepsvoorligting.

Van die kandidaat word verwag dat hy bewys sal lewer van praktiese kennis van die metodes van die eksperimentele sielkunde en hul toepassing op opvoedkundige probleme soos:—

Verstandsmeting,
meting van leerresultate,
vermoeidheid, ens.

Vraestel 4.—Historiese Opvoedkunde.

1. 'n Tydperk in die Geskiedenis van die Onderwys:
 - (a) Realisme;
 - (b) die sielkundige beweging.
2. 'n Tydperk in die Geskiedenis van die Onderwys in Suid-Afrika: opvoeding gedurende die 20ste eeu in die Kaapprovinsie en of die O.V.S. of Transvaal of Natal.

Vraestel 5.—Onderwysmetodiek.

1. Die behoefte aan en die formulering van omvattende beginselprosedures vir suksesvolle onderwys.
2. Kursusse uit die volgende t.o.v. leer en metodes: doelgerigtheid, planmatigheid, totaliteitsiening, motivering, selfaktiwiteit, individualisering, sosialisering, beheersing van die leerstof en evaluering.

Vraestel 6.—Onderwysadministrasie.

1. Republikeinse en Provinsiale onderwysbeleid en -beheer.
2. Die onderwysstelsels van die Republiek en ander state van Afrika asook van die Weste.
3. Differensiasie in die onderwys—'n vergelykende studie.
4. Onderwysersopleiding—'n vergelykende studie.
5. Leergangsamestelling.
6. Druiping op skool en Universiteit.

MAGISTEREKSAMEN (M.ED.)

Die eksamen bestaan uit 'n verhandeling. (Die regulasies in verband met die verhandeling kom in paragrawe C14 en C15 voor.)

DIE KWALIFISERENDE EKSAMEN VIR TOELATING TOT DIE B.ED.-KURSUS

Soos vir die korresponderende kursusse van die Universiteitsonderwysdiploma hieronder.

Leerplanne vir die Universiteitsonderwysdiploma

Filosofie van die opvoeding

(Een vraestel)

1. 'n Analise van die opvoedingsverskynsel.
2. Die opvoedkunde en die plek van die filosofie van die opvoeding daarin.
3. Wêreld- en lewensbeskouing en die opvoeding. Die inhoud, die ontstaan en die kenmerke van 'n wêreld- en lewensbeskouing, die verskeidenheid van wêreld- en lewensbeskouinge en die innige verwantskap daarvan met opvoedings-teorie, -inhoud, -metodiek, -middele en -organisasie.
4. Die noodsaaklikheid en die waarde van opvoeding.
5. Die wese en doel van opvoeding.
6. Die onderwyser as opvoeder.
7. Die probleem van vryheid en gesag in die opvoeding.
8. Die moontlikheid van opvoeding (die kind).
9. Die grense of beperkinge van opvoeding.

Empiriese opvoedkunde

(Een vraestel.)

- A.—1. Die terrein en metodes van die empiriese opvoedkunde.
2. (a) Ontwikkeling van die psigologie voor 1900.
(b) Die psigologie na 1900. Die ontstaan, grondbeginsels, metodes en opvoedkundige bydrae van moderne rigtings.
3. Die kenfunksies soos aandag, geheue, denke.
4. Emosie, sentiment, temperament en karakter.
5. Drange en motivering by gedrag.
- B.—6. Inleiding tot die kinderpsigologie insluitende die adolescent.
7. Aanpassing; gedragafwykings; die jong delinkwent.
8. Die verstand; verstandsmeting, individuele verskille, die agterlike en die begaafde.
- C.—Die Leersielkunde.
9. Leerwette en leermetodes.
10. Meting van leerresultate.
11. Vergeet, vermoedheid, oordrag van opleiding.
12. Abnormale verskynsels (slegs op skool).

Historiese opvoedkunde

(Een vraestel)

- A.—1. Die Griekse opvoedingsideaal en onderwysstelsel in sy ewolusie van Homerus tot Aristoteles—die Spartaanse en Atheense opvoeding en onderwys—die Sofiste—Sokrates, Plato, Aristoteles.
2. 'n Algemene oorsig van die geskiedenis van die Romeinse opvoeding—Seneca, Cicero, Quintilianus.
3. 'n Algemene oorsig van die ontwikkeling van die opvoeding in die Middeleeue—Kerk- en Kloosterskole, Karel die Grote, die stadskole, Ridderskole, die Universiteite.
4. Die Renaissance en die Humanisme—Vittorino da Feltre en ander Humanistiese onderwysers.
5. Die Hervorming en sy Betekenis vir die Volksoopvoeding. Katolieke reaksies.
6. Die Realisme—Rabelais, Montaigne, Comenius, Ratke.
7. Die Dissiplinêre Rigting in die Opvoeding—John Locke.
- B.—8. Die Naturalisme, Jean Jacques Rousseau, Basedow en die Filantropiniste.
9. Die Psigologiese Beweging. Pestalozzi, Herbart, Froebel.
10. Die Natuurwetenskaplike Beweging. Herbert Spencer.
11. Die Sosiologiese Rigting. Dewey, Kerschensteiner.
- C. 12. Algemene oorsig van Europese en Naturelle-onderwys in Suid-Afrika.

Onderwysmetodiek en -administrasie

(Een vraestel)

- A.—Metodiek.
1. Algemene grondbeginsels by alle metodes en middele wat deur die filosofie van die opvoeding, die empiriese opvoedkunde en die historiese opvoedkunde daargestel word.
2. Algemene onderwysmetodes: Deduktiewe en induktiewe, analitiese en sintetiese denkvorme; spesifieke metodes soos die vertelling-, die handboek-, die vraag-en-antwoord-, die probleemstellingmetodes, ens.
Lestipes: Informasie-, hersienings-, drill- en waarderingslesse.
Faktore wat die keuse van metode beïnvloed.
Verskeidenheid en afwisseling van metodes.
Onderwysvernuwing: Die Montessori-, die Dalton-, die Projek-, die Decroly-, die Jena- en die Winnetka-stelsels.
3. Onderwys- en opvoedingsmiddele en faktore.
Skooltug.
Aanskouingsmiddele en ander lesapparaat.
Biblioteke en die gebruik daarvan.
Studieprosedures.
Eksamens en toetse.

B.—Administrasie.

1. Republikeinse en Provinsiale Onderwysstelsels: Samestelling, wette, ordonansies, funksies, regulasies.
2. Die skool as opvoedingsinstelling.
3. Die onderwyspersoneel—voorsiening, opleiding en diensvoorwaardes van onderwysers, professionele gedrag.
4. Die inspeksiestelsel.
5. Die leerlinge—toelating, verpligte en vry onderwys, skorsing en uitsetting, klassifikasie, eksamens, toetsing, bevordering, vertraging, versnelling, druiping.
6. Geriewe, geboue, meubels, toerusting, skoolfondse.
7. Leergange en leerplanne, roosters, state, skoolrapporte, verslagkaarte, registers, werkskemas, huiswerk.
8. Die skoolkalender, die skoolweek, skoolure, skoolfunksies.
9. Die voertaal.
10. Buiteskoolse aktiwiteite.

Spesiale metodiek

(Twee vraestelle)

Vir alle vakke die volgende onderwerpe:—

1. Die geskiedenis van die onderwys van die vak.
2. Die doel van die onderwys van die vak.
3. Die plek van die vak in die skoolleergang.
4. Die leerplan vir die onderwys van die vak.
5. Die metode(s) van onderwys van die vak.
6. Die meting van kennis van die vak.
7. Die onderwyser van die vak.

DEPARTEMENT VAN EKONOMIE EN EKONOMIESE GESKIEDENIS

L.W.—Kennis van Wiskunde word as wenslik beskou vir die studie van Ekonomie.

Ekonomie en Ekonomiese Geskiedenis I

Together in Excellence
(Een vraestel)

A.—Hoof trekke van die Ekonomiese Geskiedenis.

1. Die studieveld van die Ekonomiese Geskiedenis.
2. Die Voorhistoriese en Antieke Beskawings.
3. Die Middeleeue:
Die manoriale stelsel. Handel. Nywerheid.
4. Die Opkoms van Kapitalisme:
Merkantilisme. Die omwenteling in tegnologie, vervoer, landbou, ens.
5. Volwasse Kapitalisme 1850-1914.
6. Die Moderne Tydperk.

B.—Ekonomiese Teorie.

1. Grondbegrippe.
Definisie en Omvang van die Ekonomie; verhouding tot ander wetenskappe. Betekenis van behoeftes, nut, ekonomiese en vrye goedere, rykdom, welvaart, produksie, verbruik, spaar, kapitaal, inkomste, ekonomiese kringloop, ekonomiese wette, ekonomiese motief.
2. Waarde- en Prysleer.
Elementêre behandeling van produksiekoste, grensnut, en vraag- en aanbodteorie van prys. Verbruikerskeuse. Elastisiteit van vraag en aanbod.
3. Produksie.
 - (a) Kenmerke van Produksie en Produksiefaktore.
 - (b) Grond—Produktiwiteit. Opbrengswet.
 - (c) Arbeid—Soorte Arbeid. Produktiwiteit. Arbeidsverdeling.
 - (d) Kapitaal—Betekenis en Oorsprong. Verskillende vorme van kapitaal. Ekonomiese en Politieke betekenis van kapitaal.
 - (e) Ondernemingsfunksie.
 - (f) Produksie en Produksiekoste. Die opbrengswet in terme van koste.

4. Verdelingsleer.

- (a) Die vraag na produksiefaktore.
- (b) Lone—Loonteorieë. Vraag en aanbod van arbeid. Loonverskille.
- (c) Grondrente—Ricardo se teorie. Intensiteits-, plek- en kwaliteitsrente. Kwasi-rente. Grondrente en grensproduktiwiteit.
- (d) Kapitaalrente—Renteteorieë: Onthouding en produktiwiteit. Vraag en aanbod van kapitaal. Rentekoersverskille.
- (e) Wins—winsteorie, die probleem van residu-inkomste.

5. Beginsels van Volksinkome-gegewens.

Ekonomie II

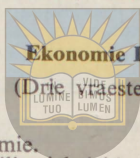
(Twee vraestelle)

Vraestel 1.—Ekonomiese Teorie.

- 1. Kursus I.B.
- 2. Ontleding van verbruik en produksie met behulp van onsydigheidskrommes.
- 3. Prysvoorming onder onvolmaakte konkurrensie en monopolie.
- 4. Invoering van die tydsfaktor in ekonomiese ontledings.
- 5. Nuwere rigtings in die renteteorie.
- 6. Beginsels van die algemene ewewigsleer en die indiensnemingsteorie.
- 7. Inleiding tot die Bevolkingsleer.

Vraestel 2.—Teorie van Geld.

Soorte geld muntwese en krediet, sentrale en handelsbankwese, die geldmark. Die kwantiteitsteorie, betekenis, oorsake en gevolge van veranderings in die waarde van geld; indekssyfers. Monetêre beleid. Teorie van buitelandse valuta en metodes om wisselkoerse te beheer.



Vraestel 1.

- (a) Die internasionale ekonomie.
- (b) Konjunktuurleer en Stabilisasiebeleid.

Vraestel 2.

- (a) Geskiedenis van Ekonomiese Leerstellings.
Merkantilisme, Fisiokrate, Engelse Klassieke Ekonomie, List en die Historiese Skool, eerste Sosialiste, die Oostenrykse Skool, Marshall, moderne neigings.
- (b) Staatsfinansies.
Ekonomiese funksies van die regering; nasionale inkomste. Beginsels van uitgawe en belasting, sentrale en plaaslike finansies. staatskuld.

Vraestel 3.

Die ekonomie van die Unie van Suid-Afrika.

- (a) Die ekonomiese struktuur en volksinkome van die Unie van Suid-Afrika.
- (b) Ekonomiese aspekte van die Suid-Afrikaanse landbou.
- (c) Mynbou.
- (d) Sekondêre nywerhede.
- (e) Die Suid-Afrikaanse bevolkingsvraagstuk.

Ekonomiese Geskiedenis II

(Ekonomiese Geskiedenis van Suid-Afrika)

Vraestel 1 (a).—1652-1806.

- 1. Die handelsleer van die Hollandse Oos-Indiese Kompanjie in hooftreкке.
- 2. Die invloed van die H.O.I.K. se monopolie op die ontwikkeling van die Kaapkolonie.
- 3. Die hoofkenmerke van die periode: Binne- en buitelandse handel, arbeidsvraagstukke, die landbou, veeteelt en grondbesit.
- 4. Die invloed van die beskikbaarheid van produksiefaktore op die ekonomiese ontwikkeling.
- 5. Ekonomiese betrekkings in die binneland.

Vraestel 1 (b).—1806-1870.

1. Ekonomiese kenmerke van die tydperk.
2. Bevolking, boerdery, binnelandse en buitelandse handel.
3. Die ontwikkeling van die bankwese.
4. Strukturele veranderinge en die invloed daarvan op die ontwikkeling van die Kolonie.

Vraestel 2.—Ekonomiese Ontwikkeling na 1870.

1. Die ontwikkeling van die mynbou en verwante vraagstukke.
2. Die ontwikkeling van verkeer en vervoer in die binneland.
3. Die ontwikkeling van die landbou en veeteelt met besondere verwysing na merinoskaapboerdery.
4. Die vernaamste kenmerke van die ontwikkeling van die arbeidsvraagstuk.
5. Die ontwikkeling van die geld- en bankwese.
6. Hoofdensake en vraagstukke by die ontwikkeling van die sekondêre nywerheid.
7. Die geskiedenis van die natuurelleserwes met besondere verwysing na ekonomiese aspekte.
8. Oorsig van diestrukturele veranderinge in die periode en die invloed daarvan op die ekonomie van die land.

Rekeningkunde: Kursus I

Een en 'n halwe vraestel)

L.W.—Vraestel 1 van 3 uur gaan oor punte 5-19. Vraestel 2 van 1½ uur oor punte 1-4 en 20-22.

1. Die betekenis van terme wat algemeen in die handel gebruik word.
2. Die doelstellings van rekeningkunde en die verband wat dit hou met die ouditkunde.
3. Algemene oorsig en betekenis van die stelsel van dubbelinskrywing.
4. Bronne van informasie en die gebruik van dokumente waarvandaan die rekeningsboeke opgeskryf word; roetine en hantering in kantoor.
5. Boeke van eerste inskrywing, insluitende kolomvormige boeke. Inskrywing van transaksies in hierdie boeke, met beklemtoning van aanpassingsvermoë van ontwerpe en klassifikasie en voorbeelding na die grootboek.
6. Bankrekeninge, depositostreke, lopende en vaste depositorekeninge, bankstate en oorstemmings, wissels en oordragte. Opvallende punte oor en die nut van tjeks.
7. Wissels, promesses en hulle behandeling in die rekeningsboeke.
8. Die grootboek en balansering van grootboekrekeninge. Indeling van rekeninge in verskillende groepe. Ooreenstemming van grootboekbalanse met balanse wat op state van krediteure getoon word.
9. Proefbalanse.
10. Sluitingsposte en aansuiwerings aan die einde van die jaar, insluitende depresiasie volgens konstante bedrag- en verminderende balansmetodes, vooruitbetalings, agterstallige laste en voorsienings vir slegte skulde.
11. Die opstelling van finale rekeninge en balansstate, met spesiale beklemtoning van: Lengte van periodes, begrippe van winste en eienaarskap, kosprys van voorraad verkoop en waardering van voorraad voorhande, maontlike laste, ens. Kandidate moet vertrouwd wees met moderne metodes van opstelling van finale rekening en balansstate.
12. Op sig verkope.
13. Departementele rekeninge.
14. Besendingsrekeninge.
15. Gesamentlike ondernemings.
16. Lopende rekeninge en rooi ink-rente.
17. Gemiddelde vervaldag.
18. Selfbalanserende grootboeke en kontrolerekeninge.
19. Vennootskaprekeninge, insluitende vennootskapsooreenkomste, verdeling van winste, toelating van nuwe vennote, klandisiewaarde, samesmeltings en aankoop van 'n saak, terugbetaling van uittredende vennoot se kapitaal, assuransiepolis, ontbindings, realisasierekeninge en afsluiting van vennootskapsboeke.
20. Die kontrolering van gedane werk, bv. opstellings, oorboekings, ens. Die opspoor van foute, ens.

21. Die beginsels van interne kontrole en interne organisasie, in die besonder wat betref handelsvoorraad en kontant.
22. Die beginsels van bewyslewering (evidencing), bevestiging (vouching) en verifikasie.

Kursus II

(Twee vraestelle)

1. Hersiening van die werk van die eerste jaar, insluitende 'n meer gevorderde studie van alle onderwerpe.
2. Enkelinskrywing:—
 - (a) Bepaling van winste of verliese.
 - (b) Omskepping in dubbelinskrywing.
3. Verskillende metodes van voorsiening vir depresiasië en vervanging van bates.
4. Voorsienings, reserwes, en delgingsfondse.
5. Takrekeninge (behalwe buitelandse takke).
6. Onderskeid tussen kapitaal en inkomste.
7. Ontvangste- en Betalingsrekening en Inkomste- en Uitgawerekening.
8. Huurtolte.
9. Finale rekeninge van vervaardigers en kontrakteurs, insluitende waardering van goedere in bewerking en werk-in-voortgaan.
10. Boerdery-boekhouding.
11. Elementêre Klandisiewaarde.
12. Maatskappyrekeninge:—
 - (a) Onderskeid tussen 'n vennootskap en 'n beperkte maatskappy.
 - (b) Akte van oprigting en statute.
 - (c) Private en publieke maatskappye.
 - (d) Statutêre boeke.
 - (e) Verskillende klasse aandelekapitaal.
 - (f) Aansoeke en toekennings van aandele en oproepe; aandeleprenies.
 - (g) Verbeurdverklaring en heruitreiking van verbeurdverklarede aandele.
 - (h) Lenings en uitreikings van obligasies.
 - (i) Oordragte van aandele en obligasies.
 - (j) Voorlopige, stigtings- en uitreikingskoste.
 - (k) Aankoop van 'n private saak deur 'n maatskappy.
 - (l) Bonusaandele.
 - (m) Reserwes, voorsienings en moontlike laste.
 - (n) Rente uit kapitaal betaal.
 - (o) Winste voor en na inkorporasie.
 - (p) Dividende en verdeelbare winste.
 - (q) Aflossing van aflosbare preferente aandele.
 - (r) Finale rekeninge en balansstate van beperkte maatskappye waarop deel I van die Agste Bylae tot die wet betrekking het.
13. Elementêre interpretasie van finale rekeninge.

Kursus III

(Twee vraestelle)

1. Gevorderde studie van alle onderwerpe van die eerste en tweede jaar met spesiale verwysing na die volgende:—
 - (a) Vennootskapsrekening: Klandisiewaarde; toelating en ontbinding; likwidasie met verdrag.
 - (b) Omskepping van vennootskappe in beperkte maatskappye.
 - (c) Aflossing van obligasies.
 - (d) Die gepubliseerde rekeninge van beperkte maatskappye.
2. Beleggings, aandeletrensaksies en onderskrywing.
3. Buitelandse takrekeninge, insluitende rekeninge in vreemde muntstelsels.
4. Huurkooprekeninge.
5. Dubbelrekeningstelsel.
6. Koepons en houers.
7. Verkoop van persele deur dorpsgebied-eienaar.

8. Assuransie en ander eise vir skadevergoeding.
9. Die Rekeningkunde as hulpmiddel vir die bestuur insluitende ontleding en interpretasie van finansiële state deur bron-en-aanwending-van-fondse-state, vergelykende state en verhoudingsanalise.
10. Die rekeninge van besondere soorte ondernemings, insluitende: —
 - (a) Myne.
 - (b) Bougenootskappe.
 - (c) Banke.
 - (d) Koöperatiewe Verenigings.
 - (e) Assuransiematenskappe.
 - (f) Pensioen- en Voorsorgfondse.
 - (g) Klubs.
 - (h) Hotelle.
 - (i) Plaaslike Besture.
 - (j) Liefdadigheidsverenigings.
11. Maatskappyrekening: Amalgamasie, absorpsie, rekonstruksie en likwidasie.
12. Kontrolerende maatskappye en filiale, insluitende gekonsolideerde rekeninge en balansstate, en ander vorms van groepsrekeninge.
13. Die waardering van aandele, obligasies en klandisiewaarde.
14. Gemeganiseerde boekhouding.
15. Die doel en waarde van werkstate.
16. Die betekenis en beginsels aangaande inkomste, aanwending van inkomste, waardering en instandhouding van kapitaal.
17. Moderne ontwikkelings op die gebied van rekeningkunde.


Ouditkunde Kursus I
 (Een vraestel)

1. Aard en definisie van die ouditkunde.
 2. Doelstellings van die ouditkunde.
 3. Hoedanighede en bevoegdhede van 'n ouditeur.
 4. Verband tussen rekeningkunde en ouditkunde.
 5. Metodes waarvolgens ouditerings uitgevoer word.
 6. Ouditroosters en die ouditeur se notaboek.
 7. Beginsels van interne kontrole.
 8. Nagaan van optellings, oorboekings, ens.
 9. Bevestiging, verifikasie, waardering en sertifisering.
 10. Magte, pligte, verantwoordelikhede en aanspreeklikhede van ouditeurs onder die gemenerereg, uitsprakereg en wettereg (met besondere verwysing na artikels 22 en 26 van die Wet op Openbare Rekenmeesters en Ouditeurs, en die Maatskappywet).
 11. Volledige aspekte verbonde aan die ouditering van eenmansake, vennootskappe, klubs, liefdadigheids-, sosiale, sport- en soortgelyke verenigings, en Beperkte Maatskappye (vir sover deel I en deel IV van die Agste Bylae van toepassing is).
 12. Algemene raadgewing met betrekking tot die interne organisasie, die boekhouding, en die beheer daarvan.
 13. Elementêre ondersoekinge en verslaglewering, t.o.v. bedrog; koop en verkoop van private sake; en toelating tot vennootskappe.
- L.W.*—Kandidate moet in hulle antwoorde blyke gee van beheer oor feite, sowel as die vermoë om hulle kennis saaklik, verstaanbaar en volledig op skrif weer te gee.

Kursus II

(Twee vraestelle)

L.W.—In die tweede kursus moet die kandidaat aandag skenk aan breedvoeriger hersiening en 'n meer intensiewe behandeling van die werk van die eerste kursus.

1. Interne beheer, metodes van ouditering, opstel en hou van ouditroosters en notaboek, met besondere verwysing na: Die implikasies van interne ouditering; toets-ouditering; die gebruik van werkstate; en meganisasie op die gebied van die rekeningkunde.

2. Bevestiging, waardebeplanning, verifikasie, sertifisering en verslaglewering.

3. Begrippe „waar en redelik”.

4. Die jongste ontwikkelings op die gebied van die ouditkunde.

5. Die posisie van die ouditeur ingevolge die gemene reg, die uitsprake en die wettereg.

6. Beginsels van samesmelting, rekonstruksie en ontbinding van maatskappye, vennootskappe, ens.

7. Ouditering van alle maatskappy-aangeleenthede.

8. Ouditering van besondere ondernemings, statutêr en nie-statutêr, in besonder:—

Bougenootskappe; Banke; Koöperatiewe verenigings; Assuransiematskappye; Hotelle; Pensioen- en voorsorgfondse; Aandelemakelaars en Liefdadigheidsverenigings.

9. Algemene pligte en werksaamhede van die rekenmeester en ouditeur in openbare praktyk.

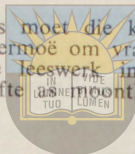
10. Ontleding en interpretasie van finansiële state.

11. Ondersoekings en verslae.

12. Waardering van klandisiewaarde, aandele en obligasies.

13. Beoordeling van % en kritiek op finansiële state vir publikasie en voorlegging aan aandeelhouders.

L.W.—In die tweede kursus moet die kandidaat blyke gee van 'n grondige kennis van die vak, asook die vermoë om vrae op deeglike en wetenskaplike wyse te beantwoord. Benewens wye leeswerk in die bestaande vakboeke moet die kandidaat ook soveel vaktydskrifte as moontlik bestudeer—insluitende „Die Suid-Afrikaanse Rekenmeester”.



Bedryfsekonomie, Kursus I
University of Fort Hare
Together in Excellence
(Een Vraes)

Inleiding.

1. Die taak en bestek van die bedryfsekonomie.
2. Die ontwikkeling van die bedryfsekonomie as aparte wetenskap en sy verhouding tot die teoretiese ekonomie en ander wetenskappe.
3. Grondbegrippe: Bedryf, onderneming, fabriek, industrie, ens.
4. Wese van die kapitalistiese bedryfslawe en die rol van die ondernemer.
5. Die industrialisasie van Suid-Afrika.

Die Bedryf.

1. Die Oprigting van die Bedryf.
 - (a) Organisatoriese Aspek: Eenmansaak, vennootskap, maatskappy, koöperasie, openbare en semi-openbare ondernemings.
 - (b) Tegnieiese Aspek: Lokalisasie (teorie en toestand in Suid-Afrika), uitlê, bedryfsgrootheid.
 - (c) Finansiële Aspek: Betaalbaarheidsberekening, berekening van kapitaal benodighede. Verkryging van kapitaal (vaste en bedryfskapitaal). Verkryging van maatskappykapitaal in die besonder. Rol en belangrikheid van finansieringsinstellings.
2. Die bedryf as 'n Werkende Organisme.
 - (a) Algemene Beginsels van Bestuur: Ontwikkeling van die bestuurvraagstuk. Algemene beginsels van wetenskaplike bestuur. Administrasie: Direksie en bestuur. Organisasie.
 - (b) Bestuur van Arbeid: Algemene beginsels. Indiensneming, werkontleding, personeelkeuring. Tyd- en bewegingstudie. Vergoeding en loonstelsels. Betekenis van industriële sielkunde, welsynswerk. Organisasie van die personeelafdeling.

- (c) Bestuur van Produksie: Bronne, aankoop en toets van grondstowwe. Groepering en koördinerings van masjiene. Bepanning, skedulering, roetering en kontrole van produksie.
- (d) Bestuur van Finansies: Algemene begroting en deelbegrotings. Beginsels van kosteberekening. Surplusse, reserwe- en dividendebeleid. Finansiering van uitbreiding.

Kursus II

(Twee vraestelle)

Die Bedryf en die Mark.

1. Die Mark.

- (a) Ontleding van die mark: Marknavorsing, verbruikersopnames.
- (b) Ontwikkeling van die mark: Advertensie, en metodes daarvan.
- (c) Die mark in die toekoms: Beginsels en metodes van besigheidsvooruit-skatting.

2. Bemerkingsfunksies.

- (a) Herrangskikking.
- (b) Gradering en Standaardisasie.
- (c) Berging.
- (d) Vervoer.
- (e) Finansiering.
- (f) Dra van die risiko.

3. Die Bemerkingskanale.

- (a) Direkte bemerking: Binnelands en buitelands.
- (b) Koöperatiewe bemerking.
- (c) Indirekte binnelandse bemerking: Die organisasie van die handel oor die algemeen en die Suid-Afrikaanse distribusiestelsel in die besonder. Beurse en ander markinstellings.
- (d) Indirekte buitelandse bemerking: —
 - (i) Organisasie van die buitelandse handel.
 - (ii) See- en lugvervoer. Hawe-administrasie. Skeepskonferensies. Teorie van vrugpryse.
 - (iii) Seeversekering.

4. Die Bemerking van Enkele Belangrike Grondstowwe en Sekondêre Produkte.

University of Port Harcourt
 To the Best of Excellence
 Kursus III
 (Twee vraestelle)

Die Bedryf en die Staat en ander liggame.

1. Die Bedryf en die Staat.

- (a) Die verhouding tussen staat en private onderneming. Sosialisme *versus* vrye markeconomie.
- (b) Proteksionisme *versus* vrye mededinging. Metodes van staatsbeskerming oor die algemeen en in Suid-Afrika. Funksies van staatsdepartemente en ander openbare liggame t.o.v. steun aan die bedryfslewe.
- (c) Direkte deelname van die staat aan die bedryfslewe: Eskom, Yskor, ens.
- (d) Bepanning van die bedryfslewe deur die staat: Streeks- en nasionale ontwikkelingsorganisasies.

2. Die Bedryf en ander Liggame.

- (a) Verenigings in landbou, mynbou, handel en nywerheid in Suid-Afrika.
- (b) Internasionale organisasies en ooreenkomste.

3. Die Handelsbetrekkinge tussen Suid-Afrika en die Buiteland.

- (a) Die posisie van Suid-Afrika in die wêreldhandel.
- (b) Die posisie van Suid-Afrika op die kontinent van Afrika. Handels- en tariefooreenkomste met buurstate.

4. Aktuele en Gevorderde Bedryfskonomiese Vraagstukke. Amalgamasie, her-organisasie, ens.

Kosteberekening

1. Die doelstellings, nut en beperkings van kosteberekening.

2. Die koste-elemente: —

- (a) Materiaal, of grond- en hulpstowwe, met inbegrip van die beginsels van voorraad-administrasie en die teorieë en metodes van waardering van voorrade.

- (b) Arbeid, met inbegrip van loonrekords, prestasiebeheer en loonaansporingskemas.
- (c) Direkte uitgawes.
- (d) Indirekte onkoste met inbegrip van metodes van toerekening.
3. Administrasie-, verkoops- en distribusiekoste.
 4. Koste-indeling:—
 - (a) Direkte en indirekte koste.
 - (b) Vaste, semi-veranderlike en veranderlike koste.
 5. Kostebegrippe.
 6. Soorte kosteberekeninge.
 7. Mede- en neweprodukte.
 8. Standaardkosteberekening en begrotingsbeheer:—
 - (a) Die betekenis van die begrippe standaardkoste en begrotingsbeheer.
 - (b) Die opstelling van kostesentra en die vasstelling van standaarde.
 - (c) Administratiewe prosedure, afwykingsanalise en verslaggewing aan die bestuur.
 - (d) Funksionele begrotings, vaste en veranderlike begrotings.
 - (e) Gelykbrekingsanalise.
 9. Die verband wat die kosterekeninge met die finansiële rekening hou.
 10. Die ontwerp van kosteberekeningstelsels, met inbegrip van—
 - (a) die beginsels van dokumentasie of die ontwerp van vorms;
 - (b) die verbesondering van prosedures;
 - (c) die opstelling en interpretasie van kostestate, grafieke, kaarte en tekeninge.
 11. Die kosteberekening as hulpmiddel by die bedryfsleiding, met inbegrip van—
 - (a) die verhouding tussen koste en pryse;
 - (b) die uitskakeling van verkwisting;
 - (c) beleidsbepaling vir tydsverandering.
 12. Uniforme kostestelsels vir verwante ondernemings.

Inkomstebelasting

L.W.—Van kandidate sal verwag word dat hulle die jongste wysigings en die regulasies uitgereik ingevolge die wet moet ken, maar vrae sal slegs gestel word oor wetgewing wat voor 31 Mei van die jaar van die eksamen van krag word.

Kursus I

(Een vraestel—drie uur)

Die beginsels en toepassing van die belasting van die inkomste van individuele persone of verenigings van persone en of gewone handels- en industriële maatskappye in die Republiek van Suid-Afrika ingevolge die bepalinge van die Inkomstebelastingwet No. 31 van 1941, soos gewysig.

Kursus II

(Twee vraestelle—drie uur elk)

Hersiening van die werk van Inkomstebelasting I. Beginsels en ontwikkeling van belasting in die algemeen en die ontwikkeling van inkomstebelasting in die Republiek van Suid-Afrika in die besonder. Die spesifieke bepalinge van verskillende belastingentiteite ingevolge die Inkomstebelastingwet; hofbeslissings met betrekking tot die toepassing van beginsels van die Wet; en administratiewe aangeleenthede in verband met die toepassing van die Wet en wedersydse ooreenkomste vir die vermyding van dubbelbelasting.



Leerplanne vir grade: Hons.-B.A. en M.A.

EKONOMIE.

HONNEURS-BACCALAUREUSEKSAMEN.

Die eksamen bestaan uit vyf vraestelle.

Die studie strek oor twee jaar.

Vraestel 1.

Waarde, prys- en verdelingsleer.

Vraestel 2.

Gevorderde studie van geld- en bankwese.

Vraestel 3.

Konjunktuurteorie en -vraagstukke.

Vraestel 4 en 5.

Een onderwerp per vraestel uit die onderstaande:—

- (a) Ekonomiese stelsels.
- (b) Internasionale handel en internasionale handelsvraagstukke.
- (c) Staatsfinansies.
- (d) Arbeidsvraagstukke.
- (e) Die ontwikkeling van die Suid-Afrikaanse ekonomie:—
 - (i) 1652-1850 of na 1850, of
 - (ii) Ekonomiese geskiedenis van Wes-Europa: Tot 1750, of van 1750 af.
- (f) 'n Korte studie van Suid-Afrikaanse ekonomiese vraagstukke, of Ekonomiese aspekte van die Naturellevraagstuk.
- (g) Bevolkingsvraagstukke.

MAGISTEREKSAMEN.

Die eksamen bestaan uit 'n verhandeling waarvan die onderwerp deur die Senaat goedgekeur moet word minstens ses maande voordat dit ingelewer word.

Kandidate moet toesien dat hulle nie in hul verhandelinge stof insluit wat nie ter sake is nie.

University of Fort Hare

Leerplan vir die grade Hons.-B.Com. en M.Com.

BEDRYFSEKONOMIE.

HONNEURS-BACCALAUREUSEKSAMEN (HONS.-B.COM.).

Die eksamen bestaan uit:—

1. Gevorderde ekonomiese teorie (een vraestel). Een van die volgende:—
 - (a) Waarde-, prys- en verdelingsleer.
 - (b) Gevorderde studie van die geld- en bankwese.
 - (c) Konjunktuurteorie en -vraagstukke.
2. Gevorderde bedryfseconomie (drie vraestelle).
 - (a) Gevorderde vraagstukke van hoofbestuur, produksiebestuur en personeelbestuur.
 - (b) Gevorderde studie van bemerking, bedryfsfinansies, buitelandse handel en handelsvraagstukke.
 - (c) Elke kandidaat moet 'n opstel oor 'n stuk veldwerk wat hy gedoen het met betrekking tot een of 'n paar goedgekeurde industriële, kommersiële of openbare onderneming(s), indien. Die opstel moet een of meer van die volgende aspekte behandel:—

Die ligging en uitleg van die fabriek.

Vervaardigingsprobleme (met besondere verwysing na standaardisering, gebruik van nuwe produkte, berging en hantering van materiaal, kwaliteitskontrole, vervaardigingsbeplanning en -kontrole, ens.).

Werkstudie en werkwaardering.

Loonstelsels en vraagstukke in verband met die vergoeding van arbeid.

Finansiërvorms en finansiëringsbronne (sowel vir oprigtings as uitbreidingsdoeleindes).

Interne kontrolestelsel (verslae, statistieke, begrotings en begrotings-kontrole, ens.).

Kredietbeleid.

Kosteberekening en prysvasstelling.

Bemerkingsprobleme (markondersoek, bemerkingsbeleid, verkoopsbevordering, advertensies, ens.).

Die aankoop en kontrole van materiaal.

Personeelprobleme (werwing, keuring, opleiding, toesig, ens.).

Bestuursopleiding.

Organisasieprobleme van die onderneming in die algemeen en van die bestuur in die besonder.

Opstelle oor aspekte wat nie spesifiek hierbo genoem is nie, moet vooraf goedgekeur word. Die opstel neem die vorm van 'n gevallestudie. Dit moet bewys lewer dat die kandidaat in staat is om die vernaamste karaktertrekke van 'n praktiese sakeprobleem of -probleme te ondersoek en te herken en dit analities en beskrywend aan te bied.

Die opstel mag nie minder as 6,000 woorde en nie meer as 10,000 woorde bevat nie. Die besondere aspek of aspekte wat die kandidaat vir ondersoek kies, moet vooraf goedgekeur word en die opstel moet nie later nie as 31 Augustus van die jaar waarin die kandidaat eksamen wil aflê, voorgelê word. Die opstel word vir alle doeleindes as 'n addisionele vraestel beskou.

3. Een van die volgende (een vraestel):—

(a) Bemaking van landbouprodukte.

(b) Verkeerswese (insluitende skeepvaart en hawebestuur).

(c) Effekte- en produktebeurse.

(d) Bestuursrekeningkunde (management accounting).

(e) Arbeidsvraagstukke [indien (a) onder groep 1 gekies word en die halwe kursus „Arbeidsvraagstukke” nie reeds in die derde jaar van die B.Com.-leergang geneem is nie].

(f) Marknavorsing en advertensiewese.

L.W.—'n Kandidaat sal nie toegelaat word om bestuursrekeningkunde te neem nie, tensy hy die Hoof van die Departement Rekeningkunde tevrede gestel het dat sy kennis van rekeningkunde, ouditkunde en kosteberekening voldoende is.

University of Port Harcourt
MAGISTEREKSAMEN (M.COM.)
Together in Excellence

Die eksamen bestaan uit 'n verhandeling wat blyke gee van oorspronklike ondersoek deur die kandidaat, die onderwerp waarvan minstens ses maande voor sy indiening deur die Senaat goedgekeur moet word. Kandidate moet 'n beknopte oorsig aanbied wat die inhoud van die onderwerp omskryf.

EKONOMIE.

HONNEURS-BACCALAUREUSEKSAMEN (HONS.-B.COM.) EN MAGISTEREKSAMEN (M.COM.)

Soos vir Hons.-B.A. en M.A. respektiewelik, in die Ekonomie.

DEPARTEMENT VAN ENGELS

Vir kursusse en leerplanne in hierdie departement kyk Engelse teks.

DEPARTEMENT VAN GEOGRAFIE

Geografie is 'n driejarige hoofvak.

Ekonomiese Geografie is 'n eenjarige kursus.

Dit word verwag dat studente wat vir Geografie en Ekonomiese Geografie inskryf hulle van die jongste uitgawe van 'n goeie atlas moet voorsien. Een van die volgende word aanbeveel: „The University Atlas” (Philips) of „The advanced. Atlas of modern Geography” (Bartholomew). Studente moet ook sorg dat hulle tekenboeke en tekeninstrumente aankoop. Besonderhede van tekeninstrumente wat aangekoop moet word, kan van die hoof van die departement verkry word.

Geografie Kursus I

Een teorie-vraestel (3 uur) 60 persent.

Een praktiese vraestel (3 uur) 40 persent.

1.—Teorie.

(a) Inleiding tot Natuurkundige Aardrykskunde :

- (i) Die aarde as planeet: Die aarde se plek in die heelal—vorm, grootte en bewegings, bv. seisoene, dag en nag, verduisteringe, ens.—vasstelling van plek en tyd, die probleem van kaartprojeksies.
- (ii) Oppervlakte vorme: Die land- en seevorme van die aarde en die verantwoordelike prosesse.
- (iii) Die klimaat: Weer en klimaat—insolasie van die atmosfeer-temperatuur, atmosferiese druk, winde en neerslag, klimaatstrekke.
- (iv) Plante en diere.

(b) Inleiding tot die Menslike Aardrykskunde :

- (i) Die mens: Samestelling en verspreiding van bevolking; klassifikasie van rasse, tale, volke, ens.
- (ii) Menslike nedersettings, plattelands en stedelik.
- (iii) Menslike aktiwiteite: Landbou, handel, industrië, mynbou, ens.
- (iv) Verkeer: Verkeer oor land, see en lug.

2. Prakties (Aardrykskundige hulpmiddels).

- (a) Praktiese oefeninge om die natuurkundige en menslike Geografie voor te stel.
- (b) Die kompilasie en gebruik van kaarte vir sluitende basiese beginsels van projeksies, statiese en grafiese voorstelling.

Handboeke:

Finch Trewartha, Robinson & Hammond: *Elements of Geography*.
Serton & Moolman: *Algemene Aardrykskunde*.

Kursus II

(B.A. en B.Sc. gedifferensieër.)

1. Streekkundige Aardrykskunde.

- (a) Afrika (in meer besonderhede): B.A. en B.Sc.
- (b) Europa of Amerika of 'n ander streek (in minder besonderhede): B.A. en B.Sc.

2. Sosiale en Politieke Geografie: B.A.

3. Klimatologie en Meteorologie: B.Sc.

4. Praktiese Aardrykskunde.

- (a) Algemene praktiese oefeninge: B.A. en B.Sc.
- (b) Praktiese oefeninge in verband met Deel 2, insluitende fotogrammetrie: B.A.
- (c) Praktiese oefeninge in verband met Deel 3: B.Sc.

Let wel.—

Een vraestel vir afdeling 1 (30 persent).
Een vraestel vir afdeling 2 of 3 (30 persent).
Een praktiese eksamen (40 persent).

Handboeke:

Stamp: *Africa*.

Shaw: *Anglo-America*.

Hourton: *A Social Geography of Europe*.

Van Valkenburg & Stotz: *Elements of Political Geography*.

Finch Trewartha, Robinson & Hammana: *Elements of Geography*.

Howard J. Critchfield: *General Climatology*.

Hinks: *Maps and Survey*.

Bryant & Hughs: *Maps Work*.

Kursus III

(Twee teoretiese en twee praktiese vraestelle)

1.—Natuurkundige Aardrykskunde.

Geomorfologie.—Die invloed van die samestelling van gesteentes, bewegings van die aardkors en vulkaniese werking op die aardbodem; ewolusie van die rivier-, ys-, wind- en kustopografie. Teorieë ter verklaring van die teenswoordige verbreiding van land en water; bou en ontwikkeling van die teenswoordige landmassas.

Ontwikkeling van die aarde; bespreking van die gedaante van die aarde; waarnemings in verband met die swaartekrag; die isostatiese teorie.

2.—Antropogeografie.

(a) Sosiale Aardrykskunde.—Die belangrikheid van ras en omgewing by die bepaling van die gewoontes en organisasie van volke; die filosofie van „determinisme”, die uitwerking van die mens op sy omgewing; die inhoud en metode van geskiedkundige aardrykskunde.

(b) Staatkundige Aardrykskunde.—Die faktore van natuurkundige, rasse- en sosiale aardrykskunde wat die instelling van nasionaliteite en state beïnvloed het; die beginsels van grensvorming.

(c) Die ekonomiese en handelsaardrykskunde van Afrika ten suide van die Zambezi.

3.—Aardrykskunde volgens Streekindeling.

(a) Die wêrelddeel Afrika.—Sy ligging en ruimteverhoudings; die kuslyn en sy uitwerking op die ligging van hawens en die ontwikkeling van handelsweë, die reliëf en sy uitwerking op die terreine van nedersettings, landverbinding en die verspreiding van die bevolking; die klimaat en sy invloed op riviere, plantegroei, diere en die mens; die natuurstreke van Afrika; die invloed van die omgewing op die ekonomiese en staatkundige ontwikkeling van daardie streke.

(b) Of Noord-Amerika of Asië, handel soos Afrika hierbo.

4.—Die aardrykskundige ideë van klassieke tye en voor die Tydperk van Ontdekkings.

PRAKTIKUM

Gevorderde vertolking van hoogtekaarte.

Berekening van die gemiddelde hoogtes van natuurstreke.

Planimetrie.

Konstruksie van isometriese tekeninge en van blokfigure.

Vervaardiging van topografiese modelle.

Gevorderde vertolking van hoogtekaarte band met die mens ophelder.

Konstruksies en vertolking van statistiese kaarte, grafieke en diagramme, met spesiale verwysing na die streke wat meer uitvoerig bestudeer is.

Voorgeskrewe boeke:

Fitzgerald: *Africa*.

Stamp: *Asia*.

Lobeck: *Geomorphology*.

King: *South African Scenery*.

Woolridge & Morgan: *Basis of Physical Geography*.

Honneurs-Baccalaureuseksamen

Die eksamen bestaan uit ses vraestelle:—

(a) Drie vraestelle oor Algemene Aardrykskunde.—Hierdie vraestelle word bedoel om 'n hersiening en addisionele studie van daardie vertakings van die Aardrykskunde wat nie spesifiek deur die kandidaat as spesiale onderwerp in (b) gekies is nie, te dek. Sien aanhangsel A.

(b) Drie vraestelle oor 'n onderwerp deur die kandidaat vir besondere studie gekies uit die volgende lys. In aanhangsel B sal 'n kort lysie van die vernaamste teksboeke vir elkeen van die spesiale onderwerpe wat hieronder verskyn, gevind word. Hulle word bedoel as 'n leidraad vir die bestek van die spesiale onderwerpe, maar van studente sal verwag word om verwysings wat in hierdie werke voorkom na te slaan en hulle moet vertrou wees met die vernaamste aardrykskundige tydskrifte: Ekonomiese Aardrykskunde; Geomorfologie; Sosiale, Staatkundige en Historiese Aardrykskunde; Weer- en Klimaatkunde.

Aanhangsel A.—Die bibliografie vir hierdie afdeling sal op aanvraag deur die hoof van die departement verstrek word.

Aanhangsel B.—In 'n bibliografie wat deur die hoof verstrek sal word.

Magistereksamen

Die eksamen bestaan uit 'n verhandeling oor 'n gebied of onderwerp gekies deur die kandidaat en goedgekeur deur die Studiekomitee.

Ekonomiese Geografie

(Een vraestel)

(a) Die onderlinge verhouding van ligging, hoogte en reliëf; die aard en verbreiding van grondsoorte en minerale; nabyheid van watermassas; klimaat en klimaatstreke.

(b) Die gekombineerde invloed van (a) op die verbreiding en groei van plante en diere; en op die beroepe, gesondheid en kragdadigheid van die mens.

(c) Die gunstige toestande van klimaat en grond vir die vernaamste landbouprodukte.

(d) Die verbreiding en ontginning van die wêreld se mineraalbronne.

(e) Die wêreld se kragbronne; hul verbreiding en moontlike gebruik.

(f) Arbeidsvoorsiening. Die uitwerking van industriële ontwikkeling op die geardeheid en groei van die bevolking.

(g) Kolonisasie van nuwe landstreke: spesiale verwysing na die kolonisasie en ontginning van tropiese gebiede deur blanke volke.

(h) Die lokalisasie en ontwikkeling van die vernaamste fabrieksnwywerhede.

(i) Die aardrykskunde van vervoer-en-ruil.

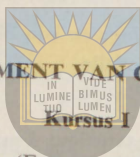
(j) Die ekonomiese ontwikkeling van die vernaamste klimaatstreke.

Dwarsdeur die kursus moet spesiale aandag aan toestande in Suid-Afrika gewy word.

Voorgeskrewe boeke:

Renner, Durant, White & Gibson: *World Economic Geography*.

Bengston & van Royen: *Fundamentals of Economic Geography*.



DEPARTEMENT VAN GESKIEDENIS

(Een vraestel)

1.—Europese Geskiedenis, 476-1555 n.C.

Vir persoonlike gebruik:

Thomson & Johnson: *Introduction to Medieval Europe* (New York).

2.—Geskiedenis van Suid-Afrika van die Portugese ontdekkings tot die einde van die bestuur van die Kompanjie (1795).

Vir persoonlike gebruik:

Walker: *History of South Africa*, of

Walker: *History of Southern Africa*, of

Cambridge History of the British Empire, Vol. VIII (South Africa).

Kursus II

Vraestel 1.—Europese Geskiedenis, 1556-1815.

Vir persoonlike gebruik:

Beik & Lafore: *Modern Europe, a History since 1500* (New York 1959).

Hayes: *A Political and Cultural History of Modern Europe*, Vol. I (New York).

Vraestel 2.—Geskiedenis van Suid-Afrika, 1795-1881, met insluiting van die Britse Koloniale Beleid in dié tydperk.

Vir persoonlike gebruik:

Walker: *History of South Africa*, of

Walker: *History of Southern Africa*, of

Cambridge History of the British Empire, Vol. VIII (South Africa).

Let wel.—Studente wat voornemens is om verder as Kursus I te gaan, word sterk aangeraai om 'n lees kennis van Afrikaans te bekom voordat hulle met Kursus II begin.

Kursus III

Vvraestel 1.—Europese Geskiedenis na 1815.

Vir persoonlike gebruik:

- A. J. Grant & H. Temperley: *Europe in the Nineteenth and Twentieth Centuries* (1789-1950) (Longmans Green), of
D. Thomson: *Europe since Napoleon* (Longmans Green).

Vvraestel 2.—Die Nuwe Imperialisme na 1870 en die opkoms van Anti-kolonialisme, met spesiale verwysing na die geskiedenis van Afrika (Suid-Afrika uitgesluit) en die opkoms van die V.S.A. en Rusland as wêreldmoondhede.
Name van boeke vir persoonlike gebruik deur die studente sal deur die dosent verstrek word.

Vvraestel 3.—Geskiedenis van Suid-Afrika ná 1881, met inbegrip van die plek van Suid-Afrika in die Statebond (tot 1961).

Vir persoonlike gebruik:

- E. A. Walker: *A History of Southern Africa* (Longmans Green), of
C. W. de Kiewiet: *A History of South Africa, Social and Economic* (Oxford).

Daar word van studente verwag om ekstensief in die gedrukte bronne te lees, veral m.b.t. vraestel 3. Nadere inligting sal gedurende die loop van die jaar verstrek word.

Honneurs-Baccalaureuseksamen

Die eksamen bestaan uit:

1. Teoretiese geskiedenis: 'n Oorsig van die historiese metode en teorie en van die historiografie van die begin van die 19de eeu af.
2. 'n Vraestel uit die Suid-Afrikaanse geskiedenis, wat bestudeer moet word aan die hand van gedrukte dokumente. Een van die volgende tydperke moet gekies word.
(a) Die Kaap onder Van Riebeeck en die Van der Stels, 1652-1707.
(b) Die Kaap gedurende 1778-1806.
(c) Suid-Afrika gedurende die Groot-Trek, 1834-1854.
3. 'n Periode uit die moderne geskiedenis wat bestudeer moet word met behulp van gedrukte dokumente. Een van die volgende:
(a) Die Amerikaanse Rewolusie en die saamstelling van die federale grondwet, 1760-1788.
(b) Die stryd om parlementêre oppergesag in Engeland tydens die Stuart-tydperk (1603-1714).
(c) 'n Vergelykende studie van die grondwette van Kanada, Australië en Suid-Afrika.
4. 'n Intensiewe studie van een van die volgende:
(a) Die Middeleeuse ryk en die opkoms van die nasionale staat in Europa tydens die Middeleeue.
(b) Die Renaissance, Hervorming en ontdekkingsreise van die helfte van die 15de eeu tot die helfte van die 17de eeu.
(c) Nasionalisme en internasionale verhoudings in Europa in die 19de en 20ste eeue.
(d) Die plek van Afrika in die Wêreldgeskiedenis in die 19de en 20ste eeue.
(e) Die opkoms van die V.S.A. in die 19de en 20ste eeue.

L.W.—Alle opsies word nie doseer nie en die Departementshoof moet vooraf geraadpleeg word.

'n Taamlik gevorderde leeskenis van Afrikaans word beskou as 'n toelatingsvereiste tot die kursus.

Dit word sterk aanbeveel dat studente 'n leeskenis van òf Duits en/òf Frans bekom, voordat hulle vir die kursus inskryf.

Magistereksamen

Die eksamen bestaan uit:

'n *Verhandeling*, waarvan die onderwerp deur die Senaat goedgekeur moet word minstens ses maande voordat dit ingelewer word. Dit moet vergesel word van 'n

verklaring dat dit die kandidaat se eie werk is. Dit moet bewys lewer van oorspronklike navorsing deur die kandidaat, moet getik wees (dubbele spasiëring) en behoorlik gebind.

DEPARTEMENT VAN GODSGELEERDHEID

Vir kursusse en leerplanne in hierdie departement kyk Engelse teks.

DEPARTEMENT VAN KLASSIEKE TALE

Latyn: Kursus I

Vraestel 1.

Drie voorgeskrewe boeke, almal vir noukeurige studie. Die vrae sluit in passasies vir vertaling, taalkundige kommentaar, kommentaar op die inhoud en verband en vrae van 'n literêre aard oor die betrokke outeurs en in die algemeen en met besondere verwysing na die voorgeskrewe werke.

Wat die versmaat betref, moet studente die elegiese koeplet ken. (Vertaling ± 45 persent, aantekeninge ± 35 persent, algemene vrae ± 14 persent, skandering ± 6 persent.)

Vraestel 2.

Onvoorbereide vertaling van drie passasies uit Latyn (100 punte), en vertaling in Latyn van vyf tot agt losstaande sinne (50 punte).

Oorsig van die Romeinse Geskiedenis van 510 v.C. af tot die dood van Julius Caesar.

Kursus II

Vraestel 1 (100 punte).

Vier voorgeskrewe boeke, almal vir noukeurige studie, meestal gekies uit die werke van Horatius, Livius, Terentius en Sallustius of Cicero. Die vrae sluit in passasies vir vertaling, taalkundige kommentaar, kommentaar op die inhoud en verband, en vrae van 'n literêre aard oor die betrokke outeurs en in die algemeen en met besondere verwysing na die voorgeskrewe werke. Wat die versmaat betref, moet studente slegs van Horatius, die Sapphiese en Alcaiese stansas bestudeer. (Die vrae oor een van die boeke en 'n gedeelte van die literêre vrae sal in vraestel 2 gestel word.)

Vraestel 2 (100 punte). University of Fort Hare

Afdeling A.—Voortsetting van die vorige oor die voorgeskrewe werke—sien vraestel 1 (35 punte).

Afdeling B.—(i) 'n Oorsig van die Romeinse konstitusionele geskiedenis tot 42 v.C. (45 punte). (ii) 'n Oorsig van die Romeinse godsdienste (20 punte).

Vraestel 3 (100 punte).

Vertaling op sig (60 punte) en stelwerk (temas) (40 punte). Daar is 'n subminimum van 25 persent in hierdie vraestel.

Kursus III

Vraestel 1 (100 punte).

Vier voorgeskrewe boeke, almal vir noukeurige studie, meestal gekies uit die werke van Plautus, Lucretius, Tacitus en nog 'n prosaskrywer (bv. Cicero, Quintilianus, Plinius, Sallustius). Die vrae sluit in passasies vir vertaling, taalkundige en tekskritiese kommentaar, kommentaar op die inhoud en verband, en vrae van 'n literêre aard; studente moet ook vertroude wees met die versmaat in die dialoog-gedeeltes van Plautus. (Die vrae oor een van die boeke sal in vraestel 2 gestel word.)

Vraestel 2 (100 punte).

Afdeling A.—Voortsetting van die vrae oor die voorgeskrewe werke (sien vraestel 1)—(30 punte).

Afdeling B.—Of (1) Aeneis van Vergilius met besondere bestudering van drie boeke daaruit voorgeskryf. Passasies vir vertaling sal uit die voorgeskrewe boeke gestel word, terwyl literêre vrae oor die gehele Aeneis, met besondere verwysing na die voorgeskrewe boeke, gestel sal word. Studente moet dus die gehele Aeneis ten minste in vertaling deurlees (50 punte); of (2) 'n Aantal titels voorgeskryf uit die Digesta vir noukeurige studie, tesame met 'n besondere studie van Justinianus se bewind en 'n algemene oriëntering in sy tydperk. Passasies uit die Digesta sal vir vertaling en vir kommentaar op die taal en inhoud gestel word (50 punte).

L.W.—Hierdie alternatief is bedoel vir aspirant LL.B.-studente wat hulle voorneme daartoe by registrasie te kenne moet gee.

Afdeling C.—Een passasie vir vertaling op sig (20 punte).

Vraestel 3 (100 punte).

Afdeling A.—'n Oorsig van die Latynse letterkunde met besondere verwysing na die voorgeskrewe outeurs.

Afdeling B.—'n Spesiale periode uit die Romeinse geskiedenis insluitende bestudering van die epigrafiese bronne: 70 v.C. tot 14 n.C.

Vraestel 4 (100 punte).

Vertaling op sig (40 punte) en stelwerk (temas) (60 punte). Daar is 'n subminimum van 33 persent in vraestel 4 en 2 (Afdeling C) gesamentlik.

Beginsels van die Griekse Kultuur

(Verplichtend vir studente wat Latyn as hoofvak neem)

Vraestel 1.

Griekse geskiedenis en letterkunde met spesiale studie van 'n gespesifiseerde vertakking van die letterkunde.

Geskiedenis.—Voorhistoriese tye tot 323 v.C. (in hooftrekke).

Letterkunde.—Euripides en Sophokles.

Vraestel 2.

(1) Oorsig van die Griekse godsdiens.

(2) Griekse Beeldhoukuns.

DEPARTEMENT VAN NATUURKUNDE

L.W.—Kandidate moet bewyse van die praktiese werk wat hulle uitgevoer het, voorlê. (Kyk paragraaf G13 van die Regulasies.)

Kursus I

(Een drie-uur vraestel en een ses-uur praktiese eksamen)

Meganika en Hidrostatika.—Beweging in 'n reguit lyn met konstante versnelling. Bewegingswette. Prinsipe van behoud van momentum. Vektor-optelling. Momente van kragte. Prinsipe van momente. Arbeid, energie, prinsipe van behoud van energie. Arbeidsnelheid. Eenparige beweging langs 'n sirkel. Die swaartekragwet.

Vloeistofdruk. Digtheid en soortelike gewig. Prinsipe van Archimedes en toepassings. Barometers. Wet van Boyle. Pompe. Manometers.

Eienskappe van Materie.—Oppervlaktespanning van vloeistowwe, haarbuiswerking. Elastisiteit (modulus van Young), wet van Hooke.

Warmte.—Eenvoudige behandeling van temperatuurskale in die algemeen. Vloeistof in glastermometers van verskillende tipes, elektriese termometers, eenvoudige gastermometers.

Uitsetting van vastestowwe en vloeistowwe. Metodes om uitsettingskoëffisiënte te bepaal.

Uitsettingskoëffisiënte en drukkoëffisiënte van gasse. Gaswette. Elementêre kinetiese gasteorie. Wet van Dalton vir parsiele drukke. Soortlike warmtes van vaste stowwe, vloeistowwe en gasse (eenvoudige behandeling).

Aard van warmte en bepaling van die meganiese warmte-ekwivalent. Latente smeltingswarmte, smeltingswette, invloed van druk op die smeltpunt, vriespunte van oplossings.

Verdamping, latente verdampingswarmte, teperatuurverlaging deur verdamping, versadigde en onversadigde dampe, kook van vloeistowwe, higrimetrie. Geleiding van warmte (metodes van meting vir vaste stowwe). Konveksie. Straling.

Lig.—Fotometrie. Wette van weerkaatsing en breking. Terugkaatsing en breking deur plat en sferiese oppervlaktes, dun lense, brilglase, beginsels van die mikroskoop en die teleskoop. Dispersion, breking deur 'n prisma, spektrometer, kleur.

Geluid.—Algemene kenmerke van geluid, snelheid van geluid, teenhoogte, hardheid, kwaliteit. Longitudinale en transversale golwe. Staande golwe in pype en snare. Resonans en gedwonge trillings. Eienskappe van musikale klanke. Bepaling van frekwensie. Doppler effek.

Elektrisiteit en Magnetisme.—Kragwet vir magneetpole, toepassing op eenvoudige gevalle. Moment van 'n magneet. Intensiteit van magnetisasie magnetiese veldsterkte, magnetiese induksie, magnetiese potensiaal, magnetiese kraglyne. Magnetiese veldsterkte op die as en in die ekwatervlak van staafmagnete.

Aardmagnetisme. Magnetiese elemente van aardveld.

Elektrifikasie deur noue aanraking. Die elektrokoop. Wette van elektriese kragwerking, kraglyne, potensiaal, kapasiteit, dielektrika in die elektrostatiese veld, invloed op kragwette, potensiaal en kapasiteit.

Magnetiese werking van elektriese stroom (eenvoudige gevalle eksperimenteel behandel). Wet van Ohm. Brug van Wheatstone. Meting van stroomsterkte, weerstand en potensiaalverskil. Eenvoudige potensiometer. Maganiese krag om 'n stroomgeleier in 'n magnetiese veld. Draaispoel en tangentalvanometer. Ampèremeter en voltameters.

Warmtewerking van 'n elektriese stroom. Wette van elektrolise, voltameters. Leclanche-sel. Standard-sel, elementêre behandeling van loodakkumulator.

Beskrywende behandeling van elektromagnetiese induksie. Induksiespoel.

Eerste beginsels van die wisselstroom.

Die korpuskulêre aard van elektrisiteit, kwanta.

Praktiese werk.

Gebruik van skuifpasser, skuifmikroskoop en sperometer, bewegende mikroskoop en bolmeter.

Verifikasie van Hooke se wet vir 'n spiraalveer en die gebruik van die veer om kragte te meet. Enkelvoudige slinger. Gebruik van 'n trollie om die versnelling te meet en om die verband tussen krag, versnelling en massa aan te toon.

Eksperimente met saamvakkige kragte wat in ewewig is. Parallelogram, driehoek en veelhoek van kragte. Wet van momente.

Balansering van kolomme vloeistof in 'n U-buis en in Hare se apparaat. Gebruik van die soortlike-gewig-flessie vir die bepaling van digthede van vloeistowwe en poeiers. Toepassing van Archimedes se beginsel by die bepaling van digtheid.

Oppervlaktespanning van 'n vloeistof deur die styging in 'n kapilêrebuis.

Verifikasie van Boyle se wet

Toets van vloeistof-in-glas-thermometers en gebruik van die oop-kolomkorreksie.

Meting van die uitsettingskoëffisiënte van vaste stowwe, vloeistowwe en gase. Meting van die toename-in-druk-koëffisiënt van 'n gas wat by konstante volume gehou word.

Soortlike warmte van vaste stowwe en vloeistowwe.

Latente smeltingswarmte van ys en latente verdampingswarmte van water.

Bepaling van die meganiese warmte-ekwivalent deur die volgende metodes:

(a) Meganies; (b) elektries.

Warmtegeleidingsvermoë-koëffisiënt van (a) soliede goeie geleier, (b) soliede swak geleier.

Gebruik van die spelde-metode om die wette van weerkaatsing en breking te verifieer en om die pad van 'n ligstraal deur 'n driehoekige glasprisma te ondersoek.

Brekingsindeks deur van die skynbare diepte gebruik te maak.

Kritiese grenshoek vir 'n vloeistof en vir glas.

Kromtestrale van konkawe en konvekse spieëls.

Brandpuntafstande van konvergerende en divergerende dun lense.

Gebruik van spektrometer om brekingsindeks te bepaal.

Eksperimente met die magnetometer, insluitende die Gauss A en Gauss B posisie-eksperimente. Bepaling van H.

Gebruik van die tangentalvanometer.

Om weerstande met die meterbrug en poskantoorbrug te bepaal.

Soortlike weerstand.

Om die EMK's van batterye met die eenvoudige potensiometer te vergelyk.

Gebruik van ammeters en voltameters.

Eksperimente met die monokoord en die resonansiebuis.

Teksboeke.

Textbook of Physics deur Stead.

(Alternatiewe: Duncan & Sterling of Willows)

Kursus II

(Twee drie-uur vraestelle en een ses-uur prakties)

Eienskappe van materie.—Swaartekrag, elasticiteit, oppervlaktespanning viskositeit, diffusie, osmose en die wette van osmotiese druk (proefondervindelike behandeling). Dampdruk in die omgewing van geboë oppervlaktes met toepassing daarvan.

Meganika.—Die elementêre dinamika van rotasie, enkelvoudige harmoniese beweging, die energie van 'n enkelvoudige harmoniese beweging, saamstelling van enkelvoudige harmoniese verplasing, swewinge.

Wet van behoud van lineêre en van draaimomentum.

Botsing.

Beweging in 'n weerstandbiedende medium.

Warmte.—Temperatuurmeting. Gastermometers, elektriese termometers.

Die eerste wet van termodinamika.—Toegepas op gasse. Soortlike warmtes van gasse, adiabatiese prosesse in gasse.

Elementêre kinetiese gasteorie.—Die wet van gelykmatige verdeling van energie en sy betrekking tot die soortelike warmtes. Die gemiddelde vrye weglengte van molekule, warmtegeleiding en viskositeit van gasse.

Eksperimentele bepaling van warmtegeleidingsvermoë.

Elektrisiteit en magnetisme.—Die wet van Ohm met toepassing, meting van weerstand, potensiometers, magnetiese werking van reguit, sirkel en klosvormige strome, die werking van 'n magnetiese veld op 'n stroomgeleier.

Magnetiese induksie, permeabiliteit, susceptibiliteit, histerese en metingsmetodes. Diamagnetiese en paramagnetiese stowwe.

Wet van Curie.

Wette vir die krag tussen magnetiese pole en tussen kort magnete.

Magnetiese potensiaal. Aardmagnetiese.

Klankleer.—Aard en algemene kenmerke van klank. Longitudinale en transversale golwe, uitdrukkinge vir hul snelheid, die energie van 'n geluidsgolf, klankintensiteit, luidheid, die desibel en die foon.

Staande golwe. Gedwonge trillinge en resonans (met damping). Golwe in snare en pype.

Diatoniese skaal. Skaal van gelykswewende temperament. Konsonansie en dissonansie teorie. Saamgestelde tone. Beginsel van Doppler.

Lig.—Golfteorie en Huygens se konstruksie. Interferensie: Metodes van Young, Fresnel, en Lloyd. Newton se ringe. Interferensie opgewerk deur dun lae.

Eienskappe van die elektron, α , β , γ strale en X-strale, massa en energie, X-straalspektra.

Kursus III

(Drie drie-uur vraestelle en twee ses-uur praktiese eksamens)

Eienskappe van Materie.—Swaartekrag, elasticiteit, oppervlaktespanning, viskositeit, diffusie, osmose en die wette van die osmotiese druk (proefondervindelike behandeling). Dampdruk in die omgewing van geboë oppervlaktes met toepassing daarvan.

Meganika.—Die elementêre dinamika van rotasie, enkelvoudige harmoniese beweging, die energie van enkelvoudige harmoniese beweging, saamstelling van enkelvoudige harmoniese verplasing, swewinge. Wet van behoud van lineêre en draaimomentum. Botsing. Beweging in 'n weerstandbiedende medium.

Warmte.—Temperatuurmeting: Gastermometers, elektriese termometers, optiese en stralingstermometers.

Die eerste wet van termodinamika: Toegepas op gasse. Soortlike warmtes van gasse. Adiabatiese prosesse in gasse.

Die tweede wet van termodinamika.—Omkeerbare en onomkeerbare toestandsveranderinge.

Kringproses van Carnot. Entropie. Prinsipe van vermeerdering van entropie. Maxwell se termodinamiese betrekkinge. Absolute temperatuurskaal. Latente warmtevergelykings poreuse propeksperiment. Vergelyking van Gibbs-Helmholtz en toepassing daarvan op oppervlaktespanning en omkeerbare elektriese selle. Termodinamika van termo-elektriese stroomkringe.

Elementêre kinetiese gasteorie.—Die wet van gelykmatige verdeling van energie en sy betrekking tot die soortlike warmtes. Gemiddelde vrye weglengte van molekules, warmtegeleidings en viskositeit van gasse. Brown se beweging. Toestandsvergelykings, kritiese konstante, teorie van ooreenstemmende toestande, vloeibaarmaking van gasse.

Eksperimentele bepaling van koëffisiënte van warmtegeleidingsvermoë.

Stralingswette (beskrywende behandeling).

Elektrisiteit en Magnetisme.—Die wet van Ohm met toepassings, meting van weerstand, potensiometers, magnetiese werking van reguit, sirkel- en klosvormige strome. Die werking van 'n magnetiese veld of 'n stroomgeleier.

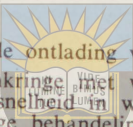
Magnetiese induksie, permeabiliteit, susseptibiliteit, histerese en metingsmetodes. Paramagnetiese en diamagnetiese stowwe. Wet van Curie. Wette vir die krag tussen magnetiese pole en tussen kort magnete.

Magnetiese potensiaal. Aardmagnetisme.

Induksiewet en potensiaalwet van elektromagnetisme. Elektromagnetiese induksie. Meting van magnetiese induksie. Aardindukter. Magnetiese stroomkring en toepassing op elektromagnete. Galvanometers insluitende ballistiese galvanometers. Fluxmeter.

Termo-elektrisiteit.

Elektrolitiese geleiding.

Ossillerende en nie-ossillerende  ontlading van 'n kondensator.

Eenfase-wisselstrome. Stroomkringe met weerstand, selfinduksie en kapasiteit. Verdeelde stroomkringe. Arbeidsnelheid in wisselstroombaan. Serie- en parallel-resonansiestroombaan. Eenvoudige behandelinge van transformators. Eksperimentele metodes vir die meting van koëffisiënte van wedersydse en selfinduksie. Elementêre behandeling van dinamo's en meters. Karakteristieke kurwes.

Elektrostatika.—Kragwette. Stelling van Gauss met toepassing. Kragbuisse, meganiese werking op 'n gelaaië oppervlak, kapasiteit, dielektriese konstante, die energie van 'n elektriese veld, kondensators. Grensvoorwaardes, elektrometers en voltmeters, elektriese masjiene.

Dimensies van elektrostatiese en elektromagnetiese eenhede.

Geleiding van elektrisiteit deur gasse. Verhouding van eenhede. Prinsipes van absolute bepaling van eenhede. Metodes om e/m en v van gelaaië deeltjies te meet. Prinsipe van die katodestraal ossillograaf en enkele toepassings by natuurkunde daarvan. Aard van α , β , γ strale en X-strale, die neutron, sub-atomiese deeltjies. Radio-aktiwiteit. Elementêre behandeling van die kernatoom. Teorie van Bohr in verband met waterstofsoortige spektra. Foto-elektrisiteit en termionika. Kerr-effek en toepassings, X-straalpektra, elektron spin, botsings tussen atome, massa en energie, die verband $E=mc^2$.

Kunsmatige kerntransformasies. Deeltjies-versnellers. Kernklowing. Die gebruik van die newelkamer. Geigerteller, fotovermenigvuldigers en kernemulsies vir waarnemings.

Beskrywende behandeling van die verskillende tipes draadlooslampe. Gebruik van draadlooslamp-stroomkringe om elektriese trillings te veroorsaak. Gelykriktig en versterking. Eenvoudige eksperimente met hoogfrekwensiestrome.

Klankleer.—Aard en algemene kenmerke van klank. Longitudinale en transversale golwe, uitdrukkings vir hul snelheid. Die energie van 'n geluidsgolf. Klankintensiteit, luidheid, die desibel, die foon.

Standaarde golwe. Gedwonge trillings en resonansie (met damping). Golwe in snare en pype. Dianotiese skaal. Skaal van gelykswevende temperament. Konsonansie en dissonansieteorie. Saamgestelde tone.

Beginsel van Doppler.

Lig.—Weerkaatsing, breking, beginsel van Fermat. Terugkaatsing en breking van smal bundels deur plat en sferiese oppervlaktes. Hoofbrandpunte, knooppunte, en hoofvlakke van 'n dik lens en van 'n kombinasie van dun lense, elwivalente lens,

metode van straaltekening (eenvoudige behandeling). Dispersie (normale). Flores-
sensië en fosforesensië (eenvoudige behandeling). Chromatiese en sferiese afwyking
(eenvoudige behandeling).

Optiese instrumente. Oogstukke, refraktor en reflektorteleskope, prisma spektro-
meter, golflengte spektroskoop, spektrofotometer.

Bepaling van ligsnelheid.

Golfteorie en die Huyghens konstruksie.

Interferensië: Metodes van Young, Fresnel en Lloyd, Newton se ringe. Inter-
ferensië opgewek deur dun lae. Interferometers, Spektrum met bande.

Buiging: Die buigingsoorte van Fresnel en Fraunhofer. Nou spleet, reguit
kant, sirkelvormige voorwerp en opening, plat buigingsrooster wat lig deurlaat, lig
skeidingsvermoë.

Polarisasië: Metodes om polarisasië te veroorsaak, dubbelbreking deur een-
assige kristalle, lineêre, sirkelvormige en elliptiese polarisasië van lig, kwart-golf-
lengteplaatjies en half-golflengteplaatjies, draai van die polarisasiëvlak en polari-
meters.

Praktiese werk oor die onderwerpe in bogenoemde kursus.

Voorgeskrewe Boeke, Kursusse II en III:

'n Lys van voorgeskrewe boeke sal op navraag aan studente verstrek word.

Honneurskursus

(4 vraestelle, praktiese werk en 'n vertalingstoets)

Eerste vraestel.—Warmte en Termodinamika, Statistiese Meganika en Fisika van
die vastetoestand.

Tweede vraestel.—Fisiese Optika,  Atoom- en Molekulêre-spektra en Algemene
Fisika.

Derde vraestel.—Elektrisiteit en Magnetisme, Elektromagnetisme en Elektronika.

Vierde vraestel.—Kernfisika, Atoomfisika, Elementêre deeltjies, Kwantum-
meganika en Golfmeganika.

UNIVERSITY OF FORT HARE DEPARTEMENT VAN PLANTKUNDE *Together in Excellence* Kursus I

1. Die uitwendige morfologie van die saadplante met spesiale nadruk op die
modifikasies wat belangrik is.

2. Die plansel, selbou en vermenigvuldiging van vegetatiewe selle (mitose);
reduksiedeling (meiose), verskillende tipes van plant selle.

3. Die uitwendige bou van singels, wortels en blare van saadplante; primêre
en sekondêre bou van die Dikotielestingel en wortel; sekondêre verdikking; die
monokotielstingel en wortel.

4. Die grondbeginsel van plantfisiologie; die vernaamste bestanddele van die
plantliggaam, transpirasie, assimilasie, asemhaling; groei en vernaamste beweginge
by plante.

5. Die ekologie en biologie van Suid-Afrikaanse saadplante.

6. Bou, voortplanting en lewensgeskiedenis van uitgesoekte tipes van die Thal-
lophyta, Bryophyta, Pteridophyta, Gymnospermae.

7. Die algemene kenmerke van uitgesoekte families van Blomplante.

8. Ekonomiese plantkunde toegelig aan die hand van plante wat tot die bestu-
deerde families behoort.

Praktiese werk

Die praktiese eksamen sal oor al die afdelings gaan met inbegrip van die ver-
klaring van die eksperimente in afdeling 4.

Bowendien moet die kandidaat in staat wees om met behulp van 'n sleutel
enige plant behorende tot die families in afdeling 7 te identifiseer (alleen familie
en geslag).

Kursus II en III

Die kursus sal oor al die belangrikste afdelings van plante gaan en behandel die
uitwendige en inwendige bou, fisiologie, sitologie, ekologie, klassifikasie van blom-
plante en erfliksleer.

Die kursus as geheel sal in twee jaar voltooi word maar sekere dele sal al om die ander jaar gedek word. Hierdie dele sal bekend wees as seksie A en seksie B.

Die eksamen vir Kursus II in enige jaar sal gaan oor seksie A of B afhangelende watter seksie in daardie jaar behandel is en sal bestaan uit 2 vraestelle en een praktyk van 6 uur.

Die eksamen vir Kursus III behels die volle leerplan en „D.P.”-sertifikate sal alleenlik vir hierdie finale eksamen uitgereik word aan die studente wie die werk van beide seksie A en seksie B voltooi het. Die eksamen sal bestaan uit 3 vraestelle en 2 praktika van 6 uur elk.

In 1962 word seksie A behandel en in 1963 weer seksie B.

Bibliografie/Bibliographies—1962

Alle Kursusse: Studente word aangeraai om Marloth: *The Flora of South Africa* (Kaapstad, Darter) herhaaldelik te raadpleeg. Die werk is uit druk, maar kan in baie openbare biblioteke geraadpleeg word.

All Courses: Students are advised to consult Marloth: *The Flora of South Africa* (Cape Town, Darter) as often as possible. This work is out of print but can be found in many public libraries.

KURSUS I/COURSE I

(a) Aanbevole leerboeke waarvan studente self eksemplare moet besit/Recommended textbooks of which students should possess copies:

1. Goossens & Botha: *Leerboek vir Plantkunde* (Voortrekkerpers).
Goossens: *Suid-Afrikaanse Blomplante* (Voortrekkerpers).
McClellan & Ivimey-Cook: *Theoretical Botany* (Longmans), of/or
2. James: *Introduction to Plant Physiology* (1943, Univ. Press, Oxford), en/and
Phillips: *The Genera of South African Flowering Plants* (Govt. Printer),
saam met een van die volgende/with one of the following:
Porter: *Taxonomy of Flowering Plants* (Freeman & Co., London).
McClellan & Ivimey-Cook: *Theoretical Botany* (Longmans), of/or
Bower: *Botany of the Living Plant* (MacMillan), of/or
Hill, Overholts, Popp & Grove: *Botany* (1960) (McGraw-Hill), of/or
Holman & Robbins: *Textbook of Botany* (Chapman & Hall), of/or
Lowson & Sahni: *Textbook of Botany* (Univ. Tutorial Press), of/or
Smith e.a.: *Textbook of General Botany* (MacMillan), of/or
Robbins & Weier: *Botany* (Wiley).

(b) Vir raadpleging i.v.m. praktiese werk word aanbeveel/For consultation in connection with practical work the following are recommended:—

McClellan & Cook: *Practical Botany* (Longmans).
Howarth & Warner: *Practical Botany* (Univ. Tutorial Press).

- (c) Algemene naslaan- en leesboeke/General reference and textbooks:—
McGregor Skene: *Biology of Flowering Plants* (Sidgwick & Jackson).
Brimble: *Intermediate Botany* (MacMillan).
Sinnott: *Botany* (McGraw-Hill).

KURSUSSE II EN III/COURSES II AND III

Algemeen/General

Brimble: *Intermediate Botany* (MacMillan).
Howarth & Warner: *Practical Botany* (Univ. Tutorial Press).
Coulter, Barnes & Cowles: *A Textbook of Botany*, Vol. I and II (American Book Co.).
Fritsch & Salisbury: *An Introduction to the Study of Plants* (Bell).
Fritsch & Salisbury: *Plant Form and Function* (Bell).
Goossens & Botha: *Leerboek vir Plantkunde* (Voortrekkerpers).
Hill, Overholts, Popp & Grove: *Botany* (1960) (McGraw-Hill).
Holman & Robbins: *A Textbook for Colleges and Universities* (Wiley).
Johnson: *A Textbook of Botany for Students* (Allman).
Koningsberger & Reinders: *Leerboek der Plantkunde, bande I en II* (Scheltema).
Lowson & Sahni: *A Textbook of Botany* (Univ. Tutorial Press).
McClellan & Ivimey-Cook: *Theoretical Botany* (Longmans).
McClellan & Ivimey-Cook: *Practical Botany* (Longmans).
McGregor Skene: *The Biology of Flowering Plants* (Sidgwick & Jackson).

Robbins & Weier: *Botany* (Wiley).
 Scott: *Structural Botany*, Vol. I & II (Black).
 Strasburger: *Lehrbuch der Botanik* (Fisher).
 Swingle: *Plant Life* (Chapman & Hall).
 Trauseau, Sampson & Tiffany: *Textbook of Botany* (Harper).
 Ulrich & Arnold: *Lehrbuch der Allgemeinen Botanik, Band I*.
 Von Guttenberg: *Lehrbuch der Allgemeinen Botanik*, (Akademie Verlag).
 Went: *Leerboek der Algemeene Plantkunde* (Walters).

Anatomie | Anatomy

Johansen: *Plant Microtechnique* (McGraw-Hill).
 Forster: *Practical Plant Anatomy* (Van Nostrand).
 Chamberlain: *Methods in Plant Histology* (Univ. Press, Chicago).
 Chamberlain: *Gymnosperm Structure and Evolution* (Univ. Press, Chicago).
 Eames & McDaniels: *Introduction to Plant Anatomy* (McGraw-Hill).
 Esau: *Plant Anatomy* (Wiley).
 Haberlandt: *Physiological Plant Anatomy* (MacMillan).

Fisiologie | Physiology

Andus: *Plant Growth Substances* (Hill).
 Boysen Jensen: *Growth Hormones in Plants* (McGraw-Hill).
 Curtus: *Translocation of Solutes in Plants* (McGraw-Hill).
 James: *Introduction to Plant Physiology* (1943, Univ. Press, Oxford).
 Kostytschew: *Lehrbuch der Pflanzenphysiologie, Band I* (Springer).
 Kostytschew & Went: *Lehrbuch der Pflanzenphysiologie, Band II* (Springer).
 Maximow: *Plant Physiology* (McGraw-Hill).
 Maximow: *The Plant in Relation to Water* (Allen & Unwin).
 Meyer & Anderson: *Plant Physiology* (Chapman & Hall).
 Miller: *Plant Physiology* (McGraw-Hill).
 Schlenker: *Die Wuchsstoffe der Pflanze* (Lehmanns).
 Stiles: *An Introduction to the Principles of Plant Physiology* (1950, Methuen).
 Went & Thimann: *Phytohormones* (MacMillan).
 Bonner & Galston: *Principles of Plant Physiology*.
 Machlis & Torrey: *Plants in Action*.

University of Fort Hare

Ekologie | Ecology
 Together in Excellence

Braun-Blanquet: *Plant Sociology* (McGraw-Hill).
 Daubenmire: *Plants and Environment* (Wiley).
 McDougall: *Plant Ecology* (Kimpton).
 Newbigin: *Plant and Animal Geographpy* (Methuen).
 Oosting: *Study of Plant Communities* (Freeman).
 Tansley: *Introduction to Plant Ecology* (Allen).
 Weaver & Clements: *Plant Ecology* (McGraw-Hill).

Erfikheidsleer en Evolusie | Heredity and Evolution

Bailey & Gilbert: *Plant-Breeding* (MacMillan).
 Coulter & Coulter: *Plant Genetics* (Univ. Press, Chicago).
 Darwin: *On the Origin of Species* (Murray).
 Goldschmidt: *Physiological Genetics* (McGraw-Hill).
 Huxley: *Evolution* (Allen & Unwin).
 Morgan: *Physical Basis of Heredity* (Lippencott).
 Punnett: *Mendelism* (MacMillan).
 Sharp: *Cytology* (McGraw-Hill).
 Sinnott & Dunn: *Principles of Genetics* (McGraw-Hill).
 Watkins: *Heredity and Evolution* (Murray).

Algae

Fritsch: *The Structure and Reproduction of the Algae* (Univ. Press, Cambridge).
 Smith: *Cryptogamic Botany*, Vol. I (McGraw-Hill).
 Smith: *Fresh Water Algae of the U.S.A.* (McGraw-Hill).

Fungi

Gaumann: *The Fungi* (1952) (Hofner).
 Alexopoulos: *Introductory Mycology* (Wiley).
 Bessey: *Morphology and Taxonomy of Fungi* (Blackiston).
 Fitzpatrick: *The Lower Fungi* (McGraw-Hill).
 Gaumann & Dodge: *Comparative Morphology of Fungi* (McGraw-Hill).

Gwynne-Vaughan: *Fungi* (Univ. Press, Cambridge).
 Gwynne-Vaughan & Barnes: *The Structure and Development of the Fungi*.
 Smith: *Cryptogamic Botany*, Vol. I (McGraw-Hill).
 Wolf & Wolf: *The Fungi*, Vol. I and II (Wiley).

Briofiete/Bryophytes

Bower: *Primitive Land Plants* (MacMillan).
 Campbell: *Mosses and Ferns* (MacMillan).
 Fitting: *Cryptogamic Botany*, Vol. II (MacMillan).
 Smith: *Cryptogamic Botany*, Vol. II (McGraw-Hill).

Pteridofiete/Pteridophytes

Bower: *The Ferns*, Vol. I, II and III (Univ. Press, Cambridge).
 Campbell: *Mosses and Ferns* (MacMillan).
 Eames: *Morphology of Vascular Plants* (McGraw-Hill).

Sistematiese Plantkunde/Systematic Botany

Engler & Prantl: *Die Natürlichen Pflanzenfamilien* (Leipzig).
 Core: *Plant Taxonomy* (Prentice-Hall).
 Porter: *Taxonomy of Flowering Plants* (Freeman & Co., London).
 Bews: *The Grasses of the World* (Univ. Press, Cambridge).
 Goossens: *Suid-Afrikaanse Blomplante* (Transvaler-Boekhandel).
 Hutchinson: *The Families of Flowering Plants* Vol. I and II (MacMillan).
 Philips: *The General of South African Flowering Plants* (Govt. Printer).
 Thistelton-Dyer: *Flora Capensis*, Vol. I-VII (Lovell Reeve).
 Lawrence: *Taxonomy of Plants* (MacMillan).

DEPARTEMENT VAN SIELKUNDE

Die leerplanne van die Universiteit van S.A. word hieronder aangedui. Daar is egter voorstelle aan laasgenoemde Universiteit gedoen vir gewysigde leerplanne wat ook 'n beplande laboratorium program insluit en indien goedkeuring hiervoor verkry word sal die leerplanne vir Sielkunde by Fort Hare dienoreenkomstig gewysig word.

University of Fort Hare

Together in Excellence
 (Een vraestel)

Morgan: *Introduction to Psychology* (2de druk).

Munn: *Psychology* (3de druk).

1. *Psigologie as wetenskap*.—Definisie en studieveld; oorsprong van wetenskaplike psigologie; navorsingsmetodes en onderafdelings in die psigologie.
2. *Dierlike gedrag*.—Betekenis van die studie van dierlike gedrag vir die psigologie; waarneming; gedragsoriëntasie; instinktiewegegag; die leerproses.
3. *Die brein en sensustelsel*.—Struktuur van die neuron; sensu-impulse; sinaptiese verbindings; die refleks; sentrale- en perifere afdelings van sensustelsel; die brein en breinfunksie.
4. *Rypwording en ontwikkeling*.—Oorerwingsmeganismes; fisiese rypwording en die rypwording van gedrag; ontwikkeling van die motoriese vermoëns en taal.
5. *Geheue en die leerproses*.—Klassieke kondisionering en die instrumentele leerproses; perseptuele leerproses; verkryging van vaardighede en oefeningsoordrag.
6. *Verbeelding en denke*.—Die rol van beelde en spierbewegings in die leerproses; simbole en begrippe; probleemoplossing en logiese redenering.
7. *Motivering*.—Die aard van motivering; fisiologiese dryfvere; instrumentele gedrag; aangeleerde motiewe; persoonlike en sosiale motiewe.
8. *Gevoel en emosie*.—Liggaamsgesteldheid en emosie; emosionele gedrag en die ervaring van emosies; emosionele motivering.
9. *Frustasie en konflik*.—Frustasie van motiewe; reaksies op frustasie en angs; repressie; reaksievorming; projeksie; verplasing; rasionalisasie; kompensasie; regressie.
10. *Aandag en waarneming*.—Waarnemingsbeginsels; waarneming van objekte; dieptewaarneming; waarnemingskonstantheid; sosiale- en kulturele invloede in waarneming.

11. Gesig.
12. Gehoor.
13. Intellektuele vermoëns.
14. Persoonlikheid.
15. Psigologiese meting.

Kursus II

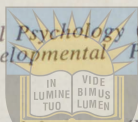
Vraestel 1.—Ontwikkelingsielkunde.

1. (a) *Algemene Inleiding*.—Groei, ontwikkeling, leer.
(b) *Historiese Oorsig*.—Oorsprong en ontwikkeling van die ontwikkelingsielkunde, moderne uitgangspunt en metodes.
2. Voorgeboortelike ontwikkeling.
3. Vroeë kinderleef tyd.
4. Kleuterjare.
5. Later kinderjare.
6. Pre-adolessensie en adolessensie.
7. Vroeë volwassenheid.
8. Volwassenheid.
9. Bejaardheid.

Die liggaamlike, sosiale, emosionele, verbale, intellektuele, etiese ontwikkeling in al die genoemde ouderdomsgroepe moet gedek word, met besondere verwysing na die invloed van die gesin en die groter gemeenskap.

Voorgeskrewe Boeke:

Hurlock, E. B.: *Developmental Psychology* (McGraw-Hill), of
Goodenough & Tyler: *Developmental Psychology* (Appleton-Century, Crofts).



Aanvullende Leesstof:

Jersild, A. T.: *Psychology of Adolescence* (MacMillan).
Jourard, S. M.: *Personal Adjustment* (MacMillan).
Thorpe, L. P. T.: *Child Psychology and Development* (Ronald Press).
Cruze, W. W.: *Adolescent Psychology* (Ronald Press).
Jersild, A. T.: *Child Psychology* (Staples Press).
Cole, L.: *Psychology of Adolescence* (Richart).
Garrison, K. C.: *Psychology of Adolescence* (Prentice-Hall).
Mussen, P. H. en Conger, J. J.: *Child Development and Personality* (Harper & Broc).
Anderson, J. E.: *Psychological Aspects of Aging* (American Psychological Association).

Vraestel 2.—Sosiale sielkunde.

Handboeke:

Kimball Young: *Handbook of Social Psychology*, 2de uitgawe.
Kimball Young: *Personality and Problems of Adjustment*, 2de uitgawe.
Klineberg: *Social Psychology*, 2de uitgawe.

Aanvullende literatuur:

Krech en Crutchfield: *Theory and Problems of Social Psychology*.
Anastasi en Foley: *Differential Psychology*.

A. Basiese Meganismes van Sosiale gedrag.

1. Motivering: Teorieë in verband met motivering, bv. instink, drang, ens.
2. Meganismes van Interaksie: Gedrag in die menigte, nabootsing, suggestie, stereotipes.
3. Die Openbare Mening: Propaganda, media tot meningvorming, vooroordeel.
4. Leierskap: Soorte leiers, kenmerke, betekenis van leierskap.
5. Houdinge: Vorming en funksie, verandering, meting.
6. Persoonlikheid: Tipologieë; persoonlikheidsteorieë; kulturele en biologiese invloede op persoonlikheid; metodes om persoonlikheid te bestudeer.
7. Die Sielkunde van Oorlogvoering en Internasionale Verhoudinge: Internasionale spanning—oorsake en metodes waarvolgens dit verminder kan word.

B. *Differensiële Sielkunde.*

1. Individuele verskille.
2. Geslagsverskille.
3. Etniese verskille.

C. *Spesifieke Aanpassingsprobleme.*

1. Jeugmisdaad: Sosiaal-kulturele agtergrond; die persoonlikheid van die jeugmismadiger; metodes om die probleem te behandel.
2. Die Huwelik en Egskeiding: Faktore van belang voor die huwelik; aanpassing van die huwelikspaar; faktore wat 'n huwelik laat slaag; oorsake en gevolge van huweliksontbinding; huweliksvoorligting.
3. Die Sielkunde van die Moderne Vrou: Historiese agtergrond; onlangse kulturele veranderinge; die twee rolle wat die vrou moet speel; die aanpassing van die ongehude vrou.
4. Sielkundige Probleme wat met die Beroepslewe in verband staan: Die aard van die moderne nywerheids- en sakelewe; die uitwerking daarvan op die individu; eentonigheid en vervelendheid; persoonlike verhoudinge; die wanaangepaste werker.
5. Die latere rypeidsjare en die Bejaarde: Bejaardheid soos dit onder verskillende maatskaplike toestande voorkom; veranderende toestande in ons samelewing; die liggaamlike en geestesveranderinge wat 'n gevorderde leeftyd kenmerk; aanpassing by gevorderde leeftyd; metodes waarvolgens bejaardes gehelp kan word om aan te pas.

Kursus III

Vraestel 1.—Psigopatologie.

1. Historiese oorsig; oorsprong en ontwikkeling van die Psigopatologie; verskillende benaderings.
2. Aanpassingsprobleme, **groeiprobleme**, afhanklikheid en psigologiese ontbering, seksuele ontwikkeling, **agressie**.
3. Integrasie van die persoonlikheid: konsep van selfbekwaamheid en selfagting, gewete en ideale, **fantasie** en drome.
4. Die rol van genetiese, **konstitusionele**, rypings- en fisiologies-funksionele faktore in die psigopatologie.
5. Neurotiese konflikte, **versterkte Overdedigingsmeganismes**, oorsprong van neurotiese neigings, **gedurende kinderjare**, faktore wat neurotiese instorting veroorsaak.
6. Sindrome van neurose: angsneurose, fobieë, obsessies, dissosiasie, histerie, simptoomvorming.
7. Psigomatiese versteurings: emosie en liggaamlike veranderinge, ingewandsmoeilikhede, essensiële hipertensie, bronchiale asma, simptoomvorming.
8. Sindrome van serebrale versteuringe en versteuringe by gevorderde leeftyd, die psigopatiese afwykende, encefalitis, en ander siektes met hul naslepe.
9. Manies-depressiewe toestande: psigologiese betekenis en die probleem aangaande psigosomatiese interaksie.
10. Skisofrenie.
11. Paranoia.
12. Alkoholisme.

Voorgeskrewe Boeke:

- Landis en Bolles: *Textbook of Abnormal Psychology.*
White: *The Abnormal Personality* (Ed.) (Ronald Press, 1956).
O'Kelly en Muckler: *Introduction to Psychopathology* (2de uitgawe).
Roux: *Alkoholisme* (Van Schaik, 1955).
Blignaut: *Enkele aspekte van alkoholverbruik en Oor- en dwangmatige verbruik van alkohol as afwykende gedrag by ete en drinke.* (Mededelings van die Universiteit van Suid-Afrika, C7 en C10).

Vraestel 2 (a).—Sielkundige Voorligting.

Voorgeskrewe Handboeke:

- Tyler: *The Work of a Counsellor.*
Humphreys en Traxler: *Guidance Services.*
1. Geskiedkunde ontwikkeling van Voorligtingsielkunde.
2. Maatskaplike grondslae van voorligting.
3. Sielkundige doelstellings van voorligting.

4. Teoretiese benaderings van voorligting.
5. Diagnostiese beginsels.
6. Die onderhoud.
7. Besondere probleme:
 - (a) Persoonlike aanpassingsprobleme.
 - (b) Opvoedkundige probleme.
 - (c) Beroepsprobleme.
8. Hulpmiddele by die onderhoud.
9. Voorligting as 'n leerproses.
10. Groepsbesprekings.
11. Hulpdienste.
12. Administratiewe aangeleenthede.
13. Evaluasie van voorligting.
14. Professionele status van voorligter.

Vraestel 2 (b).—Inleiding tot die Kliniese Sielkunde.

Voorgeskrewe boek:

Pennington en Berg: *An Introduction to Clinical Psychology*.

Addisionele leesstof:

Louttit: *Clinical Psychology of Exceptional Children* (1957)

Rogers: *The Clinical Treatment of the Problem Child*.

Corsini: *Methods of Group Therapy*.

Garfield: *Introduction to Clinical Psychology*.

1. Teoretiese Grondslae.
2. Kliniese metodes, onder andere die onderhoud en die gevallestudie, toets-tegnieke.
3. *Kliniese Probleme*.—Die kindjare en die adolessensie, vertraagde kinders, psigoseksuele en huweliksprobleme, liggaamlik-afwykendes, spraakgebreke; die psigoneuroses; die psigososiale, psigopatiese en kriminele gedrag, probleme gedurende die latere wasdomjare.
4. *Psigoterapie*: Begripsbepaling, terapeutiese metodes, onder andere die direkte benadering, kliëntegesentreerde terapie; groep terapie, terapeutiese tegnieke met kinders; rehabilitasie.
5. Navorsing.

Vraestel 3.—Inleiding tot Navorsingsmetodes in die Sielkunde.

A. *Die Beginsels van Wetenskaplike Navorsing*.

1. Wat is navorsing? Geskiedenis en Definisies.
2. Die Beginsels van Wetenskaplike Navorsing.
3. Die Sielkunde as Wetenskap.
4. Die Doel en Veld van Sielkundige Navorsing.

B. *Die Metodiek van Navorsing*.

1. Wat is Metode? Definisie en Doel.
2. Probleemstelling, Probleeminhoud en Hipotese.
3. Die Beplanning van Sielkundige Navorsing.
4. Die Ontleding en Interpretasie van Resultate.

C. *Navorsingstegnieke*.

1. Opnames en Veld-ondersoeke.
2. Veld- en Laboratorium-eksperimentasie.
3. Sielkundige Toetse.
4. Dokumentasie van Navorsing.

D. *Statistiese Metodes*.

1. Die Gebruik en Misbruik van Statistiese Metodes in Navorsing.
2. Basiese Statistiese Verwerkings: Sentrale Waardes, Verspreiding en Assosiasie, en andere.
3. Waarskynlikheid en Beduidendheid.
4. Organisasie en Beplanning van Ontledings.

Voorgeskrewe boeke:

(A) Cohen and Nagel: *An Introduction to Logic and Scientific Method*.

(B) Brown & Ghiselli (1955): *Scientific Method in Psychology* (McGraw Hill, Londen).

(C) Festinger & Katz (1954) *Research Methods in the Behavioral Sciences* (Staples Press, Londen).

(D) Wallis & Roberts (1957): *Statistics. A New Approach* (Methuen & Co., Londen).

Honneurs-Baccalaureuseksamen

Die Kursusse is saamgestel uit vyf studiebane. Die student moet EEN kies. Die studiebane is:

- Baan A: Sosiale Sielkunde.
- Baan B: Inleiding tot die Kliniese Sielkunde.
- Baan C: Voorligtingsielkunde.
- Baan D: Industriële Sielkunde.
- Baan E: Pastorale Sielkunde.

Elke Studiebaan bestaan uit SES vraestelle, waarvan DRIE verpligtend vir alle kandidate is. Die verpligtende vraestelle is:

- Vraestel 1: Persoonlikheidsielkunde.
- Vraestel 2: Navorsingsmetodiek.
- Vraestel 3: Ontwikkelingsielkunde.

Om administratiewe werk te vergemaklik, word vraestelle genommervan een tot elf. Die oorblywende agt vraestelle word deur die volgende gebiede gedek:

- Vraestel 4: Sosiale Sielkunde.
- Vraestel 5: Fisiologiese Sielkunde.
- Vraestel 6: Psigopatologie en Sosiale Patologie.
- Vraestel 7: Teoretiese Grondslae van die Kliniese Sielkunde.
- Vraestel 8: Voorligtingsielkunde.
- Vraestel 9: Industriële Sielkunde.
- Vraestel 10: Personeelsielkunde.
- Vraestel 11: Pastorale Sielkunde.

BAAN A (Sosiale Sielkunde) bestaan uit vraestelle 1, 2, 3, 4, 5 en 6.

BAAN B (Inleiding tot die Kliniese Sielkunde) bestaan uit vraestelle 1, 2, 3, 5, 6 en 7.

BAAN C (Voorligtingsielkunde) bestaan uit vraestelle 1, 2, 3, 6, 8 en 10.

BAAN D (Nywerheidsielkunde) bestaan uit vraestelle 1, 2, 3, 4, 9 en 10.

BAAN E (Pastorale Sielkunde) bestaan uit vraestelle 1, 2, 3, 4, 6 en 11.

Verdere besonderhede oor die gebiede wat deur die vraestelle gedek word:

Vraestel 1.—Persoonlikheid.

Die vraestel bestaan uit twee afdelings. Afdeling A is bedoel om die student 'n oorsig van die persoonlikheidsielkunde te gee en die volgende boeke is voorgeskrywe:

Calvin S. Hall en Gardner Lindzey: *Theories of Personality*, tweede uitgawe, Chapman and Hall, Limited, Londen.

Henry P. David en Helmut von Bracken: *Perspectives in Personality Theory*, 1957, Tavistock Publications Limited, Londen.

Kluckhohn en Murray: *Personality in Nature, Society and Culture*.

Persoonlikheidsteorieë afkomstig uit die Vasteland van Europa, uit Engeland en uit die V.S.A. word behandel. In sy tweede studiejaar of later moet die student, nadat hy genoegsame blyke gegee het dat hy die veld verken het, in oorleg met die Departementshoof 'n bepaalde gedagterigting kies en hom daarin verdiep. Hiervoor word dan boeke wat oor die onderwerp handel, aan die student aanbeveel.

Vraestel 2.—Navorsingsmetodiek.

Daar word aangeneem dat die student 'n deeglike begrip het van die inleidende lesings soos aangebied in Sielkunde III, Vraestel 3 waar die volgende aspekte bespreek is:

- (a) Die beginsels van wetenskaplike navorsing;
- (b) die metodiek van navorsing;
- (c) navorsingstegnieke;
- (d) statistiese metodes in sielkundige navorsing.

Met hierdie agtergrond reeds daargestel, word in hierdie vraestel op die meer gevorderde aspekte van navorsingsmetodiek in die sielkunde gekonsentreer. Die vraestel bestaan uit drie onderafdelings, nl. eksperimentele ontwerp en statistiese teorie; statistiese metode en navorsingsprobleme; sielkundige metings en psigometriese probleme. Studente wat vir die kursus ingeskrywe het, sal van 'n leeslys voorsien word.

Vraestel 3.—Ontwikkelingsielkunde.

Die studiegebied strek van konsepie tot die dood en is gegrond op die basiese veranderinge wat die mens as ontwikkelende en later as degenererende wese ondergaan. Die studiegebied word in hoofsaak gedek deur die volgende boeke, maar moet aangevul word met gepaste tydskrifartikels en boeke wat handel oor bepaalde periodes in die menslike lewe:

Hurlock: *Developmental of Psychology.*

Pressey en Kuhlen: *Psychological Development through the Life-Span.*

Zubeck and Zolberg: *Human Development.*

Thorpe and Cruze: *Developmental Psychology.*

Goodenough and Tyler: *Developmental Psychology.*

Vraestel 4.—Sosiale Sielkunde.

Drie onderliggende wisselwerkende prosesse dien as kern van die studiemateriaal van die Sosiale Sielkunde, nl. dié van persoon-tot-persoon (bv. die huwelik en gesinsverhoudings); persoon-tot-persoon-groep (bv. leier-en-volging-wisselwerking) en groep-tot-groep (bv. rasseverhoudings).

In die leerplan word onder andere gepeop om 'n beeld te gee van sake soos rasse-aangeleenthede, wat in 'n veelrassige land soos die Republiek van Suid-Afrika van besondere belang is.

Vraestel 5.—Fisiologiese Sielkunde.

In die leerplan van die Fisiologiese Sielkunde word 'n poging aangewend om gemeenskaplike faktore in die vakgebiede van die Fisiologie en die Sielkunde toe te lig. Uit sielkundige oogpunt gesien, is die doel om 'n beter begrip te bevorder van die organisme se gedragsmeganismes. Die Fisiologiese Sielkunde beskou hierdie insae in die gedragsmeganismes van sowel mens as dier as van fundamentele belang vir die begrip van albei, maar veral van die mens omdat die mens as gees-liggaam-eenheid beskou word en die werking van die orgaanstelsels en die fisiologiese gesteldheid van die mens sy geestesgesteldheid en gedrag kan beïnvloed. Verder word daar 'n verband met die dierlike organismes gesoek wat as reagerende organisme sy gedragstelsels op sy eie vlak openbaar. Uit hierdie oogpunt kan 'n studie van dierlike gedrag van belang wees vir die begrip van gedrag by die mens. Die studieterrrein van die Fisiologiese Sielkunde word min of meer gedek deur die volgende boeke, aangevul met sekere tydskrifartikels:

Wenger, Jones en Jones: *Physiological Psychology OF*

Morgan en Stellar: *Physiological Psychology OF*

Walsh: *Physiology of the Nervous System OF*

Fulton: *Physiology of the Nervous System.*

Pritchard and Blake: *Aids to Neurology.*

Walsh: *Diseases of the Nervous System.*

Vraestel 6.—Psigopatologie en Sosiale Patologie.

Hierdie vraestel bestaan uit drie afdelings wat onderskeidelik handel oor die neuroses, die psigosies en sosiaal-patologiese probleme. By die behandeling van die neuroses word die moderne rigting gevolg, en word die klem op die dinamismes van neurotiese gedrag en nie op die konvensionele, tans uitgediende klassifikasies gestelsels gelê nie. Groter gewig word gegee aan die studie van die neuroses as aan stelsels van die psigosies. Die Sosiale Patologie is 'n studiegebied wat gaan oor menslike probleme soos armoede, alkoholisme, misdaad, jeugmisdaad, gesinsprobleme, ongehoorde moederskap, prostituïsme en al sy vorms en selfmoord.

Vraestel 7.—Teoretiese Grondslae van die Kliniese Sielkunde.

Die vraestel behels die volgende: Die kliniese metode in die sielkunde; die dinamika van groepterapie; en Denkrigtings en spesifieke probleme in die kliniese sielkunde. Die handboeke vir elke afdeling sal, tesame met die studiemateriaal, aan ingeskrewe studente verskaf word.

Vraestel 8.—Voorligtingsielkunde.

Die Voorligtingsielkunde is 'n toepassing van sielkundige kennis en tegnieke wat hom ten doel stel om die aanpassing van die individu binne sy maatskaplike verband te bevorder. Die student word vertrouwd gemaak met die doelstellings van die Voorligtingsielkunde, diagnostiese beginsels, soorte probleme waarmee kliënte te kampe het en die onderliggende psigodinamiek, tegnieke vir onderhoudvoering en hulpmiddels by die onderhoud. Daar word ook aandag geskenk aan die organisasie en administrasie van voorligtingsdienste en interprofessionele verhoudings. Die kursus is in die geheel 'n voorbereiding vir die praktyk van sielkundige voorligting.

'n Bibliografie sal aan ingeskrewe studente voorsien word.

Vraestel 9.—Industriële Sielkunde.

Opkoms van die Industriële Sielkunde, Personeelbestuur en -administrasie; Ekonomiese Sielkunde, Advertensies en Motivering; Ergonomika. Ontledings- en beoordelingstegnieke. Operasionele Navorsing.

Studiemateriaal, asook 'n bibliografie, word aan ingeskrewe studente verskaf.

Vraestel 10.—Personeelsielkunde.

Personeelsielkunde moet gesien word as 'n aspek van die Industriële Sielkunde en nie as iets losstaande nie. In die leerplan vir die personeelsielkunde val die klem op menslike verhoudings en personeelprobleme in die handel en nywerheid. Die leerplan word in die volgende drie onderafdelings ingedeel: Menslike verhoudings, groepdinamika en industriële geesteshigiëne, spesifieke personeelprobleme; personeelrekrutering, -keuring, -indeling en -opleiding.

Vraestel 11.—Pastorale Sielkunde

Inleiding.

1. Doel en gebied:

- (a) *Doel*: Om die persoon binne sy eie godsdienstverband in sy verskillende lewensfasies, en in sy verskillende lewensomstandighede, sowel as in sy aanpassings- en persoonlikheidsprobleme, as 'n sielkundige entiteit te benader, ten einde beter in staat te wees om die godsdienstige sielsorg meer toereikend toe te pas.
- (b) *Gebied*: Pastoraal-Sielkundige benadering van die lidmaat in sy normale sowel as sy afwykende gedrag, op al die terreine van pastorale sorg, soos huisbesoek, siekebesoek, besoeke tydens beproewing en leed, opvolgingsbesoeke, ens.

2. Differensiasie: Kliniese Sielkunde, Pastorale Sielkunde, Sielsorg, Voorligtingssielkunde.

Pastoraal-Sielkundige Tegnieke:

1. Gesprek.
2. Psigoterapeutiese Sielkundige Tegnieke.
 - (a) Groepsterapie.
 - (b) Voorligtingstegnieke.
3. Beginsels van Geestesgesondheid.

Benadering van Pastoraal-Sielkundige Probleme—

1. Buitekerklikes.
2. Kerkloses.
3. Vertwyfeldes.
4. Sondewaan.
5. Siekte.
6. Sterfte.
7. Alkoholisme.
8. Egskeiding.
9. Jeugmisdaad.
10. Lewensleed.
11. Immoraliteit.
12. Ongehude moederskap.
13. Voorbereiding tot die huwelik.

Voorlopige Bibliografie:

- Outler, A. C.: *Psychotherapie en Evangelieverkondiging*.
Abbing, Roscam, Dr. P. J.: *Zielzorg*.
Faber, dr. H.: *Pastorale Verkenning*.
Berthold, Fred: *The Fear of God*.
Hiltner, Seward: *The Christian Shepherd*.
Hiltner, Seward: *Preface to Pastoral Theology*.
Hiltner, Seward: *Pastoral Counseling*.
Johnson, Paul E. *Psychology of Religion*.
Binkley, Olin T: *The Rural Ministry and Pastoral Psychology*.
Bowman, Henry A.: *A Christian Interpretation of Marriage*.

DEPARTEMENT VAN CHEMIE

Kursus I

TEORIE

A.—Algemene en Fisiese Chemie.

Gaswette, die kinetiese-molekulêre teorie, gravimetriese wette van chemiese verbinding, atoom- en molekulêre teorieë, atoom- en molekulêregewigte en hulle bepaling, die periodieke tabel, atoomstruktuur, elektroniese teorie van valensie, vloeistowwe en oplossingswette, soliede en hulle eienskappe, chemiese energie en termochemie; die wet van Hess, oksidasie en reduksie, die ioniese teorie, sure, basiese, soute, elektrolise, die snelhede van reaksies, die wet van massawerking, die beginsel van Le Chatelier, oppervlaktechemie, katalise.

B.—Anorganiese Chemie.

Bereiding van elemente; die chemie van die volgende elemente van die standpunt van die periodieke indeling: hidrogeen, natrium, kalium, magnesium, calcium, die halogene, suurstof, swawel, nitrogeen, fosfor, koolstof, aluminium, chroom, mangaan, yster.

C.—Organiese Chemie.

Die struktuur, benaming, bereiding en eienskappe van die volgende klasse van organiese stowwe:

Alifatiese verbindings.— Die alkane, alkene, alkyne, die alkiel haliede, alkohole, eters, aldehiede, ketone, die karboksiesure en hulle derivate; Aromatiese verbindings—Bensien en sy homoloë, en hulle monohidroksi-, amino-, karboniel- en karboksiel-substitusieprodukte.

PRAKTIES

Die bereiding van organiese en anorganiese eenvoudige verbindings; organiese kwalitatiewe analise; die identifikasie van soute; die bepaling van ekwivalentegewigte; gravimetriese analise; titrimetriese analise.

Kursus II

University of Fort Hare

TEORIE

Together in Excellence

Vraestel 1.—Anorganiese en Analitiese Chemie.

Die beginsels van analitiese chemie; 'n meer omstandige studie van die chemie van die elemente in die hoofgroepe van die periodieke stelsel; 'n vergelykende studie van die elemente van die volgende Groepe: 1a en 1b, 2a en 2b.

Vraestel 2.—Fisiese Chemie.

Atoomstruktuur en chemiese bande; die gasstoestand; die vaste toestand; die vloeistofstoestand; termodinamika en termochemie; elektrochemie.

Vraestel 3.—Organiese Chemie.

'n Verdere studie van alifatiese en aromatiese verbindings.

PRAKTIES

Kwalitatiewe en volumetriese analise; fisiese chemie; organiese bereidings.

Kursus III

TEORIE

Vraestel 1.—Anorganiese en Analitiese Chemie.

Die elektroniese strukture van atome; die strukture van kristalle; kompleksverbindinge; die oorgangselemente; radioaktiwiteit en kern-chemie; teorie van gravimetriese analise; instrumentale analise.

Vraestel 2.—Fisiese Chemie.

Die derde wet van termodinamika; ideale en non-ideale oplossings; fase ewewig; oppervlakte-verskynsels; elektrochemie; chemiese kinetika.

Vraestel 3.—Organiese Chemie.

'n Verder studie van aromatiese verbindings, polikernige aromatiese verbindings, en kleurstowwe ingesluit; furaan, tiofeen, pirrool, piridien, kwinolien, isokwinolien, eenvoudige alkaloides; alisikliese verbindings; eenvoudige terpene; fisiese metodes vir die verduideliking van organiese strukture; reaksiemeganismes.

PRAKTIES

A.—Anorganiese Chemie.

Semimikro-metodes vir die kwalitatiewe analise van anione; die analitiese toepassing van EDTA; gravimetriese analise.

B.—Fisiese Chemie.

Oppervlakte-spanning; parachor; brekings-indeks van organiese vloeistowwe; fase-diagramme; distribusie-koëffisiënte; elektrochemie; polarimeting; snelhede van reaksies; kleurmeting.

C.—Organiese Chemie.

Analitiese en bereidings-metodes van organiese chemie.

Honneurs

Aspirantkandidate vir die Honneurs-Baccalaureusgraad in Chemie moet die Departementshoof raadpleeg.

DEPARTEMENT VAN STAATSLEER

Kursus I

(Een vraestel)

1. Die omvang en metodologie van die vak Staatsleer en sy verhouding tot die ander sosiale wetenskappe.
2. Teorieë insake die ontstaan van die staat: Die sosiale kontrakteorieë (Hobbes, Locke en Rousseau), die Goddelike reg van konings, die magsteorieë, die aanvaarde teorieë.
3. Die historiese ontwikkeling van staatsinstellings en die teorieë daaromtrent.
 - (a) Die klassieke Griekse staatsinstellings (Sparta en Athene) en opvattinge (Socrates, Plato en Aristoteles);
 - (b) die Romeinse stadstaat en staatsteorieë (Polybius en Cicero);
 - (c) die Romeinse Ryk, die opkoms van die kerk en die pousdom, die staatsteorieë van die vroeë Christene, Augustinus;
 - (d) die Heilige Romeinse Ryk; die stryd tussen kerk en staat;
 - (e) Thomas van Aquinas, Die Konsilie-beweging, Willem van Ockam, Marsilius van Padua, Nicolaas Cusanus en Wycliff, en
 - (f) die Germaanse staatsinstellings, die leenstelsel, die gildestelsel en die Middeleeuse stede.
4. Die Hervorming; veral die staatsteorieë van Luther, Melanchton, Zwingli, Calvyn, en die Franse Hugenote. Die opkoms van vorstelike absolutisme. Die ontstaan van die gesentraliseerde staat.
5. Suid-Afrikaanse Staatsteorieë; die regeringstelsel van Nederland in die 17de eeu; die organisasie en instellings van die H.O.I.K. Die verskillende instellings en staatkundige strominge aan die Kaap tot 1806.

Bibliografie:

Leacock: *Elements of Political Science.*

MacIver: *The Modern State.*

Dunning: *Political Theories—Ancient and Mediaeval—From Luther to Montesquieu and from Rousseau to Spencer.*

Jenks: *The State and the Nation.*

Sabine: *History of the Political Theory.*

Bosanguet: *The Philosophical Theory of the State.*

Soltau: *An Introduction to Politics.*

Plato: *The Republic; The Statesman; The Laws.*

Aristotle: *Politics.*

Hobbes: *Leviathan.*

Locke: *Two Treatises of Government.*

Rousseau: *The Social Contract;*

Masters of Political Thought; Plato to Machiavelli; Machiavelli to Bentham.

Machiavelli: *The Prince.*

Gierke: *Political Theories of the Middle Ages.*

Homo: *Roman Political Institutions.*

Scholtemeijer: *Johannes Calvyn en sy Institusie.*

Beyers: *Die Kaapse Patriotte.*

Wypkema: *Invloed van Nederland op de Staatsinstellingen der Zuid-Afrikaanse Republiek.*

Doyle: *A History of Political Thought.*

Michell: *Sparta.*

Barker: *Principles of Social and Political Theory.*

Kelsen: *General Theory of Law and State.*

Lindsay: *The Modern Democratic State.*

Young: *Approaches to the Study of Politics.*

Kursus II

(Twee vraestelle)

Vraestel 1.

1. Die doel en bestaansrede van die hedendaagse staat.
2. Vryheid en gelykheid in die moderne staat—staatkundig sowel as ekonomies. Vryheid van meningsuiting, van beweging, van vergadering en van die pers.
3. Die Westerse demokrasie en sy grondslae.
4. Staatsfunksies.
5. Die agtiende- en negentiende-eeuse strominge: liberalisme, nasionalisme, sosialisme, konstitusionalisme en utilitarisme.
6. Die verskillende variasies van sosialisme: kollektiwisme, sindikalisme, Marxisme, anargisme en gilde-sosialisme.
7. Moderne totalitariese staatsopvattinge soos kommunisme, nasionaal-sosialisme en die verskillende soorte fascisme.

Vraestel 2.

1. Die skeiding van die staatsmagte en hulle funksies: die wetgewende, die uitvoerende, die regterlike. Die oppergesag van die reg. Die welsynstaat.
2. Verteenwoordiging: die kiesers, die kiesreg, die verskillende metodes van verkiesing (kiesafdelings, eweredige en beroepsverteenwoordiging) en metodes om tekortkomings aan te vul (volkstemming, referendum, rappel en populêre inisiatief).
3. Unies en federasies: die redes vir die invoer daarvan, die kenmerkende eienskappe. Verskillende soorte van konstitusies: uniaal en federaal, buigsaam en onbuigsaam. Tipiese bestaande voorbeelde.
4. Die uitvoerende gesag: die staatshoof. Die verskillende stelsels, die kabinet of parlementêre stelsel, die buite-parlementêre stelsels. (Die president-stelsels en die Switserse stelsel.)
5. Suid-Afrikaanse Staatsteorieë en instellings van 1806 af tot 1900. Die teorieë van die Kaapse Patriotte, die instellings en opvattinge van die Voortrekkers en in die Boererepublieke.

Bibliografie:

Laski: *A Grammar of Politics.*

Finer: *The Theory and Practice of Modern Government.*

Strong: *Modern Political Constitutions.*

Friedrich: *Constitutional Government and Democracy.*

Jennings: *Cabinet Government.*

Jennings: *Parliament.*

Wheare: *Modern Constitutions.*

Wheare: *Federal Government.*

Laski: *Reflections on the Revolution of our Time.*

Laski: *The State in Theory and Practice.*

Stephen: *The English Utilitarians.*

Key: *Politics, Parties and Pressure Groups.*

Ostrogorski: *Democracy and the Organisation of Political Parties.*

Ross: *Parliamentary Representation.*

Hobhouse: *Liberalism.*

Sombart: *Grundlagen und Kritik des Sozialismus.*

Groves: *A History of Socialism.*

Cole: *Socialistic Thought.*

Diepenhorst: *Het Nationaal Socialisme.*

Murray: *Die Volksraad*.
 Schulz: *Essentials of Government*.
 Kohn: *Nationalism*.
 Cecil: *Conservatism*.
 Halévy: *The Growth of Philosophical Radicalism*.

Kursus III

(Drie vraestelle)

Vraestel 1.

1. Die staat in die internasionale samelewing. Sy ontstaan en sy beëindiging. Die verkryging van staatsgebied en die verlies daarvan.
2. (a) Die Gemeenskap van Nasies—ontstaan en ontwikkeling van die begrip.
 (b) Die standpunte van die Positiviste en Naturaliste.
3. Internasionale reëlings vir samewerking, van die klassieke tye af tot die end van die 19de eeu, insluitende die Heilige Alliansie, die Monroeleer en die Europese Konsert.
4. Nasionalisme, internasionalisme en imperialisme. Die minderheidsvraagstuk in Europa.

Vraestel 2.

1. Die Volkebond en die Bond van die Verenigde Nasies en al hulle hooforgane. Die beginsel van soewereiniteit ooreenkomstig die verskillende konstitusies.
2. Diplomasië: oorsprong en ontwikkeling van die verskillende soorte gesante en konsuls en hulle funksies en voorregte.
3. Oorlog en Vrede—oorsake van oorlog en voorwaardes vir vrede.
4. Magspolitiek en nasionale mag. Die magsewewig.
5. Arbitrasie in die 19de en 20ste eeu.
6. Definisie van Volkereg. Bronne van die Volkereg.

Vraestel 3.

1. Koloniasie as 'n internasionale vraagstuk. Bewegredes vir die besit van kolonies. Die stadia waardeur kolonies ontwikkel tot selfregering.
2. Vraagstukke van oorbevolking, voedseltekorte en grondstowwe.
3. Die Mandaatstelsel en Trusteeskapstelsel.
4. Die internasionale vraagstukke van Afrika, suid van die Sahara.
5. Die ontwikkeling van die internasionale status van die Dominiums sedert 1919.
6. Die Geopolitiek.

Bibliografie:

Brierly: *The Law of Nations*.
 Oppenheim: *International Law*.
 Francois: *Handboek van het Volkenrecht*.
 Verdross: *Völkerrecht*.
 Satow: *Diplomatic Practice*.
 Nicolson: *Diplomacy*.
 Goodrich and Hambro: *The Charter of the United Nations*.
 Kelsen: *The Law of the United Nations*.
 Bentwich and Martin: *A Commentary on the Charter of the United Nations*.
 York: *Leagues of Nations*.
 Diederichs: *Die Volkebond*.
 Hunter-Miller: *The Drafting of the Covenant*.
 Zimmern: *The League of Nations and the Rule of Law*.
 Schwarzenberger: *Power Politics*.
 Wright: *Mandates*.
 Lord Hailey: *An African Survey*.
 Chowdhuri: *International Mandates and Trusteeship Systems*.

Honneurs-Baccalaureuseksamen

Die eksamen bestaan uit vyf vraestelle ooreenkomstig die volgende besonderhede:—

1. 'n Spesiale tydperk of aspek van die Staatsleer wat van tyd tot tyd voorgeskryf word.
2. 'n Spesiale onderwerp uit die staatkundig-regtelike ontwikkelingsgeskiedenis, wat van tyd tot tyd voorgeskryf word.
3. Die geskiedenis van die Naturellebeleid in Suidelike Afrika.
4. 'n Vergelykende studie van enige drie konstitusies (nie insluitende die konstitusie van Suid-Afrika of van die Verenigde Koninkryk nie), wat van tyd tot tyd voorgeskryf word.
5. 'n Gevorderde studie van die samestelling en funksionering van die Veiligheidsraad van die Bond van Verenigde Volke. [Een vraestel oor elke hoof van (1) tot (5).]
6. 'n Gevorderde vertaaltoets uit enige moderne Europese taal in een van die amptelike landstale, gekies te word in oorleg met die Hoof van die departement (1½ uur). Die inhoud van die stukke, ter vertaling gegee, sal van 'n staatkundige of administratiewe aard wees.

Indien 'n kandidaat alleen in die vertaaltoets druij, kan 'n aanvullingseksamen afgeneem word op aanbeveling van die Raad van Eksaminatore.

Spesiale Onderwerpe (1961-1962)

- (1) Kontraktheorie.
- (2) Soewereiniteitsleer.
- (3) Switserland, Rusland en die Verenigde State van Amerika.

Bibliografie: Sal op versoek verstrek word.

Magistereksamen

Die eksamen bestaan uit 'n verhandeling, wat oor 'n onderwerp uit die Staatsleer of 'n aanverwante vak moet gaan en blyk moet gee van oorspronklike ondersoek. So 'n onderwerp moet goedgekeur word deur die Senaat minstens ses maande voor die indiening van die verhandeling.

University of Fort Hare DEPARTEMENT VAN VOLKEKUNDE

Volkekunde: Kursus I

(Twee vraestelle)

Vraestel 1.

Die gebied en taak van die vak. Die begrippe van ras, kultuur en volk. Oorsigtelike studie van die verspreiding van rasse en volke (kulture).

Vraestel 2.

Basiese volkekundige organisasies; tegnologiese, ekonomiese en maatskaplike organisasie; religieuse stelsels; reg- en regeringstelsels; kuns en mitologie.

Kursus II

(Twee vraestelle)

Vraestel 1.

Teoretiese en empiriese studie t.o.v. primitiewe godsdienste, sosiale organisasie, reg, opvoeding, onderwys en ekonomiese lewe.

Vraestel 2.

1. Etnografiese studie van die volke van Afrika, met besondere verwysing na 'n patrilineêre Noord-Bantoestam (Bakitaras), 'n matrilineêre stam (Lamba of Bemba), 'n Nilotiese Stam (Lango), 'n Negerstam (Ashanti), en wel meer bepaald ten opsigte van staatsorganisasie, religieuse stelsels, sosiale organisasie en ekonomiese stelsels.

2. Studie van die teorieë t.o.v. die indeling van die kulture van Afrika.

Kursus III

(Drie vraestelle)

Vraestel 1.

Intensiewe studie van die verskillende volkekundige rigtings, hulle opvattinge, metodes en teorieë, veral die van die twintigste eeu.

Vraestel 2.

1. Intensiewe studie van kultuurleer en die prosesse van kultuurvermenging in die algemeen en met besondere verwysing na toestande in Suid-Afrika en Amerika.

2. Die waarde en gebruik van volkekunde t.o.v. praktiese probleme in verband met natuurlike-administrasie, sending, opvoeding en ekonomiese ontwikkeling in Afrika.

Vraestel 3.

'n Etnografiese en etnologiese studie van die twee gebiede Melanesie en Polinesie. Vergelykings met Afrika kan verweg word.

Volkekunde: Honneurs

(Vyf vraestelle)

Vraestel 1.

Geskiedenis en filosofie van die algemene antropologie:

- (a) die filosofiese grondslag en gebied van die algemene antropologie;
- (b) historiese oorsig van die ontwikkeling van die wetenskap in al sy verskillende vertakkinge, nl. die fisiese, die psigologiese en die kulturele.

Vraestel 2.

'n Besondere en kritiese studie van die verskillende volkekundige rigtings, opvattinge, probleemstelling en metodes, veral die van die huidige tyd.

Vraestel 3.

(a) 'n Studie van standaardwerke oor die kulture van Afrika, Amerika en Oseanië.

(b) Metodes van en probleme in verband met veldwerk.

Vraestel 4.

Een van die volgende onderwerpe:

- (a) Toegepaste volkekunde.
- (b) Oudheidkunde met besondere verwysing na Suid-Afrika (indien nog nie as afsonderlike vak bestudeer nie).
- (c) 'n Goedgekeurde Volkekundige probleem, gekies in oorlegpleging met die Hoof van die Departement en goedgekeur deur die Voorsitter van die betrokke Studiekomitee. (Hierdie keuse word slegs gelaat aan studente wat onder leiding van die Departement Volkekunde studeer.)

Vraestel 5.

Teorieë en probleme in verband met akkulturasie en transkulturasie, met verwysing na toestande in Suidelike Afrika en Amerika; beleidsrigtings op die terrein van Naturelle-administrasie vir sover dit van belang is in verband met kultuurverandering.

Naturelle-administrasie

L.W.—Kandidate moet bekend wees met die beginsels en algemene inhoud van die statute wat op naturelle van toepassing is. Proklamasies en regulasies hoef nie bestudeer te word nie; maar van die bestek en aard daarvan, vir sover dit betrekking het op 'n beleid of 'n stelsel van administrasie wat in die hoofwet nie duidelik omskryf is nie, moet kennis geneem word, mits sodanige statute, proklamasies en regulasies voor 31 Mei van die betrokke eksamenjaar verskyn.

Kursus I

(Een vraestel)

1. Naturelle-administrasie en die inhoud daarvan:—

- (a) Gebied en omvang van die vak.
- (b) Bevolkingstatistiek van die Unie.

2. Ontwikkeling van naturellebeleid en -administrasie: Inleidende bestudering van historiese ontwikkeling van naturellebeleid en -administrasie in die Suid-Afrikaanse kolonies en republieke voor unifikasie, met besondere verwysing na beleidsrigtings en/of administrasiestelsels wat na 1910 navolging gevind het.

3. Struktuur en funksies van die hedendaagse administrasie in die algemeen: Oorsig van die ontwikkeling van naturellebeleid en -administrasie in Suid-Afrika sedert unifikasie met spesiale verwysing na die administrasiestelsel; naturellebelasting

en -onderwys; algemene ekonomiese posisie van die naturel; grondreservering vir en die regte van naturele op grond; stedelike naturelle-administrasie; politieke status van en verteenwoordiging vir die naturelle; en tendense in die hedendaagse naturelle-beleid van die Unie.

4. Die administrasiestelsel:—

- (a) Zuid-Afrika Wet, 1909, en die parlement.
- (b) Magte van die Goewerneur-generaal.
- (c) Die samestelling, funksies en magte van die Departemente van Bantoe-administrasie en -ontwikkeling, en Bantoe-onderwys met besondere verwysing na:—
 - (i) Naturelle-administrasie Wet, 1927.
 - (ii) Departementele organisasie: Hoofkantoor, streeks-, regs- en distriksorganisasie.
- (d) Die Kabinetskomitee vir Naturelle-aangeleenthede.
- (e) Die Naturellesakekommissie.

5. Naturellebelasting:—

- (a) Algemene beginsels van die belasting.
- (b) Naturellebelasting voor unifikasie.
- (c) Ontwikkeling sedert unifikasie: die wetgewing van 1925 en 1958, en die toepassing daarvan.
- (d) Die aanwending van stam-, plaaslike en algemene belasting—die Bantoe-onderwysrekening.

6. Beheer oor en finansiering van naturelle-onderwys:—

- (a) Histories.
- (b) Beheer oor en finansiering van naturelle-onderwys sedert 1910, met besondere verwysing na die wette van 1925, 1945, 1953 en 1955.
- (c) Onderwys- en opleidingsfasiliteite.
- (d) Metodes, doelstellinge en uitwerking van Naturelle-Onderwys. Die Die verslae van die Naturelle-Onderwyskommissies, U.G. Nr. 29/1936 en U.G. Nr. 53/1951.

Kursus H

University of Fort Hare

Vraestel 1.

1. Naturelle-arbeid: Beleid ten opsigte van beheer oor en gebruik van Naturelle-arbeid in Suid-Afrikaanse Nywerheidslewe:—

- (a) Die bepalings van die Naturelle-arbeid Regelingswet, 1911 en die toepassing daarvan.
- (b) Rekrutering vir die Witwatersrandse goudmyne; werksaamhede en metodes van die N.R.C., W.N.L.A.; en die Mosambiek-konvensie. Voorskotte aan naturelle-arbeiders; Wet Nr. 18/1921.
- (c) Indiensneming van naturelle in nywerheidsentrums en die stelsel van trekarbeid: die oorsake, omvang, stimulering en beheer daarvan; die Internasionale Arbeidorganisasie teen gedwonge arbeid.
- (d) Naturellevakunies met verwysing, onder andere, na die bepalings van die Wet op Nywerheidsversoening, 1956, en die verslae van die Kommissies insake Nywerheidswetgewing, UG. Nr. 37/1935 en U.G. Nr. 62/1951.
- (e) Wet op Naturellebouwerkers, 1951; en Wet op Naturelle-arbeid (Beslegting van Geskille), 1953.
- (f) Naturelle-arbeid in landelike gebiede; naturelle-arbeidsburo's.
- (g) Naturelle-arbeidsburo's in Suid-Afrika: ontstaan, oogmerke, funksies en werksaamhede.
- (h) Ander wetgewing rakende naturelle-arbeid: Loonwet, 1957; Ongevallewet, 1941; Silikosewet, 1946; heer en diensbodewette; Wet op Myne en Bedrywe, 1956; Wet op Fabriek, Masjinerie en Bouwerke, 1941; Wet op Vakleerlinge, 1944; Oorlogsmaatreël Nr. 145/1942; Wet op Loonsversekering van Werksmense, 1956; Wet op Winkels en Kantore, 1939.
- (i) Algemene ekonomiese toestande van naturelle in Suid-Afrika; die beskaafde arbeidsbeleid.

2. Stedelike Naturelle-administrasie: Intensiewe studie van die oogmerke, masjinerie en vernaamste probleme in verband met naturelle-administrasie in stedelike gebiede met verwysing na:—

- (a) Verstedeliking van naturelle: Historiese agtergrond; omvang; bewegredes; algemene gevolge.

- (b) Gedetailleerde bestudering van die Naturelle (Stadsgebiede) Konsolidasiewet, 1945, met spesiale verwysing na die administrasiestelsel: Woonbuurtsekiding; instromingbeheer; kafferbier; finansiering van Naturelle-inkomsterekening; en die Adviserende Naturellekomitee.
- (c) Naturellebehuising in stedelike gebiede: Omvang en aard van die probleem; stedelike naturellebehuisingbeleid van die staat; finansiering van stedelike naturellebehuisingkemas; wetgewing betreffende en rakende stedelike naturellebehuising.
- (d) Raad vir die Hervesting van Naturelle: Aanleidende oorsake tot die instelling van die Raad; samestelling, oogmerke, algemene bevoegd-hede en werksaamhede van die Raad; verhouding tussen die Stads-raad van Johannesburg en die Raad vir die Hervestiging van Naturelle.
- (e) Die buitestedelike naturellevraagstuk in die Unie.

3. Die Passtelsel.—Die onderliggende beginsels, oogmerke en uitwerkinge van die Naturellepasstelsel:—

- (a) Paswette van krag in die verskillende gebiede voor Unie.
- (b) Paswette van krag sedert Unie; artikel 28 van die Naturelle-administrasie Wet, 1927, en Proklamasie Nr. 150/1934.
- (c) Vereenvoudiging van die passtelsel: Naturelle (Afskaffing van Passe en Koördinerings van Dokumente) Wet, 1952.

Vraestel 2.

4. Naturellegebiede:—

- (a) Die ontstaan, met besondere verwysing na:—
 - (i) Toestande voor Unie.
 - (ii) Naturelle en Grond Wet, 1913.
 - (iii) Verslag van die Beaumont-kommissie en daaropvolgende ontwikkeling.
 - (iv) Naturelletrust en -grond Wet, 1936, en die toepassing daarvan.
- (b) Die Suid-Afrikaanse Naturelletrust.
- (c) Verskillende stelsels van grondbesit.
- (d) Die herwinning en ontwikkeling van naturellegebiede.

5. Regte van naturelle op grond in Suid-Afrika. 'n Gevorderde studie van die regte van naturelle op grond in Suid-Afrika met verwysing na verbandhoudende wetgewing uitgevaardig voor en na die toestandkoming van die Unie:

- (a) Regte van naturelle op grond in die naturellegebiede:—
 - (i) Die verkryging van eiendomsregte.
 - (ii) Verskillende stelsels van grondbesit.
- (b) Regte van naturelle op grond in die nie-naturellegebiede:—
 - (i) In nie-naturelle landelike gebiede: die verkryging van eiendomsregte, en okkupasieregte op kroongrond en partikuliere eiendom—met verwysing in die laasgenoemde geval na die plakkerstelsel.
 - (ii) In nie-naturelle stedelike gebiede: die verkryging van eiendomsregte en okkupasieregte op grond deur naturelle en nie-naturelle.

6. Wetgewing rakende die naturellebevolking: 'n Studie van wetgewing rakende die volgende aspekte van die lewe van die naturellebevolking: drank; besit van vuurwapens; gemengde huwelike en bloedvermenging; openbare veiligheid en oproerige byeenkomste; prospektering in die naturellegebiede; handel en verblyf van nie-naturelle in die naturellegebiede; bevolkingsregister van die Republiek en persoonskaarte; onderdrukking van Kommunisme; onderdrukking van toordery; aparte geriewe.

Die volgende wetgewing is van belang: Naturelle-administrasie Wet, 1927; Drankwet, 1928; Wapens- en Ammunisiewet, 1937, Naturelletrust en -grond Wet, 1936; Wet op Verbod van Gemengde Huwelike, 1949; Wet op Onderdrukking van Kommunisme, 1950; Bevolkingsregistrasiewet, 1950; Strafgewysigingswet, 1953; Wet op Aanwysing van Aparte Geriewe, 1953; Wet op Openbare Veiligheid, 1953; Wet op Oproerige byeenkomste, 1956; Wet op Naturelle (verbod op Interdikte), 1956; Wet op Ondredrukking van Toorkuns, 1957; Wet op Ontug, 1957; Verslag van die Kommissie op Gemengde Huwelike, U.G. Nr. 30/1939, ens.

7. Die politieke status van die naturellebevolking in Suid-Afrika:—

- (a) Algemene burgerregte wat naturelle in Suid-Afrika geniet; die Universele Deklarasie van Mensregte van die V.V.O.
- (b) Politieke regte: verteenwoordiging in wetgewende liggame:
 - (i) Die toestand voor Unie.
 - (ii) Zuid-Afrika Wet, 1909.

- (iii) Naturelle-Verteenwoordigingswet, 1936, soos gewysig; Wet tot Konsolidasie van die Kieswette, 1946.
- (iv) Die Naturelle verteenwoordigende Raad.
- (v) Huidige posisie t.o.v. naturelle en nie-blankes.

(c) Die Raadstelsel:—

- (i) Die beginsel van indirekte bewind: die erkenning al dan nie van inheemse regs- en staatsinstellinge in Suid-Afrika.
- (ii) Instelling en ontwikkeling van naturellerade in naturellegebiede:—
 - (1) Glen Grey Wet, 1894.
 - (2) Ontwikkeling van die naturelleraad- en Bantoeowerheidstelsel in die Transkei; samestelling, funksies en bevoegdhede van die Transkeise Gebiedsoowerheid.
 - (3) Naturellezaken Wet, 1920, en die ontwikkeling van die raadstelsel in die Ciskei en in ander dele van die Unie.
 - (4) Wet op Bantoe-owerhede, 1951.

Kursus III

Vraestel 1.

1. Die Afrika-agtergrond: Staatkundige samestelling van Afrika; bevolking-samestelling en -verbreiding in Afrika; toenemende belangrikheid van en belangstelling in Afrika; die rol van Suid-Afrika in Afrika in die algemeen en meer bepaald in Afrika ten suide van die Sahara.

2. Suidwes-Afrika: Bestudering van naturellebeleid en administrasie; konstitusionele ontwikkeling met besondere verwysing na die Mandaatstelsel en die vyfde-provinsie-vraagstuk; 'n vergelyking van die naturellebeleid en -administrasie in Suidwes-Afrika met die van die Republiek.

3. Hoë Kommissarisgebiede: bestudering van naturellebeleid en -administrasie in hierdie gebiede met besondere verwysing na die historiese ontwikkeling van die stelsel van naturelle-administrasie, en die hervormings ingestel ten opsigte van die Native Authorities, Native Councils en Treasuries; ekonomie en finansies; en die grondvraagstuk. Konstitusionele ontwikkeling en moontlike toekomstige ontwikkelinge: selfregering vir en/of inlywing van die Hoë Kommissaris-gebiede by die Republiek van Suid-Afrika. Vergelyking van naturellebeleid en -administrasie in die Hoë Kommissarisgebiede met die van die Republiek, vergelyking en kontrastering van direkte en indirekte bewind (local government).

4. Die Federasie van Rhodesië en Njassaland: Bestudering van naturellebeleid en -administrasie; konstitusionele ontwikkeling; vergelyking van naturellebeleid- en -administrasie van die Federasie met die van die Republiek.

Vraestel 2.

5. 'n Gevorderde studie van beleidsrigtings op die terrein van die Suid-Afrikaanse natuurlelvraagstuk: Alternatiewe beleidsrigting: afsonderlike ontwikkeling of integrasie; die historiese agtergrond van hierdie beleidsrigtings, hulle oogmerke, praktiese programme en implikasies. 'n Onderlinge vergelyking.

6. Belangemoondhede se beleidsrigtings in Afrika: Bestudering van die Britse, Franse, Portugese, Spaanse en Belgiese beleidsrigtings t.o.v. die inboorling soos toegepas in hul Afrika-gebiede, met verwysing na die ontwikkeling van internasionale beheer, insluitende konvensies wat koloniale administrasie raak; die Volkebond en die Mandaatstelsel; die Organisasie van Verenigde Nasies en die Trusteeskapstelsel. 'n Onderlinge vergelyking van hierdie beleidsrigtings, en met die naturellebeleid van die Republiek van Suid-Afrika.

Vraestel 3.

7. Rasseverhoudings: 'n Vergelykende studie van teorieë in verband met rasseverhoudings (ook in die praktyk) in Afrika—insluitende die Republiek—en in ander dele van die wêreld. Internasionale gedagterigtings betreffende rasseverhoudings.

8. Probleme van meer-rassige gemeenskappe: Ontleding van beleids- en administrasieprobleme in meer-rassige gemeenskappe in die wêreld met besondere verwysing na toestande in Suid-Afrika. Aandag moet gewy word aan:—

- (a) Onderskeidende faktore ten opsigte van beleidsrigtings en probleme.
- (b) Oorsake van en beleid in verband met die ontwaking van nasionalisme in nie-selfregerende gebiede.
- (c) Teorie en praktyk betreffende status en plek van verskillende rassegroepe.
- (d) Vraagstukke betreffende staatkundige uitlewing: selfregering.
- (e) Verpligtings betreffende welsyn en ontwikkeling van nie-selfregerende volke.

Bibliografie/Bibliographies—1962

VOLKEKUNDE/ANTHROPOLOGY: KURSUS I/COURSE I

- Studente behoort die volgende te besit/Students should possess the following:—
 Coertze *et al*: *Inleiding tot die Algemene Volkekunde* (Voortrekkerpers).
 Herskovits: *Man and his Works* (Knopf), of/or
Cultural Anthropology (Knopf).
 Krige: *The Social System of the Zulus* (Shuter & Shooter).
 Schapera: *The Tswana* (Ethnographic Survey of Africa, Southern Africa, Part III, London).
 Seligman: *Races of Africa* (Oxford).
 Westermann: *The African today and tomorrow* (Oxford).

KURSUS II/COURSE II

Die boeke wat met 'n sterretjie aangedui is, behoort vir studie aangeskaf te word. Die ander word vir naslaandoeleindes aanbeveel./The books marked with an asterisk should be acquired for study. The rest are recommended for purposes of reference.

Vraestel 1/Paper 1

- Coertze *et al*: *Inleiding tot die Algemene Volkekunde* (Voortrekkerpers).
 Durkheim: *The Elementary Forms of the Religious Life* (Allen & Unwin).
 Eiselen: *Stamskole in Suid-Afrika* (Van Schaik).
 Elias: *The Nature of African Customary Law* (Manchester Univ. Press).
 Forde: *Habitat, Economy and Society* (Methuen).
 * Fortes & Evans-Pritchard: *African Political Systems* (O.U.P.).
 Herskovits: *Economic Life of Primitive Peoples* (New York), of/or
 Herskovits: *Economic Anthropology; Man and his Works* (Aspects of Culture) (Knopf).
 Hoebel: *The Law of Primitive Man* (Harvard Univ. Press).
 Holleman: *Shona Customary Law* (O.U.P.).
 Holleman: *The Zulu Isigodi* (African Studies, XV, 1941).
 Huntingford: *The Nandi of Kenya* (Routledge).
 Kroeber: *The Nature of Culture* (Univ. of Chicago Press).
 Lowie: *Primitive Religion* (Routledge).
 Malinowski: *Crime and Custom in Savage Society* (Kegan Paul).
 Malinowski: *Culture*, in *Encyclopaedia of the Social Sciences* (ed. Seligman) v. 3-4 (Macmillan).
 * Malinowski: *A Scientific Theory of Culture* (Chapel Hill).
 Marett: *The Threshold of Religion* (Methuen).
 * Radcliffe-Brown: *Structure and Function in Primitive Society* (Cohen & West).
 * Radcliffe-Brown & Forde: *African Systems of Kinship and Marriage* (O.U.P.).
 Richards: *Hunger and Work in a Savage Tribe* (Routledge).
 Schapera: *The Bantu-Speaking Tribes of S.A.* (Maskew Miller).
 Schapera: *A Handbook of Tswana Law and Custom* (Oxford).
 Tylor: *Primitive Culture* (Murray).

Vraestel 2/Paper 2

- Ankermann: *Kulturkreise und Kulturschichten in Afrika* (Z.f.E. vol. 37).
 Baumann, Thurnwald, Westermann: *Völkerkunde von Afrika* (Essen).
 Brelsford: *The Tribes of Northern Rhodesia* (1956).
 Busia: *The Position of the Chief in the Modern Political System of Ashanti* (Oxford).
 * Butt: *The Nilotes of the Anglo-Egyptian Sudan and Uganda* (Ethnographic Survey, 1952).
 * Colson & Gluckman: *Seven Tribes of British Central Africa* (Oxford).
 Driberg: *The Lango* (Fisher Unwin).
 Frobenius: *Atlas Africanus* (De Gruyter, Berlin).
 Frobenius: *Erythräa* (Atlantis-Verlag); *Monumenta Africana* (Frankfurt); *Das unbekante Afrika* (München).
 Hailey: *An African Survey* (1959).
 Herskovits: *The Culture Areas of Africa* (Africa, vol. 3); *A Preliminary Consideration of the Culture Areas of Africa* (Am. Anthr. vol. 26).
 Janoukian: *Akan and Ga-Adangwe Peoples of the Gold Coast* (Ethnographic Survey of Africa, Western Africa, part 1, Oxford).

Radcliffe-Brown & Forde: *African Systems of Kinship and Marriage* (Oxford).

- * Rattray: *The Ashanti* (Oxford); *Ashanti Law and Constitution* (Oxford); *Religion and Art in Ashanti* (Oxford).
- Richards: *Hunger and Work in a Savage Tribe* (London); *Land, Labour and Diet in Northern Rhodesia* (Oxford).
- Roscoe: *The Baganda* (MacMillan); *The Bakitara* (Cambridge).
- Seligman: *Pagan Tribes of the Nilotic Sudan* (Routledge).
- * Seligman: *Races of Africa*.
- Smith: *The Golden Stool* (Edinburgh House Press).
- * Westermann: *The African Today and Tomorrow*.
- * Whiteley et al: *Bemba and Related Peoples of Northern Rhodesia* (Ethnographic Survey of Africa, 1951).

KURSUS III/COURSE III

Die volgende word vir naslaandoeleindes aanbeveel. Die wat met 'n sterretjie aangedui word, is van besondere belang./The following are recommended for purposes of reference. Those marked with an asterisk are of special importance.

Vraestel 1/Paper 1

- ✓ * Benedict: *Patterns of Culture* (Boston & New York).
- Encyclopaedia Britannica: Artikel/Article: *Anthropology*.
- Encyclopaedia of the Social Sciences: kyk/see Seligman.
- ✓ * Evans-Pritchard: *Social Anthropology* (Cohen & West, London).
- ✓ * Gluckman: *Malinowski's Contribution to Social Anthropology* (Afr. Stud. VI, 1 Mch/Mrt. 1947).
- Goldenweiser: *Anthropology* (Harrap).
- Gregg & Williams: *The Dismal Science of Functionalism* (Amer. Anth. L 4 dl./pt 1, 1948).
- ✓ Haddon: *History of Anthropology* (Watts).
- ✓ * Herskovits: *Man and his Works* (Knopf), of/or Cultural Anthropology (Knopf).
- ✓ Huntington: *Civilization and Climate* (Yale University Press).
- ✓ * Kroeber: *Anthropology* (Harrap).
- * Linton: *The Cultural Background of Personality* (Routledge).
- ✓ Linton: *The Study of Man* (Appleton-Century Co.).
- * Lowie: *The History of Ethnological Theory* (Harrap).
- ✓ Malinowski: *The Sexual Life of Savages* (Routledge).
- ✓ Meggers: *Recent Trends in American Anthropology* (Amer. Anth. XLVIII, 1946).
- Mühlmann: *Geschichte der Anthropologie*.
- Passarge: *Geographische Völkerkunde* (1951).
- ✓ * Penniman: *A Hundred Years of Anthropology* (Duckworth).
- Perry: *Children of the Sun* (London, 1926).
- Radcliffe-Brown: *The Andaman Islanders* (Cambridge).
- Ratzel: *Anthropogeographie* (Stuttgart) of verwerking deur/or adaptation by Semple: *Influences of Geographic Environment*.
- Schmidt: *Handbuch der Methode der kultur-historischen Ethnologie* (Münster).
- Schmidt: *Der Ursprung der Gottesidee*, of/or *The Origin and Growth of Religion*.
- Seligman: *Encyclopaedia of the Social Sciences* (toepaslike artikels/relevant articles).
- Semple: Kyk/see Ratzel.
- Smith: *The Migration of Early Culture*.
- Toynbee: *A Study of History* (Oxford).
- Van Bulck: *Beiträge zur Methodik der Völkerkunde* (Wien).
- Wissler: *Introduction to Social Anthropology* (Watts).

Vraestel 2/Paper 2

- * Barnett: *Anthropology in Administration*.
- * Brown & Hutt: *Anthropology in Action* (Oxford).
- * Coertze et al.: *Inleiding tot die Algemene Volkekunde* (Voortrekkerpers).
- Encyclopaedia Britannica: Artikel/Article: *Applied Anthropology*.
- ✓ Hailey: *An African Survey* (Oxford).
- ✓ * Herskovits: *Acculturation* (Augustin).
- * Herskovits: *Anthropology and Cultural Change in Africa* (Univ. van/of S.A.).

- * Int. Afr. Institute, Memo XV: *Methods of Study of Culture-contact* (Oxford).
- ✓ * Kroeber (ed.): *Anthropology Today* (Chicago).
- Lind (ed.): *Race Relations in World Perspective*.
- * Linton: *Acculturation in Seven American Indian Tribes* (Appleton).
- Linton: *The Science of Man in the World Crisis* (Columbia Univ.)
- * Malinowski: *A Scientific Theory of Culture and other Essays* (Chapel Hill).
- * Malinowski: *The Dynamics of Culture Change* (New Haven).
- Myrdal: *An American Dilemma*.
- * Potgieter: *Dinamiese Aspekte van die S.A. Kontaktsituasie* (Univ. van/of S.A.).
- * Radcliffe-Brown: *Structure and Function in Primitive Society*.
- Schapera (ed.): *Western Civilization and the Natives of S.A.*
- Wagley: *Race and Class in rural Brazil*.
- Wilson: *The Economics of Detribalization* (Rhodes-Livingstone Inst.).
- ✓ Wilson & Wilson: *The Analysis of Social Change* (Cambridge).
- * Westermann: *The African Today and Tomorrow*.

Vraestel 3/Paper 3

- Benedict: *Patterns of Culture* (Boston & New York).
- * Bernatzik: *Die grosse Völkerkunde* (Leipzig).
- * Buschan: *Die Völker Asiens, Australiens und der Südseeinseln* (Berlin).
- Elkin: *Social Anthropology in Melanesia*.
- * Firth: *We, the Tikopia* (London).
- Forde: *Habitat, Economy and Society*.
- * Fortune: *Sorcerers of Dobu*.
- Heyerdahl: *Americans in the Pacific*.
- * Hogbin: *Law and Order in Polynesia* (Christophers).
- Keesing: *Native Peoples of the Pacific World* (MacMillan).
- Lowie: *Primitive Religion*.
- * Malinowski: *Argonauts of the Western Pacific* (London).
- ✓ * Malinowski: *Coral Gardens and Their Magic* (Allen & Unwin).
- ✓ * Malinowski: *Crime and Custom in Savage Society* (London).
- ✓ * Malinowski: *The Sexual Life of Savages* (Routledge).
- ✓ * Murdock: *Our Primitive Contemporaries* (MacMillan).
- Page: *Primitive Races of Today* (Harvard)

NATURELLE-ADMINISTRASIE / NATIVE ADMINISTRATION: KURSUS I / COURSE I

Studente moet eksemplare besit van / Students must have:

SABRA: Samevatting van die Verslag van die Naturelle-Onderwyskommissie (p/a. Posbus 392/c/o Box 392, Pretoria; Prys/Price 10c.).

Unie van S.A./Union of S.A.: Samevatting van die Verslag van die Kommissie vir die Sosio-ekonomiese Ontwikkeling van die Bantoegebiede binne die Unie van Suid-Afrika / Summary of the Report of the Commission for the Socio-Economic Development of the Bantu Areas within the Union of South Africa. (U.G. 61/1955), Staatsdrukker / Government Printer, Pretoria).

SABRA: *Bantu Education* (p/a Posbus 392/c/o Box 392, Pretoria, 1955; 25c.).

Van Biljon: *Grensbakens tussen blank en swart in Suid-Afrika* (Juta, 1947).

Studente word sterk aangeraai om die betrokke gedeeltes in die volgende werke te raadpleeg; in besonder daardie gemerk met 'n sterretjie / Students are strongly recommended to consult the portions concerned in the following works; in particular those marked with an asterisk.

- * Brookes: *The History of Native Policy in South Africa from 1830 to the Present Day* (2de hers. uitg./2nd rev. ed.; Van Schaik, 1927).
- Van der Walt e.a./and others: *Geskiedenis van Suid-Afrika*, Deel II/Part II, Boek IV/Book IV (Nas. Boekhandel, Kaapstad/Cape Town, 1951).
- * Evans: *Native Policy in Southern Africa* (Deel/Part I; Cambridge Univ. Press, 1934).
- * Agar-Hamilton: *The Native Policy of the Voortrekkers* (Maskew-Miller, 1928).
- * Sullivan: *The Native Policy of Sir Theophilus Shepstone* (1928).
- Marquard: *The Native in South Africa* (2de uitg./2nd ed., Wits. Univ. Press, 1948).
- * Rogers: *Native Administration in the Union of South Africa* (2de hers. uitg./2nd rev. ed., 1949).
- * Unie van S.A./Union of S.A.: *Verslag van die Ekonomiese Naturellekommissie / Report of the Native Economic Commission* (U.G. 22/1932).

- Brookes: *The Bantu in South African Life* (S.A. Inst. of Race Relations, Posbus/P.O. Box 97, Johannesburg, 1943); *Colour Problems in South Africa* (1933).
- * Cape of Good Hope: *Report of the Native Laws and Customs Commission*, 1883.
- * Du Toit: *The Cape Frontier: A study of Native Policy with Special Reference to the Years 1847-1866* (in „Argiefjaarboek vir Suid-Afrikaanse Geskiedenis”, 1954, Deel I/in “Archive Year Book for South African History”, 1954, Part I).
- * MacCrone: *Race Attitudes in South Africa* (1957).
- Rutherford: *Sir George Grey: A Study in Colonial Government* (Cassell & Co. Ltd., London, 1961).
- South Africa: *Report of the South African Native Affairs Commission*, 1903-5.
- * Hellmann (red./ed.): *Handbook on Race Relations in South Africa* (1949).
- * S.A. Inst. of Race Relations: *A Survey of Race Relations in South Africa*, Annually.
- * Unie van S.A./Union of S.A.: *Verslag van die Kommissie van Ondersoek insake Nywerheidswetgewing/Report of the Industrial Legislation Commission of Enquiry* (U.G. 62/1951).
- Unie van S.A./Union of S.A.: *Verslag van die Naturelle-onderwyskommissie/Report of the Commission on Native Education*, 1949-1951, (U.G. No. No. 53/1951).
- * Unie van S.A./Union of S.A.: *Verslag van die Naturellewettekommissie/Report of the Native Laws Commission*, 1946-1948 (U.G. 28/1948).
- * Unie van S.A./Union of S.A.: *Sosiale en Ekonomiese Planneeraad, Verslag nr. 9: Die Naturelleserwes en hul plek in die Volkshuishouding van die Unie van Suid-Afrika/Social and Economic Planning Council Report No. 9* (U.G. 32/1946).
- Unie van S.A./Union of S.A.: *Verslag van die Kommissie insake die Wetsontwerp op Afsonderlike Universiteitsopleiding/Report of the Commission on the Bill on Separate University Education* (U.G. 32/1958).
- Van Lille: *The Native Council System* (1938).
- * SABRA: *Die Naturellevraagstuk* (1950).
- * SABRA: *Volkskongres oor die Toekoms van die Bantoe* (1956).
- Universities of Cape Town and the Witwatersrand, published on behalf of the conference of the representatives of the . . . : *The Open Universities in South Africa* (Witwatersrand University Press, 1957).

KURSUS II/COURSE II

Studente moet eksemplare besit van die werke onder Kursus I aangegee plus die volgende/Students must have the books listed under Course I and in addition:—

- Unie van S.A./Union of S.A.: *Verslag van die Kommissie van Ondersoek na die Algemene Distribusie en Verkooppryse van Sterk Drank*, U.G. No. 55/1960, veral hoofstuk 3 (Staatsdrukker, 80c)/*Report of the Commission of Enquiry into the General Distribution and Selling Prices of Intoxicating Liquor*, U.G. No. 55/1960, especially chapter 3 (Government Printer, 80c).
- Mathewson: *The Establishment of an Urban Bantu Township* (Van Schaik, Pretoria, 1957, R3.50).
- Unie van S.A./Union of S.A.: *Verslag van die Naturellewette-Kommissie 1946-48/Report of the Native Laws Commission 1946-48* (U.G. 28/1948; Staatsdrukker/Government Printer).
- SABRA: *Groepsgebiede en Woonbuurtskeiding/Group Areas and Residential Separation* (p/a Posbus 238 / c/o Box 238, Stellenbosch, 1952).
- SABRA: *Drankverskaffing aan die Bantoe* (p/a Posbus 392/c/o P.O. Box 392, Pretoria, 1957; 60c).
- Studente word sterk aangeraai om alle werke onder Kursus I aangegee te raadpleeg, plus die volgende/Students are strongly recommended to consult the works listed under Course I and in addition:—
- SABRA: *Die Naturel in die Suid-Afrikaanse Nywerheidslewe* (p/a Posbus 392/ c/o Box 392, Pretoria, 1951, 45c).

- Jones: *South African Native Land Policy* (Herdruk/Reprinted: *Bantu Studies*, v. XIV, no. 2, 1940).
- Hellman (red./ed): *Handbook on Race Relations in South Africa* (Oxford Univ. Press, 1949).
- Davis, Melunsky & Durandt: *Urban Native Law* (Grotius Publications, P.E., 1959).
- Rogers: *Native Administration in the Union of South Africa* (2de uitgawe/2nd edition, 1949, Staatsdrukker/Government Printer).

Publikasies/ Publications

- S.A. Institute of Race Relations, Posbus 97/Box 97, Johannesburg.
- SABRA, Stellenbosch, of/or p/a Posbus 392 / c/o Box 392, Pretoria.
- Bantu (gratis/free), Posbus 384/Box 384, Pretoria.
- Verslae van die Departement van Bantoe-administrasie en -ontwikkeling/Reports of the Department of Bantu Administration and Development.
- Naturellewette/Native Laws.
- Jongste Offisiële Jaarboek van die Republiek van Suid-Afrika/Most recent Official Year Book of the Republic of South Africa.

KURSUS III/COURSE III

Studente moet eksemplare besit van die werke onder Kursusse I en II aangegee plus die volgende/Students must have the books listed under Courses I and II and in addition:—

- Workman: *The Case for the South* (Devin-Adair Co., N.Y., 1960, R4.62½c).
- SABRA: *South Africa in the African Continent* (p/a Posbus 238 / c/o Box 238, Stellenbosch, 1959, R1.05).
- Haines (red./ed.): *Africa Today* (John Hopkins, Baltimore, 2de uitg./2nd ed., 1956).
- MacCrone: *Race Attitudes in South Africa* (Univ. of Wits., 1957).
- Great Britain: *Comparative Survey of Native Policies in Southern Rhodesia, Northern Rhodesia and Nyasaland* (Cmd. 8235/1951, H.M.S.O., Govt. Printer, Salisbury, 20c).
- SABRA: *Integration or Separate Development* (p/a Posbus 392 / c/o Box 392, Pretoria, 1952, 12½c).
- Lord Hailey: *Native Administration in the British African Territories*, Dele IV en V/Parts IV and V (H.M.S.O., Lond., 1951 and 1953).
- Conant: *Race Issues on the World Scene* (Univ. of Hawaii Press, Honolulu, 1955), of/or
- Lind: *Race Relations in World Perspective* (Univ. of Hawaii Press, Honolulu, 1955).

Studente word sterk aangeraai om alle werke onder Kursusse I en II te raadpleeg plus die volgende/Students are strongly recommended to consult the works listed under Courses I and II and in addition:—

- Van Rensburg: *Die Internasionale Status van Suidwes-Afrika* (Univ. Uitg., Stb., 1952).
- Secretary of State for Commonwealth Relations: *Basutoland, the Bechuanaland Protectorate and Swaziland, History of the Discussions with the Union of South Africa, 1909-1939* (Cmd. 8707 van/ of Des./Dec. 1952).
- Marquard: *The Peoples and Policies of South Africa* (Oxf. Univ. Press, 1952).
- Colston Papers: *Colonial Administration* (Butterworth, London, 1950).
- Wieschhoff: *Colonial Policies in Africa* (Univ. of Penns. Press, Philadelphia, 1944).
- Frazier: *The Negro in the United States* (MacMillan, 1957).
- Stillman (red./ed.): *Africa in the Modern World* (Chicago, 1956).
- Buell: *The Native Problem in Africa*, v. I & II (MacMillan, 1928).
- Thompson: *Race Relations and the Race Problem* (Duke Univ. Press, 1939).
- Park: *Race and Culture* (Free Press, Illinois, 1950).

Lord Hailey: *An Africa Survey* (O.U.P., 1957).

Rhoode & Venter: *Die Apartheidsgedagte* (Kaapstad/Cape Town, 1960).

Eric Louw: *Die Toenemende Belangrikheid van Afrika* | *The Growing Importance of Africa* (U.P. Publikasie/U.P. Publication No. 3/1957).

Publikasies van/Publications of

SABRA; Bantoe/Bantu; South African Institute of Race Relations; Offisiële Jaarboek van die Republiek van S.A./Official Year Book of the Republic of S.A.;

Journal of African Administration (H.M.S.O);

Inst. van Adm. van Nie-Blanke Aangeleenthede (Suidelike Afrika)|Inst. of Adm. of Non-European Affairs (Southern Africa).

DEPARTEMENT VAN TOEGEPASTE WISKUNDE

Kursus I

(Twee vraestelle)

Vraestel 1.

Dinamika. Eenvoudige toepassings van differensiaal- en integraalrekening.

Vraestel 2.

Statika en hidrostatika.

Kursus II

(Twee vraestelle)

Vraestel 1.

Tweedimensionale beweging van 'n starre liggaam en stelsel.

Vraestel 2.

Driedimensionale vektore en kragte. Virtuele arbeid.

University of Fort Hare

Together in Excellence

Kursus III

(Drie vraestelle)

Vraestel 1.

Vektor- en tensoranalise.

Vraestel 2.

Driedimensionale beweging van 'n massapunt en 'n starre liggaam.

Vraestel 3.

Inleiding tot termodinamika, kwantum-teorie en golfmeganika.

DEPARTEMENT VAN SUIWER WISKUNDE

Kursus I

(Twee vraestelle)

Vraestel 1.

Trigonometrie, algebra en meetkunde.

Vraestel 2.

Differensiaal- en integraalrekening.

Kursus II

(Twee vraestelle)

Vraestel 1.

Lineêre algebra en meetkunde.

Vraestel 2.

Differensiaal- en itegraalrekening, konvergensie, differensiaalvergelykings en kompleks getalle.

Kursus III
(Drie vraestelle)

Vraestel 1.

Differensiaal- en integraalrekening met inbegrip van differensiaalvergelykings.

Vraestel 2.

Algebra en meetkunde.

Vraestel 3.

Analise.

DEPARTEMENT VAN WYSBEGEERTE

Geskiedenis van die Wysbegeerte: Kursus I

(Een vraestel)

Geskiedenis van die Griekse Wysbegeerte.

1. Inleiding.—Verhouding van die Griekse filosofie tot die Griekse kultuur in die algemeen.

2. Die voorbereiding van die Griekse filosofie: Homeros, Hesiodos, die Orphisme.

3. Die naturalisme van die Milesiërs; die politieke teologisme van die area Samos-Ephese; die ontologiese bespieëling in die Magna Graecia.

4. Die Attiese tydvak: (a) Aanaxagoras; (b) die sokratiese kwessie; (c) Plato; (d) Aristoteles.

5. Die groot etiese skole: (a) Stoïsisme; (b) die Epikurisme; (c) die nawerking van die Attiese skole; (d) die skeptiese rigtings.

6. Die Hellenistiese filosofie: (a) die Sinkretisme; (b) die neo-Platonisme; (c) die antieke en Christelike gnosis; (d) die Christelike apologetika en teologie; (e) die Romeinse reperkussies van die Griekse denke.

Bibliografie, voorgeskrewe boeke:

Windelband: *History of Greek Philosophy*, of

Thilly: *History of Philosophy*, of Ort Hare

Heimsoeth: *Lehrbuch der Geschichte der Philosophie*.

Plato: *Republic*.

Naslaanboeke:

Sassen: *Geskiedenis van de Wijsbegeerte van Grieken en Romeinen*.

Burnett: *Early Greek Philosophy*.

Stace: *A Critical History of Greek Philosophy*.

Jarde: *The Formation of the Greek People*.

Barker: *Greek Political Theory*.

Copleston: *History of Philosophy*.

Kursus II

(Twee vraestelle)

Vraestel 1.—Geskiedenis van die Middeleeuse Wysbegeerte.

1. Inleiding: (a) Latynse Patristiek; (b) die Laat-Griekse neo-Platonisme.

2. Die Vroeg-Skolastiek V-XIIde eeu: (a) die ontstaan V-VIIIste eeu; (b) die Karolingiese Renaissance; (c) die simboliese-feodale periode.

3. Die Hoog-Skolastiek: XIIIde eeu.

4. Die Laat-Middeleeue: (a) die Laat-Skolastiek; (b) die Mistiek; (c) die Renaissance.

Voorgeskrewe boeke:

Gilson: *Histoire de la Philosophie au Moyan Age* (Engelse vertaling), of

De Wulf: *Histoire de la Philosophie Médiévale* (Engelse vertaling), of

Sassen: *Geskiedenis van die Patristiese en die Middeleeuwsche Wijsbegeerte*.

Naslaanboeke:

Hessen: *Patristische und Scholastische Philosophie*.

Windelband-Heimsoeth: *Lehrbuch der Geschichte der Philosophie*.

H. W. Taylor: *Mediaeval Mind*.

A. C. McGeffert: *History of Christian Thought*.

Vraestel 2.—Die Thomisme en sy geskiedenis.

Die historiese agtergrond. Die ontwikkelingsgang van Thomas Aquin, sy stryd en die literêre neerslag daarvan teen (a) die sekuliere, (b) die Averroïsme, (c) die anti-Aristotelici. Die Summa contra Gentiles en die summa Theologiae. Die Thomisme as leerstelsel. Die stryd om die Thomisme in die 13-15de eeu. Die eerste Neo-Thomisme in die 16de eeu. Die herlewing van Thomisme in die 19de eeu en sy aktuele rigtings.

Voorgeskrewe boeke:

- Gilson: *Le Thomisme* (Engelse vertaling), of
M. Grabmann: *Thomas von Aquin* (Engelse vertaling).
M. de Wulf: *Philosophy and Civilization in the Middle Ages*.

Naslaanboeke.—Soos vir Vraestel 1 bo.

Kursus III

(Drie vraestelle)

Vraestel 1.—Geskiedenis van die moderne wysbegeerte tot Kant.

1. Die Skool- en wêreldfilosofie: (a) opbou van die gereformeerde skoolfilosofie; (b) die Kontra-Reformatoriese Skolastiek; (c) die Skeptisisme en die Libertinisme.
2. Die stryd om die metode: (a) oorsprong en opbou van die empiriese metode; Bacon, Kepler, Galilei; (b) oorsprong en konstitusie van die rasionalistiese metode; Italiaanse logika, Descartes, Spinoza, die Okkasionisme: Malebranche, Geulincx.
3. Die stryd om die metode: Descartes-Newton, Huyghens-Leibniz, Leibniz-Locke.
4. Die Verligtingsdenke: (a) in Engeland; (b) in Frankryk; (c) in Duitsland.

Voorgeskrewe boeke:

- Windelband-Heimsoeth: *Lehrbuch der Geschichte der Philosophie*, of
Windelband: *History of Philosophy*, of
Thilly: *History of Philosophy*, of
Wright: *History of Modern Philosophy*.

Twee van die volgende boeke:

- Descartes: *Discours de la Méthode*.
Spinoza: *De Emendatione Intellectus*, of *Ethica*.
Leibniz: *Monadologia*.
Locke: *Essay concerning Human Understanding* (Book II).

Naslaanboeke:

- Sassen: *Geschiedenis van de nieuwere Wijsbegeerte*.
Von Aster: *Geschichte der neueren Erkenntnistheorie*.
Freyer: *Weltgeschichte Europas*, Bd. 2.
De Vleeschauer: *René Descartes, Lewensweg en Wereldbeskouing*.
O'Connor: *John Locke*.
Gibson: *Locke's Theory of Knowledge*.
Aaron: *John Locke*.
Rauche: *Die praktischen Aspekte von Lockes Philosophie* (Engelse Opsomming).

Vraestel 2.—Geskiedenis van die moderne wysbegeerte van Kant tot Hegel.

1. Die Kritisisme: I. Kant.
2. Die Romantiek: (a) die geloofsfilosofie; (b) Fichte; (c) Schelling; (d) die Restourasiefilosof; (e) Hegel.

Voorgeskrewe boeke:

- Soos vir Vraestel 1 bo, maar voeg by:
Kant: *Prolegomena*.
Hegel: *Enzyklopädie*.

Naslaanboeke:

- De Vleeschauer: *I. Kant and Survey of Kantian Philosophy in "Review of Metaphysics"*, September 1957, Vol. XI, No. 1, Issue 41, pp. 122-142.
Paton: *Kant's Metaphysics of Experience*.
Ewing: *A Short Commentary on Kant's Critique of Pure Reason*.

Vraestel 3.—Geschiedenis van die moderne wysgeerte van die 19de eeu.

Die realistiese anti-Hegelianisme: die materialisme; die Frans-Engelse positivism; die neo-Kantisme. Eerste restourasiepogings van die metafisika; die Franse wetenskapskritiek; die aanvang van die lewensfilosofie.

Voorgeskrewe boeke:

Löwith: *Von Hegel bis Nietzsche* (Engelse vertaling), of
Laird: *Contemporary Philosophy*, of
De Vleeschauwer: *Stromingen in de hedendaagse wijsgeerte*.

Naslaanboeke:

Bochenski: *Europäische Philosophie der Gegenwart*.
Heinemann: *Neue Wege der Philosophie*.
Meyer: *Die Weltanschauung der Gegenwart*.
R. Metz-Muirhead: *British Contemporary Philosophy*, en *A Hundred years of British Philosophy*.
Meyer: *History of American Idealism*.

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Sistematiese Wysgeerte: Kursus I

(Een vraestel)

Sistematiese inleiding tot die wysgeerte.

1. Die materiële oorsaak van die filosofie: (a) Wese en voorwerp van die wysgeerte; (b) die filosofiese probleme; (c) die verhouding van die filosofie tot die wetenskap, die godsdiens, die kultuurgebiede.

2. Die formele oorsaak van die wysgeerte: (a) Soorte van kenning; gewone lewenskenning, wetenskaplike kenning, filosofiese kenning; (b) soorte van filosofiese kenning: empiriëse, verstandelik-abstraktiewe, geloofskening; (c) die literêre uitdrukkingsvorme van die filosofie: traktaat, handboek, essay, aforisme, ens.

3. Die werkende oorsaak van die filosofie: (a) Die determinerende subjek van die filosofie: die „ek”; soortlike wese, van die „ek” as subjek van kenning; kollektiewe subjekte van die filosofie; nasionale en groepfilosofie; soortlike differensiering van die sisteme as gevolg van daardie subjekte; (b) die konkomerende subjekte van die filosofie; beïnvloeding van die filosofie deur menslike en saaklike faktore: ras, milieu, aardrykskunde, beskawingstoestande, sosiale toestande, politieke toestande, ens.

4. Die doelloosheid van die wysgeerte: (a) Die ideaal van die wysgeerte; (b) die eksterne verwesenliking van die ideaal; die filosofiese instrumentiek, d.w.s. die groot hulpmiddele vir die filosofiese studie; (c) die interne verwesenliking van die ideaal; die filosofiese deontologie, d.w.s. pligteleer of die geestelike kwaliteite van die filosofiese studie; (d) die effektiewe verwesenliking van die ideaal; die geskiedkundige ewolusie van die filosofie.

Voorgeskrewe boeke:

O. Külpe: *Einleitung in die Philosophie* (Engelse vertaling), of
Patrick: *Introduction to Philosophy*.

Naslaanboeke:

De Vleeschauwer: *Handleiding by die studie van die Logika en die Kennis-leer*, en *Op de drempel van de Wijsgeerte*.
De Vos: *Inleiding tot de Wijsgeerte*.
Joad: *Guide to Philosophy*.
Hocking: *Types of Philosophy*.
Baudin: *Introduction à la Philosophie*.
Langeveld: *Op weg naar wijsgerig denken*.

Kursus II

Vraestel 1.—Logika.

1. Formele logika.

- (a) Die voorwerp van die logika (die struktuurbegrip); die eise vir die logika.
- (b) Deduktiewe prosedure: elementêre begrippe, logiessintaktiese reëls, definisies, postulate, omvormingsreëls, logiese bewys, stellings.

(c) Logiese betrekings:

- (i) Afeidings opgebou uit samegestelde proposisies (proposisies, verbindingsimbole, elementêre geldige vorme, geldigheidsbewyse).
- (ii) Logiese betrekings tussen predikate: Logiese eiename, versamelings, predikate, elementêre betrekings tussen versamelings, middelelike en onmiddellike afeidings, Euler- en Venn-diagramme, proposionele funksies, binding van veranderlikes, natuurlike deduksie.
- (iii) Die logika van betrekings: Geformaliseerde betrekings.

(d) Praedicabilia, Praedicamenta, en klassifikasie.

(e) Russell se „Theory of Descriptions”.

2. Metodologie.

Ontleding van die begrippe „wetenskap” en „metode”. Deduksie (logiese bewysvoering), verifikasie, induksie (reduktiewe ontleding), beskrywing verklaring, ontleding, konstruksie, Uniformiteit van Natuur, oorsaaklikheid, determinisme en indeterminisme.

Voorgeskrewe boeke:

De Vleeschauwer: *Handeling by die studie van die logika en die kennisleer*, of

Cohen en Nagel: *An introduction to logic and scientific method*, of

Copi: *An introduction to logic*, of

Copi: *Symbolic logic*, of

Ambrose & Lazerowitz: *Fundamentals of Symbolic logic*.

Reichenbach: *Elements of Symbolic Logic*.

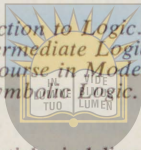
Naslaanboeke:

Stebbing: *A Modern introduction to Logic*.

Welton & Monahan: *An Intermediate Logic*.

Schipper & Schuh: *A First Course in Modern Logic*.

Reichenbach: *Elements of Symbolic Logic*.



Vraestel 2.—Etiek.

1. Inleiding: Voorwerp van die etiek; indeling van die etiek. Die plek van die etiek in die wysbegeerte; wetenskaplike karakter van die etiek; filosofiese en toegepaste etiek.

2. Die materiële oorsaak van die sedelike oordeel: (a) fenomenologie van die sedelike handeling; (b) gedetermineerde en vrye handeling; (c) die vryheid van die wil; (d) toerekening en straf, pligte en regte.

3. Die werkende oorsaak van die sedelike oordeel: (a) die etiek van die genot; (b) die etiek van die nuttigheid; (c) die etiek van die simpatie; (d) die etiek van die natuur; (e) die etiek van die rede; (f) die etiek van die einddoel; (g) die etiek van die geluk.

4. Die formele oorsaak van die sedelike oordeel: (a) voorwaardelike en onvoorwaardelike imperatiewe; (b) die onsterflikheid van die siel.

Voorgeskrewe boeke:

Ross: *Foundations of Ethics of the Right and the Good*, of

De Bussy: *Inleiding tot de Zedekunde*, of

Oesterle: *Ethics*.

Naslaanboeke:

Joad: *Guide to the Philosophy of Morals and Politics*.

De Vos: *Inleiding in de Etiek*.

Banning: *Typen van Zedeleer*.

Cronin: *Science of Ethics*.

De Bryne: *Ethics*.

Moore: *Ethics*.

Kursus III

(Drie vraestelle)

Vraestel 1.—Kennisleer.

1. Fundamentele begrippe van die kennisleer; fenomenologie van die kennis; waarheid, dwaling, twyfel, sekerheid, kriterium, evidensie.

2. Die kenwaarde van die waarneming, van die beleving, van die begrippe; die universaliekwessie; die abstraksie; die kategorieë.

3. Die kenwaarde van die oordele: (a) die moontlikheid van die kennis (dogmatisme, skeptisisme, relativisme); (b) die objekwaarde van die kennis (realisme, idealisme, fenomenalistiese kritisisme); (c) die begrensheid van die kennis (generieke, spesifieke, objektiewe, individuele begrensheid).

4. Die kenwaarde van die denkbeginsels.

5. Die kenwaarde van die sillogistiese deduksie.

6. Die kenwaarde van die metode (konstruktiewe, induktiewe, analogiese).

7. Die waarde van die wetenskap; filosofie en wêreldbeskouing.

Voorgeskrewe boeke:

De Vleeschauwer: *Handleiding by die studie van die Logika en die Kennis-leer.*

Van Steenberghen: *Epistemology.*

Russel: *An Enquiry into Meaning and Truth.*

Woozley: *Theory of Knowledge.*

Naslaanboeke:

Hessen: *Wissenschaftslehre.*

Russel: *Our Knowledge of the External World.*

Heymanns: *Gesetze und Elemente des Wissenschaftlichen Denkens.*

Von Aster: *Geschichte der neueren Erkenntnistheorie.*

Hartmann: *Grundlegung zu einer Metaphysik der Erkenntnis.*

Ryle: *The Concept of the Mind.*

Ayer: *The Problem of Knowledge.*

Vraestel 2.—Metafisika.

1. Prolegomena; Wese van die metafisika; historiese oorsig van die metafisika; moontlikheid van die metafisika; metodes en indeling van die metafisika.

2. Ontologie: Die algemene **synsbegrip** (syn, analogie, ideële syn, moontlike syn, werklike syn); die transendentale bepalinge van die syn (eenheid, goedheid); die individuasie; die synskategorieë, substansie en aksidante; die synsbeginsels (identiteit, teenspraak, voldoende grond); die werkende oorsake (wesensoorte), oorsakbeginsel, oorsaakwet; die doelloosheid.

3. Kosmologie: Historiese oorsig; stof en uitgebreidheid. Kontinuumdeelbaarheid; ruimte en plek; die sintuiglike kwaliteite; tyd en beweging; die verandering; die atoomteorie; natuurfeit en natuurwet; wese van die liggame.

4. Psigologie: Inleiding: (a) plant, dier, mens; (b) wese, oorsprong, ewolusie van die lewe; die kennispsigologie; sintuiglike kenning, verstandelike kenning; die arrationele kenning; die beheersvermoë die wil (wese, wilsvryheid; gemoed en gemoedsbewegings); die siel, substansialiteit, geestelikeheid, onsterflikheid; die menslike kompositum: liggame en siel, lokalisasie, oorsprong.

5. Teodisee: Die begrip van God; die bestaan van God (die Godsbewyse); die wese van God (attribute); die ateïsme en die panteïsme; goddelike kenning en wil; God as skepper van die heelal; God as bestemming van die heelal; orde, voorsienigheid; optimisme-pessimisme; kwaad en disharmonie.

Voorgeskrewe boeke:

Taylor: *Elements of Metaphysics.*

De Raeymaker: *The Philosophy of Being.*

Naslaanboeke:

Hessen: *Wirklichkeitslehre.*

Calkins: *Persistent Problems of Philosophy.*

Hoernle: *Studies in Contemporary Metaphysics.*

Heimsoeth: *Die sechs grossen Themen der Metaphysik.*

Bavink: *Hauptfragen der heutigen Naturphilosophie.*

Eddington: *The Nature of the Physical World.*

Renoirte: *Elements de Critique des Sciences et Cosmologie.*

Van Steenbergen: *Ontologie.*

Jasper: *Von der Wahrheit* (Uittreksel in Engels „Tragedy is not enough”).

Emmet: *The Nature of Metaphysical Thinking.*

Vraestel 3.—Etiek en Staatsfilosofie.

Etiek: Waardefilosofie.

Transendentale goed en waarde; doel en waarde; tipes en waardebepaling; historiese oorsig van die waardeopvatting; wese van die waarde; kenmerke van die waardes; die waardebewussyn; emosionele, affektiewe, voluntêre, verstandskenning; die waardegevoel; die waardebeewing; waarde as die aangename en die behoorlike; waarde as interesse; waarde en verpligting; die waardes van syn en doen; die sedelike waarde.

Staatsfilosofie.

1. Regverdiging van die staat: (a) samelewing in sy hoër en laer grondvorme; (b) die volk, sentrale en sosiale entiteit; (c) staatoorsprong; droit divin, sosiale kontrak; die staat as uitvoerende orgaan van die volk.

2. Interne opbou van die staat: (a) organisasievorme van die staat; (b) individuele regte binne volk en staat; (c) kollektiewe regte van volk en staat en op die enkelinge; (d) die soewereiniteit; (e) die rewolusie en rewolusiereg.

3. Volke en staat in die internasionale orde; (a) internasionale reg en internasionale organisasie; (b) verhouding van volk en staat tot daardie organisasie; (c) oorlog en vrede; (d) ras- en koloniale verhoudings.

Voorgeskrewe boeke:

Ewing: *The Definition of Good.*
Stapleton: *A Modern Theory of Ethics*; of
Urban: *Fundamentals of Ethics.*
Hill: *Contemporary Ethical Theories*, of
Barker: *Essays on Government.*
Nowell Smith: *Ethics.*

Naslaanboeke:

Moore: *Principia Ethica.*
Laird: *The Idea of Value.*
Hartmann: *Ethik.*
Scheler: *Der Formalismus in der Ethik und die materiale Wertethik.*
Müller *Über Grundbegriffe philosophischer Wertlehre.*
Messer: *Deutsche Wertphilosophie der Gegenwart.*
Paton: *The Good Will.*
Leclercq: *Grandes Lignes de la Philosophie Morale.*
Bosanquet: *The Philosophical Theory of the State.*
Krabbe: *De Moderne Staatsidee.*
Laski: *Grammar of Politics.*
Dunning: *History of Political Theories.*
Von Schmidt: *Denkers over Staat en Recht.*
Foster Jones: *Masters of Political Thought.*
Leclercq: *l'Etat ou la Politique.*
Abbot: *The State and the Citizen.*
Sabine: *A History of Political Theory.*
Gough: *Locke's Political Philosophy.*

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