

UNIVERSITY COLLEGE
OF
FORT HARE

CALENDAR
1964



University of Fort Hare
Together in Excellence

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DIARY 1964

Wednesday, 26th February: *Hostels open.*

Thursday, 27th February: *Registration of first year students.*

Friday, 8th February to 22nd February: *Registration of senior students.*

Monday, 2nd March: *Commencement of lectures.*

Wednesday, 25th March: *Last day of first term.*

Tuesday, 31st March: *First day of second term.*

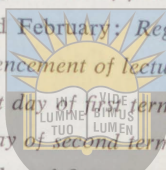
Wednesday, 17th June: *Last day of first semester.*

Tuesday, 14th July: *First day of third term.*

Thursday, 27th August: *Last day of third term.*

Tuesday, 1st September: *First day of fourth term.*

Friday, 27th November: *End of second semester.*



University of Port Hare
Together in Excellence



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 Principal Kerr is a fitting tribute to a life of unselfish and devoted service to the cause he had made 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 8th, 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 R5,000 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., C.D.E. 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, Lt.-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 men 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 (2) 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 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.

During 1962 the Departments of Greek and Sociology were added and the first students were registered for the B.Sc. (Pharmacy) degree.

During 1962/63 a beginning was made with a comprehensive programme for the extension of buildings. This programme includes a new administrative block, the extension of Stewart Hall to provide additional staff offices, the extension of Livingstone Hall to provide additional laboratories and lecture rooms to accommodate the departments of Natural Sciences more satisfactorily and a new and separate building to accommodate the Library. The new administrative block and the additional staff offices were completed early in 1963 at a cost of R65,000 and a beginning was made with a portion of the new science block during the latter part of 1963.

The enrolment for 1960 was 360, for 1961 340, for 1962 250, and for 1963 241, 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, 1963, 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. Pau (Chairman)
2. Prof. 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. The Secretary for Bantu Education or his authorised representative (*ex officio*)
11. The Secretary for Bantu Administration and Development or his authorised representative (*ex officio*)
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*)
14. Prof. D. Pont, Fort Hare (Senate representative)

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

University of Fort Hare THE ADVISORY COUNCIL

1. Chief K. D. Matanzima (Chairman)
 2. Chief D. D. P. Ndamase
 3. Headman C. W. Monakali
 4. Chief E. M. Sangoni
 5. Sub-Inspector R. Cingo
 6. Mr. S. S. Guzana
 7. Sub-Inspector H. Nabe
 8. Rev. J. J. R. Jolobe
 9. Rev. G. T. Mnonopi
 10. Prof. M. O. M. Seboni
 11. Mr. K. Marambana
- Mr. S. Ngcume of the Administrative Staff is the Secretary.

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. (O.F.S.), B.Admin. (O.F.S.)

Afrikaans-Nederlands:

Professor: A. COETZEE, Dip. Theol. (Stell.), M.A. (S.A.), D.Litt. (O.F.S.)

Lecturer: J. VORSTER, M.A. (Rhodes)

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.)

Lecturer: E. J. DE JAGER, B.A. Hons., M.A. (Potch.).

Curator, F. S. Malan Museum: V. Z. Gitywa, B.A. (Rhodes), B.A. Hons. (S.A.)

Bantu Languages:

Professor: Vacant

Senior Lecturer: G. I. M. MZAMANE, M.A. (S.A.)

Lecturer: Vacant

Lecturer, Senior Language Assistant: L. M. MBADI, B.A. (S.A.)

Latin:

Professor: K. JACOBS, Lit. Hum. Drs. (V.U. Amst.), D.Litt. (Ley)

English:

Professor: J. T. GREEN, B.A. (Stell.), M.A. (S.A.), Ph.D. (Leeds)

Senior Lecturer: Miss G. M. H. DARROLL M.A. (S.A.)

Lecturer: M. J. MELAMU, B.A. Hons. (Rhodes), Dip. Ed. (Durham)

Geography and Geology:

Senior Lecturer: Maj. D. E. NEL, M.A. (Stell.)

Senior Lecturer: W. C. ELS, M.A. (O.F.S.), M.Ed. (O.F.S.)

Lecturer: C. J. UYS, B.A. Hons. (Stell.)

Senior Lecturer (Geology): Vacant.

Greek:

Senior Lecturer: F. J. ENGELBRECHT, M.A. (Pret.)

History:

Professor: C. G. COETZEE, M.A., D. Phil. (Stell.)

Lecturer: J. G. PRETORIUS, B.A. Hons. (O.F.S.)

Philosophy:

Professor: G. A. RAUCHE, Staatsexamen Phil. (Leipzig), D.Phil. (S.A.)

Lecturer: J. BEKKER, B.A. Hons. (S.A.)

German:

Part-time Lecturer: MRS. M. A. DE VOS, B.A. (Stell.), U.E.D. (Pret.)

Political Science and Public Administration:

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

Sociology:

Senior Lecturer: P. J. DE VOS, M.A. (Soc. Phil.), D.Phil. (Pret.)

Lecturer: Vacant

Botany:

Professor: M. H. GIFFEN, M.A. (Cape), M.Sc. (Cantab.), F.R.M.S.

Lecturer: N. P. FERREIRA, B.Sc. Hons. O.F.S.)

Junior Lecturer: O. H. D. MAKUNGA, B.Sc. (Rhodes), B.Sc. Hons. (S.A.)

Demonstrator/Technician: B. B. BALA, B.Sc., U.E.D. (Rhodes)

Chemistry:

Professor: A. S. GALLOWAY, Ph.D. (St. Andrews), F.R.I.C., M.S.A. Chem I

Senior Lecturer: D. H. MEIRING, M.Sc. (O.F.S.), A.S.A. Chem I

Senior Lecturer: H. S. GOVINDEN, Ph. D. (Rhodes), A.R.I.C.

Junior Lecturer: T. M. NTONGANA, B.Sc. (Rhodes), B.Sc. Hons. (S.A.)

Technician: M. WALTON

Asst. Health Off.: L. S. MTOBA, B.Sc.(Hyg.) (Rhodes)

Pure Mathematics:

Senior Lecturer: G. J. J. VAN RENSBURG, B.Sc. (Pret.), M.Sc. (Pret.)

Lecturer: S. F. G. WESSELS, M.Sc. (Potch)

Applied Mathematics:

Senior Lecturer: S. LINDE, M.Sc. (O.F.S.)

Lecturer: Vacant



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Physics:

Professor: J. T. DAVIDSON, M.Sc. (S.A.)
Senior Lecturer: P. H. PIETERSE, M.Sc. (Stell.)
Lecturer: S. J. BURGER, M.Sc. (Stell.)
Demonstrator/Technician: M. B. MALULYCK, B.Sc. (Rhodes)
Senior Technician to Science Departments: M. H. W. THIELEMANN

Psychology:

Professor: A. D. MULLER, M.A. (Pret.), D.Litt. et Phil. (V.U. Amst.)
Senior Lecturer: J. H. S. OOSTHUIZEN, M.A. (Stell.), B.Ed. (Stell.), D.Phil. (Stell.)
Lecturer: B. H. GROENEWALD, M.A. (Pret.)

Zoology:

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

Education:

Philosophy of Education:

Senior Lecturer: P. A. DUMINY, B.P.Ed. (Potch.), M.Ed. (Pret.), D.Litt. et Phil. (V.U. Amst.)

Empirical Education:

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

History of Education:

Professor: J. P. BOTMA, M.A. (Stell.), B.Ed., D.Ed. (Stell.)

Method and Administration:

Senior Lecturer: D. F. van DYK, B.A., M.Ed. (O.F.S.)
Senior Lecturer: J. F. de VILLIERS, B.Com., M.Ed. (O.F.S.)
Lecturer: Vacant.

Divinity:

Old Testament Studies and Hebrew

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

New Testament Studies and Pastoral Theology:

Professor: H. L. N. JOHANNES, M.A. (Stell.), M.Th. (Princeton), Th. D. (Amst.)

Systematic Theology:

Professor: R. H. R. LIDDELL, M.A. (St. Andrews), D.D. (St. Andrews)

Ecclesiastical History and Missiology:

Professor: 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.)

Law:

Professor: D. PONT, LL.B. (S.A.), LL.D. (Utrecht)
Senior Lecturer: J. B. THOM, B.A., LL.B. (Stell.)
Senior Lecturer: A. D. J. VAN RENSBURG, B.Com. (Stell.), LL.B. (S.A.)
Lecturer: M. G. ERASMUS, B.A., LL.B. (Pret.)

Economics:

Senior Lecturer: J. H. SMITH, M.Com., U.E.D. (O.F.S.)
Senior Lecturer: Vacant
Lecturer: G. C. K. FÖLSCHER, B.Com. Hons. (Pret.)

Business Economics and Accountancy:

Senior Lecturer: J. G. C. SMAL, D.Com. (Potch.)
Lecturer: J. A. SLABBERT, C.A.I.B. (S.A.), B.Com., Hons. (Stell.)
Lecturer: C. J. OPPERMAN, B.Com., B.Ed. (O.F.S.)
Lecturer: H. F. REDELINGHUYNS, M. Com. (Acct.) (Pret.)

Agriculture:

Senior Lecturer: J. H. van WYK, B.Sc. (Agric.) (Pret.), H.E.D. (Pret.)
Senior Lecturer: D. BROWN, M.Sc. (Agric.) (Natal)
Farm Manager: S. W. HAYNES
Farm Assistant: A. BELING
Bantu Farm Assistant: G. MBEWANE

Library Staff:

College Librarian: M. SPRUYT, LL.Drs. (Ley), L.Dip. Libr. (Pret.), H.Dip. Libr. (S.A.)

Deputy College Librarian: E. MAKHANYA, B.A. (Rand), A.S.A.L.A.

Professional Assistant: A. W. Z. KUZWAYO, B.A. (Rhodes), B.A. Hons. (S.A.) A.S.A.L.A.

Professional Assistant: MRS. C. A. REDELINGHUYS, B.A., H.E.D. (Pret.) Dip. Libr. (S.A.)

Library Assistants:

K. L. MALI, B.A. (Rhodes)

H. K. NYIKANA, B.A. (Rhodes)

Typist: S. H. DUBULA

Stack Attendant: B. S. KUNENE

ADMINISTRATIVE STAFF

Registrar: H. J. du PREEZ, B.A. (Stell.)

Assistant Registrar: E. W. REDELINGHUYS, B.A. (Pret.)

Bursar: F. P. G. HUNTER, C.A., LL.B. (Lond.)

Assistant Bursar: Miss M. A. KINSLEY

Secretary Typist: Mrs. M. CLARK

Typists: Miss J. J. RISTOW, N. HEIGAN

Woman Assistant: Mrs. A. VAN ROOYEN

Stores Officer: P. C. B. OLIVIER

Bantu Clerk:

Grade I: S. NGCUME

Grade II: S. A. NDLEBE and A. M. GEORGE

Cashier (Bantu Clerk, Grade II): D. S. MAJOKWENI

Dining Hall:

Boarding Master: A. K. MCGILLIVRAY

Assistant Boarding Master: Mrs. G. MCGILLIVRAY

Women's Hostel:

Matron: Mrs. M. MTIMKULU

Assistant Matron: Miss. G. J. MDLEDLE

Estate Manager and Clerk of Works: J. S. CLARK, A.S.A.I.V.

Supervisor of Buildings and Grounds: H. MCGILLIVRAY

Together in Excellence

F. S. MALAN MUSEUM

The F. S. Malan Museum is housed on the upper floor of Henderson Hall occupying approximately 4,250 sq. ft. of floor space. Its history dates back to 1941 when it was established as an ethnological study museum under the Department of Anthropology, a research museum with opportunities for outside research workers and a visiting institution for school children and other interested persons.

Since its inception the museum has collected over 10,000 exhibits, the bulk of which came from two donors in 1962. The first donation was received from the Department of Bantu Education which divided the Bantu exhibits of the Union Festival among the University Colleges of the Republic; the second was a donation by Mrs. M. E. Kirkwood of Johannesburg of 7,000 articles comprising the Estelle Hamilton-Welsh Collection.

The Collection was made by Mrs. Gordon Emslie and her daughter Mrs. Estelle Hamilton-Welsh, after whom it is named, over a period of many years commencing in the 1880's. Only articles made and worn by Africans were collected. The Collection may fairly be said to mark the end of an epoch in the material culture of the Bantu since it was made under conditions which may never recur. Large collections of Fingo, Xhosa, Mpondo, Zulu, Thembu and Ndebele beadwork, genuine Mpondo, Thembu, Fingo, *Abakhwetha* and diviners' costumes, charms and medicines from various tribes, spears and battle axes, grass and woodwork form part of this famous collection. It was once displayed at the Empire Exhibition in Johannesburg and at the Glasgow Exhibition in 1937.

For many years the museum was administered by an Honorary Curator (Prof. A. J. D. Meiring) assisted by Mr. G. I. M. Mzamane. A full-time Curator has been appointed since the middle of 1959, working in conjunction with a Museum Committee.

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 total at the end of 1962 was 50,000.

The library contains a valuable Africana collection.

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. (a) Students may borrow books for a period of a fortnight.

(b) Books marked "In the library only" shall not be loaned to students, but shall be used by the students in the Library only.

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 borrower 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.

12. No user of the Library shall bring into the Library an overcoat, or brief-case, handbag or any such receptacle of any description, but should leave overcoat or receptacle in the places appointed thereto by notices.

13. (a) (i) Any member of staff may borrow publications other than unbound numbers and current numbers of periodicals for a period not exceeding three months. Any such publication may, however, be recalled after 14 days at the discretion of the Librarian.

(ii) Any member of staff who (1) at the end of each term fails to return books or produce them for re-issue after a reminder has been received, or who (2) fails to return by the due date books borrowed on Inter-Library Loan—shall forfeit all borrowing privileges until such publications have been received.

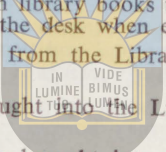
(b) Exceptions to the rules contained in sub-regulation (a) hereof may only be made by permission of the Library Committee previously obtained.

14. (a) No user of the Library shall bring into the Library any books not belonging to the Library or such library books that have been charged to his name other than those he returns at the desk when entering the Library.

(b) All books to be taken from the Library must be shown to the assistant at the desk for inspection.

(c) Notebooks may be brought into the Library subject to sub-regulation (b) hereof.

(d) Books that may not be brought into the Library should be kept in the appointed places in terms of regulation 12.



University of Fort Hare
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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

FORT HARE UNIVERSITY COLLEGE

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

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.

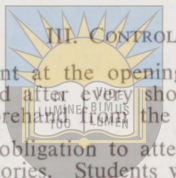
6. Admission as defined above, lays no obligation on the University College to register a prospective student. Before a candidate can be registered as a student, he must also comply with the requirements for registration.

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 time-table 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 any 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 at 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 of 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 Council shall consist of the Rector as Chairman, one other member of the Council 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 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 take 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.

University of Fort Hare
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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.....:
(ii) Second Year, 19.....:
(iii) Third 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.....
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.....
.....certificate; if certificate not yet
issued, declaration by.....
that candidate has passed the.....
examination; other.....
(iv) On first admission testimonial of good conduct by.....
principal of..... school
(last school attended).....



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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 Guardian's 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.....

FEES

1. Every student who enrolls for a course at the University College shall pay the combined fees specified below, which include boarding, lodging, registration and examination fees, but not the cost of books, textbooks, stationery or fees payable for subjects other than the minimum requirements for a degree or for supplementary examinations:—

(a) Degree Courses:—

- (i) B.A., B.Sc. R180 per annum.
- (ii) U.E.D. R184 per annum.
- (iii) B.Ed. R160 per annum.
- (iv) Hons. Degrees, M.A., M.Sc., M.Ed. R160 per annum.

Plus an additional fee of R20 per annum if laboratory facilities are used.

- (b) Diploma Courses Instituted by the Department of Bantu Education ... R110 per annum.
- (c) Other Diploma Courses ... R120 per annum.

Plus registration and examination fees which are payable to the University of South Africa if students include subjects examined by that University.

2. The appropriate fees prescribed in regulation 2, are payable in four equal payments, not later than—

- (a) the first day of the academic year;
- (b) the first day of May;
- (c) the first day of August;
- (d) the first day of October;

and any student who fails to make any of the payments on or before the prescribed dates may be excluded from the lectures or hostels of the University College or from both.

3. Should the Council recommend that a student be allowed to reside at a residence other than a college hostel, or if a student is prevented by illness, or for any other reason approved by the Council, from continuing his studies before the first day of August of any academic year, and leaves the hostel before that date, the Secretary may, on the recommendation of the Council, grant a reduction of the fees specified in regulation 2 on a basis to be determined in consultation with the Treasury. Any such reduction shall not exceed the following amounts:—

- (a) In the case of degree students ... R95 per annum.
- (b) In the case of Bantu Education Diploma students ... R82 per annum.
- (c) In the case of other Diploma students ... R95 per annum.

4. No amount of the combined fees shall be refunded if a student leaves the College after the first day of August of any academic year.

5. The fees payable by any student for supplementary examinations shall be the same as the fees prescribed by the University of South Africa.

6. Subject to the approval of the Department fees may be increased with effect from the commencement of an academic year.

BURSARIES AND LOANS

A certain number of State study Loans are annually made available to Bantu students. Although these loans are normally awarded for one year at a time, they can, subject to satisfactory progress, be renewed.

College loans and post-graduate scholarships are also granted from Council Funds and Trust monies.

Application forms for financial assistance through the College are obtainable from the Registrar and should be submitted with applications for admission as soon after September each year as possible, but not later than January the 15th of the year for which assistance is required.

SUPPLEMENTARY EXAMINATIONS

Students writing supplementary examinations are required apart from examination entry fees to pay 50c per day for board and lodging and must report to the Bursar's office as soon as possible after arrival. The same applies to post-graduate students arriving before hostels open officially.

PAYMENT OF FEES

All sums paid by or on behalf of students will be credited to their fee accounts until their fees *for the year* have been met in full. Until this is the case, *no refund will be made* in respect of overpayment of any instalment.

Example showing method of applying awards to fees due.

Fees of student for year	R180	
Awards held:—		
Regional authority grant	R60	
College bursary	R60	R120
Amount to be paid by student		R60

Payable by four instalments of R15 each payable on the specified dates.

Note carefully, the awards held are set against the fees for the year.

In regard to State or College loans, students must note that the loan is only effective after due completion of the loan agreement form. No credit will be allowed in respect of a loan until the agreement form has been fully and properly completed. Students are warned that in their own interests they must bring with them the full fees for the first quarter as failure to do so renders the student liable to be called upon to withdraw from the College.

Even if the first quarter's fees are paid in full, it will be the duty of every student who has been awarded a College or State loan, to obtain the loan agreement form from the Bursar's office as soon as he is advised of the award and to see that it is properly completed and handed in to the Bursar before the commencement of the second quarter, in order to ensure that he receives credit for the loan.

Students should on no account deposit with the College any money intended for their personal use. A bank or Post Office Savings Account should be used.

The College cannot allow any student to remain who arrives without the necessary cash or documents or whose fees are not promptly and fully paid.

Students, parents and guardians are expected to acquaint themselves with the fees due. The College does not undertake to send accounts in this connection.

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

- | | |
|----------------------|-----------------------|
| (i) Latin | (ii) Mathematics |
| Greek | Political Science |
| Hebrew | Psychology |
| English | Economics |
| Afrikaans-Nederlands | Sociology |
| One Bantu Language | Anthropology |
| | History of Philosophy |
| (iii) History | Systematic Philosophy |
| Geography | |
| Bibliography | |

GROUP B

- | | |
|-----------------------------|-----------------------------------|
| (i) A second Bantu Language | (ii) Education |
| Hellenistic Greek | |
| Practical Afrikaans | (iii) Principles of Greek Culture |
| Practical English | Public Administration |
| | Native Administration |
| | Economic History |



GROUP C

- | | |
|-------------|--------------------------|
| Roman Law | Public International Law |
| Private Law | Constitutional Law |

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GROUP D

- | | |
|-------------------------|-----------------------------|
| (i) Systematic Theology | (ii) Ecclesiastical History |
| | Jewish Studies |
| | Biblical Studies |

GROUP E

- | | |
|-----------|---------|
| Physics | Botany |
| Chemistry | Zoology |
| Biology | |

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:—

- (i) Credit shall not be given for more than *one* qualifying course in Native Law, Constitutional Law, Education, Principles of Greek Culture, Hellenistic Greek and Mathematics.
- (ii) The number of qualifying courses from the subjects in Group C (Legal Studies) for which credit shall be given shall be limited to five.
- (iii) Every curriculum shall include—
 - (a) at least six courses from Group A;
 - (b) at least two courses from Group A (i) or B (i), one of which shall be one of the official languages: Provided that no curriculum shall include more than one special language course;

- (c) at least one course from Group A (ii) or B (ii) or D (i);
- (d) at least one further qualifying course from Group A (ii) or A (iii) or B (ii) or B (iii) or C or D (i) or D (ii). [This may be a second course in the subject shown under (c): Provided that Groups C, D, and E exclude each other.] No curriculum shall contain courses from more than one of these groups.
- (iv) Credit shall not be given for more than one qualifying course taken from Group E (Natural Sciences).
- (v) Credit shall not be given for both Principles of Greek Culture and Greek II.
- (vi) Credit shall not be given for both Economic Geography and any course in Geography.
- (vii) Credit shall not be given for both Biology and either Botany or Zoology.
- (viii) Economics is a three-course subject and Economic History a two-course subject; but the first course of 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.
- (ix) Credit shall not be given for both Practical English and English I in the same curriculum; similarly credit shall not be given for both Practical Afrikaans and Afrikaans-Nederlands I.

The courses Practical English and Practical Afrikaans may be taken by any candidate, but they do not lead to English II or Afrikaans-Nederlands II respectively.

- (x) (a) Credit shall not be given for courses in more than one Bantu language from the same group. The grouping shall be as follows:—
Nguni (Zulu, Xhosa, Ndebele);
Sotho (Southern Sotho, Northern Sotho, Tswana).
- (b) Credit shall not be given for more than five qualifying courses in Bantu languages and these courses may be taken from two Bantu languages only.
- (xi) 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, III and Ecclesiastical History I, II.
- (xii) A preliminary course in Latin or in Greek shall not be a qualifying course towards the B.A. degree.

A candidate shall not be admitted to Latin I or Greek I unless he has (i) passed the Matriculation Examination in the language concerned, or (ii) completed a preliminary course in the language concerned at this or another university, or (iii) satisfied the head of the department concerned that he has a sufficient knowledge of the language to follow the first course successfully; provided that a candidate who has already completed a Bachelor's degree shall be allowed to register conditionally for Latin I or Greek I, the condition being that the candidate shall pass an informal test conducted by the department before the end of March of the year concerned.

- (xiii) 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 B.
- (xiv) Credit shall not be given for both Hellenistic Greek and Greek I, and a pass in the former shall not qualify for admission to Greek II.
- (xv) 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.
- (xvi) Credit shall not be given for both Statistics and a course in Mathematics.
- (xvii) General Introduction to Philosophy may not be taken in the same curriculum as any of the other courses in Philosophy; nor does a pass in this course entitle the candidate to proceed to either History of Philosophy II or Systematic Philosophy II.

- (xviii) South African Bantu Law or South African Native Law may be taken only together with or after Anthropology I.
- (xix) 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 II has been passed previously.
- (xx) Municipal and Rural Administration may be taken only if Public Administration II 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 (approved by Senate), Latin, Greek, Hebrew, History, Mathematics, Private Law, Geography, Economics, Political Science, Anthropology, Sociology, Criminology, Psychology, Biblical Studies, History of Philosophy, Systematic Philosophy, Native Administration.
- (b) *Major subjects in which two qualifying courses shall be taken.*—Roman Law, Systematic Theology, Bibliography, 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. Greek I and Latin I shall be considered to be non-initial courses if taken after Preliminary Greek or Preliminary Latin, respectively.

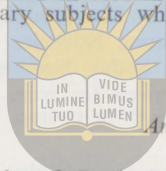
A5. Except as otherwise allowed by the Senate, candidates taking as a major subject any of the subjects included in column A below shall take the qualifying course or courses in the ancillary subjects which are specified opposite to it in column B:—

A.

Major Subjects.

B.

Ancillary Subjects.



Latin.....	Principles of Greek Culture or Greek I. (Professed LL.B students may be exempted from this requirement.)
Greek.....	At least one qualifying course in Latin. History of Philosophy I is strongly recommended.
Modern Languages.....	Latin or Greek is highly desirable as an ancillary subject for students taking a modern language.
Private Law.....	At least one qualifying course in Roman Law.
Roman Law.....	At least one qualifying course in Latin and a course in Private Law.
Criminology.....	One course in Sociology and at least one course in one of Psychology, Anthropology, Economics and Economic History, General Introduction to Philosophy, Systematic Philosophy.
Geography.....	At least one qualifying course in <i>one</i> of the following subjects: History, Mathematics, Physics, Botany, Zoology, Geology, Biology, Anthropology.
Anthropology.....	At least one qualifying course in an approved Bantu language and in Native Administration or S.A. Archaeology or Sociology or Economics and Economic History.

A.

B.

Major Subjects.

Ancillary Subjects.

- Sociology..... At least one qualifying course in one of Psychology or History of Philosophy or Systematic Philosophy or Political Science or Economics and Economic History or Anthropology or Criminology.
- Native Administration... One qualifying course in each of Native Law and an approved Bantu language and two qualifying courses in Anthropology.
- Public Administration.... Two qualifying courses in Political Science.
- History..... It is highly desirable that one course in Bibliography be taken

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 for English or Afrikaans-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.

Rules for Baccalaureus Artium Degrees in Social Science

A.8. The following degrees in Social Science are granted:

Bachelor of Arts in Social Science	B.A. (S.S.)
Honours Bachelor of Arts in Social Science	(Hons. B.A. (S.S.))
Master of Arts in Social Science	M.A. (S.S.)
Doctor of Philosophy	D.Phil.

A.9. A student must be able to make arrangements for compliance with the requirements of practical work.

A.10. The curriculum extends over a period of three years, or, if a student wishes to study a specialized field in social work, four years.

A.11. The curriculum comprises eleven or twelve courses and Practical Social Work and is composed as follows:—

- (a) Three courses in each of the two major subjects;
- (b) at least two courses in Psychology and Sociology; and
- (c) courses from the following:—

Psychology III, Sociology III, Biblical Studies I, II and III, Economics and Economic History I, Economics II and III, Criminology I, II and III, Social Anthropology I, II and III, Systematic Theology I, II and III, S.A. Bantu Law or S.A. Native Law, Private Law I, Political Science I, Native Administration I, General Introduction to Philosophy or History of Philosophy or Systematic Philosophy I, History I, Mathematics I, Statistical Methods A and B, and a language from the following: Afrikaans-Nederlands I, Practical Afrikaans, English I, Practical English, French or French (Special Course), German or German (Special Course), Italian I or Italian (Special Course), a Bantu Language I or a Bantu Language (Special Course).

N.B.—Students are strongly advised to take Psychology III as one of the courses in group (c) or to take it after completion of the degree. Students who do not wish to qualify in Psychology III are advised to qualify in Social Anthropology III.

A.12. Candidates who have matriculated in French or German or Italian shall not receive credit towards the B.A. (S.S.) degree for the special course in French or German or Italian respectively.

A.13. A student is required to do practical social work with a local body or organization which employs a trained social worker and is recognised by the Senate. A student must make his own arrangements with the organization with which he is to do practical work. Final arrangements are subject to the approval of the Head of the Department. The Head of the Department retains the right to make any arrangements on behalf of a student.

A.14. A student receiving full-time tuition at an institution approved by the Senate, may do his practical work at such institution.

A.15. A student must pass in the practical social work of a particular year before he will be admitted to the study of the theoretical social work of the following year.

A.16. A student who has not enrolled for theoretical social work in a particular year but wishes to do practical social work during that year, must register as a student and enroll specifically for the practical work.

A.17. Every student shall take an oral examination in practical social work as soon as he has complied with the requirements regarding social work. The examination shall be conducted at the end of the third year by the Head of the Department or by a person or persons specially appointed by the Senate.

A.18. (a) A student may during the fourth year follow a course in one of the following specialized fields in social work, and if he passes, his degree diploma shall be endorsed accordingly:—

- (i) Cripple Care;
- (ii) Marriage Guidance and Counselling.

(b) Subject to the approval of the Senate a student in possession of the degree of B.A. (S.S.) of another university or an equivalent qualification, may be permitted to follow the fourth year course in one or more of the specialized fields in social work. If such a student passes in the examination a certificate to that effect shall be issued.

A.19. The degree-Diploma of each candidate who has complied with the regulations for the degree, shall be endorsed with the words "qualified as a social worker".

A.20. The degree may be conferred in the following departments: Anthropology, Criminology, Economics, Psychology, Social Work, Sociology.

College Diploma in Social work

(Dip. Soc. Work)

1. A candidate shall be admitted to the three years' Diploma in Social Work provided he has passed—

- (a) the Senior Certificate Examination of the Joint Matriculation Board or another examination deemed by the Senate to be equivalent thereto; or
- (b) the Junior Certificate of the Joint Matriculation Board or another examination deemed by the Senate to be equivalent thereto, provided that such a candidate—
 - (i) has also passed a three years' qualifying course recognized by the S.A. Nursing Council; or
 - (ii) has also passed a two years' qualifying course recognized by the Department of Bantu Education; or
 - (iii) that such candidate is at least 25 years of age and has satisfied Senate that he has attained a standard of education and experience which can be equated to Senior Certificate.

2. The curriculum for the Diploma consists of eleven courses, although twelve may be taken, and must, except as otherwise allowed by Senate, be arranged as follows:—

- (i) One major subject shall be Social Work. The second major subject shall be either Sociology, Social Anthropology, Psychology or Biblical Studies.
- (ii) Every curriculum shall include at least two courses in Sociology, Social Anthropology or Psychology.

(iii) The remaining courses shall be selected from the following:—

Sociology III, Social Anthropology II, III, Psychology III, Biblical Studies I, II and III, Economics 'A' and 'B' if 'A' has been taken during the first year, S.A. Native Law or S.A. Bantu Law, Political Science I, Public Administration I, Native Administration I, Systematic Theology I, History I, General Introduction to Philosophy, Statistical Methods A and B.

3. A candidate shall be required to furnish proof, through his written and oral work, of ability to employ at least one official language of the Republic and one Bantu language competently.

4. The results of all examinations shall be endorsed on his certificate.

5. A candidate who has obtained the diploma may offer himself for examination in any of the subjects described in (2) (iii) above in which he has not previously been examined, and if successful, his credit in that subject shall be endorsed on his Diploma.

6. A candidate shall devote such time to practical social work as the Head of the Department of Sociology and Social Work may direct and must obtain a minimum of 40 per cent before he is allowed to take the practical work examination.

7. At the end of each year of study an oral examination of about half-an-hour shall be taken by each candidate in connection with the practical work done during the year. The oral examination shall be conducted by the Head of the Department of Sociology and Social Work in conjunction with the person(s) responsible for the training in practical work or with such person(s) as may be indicated by Senate.

8. Candidates must complete the corresponding courses in practical and theoretical Social Work in the same year.

9. A candidate who obtains a minimum of 75 per cent in either major subject shall be considered to have passed such subject with distinction and his certificate shall be endorsed accordingly.

10. Except for courses in Social Work and Economics all other courses shall be normal courses offered by the College for Bursar purposes.

Degrees of Honours Bachelor of Arts, Honours Bachelor of Arts (Social Science), Master of Arts, Master of Arts (Social Science) and Doctor of Literature and Philosophy.

For particulars about these regulations candidates are referred to the Calendar of the University of South Africa and 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 five 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.D.
In Pharmacy: Bachelor of Science (Pharmacy)	...	B.Sc. (Pharmacy).

B2. Candidates for the B.Sc. degree may present themselves for examination in the following subjects:—

GROUP I

Mathematics	Botany
Applied Mathematics	Zoology
Physics	Geography
Chemistry	Psychology

GROUP II

Practical English
English

Practical Afrikaans
Afrikaans-Nederlands

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.	B.
<i>Major Subjects.</i>	<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.

B6. (a) A student may offer Applied Mathematics II only after Mathematics I, and Applied Mathematics III only after Mathematics II.

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, Botany, Zoology, Geography, Psychology, Entomology (if taken as a major for a Bachelor's Degree).

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.

B10. (a) The examination in Applied Mathematics must be taken in two parts consisting of two papers in each year. The candidate must pass in all the papers written at one examination.

B10. (b) A good pass in Mathematics III is a compulsory prerequisite for admission to the honours study in Applied Mathematics.

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

The curriculum for the Advanced Diploma in Agriculture extends over three years and the entrance requirement is a Senior Certificate or its equivalent.

First Year

The first year is taken in the Faculty of Science and candidates who pass Botany I, Chemistry I, Zoology I and Geography I are eligible for admission to the second year of study.

Second Year

From the second year onwards, candidates conduct their studies in the Department of Agriculture. The following subjects are offered:—

- Plant Production I: 4 lectures and 1 practical.
- Animal Production I: 4 lectures and 1 practical.
- Agro-ecology and Agric Potential of S.A.: 2 lectures.
- Soil Conservation: 2 lectures.

Third Year

- Plant Production II: 3 lectures and 1 practical.
- Animal Production II: 3 lectures and 1 practical.
- Agricultural Economics and Marketing: 2 lectures.
- Methods of Teaching Agriculture: 1 lecture.

Teaching

Students also study the following subjects as prescribed by the Faculty of Education:—

- Empirical Education.
- Principles of Education.
- School Organisation.
- Science Method.
- Blackboard Work.
- Construction of Teaching Aids.
- Practical Teaching.

DEGREES AND DIPLOMAS IN DIVINITY

Courses for the B.A. (Divinity) Degree

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

First year:

Biblical Studies I, Systematic Theology I, Ecclesiastical History I, Afrikaans-Nederlands I or English I.

Second Year:

Biblical Studies II, Systematic Theology II, Ecclesiastical History II, Hebrew I.

Third year:

Biblical Studies III, Systematic Theology III, Hellenistic Greek.

The regulations for this degree shall be those applicable to the Bachelor of Arts degree in the faculty of Arts.

The Degree of Bachelor of Divinity

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

All the regulations for degrees in Divinity from pp. 87-89 in the 1962 Calendar of the University of South Africa shall apply.

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

First year (one paper in each course): Old Testament Exegesis I, Old Testament Introduction I, New Testament Exegesis I, New Testament Introduction I, Biblical Theology I, Philosophy of Religion I, Church History I, Apologetics I, Dogmatics I.

Second year (one paper in each course): Old Testament Exegesis II, Old Testament Introduction II, New Testament Exegesis II, New Testament Introduction II, Biblical Theology II, Philosophy of Religion II, Church History II, Apologetics II, Dogmatics II.

Degree courses for salary grading purposes for teachers: Religious Instruction

For the recognition of a degree for salary grading purposes the Department of Bantu 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

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.

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.

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

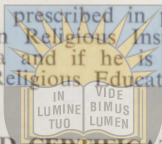
Subject to the provisions of paragraph 14 a candidate must obtain credit in all the courses set out in the following curriculum:—

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

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.

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

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 LAW

L1. The following degree is granted in the Faculty of Law:—
Bachelor of Law *University of Fort Hare* LL.B.

L2. The following Certificates are granted: *Together in Excellence*

- (1) Attorneys' Admission Certificate;
- (2) Public Service Law Certificate.

L3. Candidates for the LL.B. degree shall previously have been admitted to the degree or status of Bachelor in some faculty other than Law.

L4. (a) A candidate for the degree LL.B. must have completed a first year qualifying course in the subjects Latin, Afrikaans-Nederlands and English before the degree will be conferred upon him.

(b) In order to be admitted to the second year examination of the LL.B. degree course, the candidate must have completed the course in Latin I.

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.

L5. Candidates for the degree shall be required to take the following subjects:—

First Year.

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

Second Year.

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

Third Year.

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

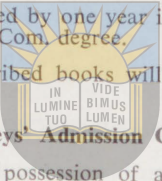
Fourth Year.

- (1) Private Law V.
- (2) Jurisprudence.
- (3) Procedure II.
- (4) Criminal Law II.
- (5) South African Bantu Law II.

L6. South African Bantu Law I and II may only be taken if Anthropology I has been passed.

The period of study is reduced by one year if four law courses have been taken for the Bachelor of Arts or the B.Com. degree.

Information regarding prescribed books will be furnished during lectures.



Attorneys' Admission Certificate

L7. A student must be in possession of a matriculation or a matriculation exemption certificate.

University of Fort Hare
Together in Excellence

L8. Syllabus:—

First Year.

- (1) Private Law I.
- (2) Mercantile Law I.
- (3) Criminal Law.

Second Year.

- (1) Private Law II.
- (2) Criminal Procedure.
- (3) Evidence.
- (4) Roman Law.

Third Year.

- (1) Private Law III.
- (2) Civil Procedure.
- (3) Mercantile Law II.
- (4) Interpretation of Statutes (a half course).
- (5) *Either* Constitutional and Administrative Law, *or—*
 - (a) S.A. Bantu Law; and
 - (b) S.A. Bantu Administration (a half course).

L9. In order to take Roman Law the student must have obtained the matriculation standard in Latin or have passed an examination in Latin which is certified by the Joint Matriculation Board as equivalent to Matriculation Latin.

L10. In order to be admitted to the second year, a student must have passed in the examination in at least two subjects of the first year and in order to be admitted to the third year the student must have passed in the examination in all the subjects of the first year and at least two subjects of the second year.

L11. A student retains recognition of a pass in the examination in subjects of the first and the second year, but in regard to the examination in subjects of the third year only if he passed in at least two subjects of that year at the same time.

L12. The examination in a course can be passed with distinction and in order to pass with distinction the student must pass in all the courses of the third year simultaneously and obtain an average mark of at least 70 per cent.

Public Service Law Certificate

L13. *Admission.*—In order to be admitted the student must be in possession of the School-leaving Certificate.

L14. *Syllabus.*—The Courses are as follows—

First Year.

- (1) Private Law I.
- (2) Mercantile Law.
- (3) Criminal Law.

Second Year.

- (1) Private Law II.
- (2) Criminal Procedure.
- (3) The Law of Evidence.
- (4) Roman Law.

Third Year.

- (1) Private Law III.
- (2) Civil Procedure.
- (3) Interpretation of Statutes (a half course).
- (4) *Either* Mercantile Law *or* *either* in *Preference*
 - (a) S.A. Bantu Law; and
 - (b) S.A. Bantu Administration (a half course).



L15. In order to be admitted to the second year the student must have passed in the examination in at least two subjects of the first year and in order to be admitted to the third year the student must have passed in the examination in all the subjects of the first year and at least two subjects of the second year.

L16. A student retains recognition of a pass in the examination in the subjects of the first and the second year, but of subjects of the third year only if he has passed in the examinations in at least two subjects simultaneously.

Pass with Distinction.

L17. The Certificate can be obtained with distinction if the examination is passed with distinction with a view whereto the student must pass in the examination in all subjects of the third year simultaneously and obtain an average mark of at least 70 per cent.

DEGREES IN COMMERCE AND ADMINISTRATION

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 and Administration

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

I. In Commerce:

Baccalaureus Commercii	B.Com.
Honneurs-Baccalaureus Commercii	Hons.-B.Com.
Magister Commercii	M.Com.
Doctor Commercii	D.Com.

II. In Administration:

Baccalaureus Administrationis	B.Admin.
Honneurs-Baccalaureus Administrationis	Hons.-B.Admin.
Magister Administrationis	M.Admin.
Doctor Administrationis	D.Admin.

The Degree of Bachelor of Commerce

F2. Candidates may qualify for the Bachelor of Commerce degree under any one of the following three headings: General, Accounting 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: Industrial Psychology, History, Sociology, Mathematics, Economic Geography, General Introduction to Philosophy, an approved Bantu Language, Income Tax I.

N.B.—Candidates who intend to offer Income Tax II in the third year, must take Income Tax I in the second year; provided that Accounting II is offered before or simultaneously with Income Tax I.

Third Year.

University of Fort Hare

1. Economics III. *Together in Excellence*
2. Business Economics III.
- 3 and 4. TWO of the following:—
 - (i) Accounting III.
 - (ii) Auditing I.
 - (iii) Economic History II.
 - (iv) Three separate part-courses, Mercantile Law IIA, Mercantile Law IIB and Mercantile Law IIC.
 - (v) Banking A and B.
 - (vi) Transportation.
 - (vii) Income Tax I (if not taken in the second year).
 - (viii) Income Tax II.
 - (ix) Co-operation.

ACCOUNTING

First year.

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

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. Auditing I.

Third year.

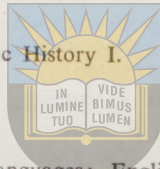
1. Economics III.
2. Business Economics III.
3. Accounting III.
4. *One* of the following:—
 - (i) Auditing II.
 - (ii) Separate part-courses, Mercantile Law IIA, Mercantile Law IIB, Mercantile Law IIC.
 - (iii) Cost Accounting.
 - (iv) Income Tax I.
 - (v) Accounts of Executors, Liquidators and Trustees.
 - (vi) Co-operation.

LAW

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. Private Law I.
5. *One* of the following languages: English I, Afrikaans-Nederlands I, Latin I.



University of Fort Hare

Together in Excellence

Second Year.

1. Economics II.
2. Business Economics II.
3. Accounting II.
4. Private 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. Private Law III.

N.B.—Attention is drawn to the syllabus for Roman Law I, of the third year, for which a knowledge of Latin is essential.

Latin I in the first and second year, may only be presented provided the admission requirements have been satisfied.

In order to be admitted to the second year of the LL.B. Course a candidate must have passed in the examination in Latin I or in some other examination which in the opinion of the Senate of the University of South Africa 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 or Accounts of Executors, Liquidators and Trustees unless he has passed in Accounting II.

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

(b) A candidate taking Auditing II shall take Accounting III at the same time if he has not previously passed in Accounting III.

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; the half-courses in Elementary Theory of Finance and Statistical Methods A shall be regarded as one course for the purpose of this regulation; 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 uncompleted 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, Auditing, Private Law.

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

F12. The minimum required (a) for a pass is 50 per cent, (b) for a pass with distinction in the subjects mentioned in paragraph F11 is 75 per cent.

In addition, a subminimum of half (33½ per cent (16½ marks) in each Section of the paper is prescribed in Economics and Economic History I.

The Degree of Bachelor of Administration

Curriculum

F13. The courses shall be as follows:—

First Year.

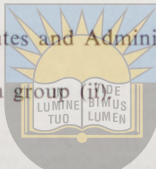
- (i) Political Science I.
- (ii) Accounting I.
- (iii) Economics and Economic History I.
- (iv) Afrikaans-Nederlands I or Practical Afrikaans or English I or Practical English.
- (v) One of the following:—
 - (a) Private Law I.
 - (b) Industrial Psychology I.
 - (c) German I.
 - (d) Two of the separate part courses, Elementary Theory of Finance, Statistical Methods A, Statistical Methods B.
 - (e) French I.
 - (f) One of the courses not taken under (iv).
 - (g) Native Administration I.

Second Year.

- (i) Political Science II.
- (ii) Public Administration I.
- (iii) Economics II.
- (iv) and (v) Two of the following:—
 - (a) Constitutional Law I.
 - (b) International Law.
 - (c) Native Administration II, or if not already taken, I.
 - (d) Industrial Psychology II.
 - (e) Accounting II.
 - (f) Statistics I.
 - (g) An approved Bantu Language.
 - (h) Private Law II.

Third Year.

- (i) Public Administration II.
- (ii) ONE of the following:—
 - (a) Political Science III.
 - (b) Economics III.
 - (c) Private Law III.
- (iii) and (iv) TWO of the following:—
 - (a) Industrial Psychology III.
 - (b) Native Administration III or II (if not taken in the second year).
 - (c) Municipal and Rural Administration.
 - (d) Lost Accounting.
 - (e) Interpretation of Statutes and Administrative Law.
 - (f) Transportation.
 - (g) A further course from group (ii).



Restrictions in Courses

F14. No student shall take—

- (a) Cost Accounting before he has completed Accounting II;
- (b) Statistical Methods B except after or together with Statistical Methods A;
- (c) both Practical Afrikaans and Afrikaans-Nederlands I or both Practical English and English I;
- (d) Industrial Psychology II unless he has completed Statistical Methods A and Statistical Methods B under group (iv) of the first year; in this case the language course shall be taken as a compulsory course under group (iv) in the second year;
- (e) Public Administration I except after or together with Political Science II;
- (f) Public Administration II before completion of Political Science II;
- (g) Municipal and Rural Administration except after or together with Public Administration II.
- (h) Interpretation of Statutes and Administrative Law before he has completed Constitutional Law I.

Number of Courses per Year

F15. The provisions of F9 apply.

Courses from a Previous Year

F16. The provisions of F10 apply.

Principal Subjects

F17. The following subjects are principal subjects:—

Accounting.	Native Administration.
Economics.	Political Science.
Industrial Psychology.	Public Administration.

Pass with Distinction

F18. A student shall pass with distinction in a principal subject if he attains a distinction mark in the final course.

The Degree of Honours Bachelor of Commerce and Honours Bachelor of Administration

F19. Every candidate for the degree of Honours Bachelor of Commerce or Honours Bachelor of Administration shall (1) have held the degree or status of Bachelor of Commerce or of Administration or of Economics (as the case may be) 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.

F20. A candidate who has obtained the degree of Bachelor of Commerce may not be accorded the status of Bachelor of Administration. A candidate who has obtained the degree of Bachelor of Administration may not be accorded the status of Bachelor of Commerce. A candidate who has obtained the degree of Bachelor of Economics (Industrial Administration) shall be regarded as having obtained the degree of B.Com. (Administration), and a candidate who has obtained the degree of Bachelor of Economics (Public Administration) shall be regarded as having obtained the degree of Bachelor of Administration.

F21. The following are the departments in which the degree of Honours Bachelor of Commerce may be awarded:—

Economics.

Business Economics (for which Industrial Organization and Management I or Business Economics I is a prerequisite, if Commerce II was taken under the old regulations).

Accounting (for which Accounting III is a prerequisite).

Auditing (for which Accounting III and Auditing II are prerequisites).

F22. The following is the department in which the degree of Honours Bachelor of Administration may be conferred:—

Economics.

F23. The Hons. B.Com. and Hons. B.Admin. examinations 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.

F24. Candidates holding the Hons. B.A. degree shall be debarred from taking the Hons. B.Com. or Hons. B.Admin. degree in the department in which they have taken the Hons. B.A. degree.

F25. The standards for a pass shall be, in the Hons. B.Com. examination in Economics, Business Economics, Accounting and Auditing: 50 per cent, with a sub-minimum of 40 per cent in each paper; in the Hons. B.Admin. examination in Economics, 50 per cent, with a sub-minimum of 40 per cent in each paper.

F26. The standards for distinction shall be 75 per cent for the Hons. B.Com. and Hons. B.Admin. examinations.

The Degrees of Master of Commerce and Master of Administration

F27. For particulars regarding these regulations candidates are referred to the Calendar of the University of South Africa or to the Head of the Department concerned.

The Degrees of Doctor of Commerce and Doctor of Administration

F28. See regulation F21.

Diploma in Commerce and Administration

1. The requirements for admission to the Diploma shall be at least a Senior Certificate or equivalent qualification, but Matriculation exemption shall not be required.

2. The duration of the course shall be two years, and the following subjects are offered:—

Bookkeeping.

Economics.

Commerce.

Commercial Arithmetic.

Mercantile Law.

[As well as a language if this diploma is to serve as a prerequisite for the South African Teachers' Diploma—Junior Secondary.]

3. The curriculum of each subject shall be divided into Section A and Section B, and the A course must be completed before the B course can be commenced with.

4. At the end of each year a College examination shall be conducted in each course of the diploma.

5. A candidate who at the end of his first year of study, has not passed the College examination referred to in regulation 4 in at least three courses (excluding the language) shall be required to repeat the whole of the curriculum.

6. The maximum number of courses that may be offered for the Diploma in Commerce and Administration in any calendar year shall be six including not more than one course for "non-diploma" purposes.

7. Except with the special permission of the Senate, candidates who are offering themselves for the B course, must at the same time offer the outstanding A courses.

8. The minimum requirement—

(a) to be admitted to the examinations, is a 45 per cent year mark;

(b) to pass in the College examinations, is 50 per cent; and

(c) to pass with distinction, is 75 per cent:

Provided that if a candidate under paragraph (b) attains between 45 per cent and 50 per cent and his year-mark is 50 per cent or more, the head of the department may apply a basis of 50 per cent of the year-mark and 50 per cent of the examination mark, and if the average thus obtained is 50 per cent or higher, he may pass the candidate, and if it is less than 50 per cent, he may admit the candidate to a supplementary examination.

REGULATIONS FOR THE FACULTY OF EDUCATION DEGREES AND DIPLOMAS.



C1. The following degrees are granted by the Faculty:—

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

C2. The following diplomas are issued in the Faculty:—

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

The Degree of Bachelor of Education

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

Admission to the course of studies.

C3. A student must hold a Bachelor's degree and the University Education Diploma, or hold the degree B.P.Ed., provided that a certificated teacher who does not possess the U.E.D. may be admitted to the course of studies on the following conditions:—

- (a) If he has had post-matriculation training, he must *either*—
 - (i) produce evidence of five years' satisfactory teaching experience; or
 - (ii) pass at one and the same examination a test in the four subjects Philosophy of Education, Empirical Education, History of Education and Method and Administration;
- (b) if he has had pre-matriculation training, he must—
 - (i) produce evidence of five years' satisfactory teaching experience; and
 - (ii) pass at one and the same examination a test in the four subjects Philosophy of Education, Empirical Education, History of Education and Method and Administration;

provided that the test mentioned in each (ii) above shall consist of the papers for the examination for the University Education Diploma; and that no supplementary examinations shall be allowed.

Duration and Curriculum.

C4. The curriculum shall extend over a period of at least one year and shall consist of the following subjects:—

- (a) Philosophy of Education.
- (b) General Empirical Education.
- (c) Special Empirical Education.
- (d) History of Education.
- (e) Method.
- (f) Administration.

The Degree of Master of Education

Examination.

C5. The examination consists of a dissertation.

The Degree of Doctor of Education

Duration of Study.

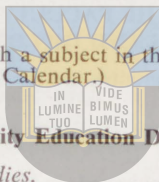
C6. The degree shall not be conferred on a student unless—

- (a) he is a Master of Education of at least four years' standing; or
- (b) he is a Master of Education of at least three years' standing, at least one of which was devoted entirely to approved research work:

Provided that the degree may, in exceptional circumstances and with the special permission of the Senate, be conferred on a candidate who is a Master of Education of two years' standing.

Thesis.

C7. The thesis shall deal with a subject in the field of Education. (See also Rules and General Regulations, Unisa Calendar.)



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

Admission to the Course of Studies.

C8. A student must—

- (a) possess a degree;
- (b) have completed degree courses, whether for degree purposes, or for non-degree purposes, in accordance with the provisions of C9 below.

Degree Courses.

C9. The degree courses in which a proposed student must pass are as follows; the subject selected under (d) and the other subject under (c) below are regarded as principal teaching subjects:—

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

- | | |
|-----------------------|-------------------------------------|
| Afrikaans-Nederlands. | Applied Mathematics. |
| English. | Physics. |
| Any third language. | Chemistry. |
| History. | Botany } or Biology. |
| Geography or Geology. | Zoology } |
| Education. | Accounting. |
| Physical Education. | Economics. |
| Biblical Studies. | Business Economics. |
| Psychology. | Domestic Science. |
| Bibliography. | Philosophy (General Introduction to |
| History of Art. | Philosophy/History of Philosophy/ |
| Painting. | Systematic Philosophy. |
| History of Music. | Anthropology. |
| Mathematics. | Native Administration or any other |
| | school subjects: |

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:—

- German (Special Course).
- French (Special Course).
- Economic Geography.
- Sociology.
- Systematic Theology.
- Principles of Greek Culture.
- Economics and Economic History.

(c) Second courses in any *two* of the four courses selected from (a) and (b) above; provided that Systematic Theology I may be presented instead of one second course if Biblical Studies I has been selected from (a) above, but that none of Economic History II, Native Administration II, Philosophy II, Bibliography II and Sociology II shall be regarded as a second course in terms of this paragraph.

(d) A third course in at least *one* of the two subjects chosen 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 for B.Sc. (Eng.) shall be regarded as Mathematics III.]

(e) Subject to the provisions of (c) above, a student may present one third on two second courses instead of one third, one second and *two* first courses: Provided that—

(i) a student who has majored in Geology and has taken at least one qualifying course in Geography may offer Geography as a principal teaching subject;

(ii) a student who has not taken Biology as a major subject, may select it as a principal teaching subject if he has taken the following combination of subjects:—

Either Botany or Zoology as a major subject, with at least two qualifying courses in the other:

Provided further, that no student who selects Biology as a principal teaching subject shall offer Botany or Zoology as a further principal teaching subject.

Duration and Contents.

C10. The course extends over a period of at least one year and the courses shall be as follows:—

Major Subjects.

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

C11. (1) Further compulsory subjects:—

Compulsory Subsidiary Subjects.

- (ix) Blackboard Work.
- (x) School Hygiene.
- (xi) School Librarianship or Religious Instruction.
- (xii) Construction of Teaching Aids.
- (xiii) and (xiv) A written, oral and practical teaching test in, either the two official languages or one official language and the vernacular. Of these one *must* be taken on the higher grade.

Additional Subjects.

- (xv) Physical Education.
- (xvi) Music and Choral Singing.

(2) Candidates 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 former 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 candidates shall be exempted from taking subjects (vii) and (viii) Practical Teaching on producing evidence of five years' satisfactory teaching experience.

Completion of Course of Studies.

C12. To obtain credit for the subjects he has passed a student must—

- (a) pass in at least four of the principal subjects under C10. (i) to (vi) at one and the same examination; a student who has passed in five, may, subject to G10 (Calendar, University of South Africa) rewrite the subject he has failed, at the supplementary examination in March or at any subsequent ordinary examination;
- (b) in the case of the ancillary subjects under C11 (1) (ix) to (xii), obtain the sub-minimum in the written part of at least three of the four subjects at one and the same examination; a student who has passed in three subjects may, subject to the provisions of G10 (Calendar, University of South Africa) rewrite the subject he has failed, at the supplementary examination in March or at any subsequent ordinary examination.

Examination.

C13. (1) A student who holds a degree but lacks only one or two of the teaching subjects, may take the examination for the Diploma, but shall not be granted the Diploma until he has complied with all the academic and professional requirements.

(2) *Sub-minima.*—To pass in the four ancillary subjects under C11 (1) (ix) to (xii), a student must obtain in each subject an aggregate of 50 per cent in the written and the practical examination, with a sub-minimum of 40 per cent in each of the two sections; and in each of the two language tests under C11 (1) (xiii) to (xiv), an aggregate of 50 per cent in the written, the oral and the practical examination, with a sub-minimum of 40 per cent in each of the three sections for the Lower Medium; and an aggregate of 60 per cent, with a sub-minimum of 50 per cent in each of the three sections for the Higher Medium.

(3) 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.

Distinction.

C14. A candidate may obtain a distinction in any of the principal subjects under C10 (i) to (vi), and he shall obtain the diploma with distinction if he obtains a distinction in four of the above-mentioned principal subjects.

The University Education Diploma (Non-Graduate)

C15. A registered student who has completed two years of study towards a Bachelor's degree in such a manner that all the requirements for the degree may be fulfilled by one further year of study, may be admitted to the final year of professional training, and upon completion thereof may be allowed to obtain the University Education Diploma (Non-Graduate) on the following conditions:—

- (a) That the number of completed courses for the Bachelor's degree shall be as follows:

For B.A.	8
for B.Sc.	6
for B.Com.	10;

- (b) that the courses include at least two teaching subjects in which two qualifying courses shall have been obtained as well as two further qualifying courses selected in accordance with regulation C3;
- (c) that the professional year shall be devoted exclusively to the diploma course.

C16. The candidate must further satisfy all the requirements of the prescribed regulations for the ordinary University Education Diploma.

C17. Any holder of the University Education Diploma (Non-Graduate) may have it converted into the University Education Diploma (Graduate) by completion of the remaining academic requirements of the latter.

The South African Teachers' Diploma (Junior Secondary)

C18. *Name of Certificate.*—The South African Teachers' Diploma (Junior Secondary)

C19. *Aim of the Course.*—To train teachers for the first three years of the Secondary School.

C20. *Duration of the Course.*—The duration of the course shall be two years.

C21. *Entrance Qualifications.*—Before candidates shall be admitted to this course, they must comply with the following requirements:—

(a) *Application for Admission.*—The application for admission must be submitted to the Registrar.

(b) *Confidential Report.*—The form concerning the selection of pupil teachers (B.E. 228) must be submitted by the principal of the last school attended, to the Registrar.

(c) *Medical Certificate.*—A medical report (Form B.E. 227) must be submitted to the Registrar by the applicant.

(d) *Academical Requirements.*—A candidate must, satisfy the Senate of the University with respect to matriculation qualification or other satisfactory admission certificate.

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

C22. Schedule of Subjects

Group I, Academic.

Candidates must attend and complete a first year academic course for the degree B.A., B.Sc. or B.Com.

B.A.—Five first year degree courses of which the vernacular and one official language shall be compulsory.

B.Sc.—Four first year degree course of which at least three must be science subjects.

B.Com.—A first year degree course such as prescribed by the University of South Africa, or a diploma in Commerce and Administration which has been obtained after matriculation (with or without exemption).

Group II, Professional.

1. Principles of Education.

2. Empirical Education.

3. School Organisation.

4. Practical Teaching: Demonstration and criticism lessons.

5. History of Education with special reference to the history of education in South Africa.

Group III, Method and Content.

Methods of teaching and content of *four* of the following school subjects in the first three years of the Secondary School course: General Science, Physics and Chemistry. Agriculture, Arithmetic, Mathematics, Commerce, Commercial Arithmetic, Bookkeeping, Typing, Shorthand, Afrikaans, English, Vernacular, Latin, Social Study and Religious Instruction.

Reservations:

(i) Should General Science be taken, Physics and Chemistry may not be offered.

(ii) Should Commerce and Commercial Arithmetic be taken, Arithmetic may not be offered.

(iii) Not more than *three* languages may be taken.

Group IV, Compulsory Practical Subjects.

1. Construction of Teaching Aids.
2. Blackboard Work.
3. Hygiene.

Group V, Additional Subjects.

1. Music and Singing.
2. Physical Culture.

Remark.—Candidates are expected to participate in at least two types of organised sport.

C23. Examination Requirements.

(a) To be admitted to the professional course of this diploma, a candidate must have passed in at least three subjects for the B.A., B.Sc. or B.Com. degree or be in possession of a diploma in Commerce and Administration.

(b) A candidate admitted for the diploma course must attend and complete the prescribed course in accordance with the requirements of the diploma course.

(c) A course shall be regarded as complete when the candidate passes the examination at the termination of the period prescribed for the course.

(d) An examination or any qualifying tests for the diploma course must be examined by at least two examiners.

(e) Re-admission of a candidate who has not been successful in obtaining the minimum requirements for any year of study, may be refused.

(f) In order to obtain the South African Teachers' Diploma, a candidate must comply with the following requirements:—

- (i) *Group I subjects.*—The candidate must have passed in at least four degree courses, or must have passed examination for a diploma in Commerce and Administration.
 - (ii) *Group II to V.*—A candidate must obtain at least 50 per cent of the maximum number of marks for each subject.
- (g) *Supplementary Examinations.*
- (i) A candidate who has not failed in more than *three* subjects in group II, III and IV, is entitled to a supplementary examination.
 - (ii) Supplementary examinations in professional courses shall be written at times and centres as decided upon by the Senate of the University College.
 - (iii) A candidate must pass a supplementary examination within five years after he had written the examination for the first time.
 - (iv) A candidate who has not passed the required number of first year degree courses, shall be permitted to write the examination for one course at the most, with the understanding that he pays for the registration and examination fees of those subjects himself, and also that no provision be made on the time-table for attendance of the classes for the second year of study.
 - (v) Should a candidate not comply with the requirements of regulations (f) (i) and (g) (iv), he may at any time in consultation with the University of South Africa write such examinations within six years after he had written that examination for the first time.
- (h) *Requirements for Obtaining the Diploma.*
- (i) A candidate who has completed and complied with all the requirements of this course, shall receive *The South African Teachers' Diploma*.
 - (ii) Candidates who have written the professional section of the examination shall be classified as follows:—

First Class.—Candidates who have obtained at least 75 per cent of maximum number of marks.

Second Class.—Candidates who have obtained between 50 per cent and 74 per cent of the total number of marks.
 - (iii) A candidate who has not complied with all the requirements of the diploma course, shall only receive a statement concerning the examination results.
 - (iv) *Efficiency in Languages.*—An endorsement on the certificate shall indicate the language in which the teacher is efficient.
 - (i) *Practice Teaching.*

SYLLABUSES AND COURSES

DEPARTMENT OF AFRIKAANS-NEDERLANDS

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

DEPARTMENT OF AGRICULTURE

PLANT PRODUCTION I

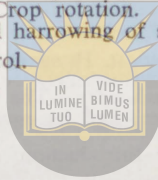
(Four lectures and three hour practical)

1. Role of crop production in the Agriculture of S.A.; average gross value of the most important agricultural crops, contribution of crops to the national income. Crops in S.A.; statistics of crop production and land utilization. Ecological distribution of natural vegetation and crops in S.A.
2. Soil Science. Plantfoods, organic matter and soil organisms. Soil water; soil colloids and soil reaction. Soil air and soil temperature. Carbon and Nitrogen cycles.
3. Soil fertility. Manures and artificial fertilizers in S.A. Fertility experiments—pot and field experiments.
4. Practical work and demonstration on the College Farm.

PLANT PRODUCTION II

(Three lectures and three hour practical)

1. Crop production practices.—Crop seeds and seed treatment; weeds and weed control. Seedbed preparation. Dryland production and irrigation. Fertilizing programmes in the crop areas. Crop rotation. General principles in connection with ploughing, rolling, discing and harrowing of soil.
2. Plant diseases and pest control.
3. Study of the main crops:—
 - (a) Food crops.
 - (b) Vegetable production.
 - (c) Fodder crop production.
4. Veld Management: Veld types in S.A.; composition and feeding value of the different veld types. Veld conservation systems for the Transkei and other Bantu areas. Veld hay and the production of special fodder crops.



AGRO-ECOLOGY AND AGRICULTURAL POTENTIAL

(Two lectures)

1. Agro-climatology; the climate of S.A. and the influence of the climate on agricultural production.
2. The structure of Agriculture in S.A.
3. Agro-economical survey of S.A. Detailed study of the Agricultural potential of the different farming regions. Animal and crop production in the summer, winter, and transitional rainfall areas. The agriculture of the Transkei.
4. Study of special industrial crops, e.g., sisal, sugarcane, cotton, etc.

AGRICULTURAL ECONOMICS AND MARKETING

(Two lectures)

1. Evolution of commercial farming, the farming enterprise; value of land and land utilization.
2. Production factors: Soil, labour, capital and entrepreneur.
3. Production costs; factors which influence production costs, law of diminishing returns; evaluating fertilizers.
4. Farm records and essential books. Valuation of stock, depreciation of stock.
5. Marketing agricultural produce; the market, Laws of supply and demand, price formation. Farmers associations, aims. Co-operative marketing: principles; types of co-operatives. Livestock markets in S.A. and the marketing of crops and vegetables.

SPECIAL METHOD

(One lecture)

1. The history of the teaching of Agriculture.
2. The aims of teaching the subject.
3. The place of the subject in the school curriculum.
4. The syllabus of the subject.
5. The method in teaching the subject.
6. The teacher of the subject.


SOIL CONSERVATION.

(Two lectures)

World position of erosion; the different forms of erosion in South Africa. Causes of erosion; climate and erosion; rainfall penetration coefficients and run-off. Soil losses resulting from cultivation practices and from livestock production on farms. Relationship of erosion to crop yields and changes in normal plant development. General after-effects of erosion. Erosion problem in areas farmed by Europeans and Bantu.

Soil Conservation—basic principles of conservation as applied to crop and livestock husbandry. The use of contours, strip-cropping, terracing and dams in soil conservation. Prevention of gully and donga erosion.

The rôle played by the Department of Agriculture in the prevention of erosion. Use of instruments and machines and the influence of various plants in soil conservation.



ANIMAL HUSBANDRY I

1. *Introduction to animal husbandry*—the importance and development of the livestock industry in South Africa, and its contribution to the national income.

2. *Breeds of farm livestock*.—Introduction; evolution, origin, characteristics and usefulness of:—

(a) Cattle breeds: Type of cattle, indigenous cattle.

(b) Pig breeds: Bacon and pork breeds.

(c) Sheep and goat breeds: Mutton, wool and milk production. Indigenous stock.

(d) Horse breeds: Draught and light types, mules.

3. *Elements of nutrition of farm animals*.

(a) Introduction and importance of correct nutrition.

(b) Composition of plants and animals and their interrelationships.

(c) Nutrients required by animals: Their chemical and physical properties and their functions in the animal body; proteins, carbohydrates, fats, vitamins, minerals and water.

(d) Digestion in ruminants and non-ruminants; absorption and metabolism.

(e) Soft fat problem; vitamin synthesis; role of antibiotics in animal nutrition.

(f) Measuring the usefulness of feeds: Digestibility, digestible protein, nutritive ratio, etc.

(g) Factors affecting the value of feeds.

(h) Maintenance of farm animals: Maintenance rations; factors affecting maintenance.

(i) Nutrient requirements for growth, fattening, reproduction and production of milk, eggs, work and wool or hair.

(j) Comparative economy of production and feed utilisation by various farm animals.

(k) Computation of balanced rations: Ration requirements; feeding standards; economy in practical feeding; costing of feedstuffs; computation and balancing of ration.

4. *Feedingstuffs.*

- (a) Roughages—pasture, forage and hays.
- (b) Succulents—silage, roots and tubers.
- (c) Fodder trees and shrubs (exotic and indigenous).
- (d) Concentrates—
 - (i) plant origin;
 - (ii) animal origin;
 - (iii) miscellaneous.
- (e) Feedingstuffs causing taints and digestive disorders.

5. *Reproduction.*—Sex physiology; fertility and infertility; sterility; A.I.

6. *Common stock diseases and simple veterinary treatment.*—Endo- and ectoparasites; dipping and spraying; inoculations; injections; wound treatments; anatomy.

7. *Poultry Farming.*—Nutrient requirements; rearing, feeding, housing and management; selection and culling; broiler and egg production; marketing; poultry diseases.

ANIMAL HUSBANDRY II

A.—*Feeding, Care and Management of Farm Livestock.*

1. *Dairy Farming.*

- (a) Introduction and general: Milk composition; efficiency of production; rations; feeding cows on pasture; feeding cows during dry periods (droughts); feeding and management during gestation and after parturition; regularity in feeding and management; care of the milking herd; cowbyre and parlour routine and clean milk production; dipping, spraying and exercise of cattle; factors influencing cost of milk production; the keeping of accurate records; desirable buildings; handling facilities; sick animals.
- (b) Rearing dairy replacements: Calf-rearing systems; housing and management; veal production.
- (c) Feeding and management of dairy bulls: Correct handling and exercise; housing.
- (d) Dual-purpose cattle management.
- (e) Milk-testing for composition and purity.

2. *Beef production.*

- (a) Intensive and semi-intensive conditions: Economics; beef breeding herd; replacement stock; and production systems.
- (b) Extensive conditions, i.e. ranching: Management of the cattle and ranch; handling and sorting facilities; adaptability, body conformation and function; animal behaviour.

3. *Pig production.*—Breeding, feeding and management; housing; market requirements; rations; economic factors.

4. *Horse management.*—Rearing, feeding and management.

5. *Sheep farming.*—General problems; rearing, feeding and management; handling facilities; fat lamb production; wool and its handling.

B.—*Animal Breeding* (genetics).

1. Review of breeding; animal genetics; livestock improvement; breeding systems.

2. *Growth and development.*—Brief outline of the processes of growth and development.

3. *Animal by-products on the farm.*

- (a) Hides and skins: Their preparation, treatment, preservation and storage.
- (b) Manure.

4. *Farm butchery.*—Desirable meat characteristics; hygiene.

5. *The preparation and shearing of livestock.*

6. *Simple farm buildings.*—Suitable for farm animals and storage of feeds.

DEPARTMENT OF ANTHROPOLOGY

Course I

(One paper)

SECTION A (50 PER CENT)

(1) Introduction :—

- (a) The scope and task of the subject.
- (b) The concepts of culture, race and people.

(2) Review of the basic anthropological phenomena and general principles connected with economic and social organization, religious systems, and systems of government and law.

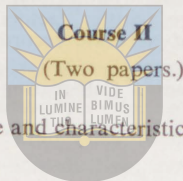
(3) Synoptic study of physical anthropology and raciology and the distribution and racial divisions of the peoples of the world.

SECTION B (50 PER CENT)

(1) Review of the ethnic composition, history and classification of the peoples of Africa, with special reference to Southern Africa.

(2) Intensive ethnographic study of *one* Nguni and *one* Sotho group, and a general ethnographic study of the Bushmen and the Hottentots.

(3) Study of contact between European and Bantu in South Africa and attendant anthropological problems.



Paper 1.

Intensive study of the nature and characteristics of culture.

Paper 2.

Ethnographic study of the peoples of Africa, with special reference to a patrilineal North Bantu tribe (Kisumu), a matrilineal tribe (Bemba), a Nilotic tribe (Lango), and a Negro tribe (Ashanti), with special reference to the political organization, religious system, social organization and economic system.

Course III

(Three papers)

Paper 1.

Intensive study of the different trends in anthropology with special reference to the twentieth century.

Paper 2.

(1) Intensive study of the processes of cultural interchange in general, and of acculturation in a particular area or particular areas or among a particular people or particular peoples.

(2) Study of the application of anthropology in Native administration, mission work, education and economic development in Africa.

Paper 3.

(1) Ethnological review of the peoples and cultures of Oceania; concise ethnographic study of the Trobrianders of Melanesia and the peoples of Tonga and Ontong Java in Polynesia.

(2) Review of the peoples and culture areas of North and South America.

(3) Study of the essentials of social organization among the Arunta of Australia.

(4) Review of the classification of African cultures according to Ankermann, Frobenius, Seligman, Baumann, and Herskovits.

Honours Course

(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

Theories and problems in connection with acculturation and transculturation, with reference to conditions in Southern Africa and America. (For Bibliography see Calendar of University of S.A.).

Paper 5

One of the following:—

- (i) Applied Anthropology.
- (ii) Archaeology with special reference to South Africa (provided that this has not been taken as a separate course).
- (iii) 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.)

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 State President.

- (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, judicial 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; liquor and the supply of liquor; financing of the administration of urban Natives; participation of the Natives in urban local government.

- (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; Republic of South Africa Constitution Act, 1961.
- (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 of Fort Hare

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 population problem: 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 of race relations and its application 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.
- (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.

Bibliographies: See Afrikaans text.



University of Fort Hare
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DEPARTMENT OF BANTU LANGUAGES

Course I

N.B.—Note that only candidates who have matriculated in the language (higher or Lower Grade) which they offer may take this course.

Paper 1.

Section A.—(a) The principles of phonetics (including prosodic elements) and the phonetics of the language in particular. Phonetic transcription may be demanded.

(b) The phonology (*inter alia* the mutual influences of sounds and other sound changes) of the language. (40%)

Section B.—Introduction to the morphology and syntax of the language. Note that in this course the emphasis is laid on morphology. Grammatical explanations may also be demanded. (60%)

Paper 2.

Section A.—A literary study of the prescribed books. Simple analysis of sentences may also be demanded. (55%)

Section B.—Unseen translation into the language. (15%)

Section C.—An essay of about two pages in length in the language. (30%)

Course II

Paper 1.

Section A.—An advanced study of the phonetics, phonology, morphology, syntax and semantics of the language. (100%)

Paper 2.

Section A.—Introduction to the phonetics, phonology, morphology and syntax of another language, preferably one of the same group to which the main language belongs. This second language will be that of the prescribed book from a second language given under the Section for prescribed books. Attention must also be given to comparison with the main language. (50%)

Section B.—Introduction to the study of comparative Bantu linguistics with special reference to—

- (i) terminology used in the grouping of languages, e.g. language family, zone, etc.;
- (ii) the general principles underlying the re-construction of ur-languages; the nature and function of Ur-Bantu; a knowledge of the Ur-Bantu sounds and of simple soundshifts (including nasal compounds) in the main language, i.e. the language taken in the first year;
- (iii) 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 second language;
- (iv) the classification of the dialects and the characteristics of the group to which the main language belongs;
- (v) the general principles of the study of phonemes and an introduction to the study of the phonemes of the main language. (50%)

Paper 3.

Section A.—A literary study (including usage of language) of the prescribed books indicated in the section for prescribed books. (65%)

Section B.—An essay of about two pages in length in the main language. (35%)

Course III

Paper 1.

Section A.—A comparative study of the phonetics, phonology, morphology, syntax and semantics of a main language and two other closely related languages, as specified in the following schedule.—

<i>Main language.</i>	<i>Languages for comparison.</i>
Xhosa	Swazi and Zulu.
Zulu	Swazi and Xhosa.
Rhodesian Ndebele	Zulu and Xhosa.
Tsonga	Zulu and Tswana.
Southern Sotho	Northern Sotho and Tswana.
Northern Sotho	Southern Sotho and Tswana.
Tswana	Southern Sotho and Northern Sotho.
Venda	Northern Sotho and Southern Sotho.
Shona (Zezuru)	Kalanga and Karanga.
Nyanja	Cewa and Nsenga.
Swahili (Zanzibar)	Mvita (Mombasa) and Amu. (60%)

Section B.—With reference to each main language and its languages for comparison as scheduled in Section A: meaning and connotation of words; neologisms; differences between the written and spoken language; proverbs; expressions; idioms; figures of speech, etc., in other words. stylistics in general, and in particular with reference to the writers of the prescribed books dealt with in Paper 3. (40%)

Paper 2.

Section A.—Comparative linguistics with reference to:—

- (i) The characteristics of the Bantu Language Family.
- (ii) The classification of the language of the zone and the characteristics of the zone to which the main language belongs including the characteristics of the groups of the zone.
- (iii) The development of Bantu linguistics of the particular zone.
- (iv) Advanced sound-shifting from Ur-Bantu to the main language.
- (v) Certain aspects of comparative Bantu linguistics with reference to the zone concerned, e.g. phonological laws, the class concordance.
- (vi) The influence of foreign languages on the particular zone.
- (vii) An introduction to the study of the phonemes of the group to which the main language belongs. (100%)

Paper 3.

Section A.—A survey of the folklore and of the publications in the main language. (25%)

Section B.—The literary study of the prescribed books indicated in the section for prescribed books. At least one question from this section must be answered in the main language. (75%)

Syllabus for the Degree of Hons. B.A.

For details consult Head of Department.

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 transpiration, 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.

The examination will consist of two papers and one practical.

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.

Bibliographies: See Afrikaans text.

DEPARTMENT OF CHEMISTRY

Course I

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.

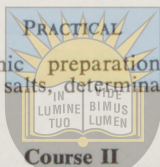
C.—Organic Chemistry.

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.

Simple organic and inorganic preparations, organic qualitative analysis, qualitative identification of simple salts, determination of equivalent weights, gravimetric analysis, titrimetric analysis.



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; furan, thiophen, pyrrole, pyridine, quinoline, isoquinoline, simple alkaloids; alicyclic compounds; simple terpenes; physical techniques for the elucidation of organic structures; reaction mechanisms.

PRACTICAL

A.—Inorganic Chemistry.

Semi-micro 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.



University of Fort Hare
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DEPARTMENT OF DIVINITY

Hebrew: Course I

(Two papers)

Paper 1.

Principles of Hebrew grammar [script and phonetics, accidence: pronoun, strong noun (including irregular nouns—cf. Davidson Gramm, p. 153), 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: *Together in Excellence*

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

A. van Deursen and G. Meima: *Bybelse aardryskunde* (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 (weak verbs and nouns).

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* (Princetown 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
 IN THE
 LUMINE OF THE
 BIBLE
 LUMEN
 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) Law prophesy and liturgy as Holy Scripture.
- (c) Classification, sequence and scope.
Differences between the canon of Jerusalem and Alexandria.
Apocrypha and pseudepigrapha.
- (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 Old Testament History.

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

2. Land, people and archaeology of Palestine.

C.—Prescribed chapters to course I:

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

Biblical Studies, Course I, Paper 1

Recommended reading:

- Bright: *A History of Israel*.
Wheeler Robinson: *The History of Israel*.
Wright & Filson: *Westminster Historical Atlas*.
Baly: *The Geography of the Bible*.
Albright: *The Archaeology of the Bible*.
Gilbertson: *The Way it was in Bible Times*.
Wheeler Robinson: *The Old Testament—its Making and Meanings*.
Mowinkel: *The Old Testament as Word of God*.
Manley (Ed.): *The New Bible Handbook*.
Voss: *Biblical Theology*.
Neil: *The Rediscovery of the Bible*.
Heinisch: *Theology of the Old Testament*.

In studying the selected portions the following Commentaries are recommended:
Interpreter's Bible, Abingdon Commentary, Vor der Hake *et al.*: *Commentaar op de Heilige Schrift*, Peake's Commentary, The New Bible Commentary.

THE NEW TESTAMENT

A.—Introduction.

1. The Task.

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

2. The Form of the New Testament.

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

3. The Subject.

- Jesus Christ (the christological character of the New Testament).
- The earliest confession (beginnings of the apostolic Credo).
- 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.

- The witness to Christ according to the Gospels of Mark, Matthew and Luke.
- 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):

- The Early Church.
- St. Paul and the gentile mission.
- 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.

Prescribed Text-books:

- Otto Weber: *Ground Plan of the Bible* (1959 Eng. Tr. of 4th Ed. of "Grundriss der Bibelkunde").
Merrill C. Tenney: *New Testament Survey* (Revised Ed. 1961).

Course II

Paper 1.

THE OLD TESTAMENT.

A.—Introduction to the literature of the Old Testament from its beginnings to Exile.

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

B.—Introduction to Old Testament Theology.

The usual "Theologies", e.g. Vriezen, Eichrodt, Köhler, etc. (continued Course III).

Biblical Studies, Course II, Paper 1

Recommended reading:

- Oesterley & Robinson: *An Introduction to the Books of the Old Testament*.
Bentzen: *Introduction to the Old Testament*.
Pfeiffer: *Introduction to the Old Testament*.
Eissfeldt: *Einleitung in das Alte Testament*.
Young: *An Introduction to the Old Testament*.
Aalders: *Oud Testamentische Kanoniek*.
Robinson: *Prophecy and Prophets in Ancient Israel*.
Paterson: *The Goodly Fellowship of the Prophets*.
Rowley: *The Rediscovery of the Old Testament*.
Vriezen: *An Outline of Old Testament Theology*.
Jacob: *Theology of the Old Testament*.
Köhler: *Old Testament Theology*.
von Rad: *Theology of the Old Testament*.
Eichrodt: *Theologie des Alten Testaments*.
Commentaries: see under Course I.

Paper 2.

THE NEW TESTAMENT

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

1. Introduction. *Together in Excellence*
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.

Recommended reading:

- James Moffatt: *An Introduction to the Literature of the New Testament* (T. & T. Clark, 3rd Ed., 1918).
E. F. Scott: *The Literature of the New Testament* (Columbia U.P., 1932).
H. C. Thiessen: *Introduction to the New Testament* (Eerdmans, 1943).
F. Cartledge: *Conservative Introduction to the New Testament* (Zondervan, 1938).
K. and S. Lake: *An Introduction to the New Testament* (Christopher, 1938).
J. A. Robinson: *The Study of the Gospels* (Longmans, 1935).
V. Taylor: *The Gospels—a Short introduction* (Epworth, 9th Ed., 1960).
V. Taylor: *The formation of the Gospel Tradition* (Macmillan, 1935).
A. Richardson: *The Gospels in the Making* (S.C.M., 1938).

J. M. Thompson: *The Synoptic Gospels* (O.U.P., 1936).

B. H. Streeter: *The Four Gospels* (Macmillan, 1924).

W. L. Knox: *The Acts of the Apostles* (C.U.P., 1948).

Adolf Deissmann: *Light From the Ancient East* (H. & S. tr. Strachan, 1927).

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.

Prescribed Text-books:

Henry C. Thiessen: *Introduction to the New Testament* (12th printing 1962).

C. H. Dodd: *The Apostolic Preaching and its Developments* (New Ed. 1944, 9th Impression 1960).

James S. Stewart: *The Life and Teaching of Jesus Christ* (1957).

James S. Stewart: *A Man in Christ* (9th Impression 1957).

Course III

Paper 1.

THE OLD TESTAMENT

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

B.—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 and resistance against the cultures of Babylonia, Egypt, Canaan, Assyria, Persia and the Greek world.

C.—Introduction to Old Testament Theology.

Biblical Studies, Course III, Paper 1

Recommended reading:

For Introductions and Theologies see under Course II.

Robinson: *The Poetry of the Old Testament.*

Paterson: *The Book that is alive.*

Oesterly: *An Introduction to the Books of the Apocrypha.*

Rowley: *The Relevance of Apocalyptic.*

Rankin: *Israel's Wisdom Literature.*

Russel: *Between the Testaments.*

Snaith: *The Jews from Cyrus to Herod.*

Kenyon: *Our Bible and the Ancient Manuscripts.*

Kenyon: *The Bible and Archaeology.*

Albright: *Recent Discoveries in Bible Land.*

Hahn: *The Old Testament in modern research.*

Kraus: *Geschichte der historisch-kritischen Erforschung des Alten Testaments.*

Rowley: *The Old Testament and modern study.*

Albright: *From Stone Age to Christianity*.
 Lampe & Woollcombe: *Essays on Typology*.
 Westermann: *Essays on Old Testament Hermeneutics*.
 Berkhof: *Principles of Biblical Interpretation*.
 Grijdanus: *Schriftbeginselen ter Schriftverklaring*.
 Dugmore (Ed.): *The Interpretation of the Bible*.
 Filson: *Which Books belong in the Bible*.
 Jeffery: *The Canon of the Old Testament*, in *The Interpreter's Bible*, Vol.
 Kraeling: *The Old Testament since the Reformation*.
 Commentaries: see under Course I.

Paper 2.

THE NEW TESTAMENT

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 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).

Prescribed Text-books:

- Donald Guthrie: *New Testament Introduction: Hebrews to Revelation* (1962).
 Donald Guthrie: *The Pastoral Epistles and the Mind of Paul* (1956).
 C. H. Dodd: *The Interpretation of the Fourth Gospel* (1953).
 B. F. Westcott: *A General Survey of the History of the Canon of the New Testament* (7th Impr. 1896).
 or
 C. F. D. Moule: *The Birth of the New Testament* (1962).
 F. G. Kenyon: *The Text of the Greek Bible* (New Ed. 1949, latest printing 1958).
 L. Berkhof: *Principles of Biblical Interpretation* (6th printing, 1962).
 R. H. Pfeiffer: *History of New Testament Times with an Introduction to the Apocrypha* (1949).

Systematic Theology: Course I

Introduction.

A general introduction to the study of Theology.

Task and basic problems of dogmatics.

1. Christian Church and Christian Doctrine.

The Doctrine of the Word of God.

Course II

Paper 1.

THE DOCTRINE OF GOD

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

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.

Course III

Paper 1.

THE DOCTRINE OF RECONCILIATION

Paper 2.

THE DOCTRINE OF THE LAST THINGS

1. Eschatology as task and problem of the Christian doctrine.
2. Jesus Christ Who is to come.
3. The Eternal Kingdom.

Prescribed Books:

- K. Barth: *Dogmatics in outline.*
G. C. Berkouwer: *General Revelation.*
T. C. Hammond: *In understanding the Christian.*

Course I

Course II

The above books together with the following:—

- K. Barth: *Credo.* University of Fort Hare
E. Brunner: *Dogmatics, I and II.*
G. C. Berkouwer: *The person of Christ.*
D. Bonhoeffer: *Ethics.*
E. Brunner: *The Divine Command.*

Course III

All the above books as in Courses I and II together with the following:—

- D. M. Baillie: *God was in Christ.*
E. Brunner: *Dogmatics, Vol. III.*
K. Barth: *Church Dogmatics, Vol. IV, parts 2 and 3).*

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.

Recommended Reading:

- Walker: *A History of the Christian Church* (T. & T. Clark).
Gwatkin: *Early Church History to 313 A.D.* (Macmillan).
Streeter: *The Primitive Church* (Macmillan).

- Latourette: *A History of the Expansion of Christianity. Vol. I, II,*
(Harper & Bros.).
- Rainy: *The Ancient Catholic Church* (T. & T. Clark).
- Bartlet: *The Apostolic Age* (T. & T. Clark).
- McGiffert: *A History of Christianity in the Apostolic Age* (T. & T. Clark)
- Cambridge Ancient History, Vols. X-XII.*
- Workman: *Persecution in the Early Church* (Kelly).
- Lindsay: *The Reformation, 2 Vols.* (T. & T. Clark).
- Hunter: *The Teaching of Calvin* (T. & T. Clark).
- Mackinnon: *Luther and the Reformation* (Longmans).
- Ed. Elton: *The New Cambridge Modern History, Vol. II* (Cambridge University Press).

Prescribed Documents:

Ed. H. Bettenson: *Documents of the Christian Church* (O.U.P.).

Course II

Paper 1.

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.

Recommended Reading:

- Kidd: *The Counter-Reformation* (S.P.C.K.).
- Ignatius Loyola: *Spiritual Exercises* (Robert Scott).
- Gee & Hardy: *Documents Illustrative of English Church History; and More and Cross: Anglicanism* (S.P.C.K.).
- Walker: *A History of the Christian Church* (T. & T. Clark).
- Haller: *The Rise of Puritanism* (Columbia).
- Donaldson: *History of the Church of Scotland* (O.U.P.).
- Payne: *The Free Church Tradition in the Life of England* (S.C.M.).
- Davies: *The English Free Churches* (O.U.P.).
- Wand: *A History of the Modern Church* (Methuen).
- Faber: *The Oxford Apostles* (Faber).

Prescribed Texts:

- Ed. H. Bettenson: *Documents of the Christian Church* (O.U.P.).
- Ed. Paget: *Hooker's Laws of Ecclesiastical Policy* (O.U.P.), or Dent's Everyman Edn., Bk. V.

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:

1. The Fundamentals of the Christian Mission.
2. Mission and Church.
3. Missions today: Israel.
Islam.
Heathendom.

Prescribed books:

- Bavinck, J. H.: *An Introduction to the Science of Missions* (Eerdmans).
Cook, H. R.: *An Introduction to the Study of Christian Missions* (Moody Press).
Blauw, J.: *The missionary nature of the Church* (S.C.M.).
Anderson, W.: *Towards a Theology of Missions* (S.C.M.).
Allen, R.: *Missionary Methods, St. Paul's or Ours* (World Dominion Press).

Recommended Reading:

- Kraemer, H.: *The Christian Message in a Non-Christian World* (Lutterworth).
Kraemer, H.: *Religion and the Christian Faith* (Lutterworth).
Nida, E.: *Message and Mission* (Harper).
Oosthuizen, G. C.: *Theological discussions and Confessional developments in the Churches of Asia and Africa* (Wever).
Taylor, J. V.: *The growth of the Church in the Buganda* (S.C.M.S.).
Sundkler, B. G. M.: *The Christian Ministry in Africa* (S.C.M.S.).

Practical Theology (for B.A. Theology)

One Course (one paper)

The Course includes the principles of Liturgics, Homiletics, Catechetical Instruction and Pastoral Care.

1. Christ and his Church.
2. The Community and its worship.
3. Renewal of the Church.
4. New man in the Church.



Prescribed Books:

- Oates: *The Christian Pastor*.
Brillenbug-Wurth: *Verkondiging en Zielsorg*.
Cullmann: *Urchristentum und Gottesdienst*.
Thurneysen: *Die Lehre von der Seltsorge*.
Maxwell: *Concerning Worship* (O.U.P.).
Maxwell: *Report on Faith and Order*, Faith and Order Commission, Paper No. 15.
Niles: *The Preacher's Task* (Lutterworth).
Kotzé: *The Divine Charge of the Christian*.

Syllabus: Bachelor of Divinity

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.

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 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 a 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.

PASTORAL THEOLOGY

Course I.

1. Christ and His congregation.
2. The organization of the congregation.
3. The revival movements.
4. The new man in the congregation; the task of the laity.

CONTEMPORARY TRENDS IN THEOLOGY

Course I.

1. Man and theology in the 18th century.
2. Main trends in the 18th and 19th centuries.
3. The history of the theology of the 19th century.
4. The theological renewal and the theological trends in the 20th century.

COMPARATIVE RELIGION

One Course.

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 law, 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.
- (e) Profit—Profit theory, the problem of residual income.

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.—Money and Banking.

Money and banking. The characteristics and functions of money. Changes in the value of money. Monetary standards. Central and commercial banking. Rates of exchange. International monetary organisations.

Economics III

(Three papers)

Paper 1.

- (a) The international economics.
- (b) Economic Fluctuations.

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.

The structure, functions and administration of public finance. The economic consequences of current public expenditure. Public debt budgeting.

Paper 3.

The economy of the Republic of South Africa.

- (a) (i) The economic structure and growth of the Republic of South Africa.
(ii) Selected subjects on economic problems in 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.

ECONOMICS

HONOURS BACHELOR EXAMINATION

The examination consists of five papers.

Paper 1.

Theories of value. Control of monopolies and distribution theories.

Paper 2.

Income theories and economic dynamics.

Paper 3.

Advanced study of money and banking.

Papers 4 and 5.

One subject per paper from the following list. The nature of each of these subjects will be determined in co-operation with the candidate:—

- (a) Economic systems.
- (b) International economic relations.
- (c) Public finance.
- (d) Labour problems.
- (e) Economic history.
- (f) Economic problems in South Africa.
- (g) Population problems.
- (h) The economics of underdeveloped territories.
- (i) National economic accounting.

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.

DEPARTMENTS OF BUSINESS ECONOMICS AND ACCOUNTING

University of Port Harcourt
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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 transaction 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., including Receipts and Payments Accounts and Income and Expenditure Accounts. 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, excluding admission and dissolution.
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.
23. Elementary interpretation of final accounts and balance sheets.
24. Single entry.

Course II.—Two papers.

1. Advance study of all subjects of the work of the first year with special reference to—
 - (a) the preparation of final accounts and balance sheets of sole traders, partnerships, clubs and associations;
 - (b) analysing and interpretation of financial statements.
2. Admission of partners and dissolution of partnerships excluding piecemeal liquidation.
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. Royalties.
8. Final accounts of manufacturers and contractors, including valuation of work in progress.
9. Farm accounting.
10. Elementary Goodwill.
11. 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.

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.

NOTE.—The above-mentioned accounts for special types of undertakings per item 10, will be included in the syllabus to the end of 1965. Afterwards, for examination purposes, it will be transferred to Accounting IV.

Accounts of Executors, Liquidators and Trustees

Preparation of liquidation and distribution accounts in deceased estates, treatment of usufructs, fideicommissary bequests and accounts in general in testate and intestate estates and the Estate Duty Addendum.

Preparation of statement of affairs, liquidation and distribution or contribution accounts in surrendered or sequestered estates and company liquidations. Accounts resulting from a deed of compromise. The writing up of trust books and accounts.

Auditing

Course I.—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 and 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 well-founded knowledge of auditing as well as the ability to answer questions in 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.

1. Introduction.
 - (a) The task, scope and development of business economics as a science.
2. The development and present structure of South African industry life.
3. The business undertaking and the State:—
 - (a) The general promotion of business life by the State.
 - (b) The State as guardian of—
 - (i) labour relations;
 - (ii) the public—consumers, investors, etc.

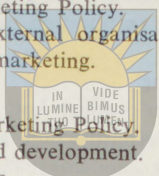
- (c) Planning by the State.
- 4. The Establishment of the Business Undertaking.
 - (a) The Organizational Aspect.
 - (b) The Technical Aspect.
 - (c) The Financial Aspect.
- 5. The Management of the Business Undertaking.
 - (a) General Principles.
 - (b) Management of Labour.
 - (c) Management of Production.
 - (d) Management of Finance.

Course II.—Two Papers.

1. The wants, demand and consumption and the South African distribution system in particular.
2. The functional approach of the marketing problem.
3. The institutional approach of the marketing problem.
4. The product approach of the marketing problem.
5. The foreign trade.
6. The principles of Marketing Management.

Paper 2.—Marketing Management.

1. The Principles of Marketing Policy.
 - (a) The internal and external organisation of the marketing section.
 - (b) The preparation of marketing.
 - (c) Marketing Costs.
2. The Instruments of Marketing Policy.
 - (a) Product planning and development.
 - (b) Distribution methods.
 - (c) Credit policy.
 - (d) Price policy.
 - (e) Advertising.



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3. The combination of the instruments of policy—illustrated by means of case studies.

Paper 3.—Business Finance.

1. Introduction.
2. The supply of funds.
 - (a) The forms in which capital can be made available.
 - (b) The financial institutions.
3. The demand of and determination of required funds.
 - (a) The demands of different types of private and public undertakings.
 - (b) The financial structure of the undertaking.
 - (c) The analysis of financial statements and control of revenue.

Course III.—Three Papers.

Paper 1.—Problems of Internal Management.

1. General Management and business policy.
2. Management of Production.
3. Management accounting as an instrument to management.
4. Co-ordination and formation of policy—illustrated by means of Case Studies.

Paper 2.—Marketing Management.

1. The Principles of Marketing Policy.
 - (a) The internal and external organisation of the marketing section.
 - (b) The preparation of marketing.
 - (c) Marketing Costs.
2. The Instruments of Marketing Policy.
 - (a) Product planning and development.
 - (b) Distribution Methods.
 - (c) Credit Policy.
 - (d) Price Policy.
 - (e) Advertising.
3. The combination of the instruments of policy—illustrated by means of case studies.

Paper 3.—Business Finance.

1. Introduction.
2. The supply of funds.
 - (a) The forms in which capital can be made available.
 - (b) The financial Institutions.
3. The demand of and determination of required funds.
 - (a) The demands of different types of private and public undertakings.
 - (b) The financial structure of the undertaking.
 - (c) The analysing of financial statements and control of revenue.



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Co-operation

(Two papers)

1. *The significance and historical development of the Co-operative Movement:—*
 - (a) Historical background which resulted in the formation of the Modern Co-operative Movement.
 - (b) The emergence of the British Co-operative Movement.
 - (c) The emergence of the Co-operative Movement on the Continent.
2. *A historical review of the Co-operative Movement in the Republic of South Africa:—*
 - (a) The emergence of the agricultural Co-operatives up to 1910.
 - (b) The period 1910-22.
 - (c) The period 1923-33.
 - (d) The period 1934-60.
 - (e) The emergence of Consumers' Co-operatives.
3. *Co-operative Legislation in the Republic of South Africa (Act No. 29, 1939, as amended).*
4. *Various types of Co-operatives:—*
 - (a) Consumers' Co-operatives:
 - (i) Distributive Societies.
 - (ii) Service Societies.
 - (b) Marketing Co-operatives.
 - (c) Producers' Co-operatives.
 - (d) Supply Co-operatives.
5. *South African Agricultural Co-operatives, Rationalization of the Marketing process by Agricultural Co-operatives.*
 - (a) Co-operative Marketing and Rationalization of the Marketing process by Agricultural Co-operatives.
 - (b) Controlled Marketing under the Marketing Act of 1937.
 - (c) Possible effects of the application of the Marketing Act on the Agricultural Co-operative Movement.
 - (d) Statistical analysis of Agricultural Co-operatives in the Republic of South Africa.
6. *South African Consumer Co-operatives:—*
 - (a) Statistical analysis of the Consumers' Co-operatives in the Republic of South Africa.
 - (b) Problems of Consumer Co-operatives.
7. *Co-operative insurance:—*
 - (a) Agricultural activities.
 - (b) Other.
8. *Internal Management and Organization of Co-operatives.*
9. *Financial control of Co-operatives:—*
 - (a) Capital structure of Co-operatives.
 - (b) Capital requirements and Financing of Co-operatives.
 - (c) The use of the revolving capital system.
 - (d) Financial accounts.
 - (e) Credit control.
10. *Taxation and taxation problems.*
1. *The Co-operative Movement amongst the non-Whites in South Africa.*
2. *International comparisons: The Co-operative Movement in other Western and Eastern countries and in underdeveloped areas in particular.*

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 design 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.

Elementary Theory of Finance

Half-course.—One paper, two hours.

Arithmetic and geometric progressions. Interest; nominal and effective rate of interest; problems on finding amount, present value, time and rate. Annuities certain; present value and amount. Redemption. Sinking fund. Stocks and shares. Purchase of securities. Yield. Construction of schedules.

N.B.—It is desirable that students, before commencing this course, should have a knowledge of algebra up to matriculation standard; decimals and decimalization of money; metric system; ratio and proportion; percentages; profit and loss; trade and bankers' discounts; use of logs; brokerage; foreign exchange; use of annuity and interest tables; simultaneous equations.

Income Tax

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.

Course I.—One paper, three hours.

Principles and practice of taxation of the income of individual persons, 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, 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 provisions of the Act, matters relating to the administration of the Act, and reciprocal agreements for the avoidance of double taxation.

Mercantile Law

Course Ia.—One paper.

Principles of the law of contract; contracts of sale, hire-purchase, lease; the law of master and servant; mortgage and pledge; liens.

Course Ib.—One paper.

The law relating to partnerships and to the formation and administration of companies.

Course IIa.—One paper.

Suretyship; agency; negotiable instruments.

Course IIb.—One paper.

The law relating to the liquidation of companies; insolvency; insurance; arbitration; administration of estates.

Course IIc.—One paper.

The following *capitula selecta* from Company Law: The *ultra vires*-doctrine; funds available for dividends; the legal position of directors, secretaries and auditors; contracts with directors; holding and subsidiary companies; procedure at meetings; management of companies; protection of minority shareholders.

Statistical Methods A

Half-course.—One paper, two hours.

Classification and tabulation; frequency tables. Averages: arithmetic mean, weighted mean, median and mode; their computation, individual properties, relative advantages and disadvantages. Quartiles. Skewness. Dispersion. Coefficient of dispersion. Standard deviation. Karl Pearson's coefficient of correlation. Diagrams. Histograms, Ogives. Linear regression lines. Trend curves by moving averages, by graphic and other elementary methods. Index numbers. Methods of sampling. Published statistics. Fallacies. Sampling variance. Statistical tests of differences between averages; the use of statistics; accuracy and approximation; application of statistics; preparation of business statistics.

N.B.—It is desirable that students, before commencing this course, should have a knowledge of algebra up to matriculation standard.

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

BUSINESS ECONOMICS

HONOURS BACHELOR EXAMINATION (HONS. B.COM.)

The examination comprises:—

Paper 1.

(a) *Advanced economic theory.* One of the following:

- (1) Theory of value, price and distribution.
- (2) Advanced study of currency and banking.
- (3) Theory and problems of business cycles (industrial fluctuations).

(b) *Advanced business economics* (three papers):

Paper 2.

Advanced problems of general management, production management and personnel management.

Paper 3.

Business finance; or Marketing of Industrial Products.

Paper 4.

One of the following:

- (1) Marketing of agricultural products.
- (2) Transportation (including shipping and harbour administration).
- (3) Stock exchanges and produce exchanges.
- (4) Management accounting.
- (5) 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].
- (6) 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.

Paper 5.

Every candidate must submit an essay on a piece of field work which has been 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.

Organisation 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 problem 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.

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.

Syllabuses for the Diploma in Commerce and Administration

BOOKKEEPING

1. General theory of bookkeeping; ledger accounts as the foundation for the study of double entry.
2. The use of subsidiary books; recording of entries; balancing and posting.
3. The trial balance and the preparation of the final accounts and balance sheets.
4. Bank reconciliation statements.
5. Correction of errors and adjustments.
6. Bills transactions.
7. Treatment of consignments.
8. Joint ventures.
9. Debtors' ledger, creditors' ledger and control accounts.
10. Departmental accounts.
11. Final accounts and balance sheet.
12. Income and expenditure accounts and balance sheets of clubs, etc.
13. Partnership accounts.
14. Company accounts: issue of shares and debentures; final accounts and balance sheet.

ECONOMICS

1. The field of study of Economics as a Social Science. The economic development, in broad outline, of a country from the primitive stage to the modern system of largescale production, specialisation and international trade, with special reference to South African conditions.
2. Introduction to economic concepts. The meaning of wealth, value and utility, human wants and their satisfaction.
3. The factors of production and their remuneration.
4. Markets: Functions; the evolution of a modern market, its importance and conditions for a perfect market; supply and demand as determinants of price in a market where free competition exists.
5. Distribution: The concept of national income; principles of its distribution between the various factors of production. An elementary analysis of the national income of South Africa.
6. Money and Banking: The meaning and functions of money, requirements of good money. Kinds of banks and their functions. Inflation and deflation. The quantity theory of money. Price indexes.
7. The State: Economic functions; intervention in economic life limited to marketing and wages. Elementary treatment of principles and incidence of a good taxation system.
8. International Trade: Causes of advantages; free trade and protection; balance of payments and trade balance; elementary treatment of foreign exchanges.
9. Economic importance of the various population groups; Bantu reserves and the establishment of border industries.

COMMERCE

1. The organization of commerce:—
 - (a) Functions of commerce. Purchases and sales. Marketing of commodities. Means of payment.
 - (b) Credit. Particulars in connection with the financial position. Hire-purchase.
 - (c) Stock-taking: aims and procedures. Sales.
 - (d) Advertising. Essentials of a good advertisement. Testing results.
 - (e) Insurance.
 - (f) Financing of undertakings and financial institutions.
 - (g) Office organization and practice. Organization of an enterprise. Function of different departments: storage, indexing, handling of inward and outward mail.
 - (h) Transport. Different systems of transport. Advantages and disadvantages.
 - (i) Industries in the Republic of South Africa. The Department of Commerce and Industries. The S.A. Bureau of Standards. Iscor, etc.
 - (j) Co-operative Societies. Origin. Principles and functions of consumers' and agricultural societies.

2. The treatment of the business undertaking:—

- (a) Introduction. Task and scope. Development. Basic concepts. Industrialization of South Africa.
- (b) The establishment of the business undertaking: The organizational aspect. The technical aspect. The financial aspect.
- (c) The Management of the business undertaking: General principles of management. Management of labour. Management of production. Management of finance.

COMMERCIAL ARITHMETIC

Factors, fractions and decimalization of money. The metric system. Ratio and proportion. Percentages. Taxes and bankruptcy. Averages. Profit and loss. Simple interest. Discount on bills. Calculation of day-to-day interest; average due date. Partnership. Stocks and shares. Monetary systems and foreign exchange. The chain rule. Square root. Compound interest. Logarithms. The use of logarithms for arithmetical calculations. Arithmetical progressions. Geometrical progressions. Annuities. Depreciation. Graphs.

MERCANTILE LAW

General principles of the Law of Contract. Contract of sale including hire purchase contracts. Lease. Contracts of service. Suretyship. Mortgage and pledge. Liens and rights of retention. Representation and agency. Insurance. Carriage of goods. The law of associations.



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FACULTY 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.

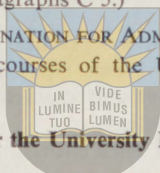
1. Central and provincial policy and control.
2. The systems of education in the Republic and other African states and in the Western world.
3. Differentiation in education—a comparative study.
4. Tutor training—a comparative study.
5. Curriculum construction.
6. Failure at school and at University.

MASTER'S EXAMINATION (M.Ed.)

The examination consists of a dissertation. (The regulations governing the dissertation are given under paragraphs C 5.)

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

University of Fort Hare

(One paper)

Together in Excellence

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 Jacques Rousseau, Basedow, and the Philanthropists.
 9. The Psychological Movement, Pestalozzi, Herbart, Froebel.
 10. The Scientific Movement. Herbart, Spencer.
 11. The Sociological Movement. Dewey, Kerchensteiner.
- C.—12. General survey of European and Bantu education in South Africa.

University of Fort Hare
 Method and Administration
 Together in Excellence
 (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. Central 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.



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DEPARTMENT OF ENGLISH

Course I

Paper 1.

- (a) Davis: *Introduction to Modern English Usage* (O.U.P.).
- (b) Harman: *The Sounds of English Speech* (Longman).
- (c) Thompson: *Reading and Discrimination* (Chatto and Windus).
- (d) Alves: *English in Everyday Use* (O.U.P.).
- (e) *Concise Oxford Dictionary*.

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) Conrad: *Heart of Darkness*.
George Eliot: *The Mill on the Floss*.
Lawrence: *Sons and Lovers*.

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 Rape of the Lock*. *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. 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: Together in Excellence*
Twain: *Huckleberry Finn*.
Hardy: *Tess of the D'Urbervilles*.
Conrad: *Under Western Eyes*.
- (b) (In any complete edition):
Shakespeare: *Antony and Cleopatra*.
Marlowe: *Dr. Faustus*.
Webster: *The Duchess of Malfi*.
Sheridan: *The School for Scandal*.

Paper 3.

- (a) 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).
- (b) Scott-James: *The Making of Literature*, Chapters 1-18.
- (c) Harman: *The Sounds of English Speech* (Longmans).

Course III

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:

Love's Labour's Lost, Twelfth Night, Troilus and Cressida, Measure for Measure, King Lear, 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: *Portrait of a Lady*.

Lawrence: *The Rainbow and Women in Love*.

- (b) Leavis: *The Great Tradition*.

Paper 4.

- (a) Middle English: *Sir Gawayne and the Green Knight* (any Middle English edition).

- (b) Scott-James: *The Making of Literature*.

- (c) 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).

Ward: *The Phonetics of English* (Heffer & Sons).

Bibliographies—1964

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 Greene 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; Synge: 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, Excellence.*
 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'Urberville, 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.)

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Greek.

Homer: *The Odyssey; The Iliad*.

Aeschylus: *The Oresteian Trilogy* (*Agamemnon, Choephoroe, Eumenides*).

Sophocles: *The Theban Plays* (*Oedipus Rex, Oedipus at Colonus, Antigone*)
in Yeats'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*.

Thucydides: *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*.

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.*
García Lorca: *Poems, Blood Wedding.*
Camoens: *The Lusiads.*
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.



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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.*

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 Hurling*.
 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 Henri, Saki (H. H. Monro), Wilder, Marquand, A. E. Coppard, T. F. Powys, Hawthorne, McCullers, Welty, Sansom, Poe, Bierce.

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 Française, 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 Criticisms*; Forster: *Aspects of the Novel*; Bradley: *Shakespearean Tragedy, Lectures on the English Poets*; Kermode: any of his works; Knight: *The Shakespearean 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 Enchafed 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 AND GEOLOGY

GEOGRAPHY

All students taking 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.

Course I

(One theory and one practical paper)

One paper: (Theory—3 hours) 60 per cent.
One paper: (Practical work—4 hours) 40 per cent.

1. Theory.

A. Introduction to Physical Geography.

- (1) *The earth as planet.*—The earth as part of the Universe—form, size and movements—results of the movements, e.g. seasons, day and night, eclipses, etc.—determination of place and time—the problem of map projections.
- (2) *Surface forms.*—The land and sea forms of the earth; processes responsible for these forms.
- (3) *The climate.*—Weather and climate—insolation, pressure, winds and precipitation—climatic regions.
- (4) *Plants and animals.*

B. Introduction to Human Geography.

- (1) Man—composition and distribution of the population—classification in races, languages, nations, etc.
- (2) Human settlements—urban and rural.
- (3) Human activities—agriculture, commerce, industry, mining, etc.
- (4) Communications by land, sea and air.

2. Practical Work (Geographical Aids)

- A. Practical exercises to illustrate aspects of physical geography.
- B. The making and use of maps.

Reference Books:

Finch, Trewartha, Robinson & Hammond: *Elements of Geography*.
Serton & Moolman: *Algemene Aardrykskunde*.
Monkhouse & Wilkinson: *Maps and Diagrams*.

Course II

(Two Theory and one four-hour practical paper)

N.B.—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 including photogrammetry: B.A. and B.Sc.
- (b) Practical exercises on Part 2: 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:

- Kimble: *Tropical Africa*, Vol. I.
- Shaw: *Anglo-America*.
- Houston: *A Social Geography of Europe*.
- Van Valkenburg & Stotz: *Elements of Political Geography*.
- Critchfield: *General Climatology*.
- Monkhouse & Wilkinson: *Maps and Diagrams*.
- Polunin: *Introduction to Plant Geography*, or
- Newbigin: *A Plant Geography*.

Course III

(Two three-hour theory and one four-hour practical)

N.B.—B.A. and B.Sc. differentiated.

1. *Regional Geography*.
 - (a) South Africa (in more detail) } B.A. and
 - (b) Other regional subjects } B.Sc.
2. *Economic Geography*: B.A.
3. *Geomorphology*: B.Sc.
4. *Practical Geography*:
 - (a) Cartography and map reading. B.A. and B.Sc.
 - (b) Practical exercises on economic Geography. B.A.
 - (c) Practical exercises on Geomorphology. B.Sc.

Note.—

- 1 paper on A or (30 per cent)
- 1 paper on B or C (30 per cent)
- 1 practical examination (40 per cent)



Reference Books:

- Paper 1*: Wellington: *Southern Africa*, Vol. I & II.
- Paper 2*: B.A.: Shaw: *World Economic Geography*, *Oxford Economic Atlas of the World*.
- Paper 2*: B.Sc.: Lobbeck: *Geomorphology* ~~Here~~ *The Unstable Earth*.
- Practical*: Monkhouse & Wilkinson: *Maps and Diagrams*.

Honours Bachelor Examination

The honours course consists of the following:—

- Group A, compulsory: 1 *paper*.
- Group D, compulsory: 1 *original project*.
- Groups B and C:
 - (a) First one of the five branches (Economic Geography, Political Geography, Social Geography, Climatology—Meteorology, and Geomorphology) must be selected for specialisation—2 *papers*.
 - (b) Secondly, one of the branches which does not fall under the specialised branch must be selected— 1 *paper*.
- A. 1. Development of Geography as a Science.
2. Modern trends in Geography.
- B. 1. Economic Geography.
2. Social Geography.
3. Political Geography.
- C. 1. Climatology and Meteorology.
2. Geomorphology.
- D. Original research project.

N.B.—A bibliography will be supplied by the Head of the Department.

Master's Examination

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

Geology

The course will be offered if ministerial approval is given.

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

Course I

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

N.B.—The abbreviations after each subject in the syllabus refer to the recommended textbooks. Textbooks: H.—Hurlbut: Dana's Manual of Mineralogy, 16th edition. H. and C.—Hamilton and Cooke: Geology for South African Students 4th edition. L. and F.—Longwell and Flint: Introduction to Physical Geology 1st edition. S.—Spock: Guide to the Study of Rocks, 1st edition. T.—Tyrrell Principles of Petrology, 2nd edition. J. and H.—Janisch and Hamilton: Section Drawing from Simple Geological Maps.

1. Crystallography.

Crystals and crystallization, structural properties of crystals, symmetry, crystal notation, crystal forms (H., pp. 16-41).

Crystal Systems: Isometric system: hexoctahedral, hextetrahedral and diploidal classes. Hexagonal system: Dihexagonal-dipyramidal, dihexagonal-pyramidal, hexagonal-dipyramidal, hexagonal-scalenohedral, trigonal-trapezohedral and ditrigonal-pyramidal classes. Tetragonal system: ditetragonal-dipyramidal and tetragonal-scalenohedral classes. Orthorhombic system: rhombic dipyramidal and rhombic pyramidal classes. Monoclinic system: Prismatic class. Triclinic system pinacoidal class (H., pp. 41-82). Twin crystals and crystalline aggregates (H., pp. 82-91).

2. Mineralogy.

Physical Mineralogy: Cleavage, parting, fracture, hardness, tenacity, specific gravity, properties depending upon light, electrical and magnetic properties (H. pp. 92-111).

Chemical Mineralogy: Elements, chemical mineral classes, derivation of chemical formulae, elementary crystal chemistry (H., pp. 112-133). Classification of Silicates (H., pp. 314-318).

Descriptive Mineralogy: Elements: Gold, silver, copper, platinum, sulphur, diamond, graphite. Sulphides: chalcocite, bornite, galena, sphalerite, chalcopyrite, pyrrhotite, pentlandite, cinnabar, realgar, orpiment, stibnite, pyrite, marcassite, arsenopyrite, molybdenite. Sulphosalts: Pyrargyrite, tetrahedrite, energite. Oxides: cuprite, corundum, hematite, ilmenite, spinel, magnetite, chromite, cassiterite, rutile, pyrolusite, uraninite, bauxite, psilomelane. Halides: Halite, cryolite, fluorite. Carbonates: Calcite, dolomite, magnesite, siderite, rhodochrosite, smithsonite, aragonite, witherite, strontianite, cerussite, malachite, azurite. Sulphates: Barite, celestite, anglesite, anhydrite, gypsum. Phosphates: Monazite, apatite. Tungstates: Wolframite, scheelite. Silicates: Quartz and its varieties, orthoclase, microcline, plagioclase, leucite, nepheline, sodalite, analcite, cordierite, kaolinite, serpentine, talc, chlorite, muscovite, biotite, phlogopite, anthophyllite, tremolite, actinolite, hornblende, enstatite, hypersthene, augite, diopside, aegirite, tourmaline, beryl, olivine, garnet, epidote, zircon, topaz, andalusite, sillimanite, kyanite, staurolite, titanite (H., pp. 169-314).

3. Petrology.

Distinction of igneous, metamorphic and sedimentary rocks from one another.

Igneous Rocks: Mineralogical and chemical composition (S., pp. 40-42, 71-80. H. and C., pp. 76-78). Textures: phanocrystalline, aphanitic, granitic, felsitic, porphyritic, poikilitic, flow-structure, intergrowth textures, spherulitic, vesicular, amygdaloidal, grain size, crystallinity (S., pp. 39-40, 20-36, H. and C., pp. 78-82). Occurrence: Plutonic, hypabyssal, volcanic, sills, dykes, laccoliths, lopoliths, phacoliths, volcanic necks, batholiths, stocks, lava flows (H. and C., pp. 71-75, Ho., pp.

82-89). Classification: Principles, mineralogy, chemistry, nomenclature of rocks (T., pp. 101-110). Oversaturated igneous rocks: granite, graphic granite, adamellite, granodiorite, tonalite, dacite, pumice, pitchstone, obsidian, granophyre, rhyolite, rhyolite porphyry, granite porphyry, aplite, negmatite. Intermediate igneous rocks: Syenite, syenite porphyry, trachyte, trachyte porphyry, monzonite, latite, diorite, andesite, andesite porphyry, diorite, porphyry, minette, vogesite, spessartite, kersantite. Alkaline rocks: Alkalisyenite, alkali-granite, melteigite, ijolite, urtite, nepheline syenite, nepheline syenite porphyry, tinguaitite, canadite, phonolite, phonolite porphyry, shonkinite, nephelinite, leucitite, leucitophyre, essexite, theralite, teschenite, tephrite, basanite, feldspathoid basalts, camptonite, monchiquite, carbonatite. Basic and ultrabasic rocks: Gabbro, norite, dolerite, basalt, tachylyte, spilite, olivine gabbro, olivine norite, olivine basalt, olivine dolerite, anorthosite, pyroxenite, amphibolite, dunite, harzburgite, wehrlite, lherzolite, kimberlite, limburgite, pikrite, troctolite (T., pp. 110-130). Composition of magmas, crystallization, eutectic mixtures, reaction series (plagioclase) order of crystallization (S., pp. 88-104). Origin of gabbro, granite, pegmatite, aplite, femic rocks and anorthosite, alkali rocks. Granitisation (S., pp. 104-121).

Metamorphic Rocks: Metamorphic agents, recrystallization, different kinds of metamorphism (S., pp. 216-224). Composition of metamorphic rocks (S., pp. 191-195). Textures and structures: Porphyroblastic, palimpsest, granoblastic, schistose, gneissose, crystalloblastic, lineation, foliation, schistosity, slaty cleavage (S., pp. 196-202, H. and C., pp. 148-150). Classification: Textural classes: Hornfelses, slates, phillites, schists, amphibolites, gneisses, marbles, mylonites, eclogites, granulites, breccias, flaser-rocks, Quartzite leptite (S., pp. 203-216, T. 281-320). Metamorphic zones (S., pp. 226-229). Cataclastic, contact, regional and plutonic metamorphism and their products (S., pp. 281-320, H. and C., pp. 147-156).

Sedimentary Rocks: Products of weathering, talus, soils, laterite, textures, grain size (S., pp. 138-140, 148, 154-156, T., pp. 171-191). Clastic sediments: Breccia, conglomerate, agglomerate, tillite, sandstone, quartzite, grit, graywacke, arkose, siltstone, shale, mudstone, tuff, marl (S., pp. 156-174, T., pp. 203-216). Genesis of these rocks. Chemical sediments: Origin and description of limestones, chert, travertine, calccrete, silcrete, ferricrete, dolomite, salt, gypsum, anhydrite (S., pp. 174-182, T., pp. 217-233). Organic sediments: Origin and description of limestones, radiolarite, diatomite, varieties of coal, guano, bog iron ore (S., pp. 182-184, T., pp. 234-249). Lithification and diagenesis (S., pp. 162-184). Depositional environments (S., pp. 164-170, H. and C., pp. 113-118).

A. Physical Geology.

Weathering: Mechanical: Temperature changes, freezing of water, exfoliation, organisms. Chemical: processes, weathering of rock forming minerals and rocks, factors exerting an influence on weathering, products of weathering (Ho., pp. 112-125, L. and F., pp. 84-100).

Mass-wasting: Factors controlling the movement of debris, properties of moving material. Rapid movements: Slump, rockslides, mudflows, landslides. Slow movements: Creep, solifluction, rock glaciers (L. and F., pp. 101-114).

Ground water: Water table, properties of aquifers, movement of ground water, springs, artesian water, ground water in limestone areas, hot springs. South African ground water: Basins of weathering, limestone areas, fractures and fault-planes, contacts of igneous intrusions, homogenous aquifers, artesian water (L. and F., pp. 159-171, Ho., pp. 126-142, L. and F., pp. 80-81, H. and C., pp. 81-82, Enslin: Transactions of the Geological Society of South Africa, vol. 59, 1956, pp. xv-xxi).

Running water: Hydrologic cycle, factors governing the velocity of streams, load of streams, processes of erosion, drainage basins, base-level, longitudinal and cross profile of valleys, profile of equilibrium and factors governing graded profiles, widening of valleys, nickpoints, waterfalls, stream capture, formation of meanders, deposition in valleys, deltas, terraces, fans (L. and F., pp. 115-155, Ho., pp. 143-202).

Wind erosion: Deserts, transportation of material by wind, erosion, deposits, fluvial erosion in deserts (L. and F., pp. 203-223, Ho., pp. 235-275).

Marine erosion: Waves and wave motion, erosion processes, shore profiles, profile of equilibrium, shore deposits, rias and fjord coasts, shore lines of emergence and submergence. Submarine canyons. Occurrence, classes and origin of coral reefs (L. and F., pp. 240-254, 224-239, Ho., pp. 277-329).

Glaciation: Snow fields and glaciers, movement of glaciers, surface features of glaciers, erosion, glaciated valleys, glacial deposits, glaciofluvial deposits, lakes (Ho., pp. 204-245, L. and F., pp. 172-202).

Vulcanism: Volcanic products, volcanic structures, maars, cinder cones, composite cones, lava cones, lava domes, lava plateaus. Types of eruptions, distribution of volcanoes (L. and F., pp. 57-75, Ho., pp. 443-480).

Earthquakes: Nature of earthquakes, effects of earthquakes, classification, distribution, seismic waves and the recording of the waves, structure of the earth and its crust (L. and F., pp. 310-334, Ho., pp. 358-376).

5. Structural Geology.

Structures due to sedimentation. Tension joints and shear joints.

Faults: Terminology, normal faults, reverse faults, thrust faults, tear faults, transcurrent faults, nappe faults, block faults, rift valleys.

Folding: Terminology, anticlines, synclines, monoclines, recumbent folds, basins, domes. The effects of denudation on geologic structures.

Orogenesis: Geosynclines and mountain building, nature of orogenic belts, orogenic cycle, possible causes of geosyncline formation and mountain building (Ho. pp. 69-82, pp. 377-413, L. and F., pp. 335-356, 273-297, H. and C., pp. 135-144).

6. Historical Geology.

Palaeontology: Preservation and occurrence of fossils, use of fossils, classification of fossils in phyllae.

Stratigraphy: Subdivision of strata in systems, series, etc., international geologic time scale and the South African geologic column.

Geology of Southern Africa: Physiography of South Africa. The study of the following South African rock formations: Primitive Systems, Archaean granite and gneisses, Dominion Reef, Witwatersrand, Ventersdorp, Transvaal, Loskop, Waterberg, Nama, Cape, Karroo, Cretaceous, Tertiary and Recent systems. Bushveld igneous Complex, post-Karoo vulcanism (Ho., pp. 93-111, L. and F., pp. 262-277, H. and C., pp. 175-337).

7. Economic Geology.

Nature and origin of ore deposits. Occurrence, features and origin of South African ore and mineral deposits: Gold, platinum, tin, copper, iron, manganese, chromium, diamond, coal, asbestos, corundum and uranium (H. and C., pp. 338-390).

PRACTICAL WORK.

1. **Crystallography:** Description of simple crystal forms of the crystal system named in the course, with indication of (a) the elements of symmetry, of the crystal class concerned, (b) the axial ratios of the system concerned, (c) the relation of each face of the crystal form to the crystallographic axes concerned.

2. **Mineralogy:** Identification based on physical properties and indication of chemical composition of the minerals named in the course.

3. **Petrology:** Identification, classification, description and mineral composition of the rocks named in the course.

4. **Palaeontology:** Identification, classification and description of the most important South African fossils.

5. **Maps and Sections:** Section drawing from simple topographical and geological maps on which sedimentary and intrusive rocks, dipping and/or folded strata and faults are indicated. Description of geological maps. Solution of simple structural problems. (J. and H.)

Course II

(Two three-hour papers and two six-hour practicals.)

Textbooks: D.—Ford: Dana's Textbook of Mineralogy, 4th edition. W.—Winchell: The Elements of Mineralogy, 1st edition. Wa.—Wahlstrom: Optical Crystallography, 1st edition. Wa. T.I.P.—Wahlstrom: Theoretical and Practical Petrology, 1st edition. M.—Mason: Principles of Geochemistry, 2nd edition. B.—Barth: Theoretical Petrology, 1st edition. T.—Tyrrell: Principles of Petrology, 2nd edition. T. and V.—Turner and Verhoogen: Igneous and Metamorphic Petrology

1st edition. S.—Shand: Eruptive Rocks, 3rd edition. K.—Krumbein and Sloss: Stratigraphy and Sedimentation, 1st edition. Tw.—Twenhofel: Principles of Sedimentation, 2nd edition. H.—Harker: Metamorphism, 3rd edition. E.—Evans: Crystal Chemistry, 1st edition.

Paper 1.—Crystallography, Crystal optics and Mineralogy.

Crystallography.

General properties and structure of crystals (D., art. 5-8). Elements of symmetry, Crystal form, axial ratios, Weiss and Miller indices, Law of rational indices (D., art. 9-17, 22, 39-42, 48). Zone, zone-axis, zone-symbol, zonal equation (D., art. 43, 50). Principles of the diffraction of X-rays, Bragg's law ($n\lambda = 2d \sin \theta$), space-lattices, and space-groups (D., art. 30-35). Spherical, stereographic and gnomonic projections (D., art. 45, art. 46, W., pp. 19, 20, D., art. 47-pp. 57 and 58 only).

Crystal classes: Study of the following crystal classes with the aid of generalised stereograms and their Miller indices: 1. Isometric system. Normal class, pyritohedral class, tetrahedral class, plagiohedral class (D., art. 55-68, or W., pp. 30-42, D., art. 71-75, 77-80 or W., pp. 42-55, D., art. 82-83). 2. Tetragonal system: Normal class, hemimorphic class, tripyramidal class, sphenohedral class, trapezohedral class (D., art. 89-100, 102-106, 108-115). 3. Hexagonal system, hexagonal division: Normal class, hemimorphic class, tripyramidal class, trapezohedral class, trigonal class (D., art. 123-140, 143, 144). 4. Hexagonal system, trigonal division: rhombohedral class, rhombohedral-hemimorphic class, trirhombohedral class (D., art. 146-153, 155-164). 5. Arthorhombic system: Normal class (D., art. 178-185, 190, 191, or W., pp. 96-102). 6. Monoclinic system: Normal class, hemimorphic class (D., art. 198-205, 208). 7. Triclinic system: Normal class, asymmetric class (D., art. 219-222, 224-226). Measurement of angles of crystals (D., art. 234-238). Twin crystals (D., art. 239-247).

Crystal Optics.

Nature of light waves and interference (Wa., pp. 18-23, D., art. 311-320). The petrographic microscopic and its accessories (D., art. 362-363, Wa., pp. 24-29). Measurement of refractive indices (Wa., pp. 47-50, D., art. 322-333). Propagation of light in anisotropic media. Fletcher's indicatrix (Wa., pp. 54-65, 67, 68, 74-85, 87, 118-122, D., art. 347-353, 390, 391). Ray velocity surfaces and wave velocity surface in uniaxial crystals (Wa., pp. 63-65).

Ray velocity surface in biaxial crystals (Wa., pp. 124-128, D., art. 404). Exterior and interior conical refraction (Wa., pp. 136-139, D., art. 407-408). Interference figures and the explanation of interference figures (Wa., pp. 89-103, 145-178). Determination of extinction angles, optic angles, birefringence, sign of elongation and pleochrism of mineral grains under the microscope (Wa., pp. 80-83, 85, 86, 116-117, 153-155, D., art. 411, 412, 409, 418, 419, 353, 354, 413, 414, 401, 423). Dispersion in minerals (Wa., pp. 53, 179-187, D., art. 334, 426-432).

Mineralogy.

Physical Mineralogy: Cleavage, parting, fracture, elasticity, tenacity, hardness, specific gravity, colour, luster, fusibility, pyroelectricity, piezoelectricity, fluorescence, phosphorescence, triboluminescence (D., art. 279-282, 288, 293, 294, 295, 298, 299, 300-306, 366, 369, 370-372, 377-379, 450, 451, 504). Structural mineralogy: States of matter, free energy, order and disorder, ionic radii, coordination numbers, types of coordination (M., pp. 69-77, E., pp. 18-40).

Systematic Mineralogy: Degrees of relationship of minerals (family, group, series, species, variety). Polymorphism (D., art. 487). Classification of minerals (D., art. 534, pp. 393-394, W., p. 224). Classification of silicates (W. pp. 315-321, M., 77-79). Study of the silica minerals, feldspars, pyroxenes, amphiboles, micas, chlorite, talc, clay minerals, olivine, apatite, the garnet group, the pyrite group (M., pp. 97-115, D., the descriptions of the minerals concerned, W., the descriptions of the minerals concerned).

Paper 2.—Petrology.

Igneous Petrology.

Origin of the earth (B., pp. 3-6, M., pp. 7-20). Internal structure of the earth as deduced from studies of earthquakes, the study of meteorites and thermodynamic and chemical principles (M., pp. 26-62, B., pp. 19-35). The magma; its occurrence, composition, physical properties, temperature and pressure (B., pp. 61-62, 131-155, M., pp. 92-96, T., pp. 46-56, T. and V., pp. 46-54). The crystallization of melts

composed of the following: Albite and anorthite; diopside and anorthite; silicate anorthite and wollastonite; diopside, albite and anorthite; diopside, hypersthene, albite and anorthite; silicate and water (B., pp. 86-89, 94-96, 137, T., pp. 61-73, M., pp. 118-121). The reaction principles in petrology (B., pp. 117-118, M., pp. 124-128). Compatible and incompatible phases (S., pp. 118-127). Magmatic differentiations and assimilation of country-rocks (B., pp. 161-164, T. and V., pp. 111-123). The order of crystallization of minerals from a magma (S., pp. 105-116). Petrographic provinces and the alkaline indices of igneous rocks (B., pp. 168-173). Forms of igneous rocks (T., pp. 13-132). Structures and textures of igneous rocks (T., pp. 32-45, 79-100). Classification and nomenclature of igneous rocks (B., pp. 63-67, 76-82, T., pp. 101-130). Granitization (S., pp. 252-265, Wa. T.I.P., pp. 244-266). Magma tectonics (B., pp. 156-160). Late and post magmatic processes (S., pp. 154-161, Wa. T.I.P., pp. 272-288).

Sedimentary Petrology.

The chemistry of weathering and mineral alterations (B., pp. 37-40). Factors controlling mineral alteration (B., pp. 41-47, M., 154-169). Transportation of sediments (K., pp. 153-165). Classification of sediments in the following classes and description of these classes: Residual deposits, clastic deposits, chemical deposits, organic deposits (T., pp. 171-249). Depositional environments and their sedimentation (Tw., pp. 22-24, 53-141). Mineral composition of sediments, grain, size and form (K., pp. 94-101, also read Tw., pp. 542-663). Classification of sedimentary rocks (K., pp. 114-147). Diagenesis and lithification (K., pp. 213-223).

Metamorphic Petrology.

Kinds of metamorphism and factors that bring about metamorphism (T., pp. 251-256, B., pp. 246-248). Mineral alterations: Stability of minerals, diffusion of constituents, Gibbs' free energy and activity (T., pp. 260-266, B. pp. 15-17, 248-250, 314-323, H., pp. 1-28, T. and V., pp. 403-414). Thermal metamorphism (T., pp. 289-302, B., pp. 268-280). Dynamic metamorphism (T., pp. 281-288). Regional metamorphism, including mineral alterations under compressional stress, stress and anti-stress minerals, and Grubenmann and Barrow's classification (T., pp. 303-323, B., pp. 323-325, H., pp. 177-229, T. and V., pp. 390-393). Metamorphic structures and textures (T., pp. 266-280, B., pp. 290-294, also read H., pp. 29-44). The factors of metamorphism (Eskola (B., pp. 330-343, M., pp. 252-259, T. and V., pp. 428-431). Metasomatism, migmatization and anatexis (T., pp. 321-336, B., 363-369, M., pp. 271-272 T. and V.; pp. 481-485).

Practical Work

N.B.—At the practical examination candidates must submit two thin sections of rock prepared by themselves. The thin sections must be certified as the student's own work by the persons under whose supervision the work was done.

Paper 1.—Crystallography and Mineralogy: Identification of the different crystal forms and determination of crystal elements. The use of stereographic and gnomonic projections. Qualitative chemical analyses of minerals. Microscopic study of minerals in both thin sections and grain mounts, Identification of minerals by physical tests.

Paper 2.—Petrology: Identification and description specimens and thin sections of typical rocks. The preparation of thin sections of minerals and rocks.

Recommended books: The books recommended for the course, also Keil's *Optical Mineralogy*, 3rd ed. Larsen and Berman: *The microscopic determination of the nonopaque Minerals*, and chemical mineralogy guide to be supplied.

Course III

(Three three-hour papers and two six-hour practicals.)

Textbooks: T.—Thornbury; *Principles of geomorphology*, 1st ed. K.—Kirby: *South African Scenery*, 2nd ed. B.—Billings: *Structural Geology*, 2nd ed. N.—Nevin: *Principles of Structural Geology*, 4th ed. D. & R.—Dunbar and Rogers: *Principles of Stratigraphy*, 1st ed. S. & B.—Stoval and Brown: *The Principles of Historical Geology*, 1st ed. du T.—du Toit: *Geology of South Africa*, 3rd ed. S.—Swinnerton: *Outlines of Palaeontology*, 3rd ed. Sh.—Shimer: *An Introduction to the Study of Fossils*, 2nd ed. Mineral Resources of the Union or South Africa, 3rd ed. Ho.—Holmes: *Principles of Physical Geology*. Ba.—Bateman: *Economic Mineral Deposits*, 2nd ed.

1. *Geomorphology.*

Geomorphic agents and processes, degradation and aggradation, Influence of climate on geomorphic processes (T., pp. 34-67). The erosion cycle and the system of Penck (T., pp. 20-21, 11-15, 198-204). The Fluvial cycle: Streams and valleys, baselevel, grading of streams and valleys profiles, classification of valleys, drainage patterns and textures, meanders, ideal fluvial cycle, interruption of the cycle, watersheds, river terraces, valley deposits, deltas, fans (T., pp. 99-175, K., 26-44). Peneplains (T., pp. 177-198). Pedimentation, hillslope development, the influence of climate on hillslope development (K., pp. 45-51, T., pp. 276-282, 283-290). The Arid cycle: Deserts and their climate, principle land forms resulting from erosion and deposition, wind erosion and forms of deposition (T., pp. 290-315, K., pp. 88-97). Semi-arid cycle (K., pp. 52-60). The influence of rock hardness and structure on erosion, the geomorphic cycle in folded areas, effects of faulting, tilting and warping (K., pp. 60-79, 168-204, T., pp. 208-230, 243-275).

Karst erosion: Features of karst areas, development of underground drainage, the cycle (K., pp. 107-114, T., pp. 316-352). Glaciation: Valley glaciers and land forms resulting from erosion and deposition, continental glaciation and land forms fluvio-glacial deposits, lakes (K., pp., 134-146, T., pp. 367-423). Marine erosion: Shore profiles, topographic features resulting from erosion and deposition classification of coast lines, effects of emergence and submergence, topography of the ocean floors, coral reefs (K., pp. 119-128, T., pp. 427-487).

Vulcanism: Distribution, types of volcanoes and cones, volcanic plateaus (K., pp. 147-167, T., pp. 488-514). Buried and old topographies: Burial and re-exposure, superimposed drainage, fossil topographies in South Africa (K., pp. 222-239). Geomorphology of South Africa: Erosion surfaces, geomorphic provinces (K., pp. 239-324).

2. *Structural Geology.*

Mechanical Principles: Forces, stress, strain, physical properties of rocks, plastic deformation (B., pp. 7-32, N., p. 134). Folding: Descriptive terminology, description of folds, factors governing folding of rocks, relation of folding to deforming forces, the effects of original structures on flexures, mechanics of folding (B., pp. 33-92, N., pp. 35-82). Faulting: Descriptive terminology, classification and description of the different types of faults, movement and direction of movement along faults planes, mechanics and causes of faulting and folding, recognition of faults in the field (B., pp. 93-241, N., pp. 83-180). Joints: General features, classification, age (N., pp. 146-160, B., pp. 106-123). Unconformities (B., pp. 242-255). Original structures (N., pp. 201-217). Cleavage and schistosity: Description, origin and relation to major structures (B., pp. 326-351, N., pp. 161-179). Isostasy, vertical movements and compressive deformation in the crust of the earth (N., pp. 240-268). Structure of continents and ocean basins, theories on the distribution of continents and oceans (N., pp. 271-298, Ho. pp. 487-509). Orogenesis: Geosynclines and their deformation, intrusion, orogenetic cycle, general features of mountain systems (N., pp. 299-328, Ho., pp. 377-413).



Paper 2.

1. *Economic Geology.*

Relation of magmas to mineral deposits, kinds of igneous rocks and ore deposits. Magmatic concentration, sublimation, contact metasomatism, hydrothermal processes (cavity filling and metasomatism), sedimentation, evaporation, residual and mechanical concentration, oxidation and supergene enrichment, metamorphism. Factors controlling the deposition of minerals, metallogenetic provinces. Classification of mineral deposits. Origin, occurrence, and classification of the following South African mineral deposits: Diamond, gold, platinum, copper, iron, manganese, tin, nickel, pegmatite minerals, asbestos, coal, clay, corundum, graphite, gypsum, limestone, salt, sand (Ba., Chapters 4, 5, 6, 8, du T., Chapter 20, Mineral resources of the Union of South Africa, the chapters concerned).

2. *Historical Geology.*

Stratigraphy: General principles (D. & R., pp. 97-110). Stratigraphical succession (D. & R., pp. 110-116). Unconformities (D. & R., pp. 116-134). Sedimentary facies (D. & R., pp. 135-156). Local succession of strata (D. & R., pp. 257-270). Correlation (D. & R., pp. 271-307). Radioactive and non-radioactive geochronology (S. & B., pp. 25-42). Geology, palaeontology, and stratigraphy of post- and pre-Cambrian periods of the earth's history in outline (S. & B., pp. 99-116).

Paper 3.

1. Geology of South Africa.

Stratigraphical column and geological history of South Africa (du Toit, pp. 19-20, 552-579), Geological map of the Republic). Primitive systems, Archaean granite and gneisses, Dominion Reef, Witwatersrand, Ventersdorp, Transvaal, Loskop Waterberg, Nama, Cape Karroo, Cretaceous, Tertiary, and Quaternary systems. Bushveld Igneous Complex, Karroo dolerites, post-Karroo Vulcanism (du Toit Chapters 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17).

2. Palaeontology.

Preservation and occurrence of fossils, use of fossils, evolution theories (S. & B. pp. 48-64, Sh., pp. 1-41). Morphological study classification and development of the following groups: Foraminifera and Radiolaria (S., pp. 11-24), Porifera (S. pp. 24-27), Hydromedusae (S., pp. 29-45), Anthozoa (S., pp. 45-62), Brachiopod (S., pp. 77-93), Echinodermata (S., pp. 105-162), Mollusca (S., pp. 163-222), Arthropoda (S., pp. 223-263), Vertebrata (S., pp. 264-354), Thallophyta (Sh., pp. 52-64), Pteridophyta (Sh., pp. 69-82), Spermatophyta (Sh., pp. 82-111).

Morphology and classification of South African plant and animal fossils. In the general study of fossils, attention should be given to those groups that are of importance in South Africa.

PRACTICAL WORK.

Paper 1.—Explanation and drawing of sections from geological maps. Solution of structure problems: Isometric, orthographic and stereographic projections. Folding lines in the orthographic projection. Dip problems. Thickness and depth of strata. Three-point problems. Outcrop patterns and contour maps. Point line and plane problems. Problems in which direction and/or angles have to be determined (where there was no rotation). Problems where distance is to be determined. Fault problems (without rotation).

Paper 2.—Description of topographic maps. Local field work with the plan table and the use of aerial photos. Identification and description of fossils. Identification of South African rocks and minerals in hand specimens and with the aid of the microscope.

Recommended Books.

Structure problems: Billings, pp. 421-491; Nevin: Chapter 13.

Topographical maps: Thornbury: Chapter 21. Field work: Lahee: Field Geology. South African rocks and minerals: Ford: Dana's Textbook of Mineralogy Mineral Resources of the Union of South Africa (Government Printer). Geological maps (Government Printer): Nos. 42 or 46, 61 or 62, 68 or 102, 150 or 151, 109, 119, 179, 12. Palaeontology: Swinnerton and Shimer.

DEPARTMENT OF GREEK

Greek: Preliminary Course

(One paper)

A sub-minimum of 35 per cent is required in the translation section.

- (a) Questions on accidence and syntax of Attic Greek, excluding the optative and the use thereof.
(b) English/Afrikaans sentences for translation into Greek.
(c) A simple piece of Greek prose for translation into English/Afrikaans.

Grammar:

- C. F. Walters and R. S. Conway: *Deigma*, A First Greek Book (John Murray & Co.), up to par. 227.
F. Ritchie: *First Steps in Greek*.

Unseen Translation:

- W. H. D. Rouse: *A Greek Boy at Home*.

Course I

A sub-minimum of 35 per cent of the marks is required in each paper and in all the unseen and prose composition questions together.

Paper I (100 marks).

(a) 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 ± 33 per cent, notes ± 28 per cent, general questions ± 10 per cent, scansion ± 4 per cent.) Total 75 marks.

(b) Unseen translation of one passage from Greek (25 per cent).

Paper 2 (100 marks).

(a) Unseen translation of two passages from Greek (40 per cent), and into Greek of a number of detached sentences (30 per cent).

(b) Outline of Greek history from +1,000 to 323 B.C. (30 per cent).

Prescribed Texts:

Euripides: *Alcestis*, v.v. 1-76, 141-212, 244-392, 416-860, 1008-1163 (ed. Hadley, Pitt Press, OR Haydon, Univ. Tutorial Press).

Medea (selections).

Xenophon, *Anabasis*, lib. IV (ed. Edwards; Cambridge University Press).

Grammar:

Walters and Conway: *Deigma*, A First Greek Book (John Murray & Co.).
W. G. Rutherford, *A First Greek Grammar* (MacMillan).

During lectures students will be referred to suitable reference works for studying the more difficult grammatical problems. (MacMillan.)

Prose Composition:

M. A. North and A. E. Hillard: *Greek Prose Composition* (Rivingstons).

Dictionary:

An Intermediate Greek-English Lexicon, founded upon the 7th edition of Liddell and Scott's Greek English Lexicon (Oxford University Press).

Unseen Translation:

C. S. Jerram: *Anglice Reddenda: Greek Extracts* (Oxford University Press).

Greek History:

C. E. Robinson: *History of Greece* (Methuen & Co.).
J. B. Bury: *A History of Greece* (MacMillan & Co.).

Greek Culture and Spirit:

H. D. F. Kitto: *The Greeks* (Pelican series).

Course II

A sub-minimum of 35 per cent is required in each paper.

Paper 1 (100 marks).

Four set books, all for detailed study, selected mainly from the works of Euripides, Homer (*Odyssey*), Herodotus, Plato or Demosthenes. 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 hexameter as well as with the metre of the dialogue and the more regular lyric systems in the prescribed tragedy. (The questions on one of the set books, as well as a section of the literary questions, will be set in *Paper 2*.)

Paper 2 (100 marks).

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

Section B.—(i) A survey of Greek religion or of Greek constitutional history (50 marks); (ii) Outlines of Greek antiquities (15 marks).

Paper 3 (100 marks).

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

Prescribed Texts:

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

Plato: *Apologia*, ed. Mills (University Tut. Press).

Demosthenes: *Philippic I and Olynthiacs*, ed. Sandys (MacMillan & Co.).

Herodotus: lib. III capp. 1-97 (University Tut. Press).

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

Grammar:

The same as for Course I, with the addition of:

W. W. Goodwin: *A Greek Grammar* (MacMillan & Co.).

N.B.—For Prose Composition in Dictionaries, Unseen Translations and Greek History, Culture and Spirit, students are referred to the books required for Course I.

Greek Religion and Antiquities:

H. J. Rose: *Ancient Greek Religion* (Hutchinson's University Library).

M. P. Nilsson: *A History of Greek Religion* (Oxford Univ. Press).

C. E. Robinson: *Everyday Life in Ancient Greece* (Oxford Clarendon Press).

Atlas:

G. B. Grundy: *Murray's Classical Atlas* (John Murray & Co.).

Literature:

H. J. Rose: *A Handbook of Greek Literature* (Methuen & Co.).

Metre:

K. Rupprecht: *Einführung in die griechische Metrik* (Blackwell).

G. Thomson: *Greek Lyric Metre* (Blackwell).

Recommended Reference Books:

W. K. C. Guthrie: *The Greeks and their Gods* (Methuen & Co.).

A. Petrie: *Greek History, Antiquities and Literature* (Oxford).

G. Norwood: *Greek Tragedy* (Methuen & Co.).

A. E. Haigh: *The Tragic Drama of the Greeks* (Oxford).

Course III

A sub-minimum of 35 per cent is required in each paper and a sub-minimum of 35 per cent in paper 2, section B and paper 4 combined.

Paper 1 (100 marks).

Four set books all for detailed study, selected mainly from the works of Sophocles, Aristophanes, Thucydides and Plato or Demosthenes. The questions include passages for translation, grammatical annotation, textual criticism, explanation of context and contents, and questions of a literary nature; students must be acquainted with the metre of dialogue in tragedy and comedy, and with the more regular lyric systems in the prescribed tragedy. (The questions on one of the set works 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.—The *Iliad* of Homer, with a detailed study of three books prescribed from it. Passages for translation will be set from the books prescribed, while literary questions will be set on the complete *Iliad* with special reference to the books prescribed (50 marks).

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

Paper 3 (100 marks).

Section A.—A survey of Greek literature, with special reference to the prescribed authors.

Section B.—A special period of Greek history including the study of epigraphic sources—479 B.C. to 404 B.C.

Paper 4 (100 marks).

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

Prescribed Texts:

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

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

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

Plato: *Symposium*, 172-193e, 210a to end (ed. Lamb in Plato: *Lysis, Symposium, Gorgias*, Loeb Classical Library, Heinemann).

Homer: *Ilias*, lib. I, IX, XVI (ed. Leaf and Bayfield, 2 vols., MacMillan).

Upon enrolment candidates will be supplied with further bibliographies regarding this course.

Candidates for the degrees of *Honours Bachelor of Arts* and of *Master of Arts* should consult the Head of the Department.

Hellenistic Greek (Preliminary Course)

(One paper)

The syllabus in this course comprises the following:—

A study of the grammar (accidence and syntax) of Hellenistic Greek or Koine, as it is used in the New Testament. This paper contains questions on formal grammar, sentences for translation into Greek, and unseen Greek passages selected from the New Testament for translation into English/Afrikaans. A sub-minimum of 35 per cent is required in the translation section.

Essential Handbook:

H. P. V. Nunn: *The Elements of New Testament Greek*, 8th edition, 1958 (Cambridge University Press).

For additional reference students should make use of H. P. N. Nunn: *A Syntax of New Testament Greek* (Cambridge Univ. Press).

Hellenistic Greek (Degree Course)

The syllabus in this course comprises the following:—

- A study of the grammar (accidence and syntax) of Hellenistic Greek or Koine, as it is used in the New Testament;
- a study of some prescribed texts in Hellenistic Greek, comprising translation, explanation of the grammar and study of the contents and background of the texts;
- a survey of Greek history in the Hellenistic era (about 336-30 B.C.) with special attention to those cultural trends that are important as a background to the birth of Christianity.

Students will be examined in two papers of three hours each. A sub-minimum of 35 per cent is required in each paper.

Paper 1 (100 marks).

Containing questions on formal grammar (± 33 marks), sentences for translation into Greek (± 27 marks) and unseen Greek passages for translation into English (± 40 marks).

Paper 2.

Containing passages from the prescribed texts, set for translation and grammatical comment (48+22 marks) questions on the contents and background of the prescribed books (10 marks), and on the historical survey (20 marks).

Grammar:

H. P. V. Nunn: *The Elements of New Testament Greek* (8th ed., 1958 Cambridge University Press).

For additional reference students should also make use of the following:

H. P. V. Nunn: *A Syntax of New Testament Greek* (Cambridge University Press).

Dana and Mantey: *A Manual Grammar of the Greek New Testament* (MacMillan & Co.).

J. H. Moulton: *An Introduction to New Testament Greek* (London, The Epworth Press).

C. F. D. Moule: *An Idiom-Book of New Testament Greek* (Cambridge University Press).

Recommended Handbooks:

A. T. Robbertson: *A Grammar of the Greek New Testament*, first published 1914, fourth edition 1923.

J. H. Moulton: *A Grammar of the New Testament Greek*, Vol. I, Prolegomena; Vol. II, Accidence and Word Formation; ed. by W. B. Howard, 1929.

F. Blass and A. Debrunner: *Grammatik des neutestamentlichen Griechisch* published in an English translation by R. W. Funk, 1961.

Prescribed Texts:

(a) *The Gospel according to St. John*, capp. 1-10 [recommended annotated text: *The Cambridge Greek Testament: St. John* (Plummer, C.U.P.)]

(b) *The Didache* and *Clement's First Epistle to the Corinthians* (of the latter only ch. 1-27, both in Vol. I of *The Apostolic Fathers*, ed. by J. Kirsopp Lake, the Loeb Classical Library (Heinemann, Ltd.).

It is also highly advisable that students possess a complete Greek New Testament either in the edition of E. Nestle (Stuttgart), or in that of A. Souter (Oxford).

Historical Survey:

M. Cary: *History of the Greek World from 323 to 146 B.C.*

W. Tarn and G. T. Griffith: *Hellenistic Civilisation.*

Dictionaries:

A. Souter: *A Pocket Lexicon to the Greek New Testament* (Oxford).

G. Abbott-Smith: *A Manual Greek Lexicon of the New Testament* (and T. Clark, Edinburgh).

For the contents and background of the prescribed books there are no essential handbooks, but some additional reading will be suggested during lectures on the part of the work.

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 literature.

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

Literature: Euripides and Sophocles.

Paper 2.

(1) Outlines of Greek religion.

(2) Greek sculpture.

Bibliography:

History:

The prescribed handbook is:

C. E. Robinson: *A History of Greece* (Methuen, ninth edition, 1957).

For purposes of reference and additional reading:

J. B. Bury: *A History of Greece to the Death of Alexander the Great*, third edition revised by R. Meiggs (MacMillan).

G. W. Botsford and C. A. Robinson: *Hellenic History*, fourth edition (MacMillan & Co.).

Literature:

A general survey of Greek literature, with a more detailed study of a specified branch, which will be the two great tragedians *Sophocles* and *Euripides*.

(a) For the general survey the handbooks will be:

C. M. Bowra: *Ancient Greek Literature* (Home University Library) with, as an alternative and for additional reading:

H. C. Baldry: *Greek Literature for the Modern Reader* (Cambridge University Press), and

H. J. Rose: *Handbook of Greek Literature* (Methuen).

(b) Translation of the actual works of Greek Literature:

R. W. Livingstone: *The Pageant of Greece* (Oxford University Press).

F. L. Lucas: *Greek Poetry for Everyman* and *Greek Drama for Everyman* (Dent).

T. F. Higham and M. Bowra: *The Oxford Book of Greek Verse in Translation*.

(c) For the more detailed study of *Sophocles* and *Euripides*:

A. E. Haigh: *The Tragic Drama of the Greeks* (Oxford), and for additional reading:

G. Norwood: *Greek Tragedy* (Methuen).

D. W. Lucas: *The Greek Tragic Poets* (Cohen and West).

C. M. Bowra: *Sophoclean Tragedy* (Oxford), or

A. J. A. Waldo: *Sophocles the Dramatist* (Cambridge).

G. Murray: *Euripides and his Age* (Home University Library).

Students are expected to read, in translation, at least two or three dramas of both *Sophocles* and *Euripides* and for this purpose there are several verse translations available.

Greek Religion:

H. J. Rose: *Ancient Greek Religion* (Hutchinson's University Library).

M. P. Nilsson: *A History of Greek Religion* (Oxford University Press).

Greek Sculpture:

G. M. A. Richter: *Sculpture and Sculptors of the Greeks* (Yale), or

R. Lullies and M. Hirmer: *Greek Sculpture* (Thames and Hudson), translated from German.

Preliminary and General Reading:

The Oxford Classical Dictionary (Oxford).

M. Cary and T. J. Haarhoff: *Life and Thought in the Greek and Roman World* (Methuen).

H. D. F. Kitto: *The Greeks* (Penguin Books).

Regulations for the Courses in Greek, Hellenistic Greek and Greek Culture

1. Credit shall not be given for more than *one* qualifying course in each of Hellenistic Greek and Principles of Greek Culture.

2. Credit shall not be given for both Principles of Greek Culture and Greek II.

3. A preliminary course in Greek shall not be a qualifying course towards the B.A. degree.

4. A candidate shall not be admitted to Greek I unless he has (i) passed the Matriculation Examination in Greek, or (ii) completed a preliminary course in Greek at this University College or another University/College, or (iii) satisfied the head of the Department of Greek that he has a sufficient knowledge of Greek to follow the first course successfully.

5. Credit shall not be given for both Hellenistic Greek and Greek I, and a pass in the former shall not qualify for admission to Greek II.

6. At least one qualifying course in Latin should be taken as an ancillary subject to Greek as a major subject.

7. Principles of Greek Culture is an ancillary subject to Latin as a major subject.

8. The minimum percentage for a pass in the Examination as a whole is 50. In addition a sub-minimum of 35 per cent is required in respect of Hellenistic Greek, Greek I, and Greek II, and Greek III *in each paper*; Greek III in paper 2, section C and paper 4 combined and in respect of Greek and Hellenistic Greek (Preliminary Courses) 35 per cent in the translation sections.



University of Fort Hare
Together in Excellence

DEPARTMENT OF HISTORY

Course I

(One paper)

1.—European History, 476-1555 A.D.

Textbook:

Thompson & Johnson: *Introduction to Medieval Europe* (W. W. Norton & Co.).

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:

F. Schevill: *A History of Europe* (Harcourt, Brace).

Hayes: *A Political and Cultural History of Modern Europe*, Vol. I (Macmillan, N.Y.)

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* (1897-1950) (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).

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

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:—

- (a) The American Revolution and the formation of the Federal Constitution, 1760-1788.
- (b) The struggle for parliamentary sovereignty in England during the Stuart period (1603-1714).
- (c) A comparative study of the constitutions of Canada, Australia and South Africa.

4. An intensive study of ONE of the following:—

- (a) The mediaeval empire and the rise of national states in Europe during the Middle Ages.
- (b) Renaissance, Reformation and voyages of discovery from the middle of the 15th century to the first half of the 17th century.
- (c) Nationalism and internationalism in Europe in the 19th and 20th centuries.
- (d) The place of Africa in world history in the 19th and 20th centuries.
- (e) 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.

Prospective students are expected to have conformed with the language requirements as laid down for Course II.

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
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DEPARTMENT OF LATIN

Preliminary Course

(One paper)

- (a) Questions on accident and syntax of Latin.
- (b) English/Afrikaans sentences for translation into Latin.
- (c) A simple piece of Latin prose for translation into English/Afrikaans, of which at least one passage will be taken from a prescribed number of Latin passages.

Course I

Paper 1 (100 marks).

Section A.—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 33 per cent; notes \pm 28 per cent; general questions \pm 10 per cent; scansion \pm 4 per cent.)

Section B.—Unseen translation of one passage from Latin (25 per cent).

Paper 2 (100 marks).

Section A.—Unseen translation of two passages from Latin (40 per cent); and translation into Latin of five to eight detached sentences (30 per cent).

Section B.—Outlines of Roman History from 510 B.C. to the death of Julius Caesar (30 per cent).

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, Quintilianus, 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 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).



University of Fort Hare
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FACULTY OF LAW

Private Law

First Course.—(One paper)

- (a) An Introduction to the study of law:—
- the nature and the function of law;
 - the sources of law (custom, legislation, judgements of the Courts);
 - the system of law;
 - the principal notions of legal science;
 - a synopsis of the origins and the history of South Africa Law.
- (b) The law of persons.
- (c) The law of the family, including parental power, guardianship and cura.

NOTE.—Students must buy:

Wille, *Principles of South African Law*, 5th edition, and bring this book to the lectures.

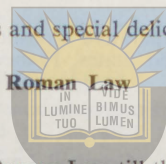
Second Course.—(Two papers)

- The law of things.
- The law of succession.

Third Course.—(Two papers)

The law of obligations:—

- general principles of obligation and contracts; special contracts, including: purchase and sale; hire-purchase; the contract of master and servant; agency and representation; suretyship; the principles of liability on the ground of enrichment.
- delicts: general principles and special delicts.



First Course.—(Two papers)

First Paper.

- history and sources of the Roman Law till the time of the Emperor Justinian.
- an outline of the relevant aspects of the law in regard to actions (law of procedure).
- Paper one contains portions from the Institutes of Justinian for translation and comment, in so far as they bear on the law dealt with in this course.

A sub-minimum of 25 per cent must be obtained in this part of the examination.

Second Paper.

The principles of the Roman Law of persons, of the family, of succession and of things.

Second Course.—(Two and a half papers)

Paper 1.

Dealing with actions, persons and things; a closer study of certain aspects of the Roman Law of things.

Paper 2.

The Roman Law of obligations.

Paper 3.

The history and the Sources of the Roman Law since Justinian and of the Roman Dutch Law.

The paper contains passages for translation and comment taken from the following:—

- The Institutes of Gaius, book IV;
- the following portions of the *Digest*:
Book 2 Tit. 14: *De pactis*.
Book 18 Tit. 1: *De contrahenda emptione*.
Book 9 Tit. 2: *Ad legem Aquilianam*.
Book 41 Tit. 2: *De acquirenda vel amittenda possessione*.

Constitutional Law

Course I.—(One paper)

Constitutional Law.

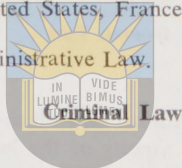
1. The development of the British Parliamentary System.
2. Conventions and the Party System.
3. The Rule of Law and the fundamental liberties.
4. The development of the British Empire into the Commonwealth of Nations.
5. Constitutional Law of the Republic: The executive, the legislature and the Courts.
6. Nationally or Citizenship.
7. The Provincial System as also a short review of the constitutional position of South West Africa.
8. A Synopsis of the Constitutional position of the non-White persons in South Africa.

Administrative Law.

1. Introduction: Nature, scope and sources.
2. The most important principles regulating the exercise of powers in administrative law.
3. Administrative tribunals and the distinction between judicial and administrative powers.
4. The civil liability of the state.

Course II.—(One paper)

1. Capita selecta from comparative Constitutional Law with special reference to the constitutions of the United States, France, the Netherlands, Switzerland and Australia.
2. A detailed study of Administrative Law.



Course I.—(One paper)

1. Introduction to the study of Criminal Law; the distinction between Criminal Law and other fields of law; the evolution of Criminal Law; theories of Criminal Law and the science of Criminal Law; history and sources of South African Criminal Law; the concept of crime; the distinction between Common Law and statutory crimes.
2. The general doctrines of Criminal Law; the elements of crime; attempt; perpetrators and accomplices; accessories after the fact; incitement and conspiracy.
3. Crimes against life and limb.

MERCANTILE LAW

Course I.—(One paper)

The law of insolvency, insurance and negotiable instruments.

Course II.—(One paper)

Company Law, the law relating to partnerships and industrial property.

Course III.—(One paper)

- (a) The meaning and interpretation of financial statements.
- (b) One of—
 - (i) Labour Law.
 - (ii) Tax Law.

DEPARTMENT OF APPLIED MATHEMATICS

Course I

Introduction to dynamics. Speed, velocity and acceleration. Momentum and Newton's laws of motion. Simple harmonic motion. Rigid body rotation about a fixed axis.

Introduction to statics. Forces, parallel forces, moments and couples. Equilibrium. Centres of mass. Machines. Hooke's law and elasticity. Introduction to hydrostatics.

Course II

Paper 1.
Two-dimensional motion of a particle, a rigid body and a system. Generalised co-ordinates.

Paper 2.
Vectors in three dimensions. Forces in three dimensions. Virtual work. Stability of equilibrium.

Course III

Paper 1.
Three-dimensional motion of a particle and a rigid body. Hamilton-Jacobi theory. Lagrange's equations.

Paper 2.
Electrostatics and electrodynamics with the use of special functions. The special theory of relativity.

The course extends over two years and consists of four papers of which two papers must be written at the end of the first year. Only students who have obtained a good pass in Mathematics III will be allowed to this course. Prospective students should consult the Head of the Department.

M.Sc.

This consists of three papers and a dissertation. Prospective students should consult the Head of the Department.

Department of Mathematics

Course I

Trigonometry: Trigonometric functions of any angle; addition theorems; inverse trigonometric functions; easy identities; solution of trigonometric equations.

Algebra: Quadratic equations, zeros of polynomials (general theory without proofs); permutations and combinations; binomial theorem for positive integral indices; mathematical induction; the sums Σr , Σr^2 , Σr^3 . Partial fractions (no proofs of existence theorems). Arithmetic and geometric series. Determinants of the second and third order.

Geometry: Straight line and circle; tangent to circle. Simple properties of the conics; pole and polar line; conjugate diameters; translation of axes in rectangular Cartesian co-ordinates.

Calculus: Limits and convergence of the geometric series; radian measure. Differentiation and integration of the elementary functions (exponential, logarithmic, trigonometric, inverse trigonometric, hyperbolic). Integration by substitution and by parts. Derivatives of higher order. Maxima, minima and points of inflexion. Curve tracing. Leibniz formula. Differentiation of implicit and parametric functions. Integral as a limit of a sum. Application to areas, lengths of arc. Volume and surface area of solids of revolution. Derivative as rate of change. Elementary partial differentiation.

N.B.—Omit polar co-ordinates and reduction formulae.

Course II

Paper 1.

Linear Algebra: Vectors in n -dimensional space; linear dependence and independence of vectors; linear sub-spaces; linear mappings; linear equations; matrices; determinants.

Geometry: Homogeneous co-ordinates in the plane; general equation of the second degree; translation and rotation of axes. Plane, line and sphere in three-dimensional space. Homogeneous co-ordinates in three-dimensional space. Pole and polar plane.

Complex Numbers: Definition and geometric representation. De Moivre's theorem. Functions of a complex variable; limits and continuity. Main theorem of Algebra (Intuitive treatment). Sequences and series with complex terms. The exponential, trigonometric and hyperbolic functions and their inverse functions. General power.

Paper 2.

Convergence: Convergence of monotone bounded sequences (without proof). Series; convergence; divergence; absolute convergence. D'Alembert's Cauchy's and Raabe's convergence tests.

Differential Calculus: Rolle's theorem and the first mean value theorem. Taylor's theorem with discussion of the remainder term. The expansion of elementary functions in power series: e^x , $\sin x$, $\cos x$ (with discussion of the remainder term) and $(1+x)^m$. Intermediate forms. Curvature.

Partial Differentiation: Definition and change of order of differentiation. Introduction of new variables. The total differential. Envelopes. Jacobians.

Integration: Revision of the work of course I. Areas, arc lengths, volumes and the area and volume of solids of revolution in rectangular and polar co-ordinates. Multiple integrals, introduction of new variables.

Differential Equations: The existence and nature of the solutions of ordinary and partial differential equations with reference to existence theorems (the last without proof). The solution of equations of the first order and first degree including the use of integrating factors. The theory of linear equations and the solution of linear equations with constant coefficients and homogeneous equations.

Course III

Paper 1.

Transformation of basis vectors of an n -dimensional vector space; eigen values and eigen vectors of linear mappings; bilinear and quadratic forms; congruence of matrices; n -dimensional euclidean space; polynomials; h.c.f. and l.c.m. of polynomials; elementary divisors of a polynomial matrix. Invariant subspaces of a linear mapping; characteristic polynomial, minimal polynomial and elementary divisors of a linear mapping; similarity of matrices and a complete set of canonical forms. Elementary theory of groups, rings and fields. Geometry: Quadrics in three dimensional space.

Paper 2.

Analysis: A rigorous treatment of the following subjects assuming the completeness of the system of real numbers. Upper and lower bounds, accumulation points. The Bolzano-Weierstrass and Heine-Borel theorems. Limes superior and limes inferior of sequences and functions. Cauchy's convergence principle. Differentiability, continuity and uniform continuity. The Riemann integral, improper integrals inter alia Beta and Gamma functions. Differentiation under the integral sign. Taylor's theorem for two real variables, maxima and minima of functions of two variables, Lagrange multipliers. Euler's theorem for homogeneous functions. Jacobians. Multiple integrals, areas and volumes using multiple integrals. Ordinary differential equations: singular solutions, solution by means of series.

Paper 3.

Convergence of series, uniform convergence and sufficient conditions for the term by term integration and differentiation of a series of functions of a real or complex variable. Properties of power series. The logarithmic, exponential and trigonometric functions of real and complex variables. Line integrals in the real and complex plane. Differentiability of functions of a complex variable, analytic functions and the Cauchy-Riemann equations.

Cauchy's theorem. Taylor and Laurent expansions, residues, contour integration.

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 gnosis; (d) Christian apologetics and theology; (e) Roman repercussions to Greek thought.

Prescribed Books:

- Guthrie, W. K. C.: *The Greek Philosophers* (London, 1956).
Burnet, J.: *Early Greek Philosophy* (London, 1961).
Plato: *Parmenides and Other Dialogues* (translated by J. Warrington; Everyman's, London, 1961).
Plato: *The last days of Socrates* (Penguin, London, 1961).

Reference Books:

- Windelband, W.: *A History of Philosophy* (translated by J. H. Tufts; New York, 1950).
Freeman, K.: *Ancilla to the Pre-Socratic Philosophers* (Oxford, 1948).
Freeman, K.: *Companion to the Pre-Socratic Philosophers* (Oxford, 1949).
Taylor, A. E.: *Plato, the Man and his Work* (London, 1960).
Ross, W. D.: *Aristotle* (London, 1960).
Guthrie, W. K. C.: *The History of Greek Philosophy, Vol. I* (Cambridge, 1962).
Kirk and Raven: *The Pre-Socratic Philosophers* (Cambridge, 1957).
Armstrong, A. H.: *An Introduction to Ancient Philosophy* (London, 1959).
De Burgh, W. G.: *The Legacy of the Ancient World* (Pelican, London, 1961).
Farrington, B.: *Greek Science* (Pelican, London, 1953).

Course II

(Two papers)

Paper 1.—History of Medieval 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 Book:

- Knowles: *The evolution of Medieval Thought* (London, 1962).

Reference Books:

- Windelband, W.: *A History of Philosophy* (translated by J. H. Tufts; New York, 1950).
Gilson, E.: *The Spirit of Mediaeval Philosophy* (London, 1950).
Sassen, F.: *Geschiedenis der patristische en middeleeuwsche wijsbegeerte* (Antwerp, 1950).
Copleston, F. C.: *Medieval Philosophy* (London, 1952).
De Wulf, M.: *An introduction to Scholastic Philosophy* (New York, 1956).

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:

Copleston, F. C.: *Aquinas* (Pelican, London, 1955).

Thomas Aquinas: Philosophical Texts (selected and translated by T. Gilby; Oxford, 1956).

Reference Books:

De Wulf, M.: *The System of Thomas Aquinas* (translated by E. Messenger; New York, 1959, Paperback).

Bigongiari, D.: *The political ideas of St. Thomas Aquinas* (New York, 1961).

D'Arcy, M. C.: *St. Thomas Aquinas* (Dublin, 1953).

Gilson, E.: *The Christian Philosophy of St. Thomas Aquinas* (London, 1957).

Maritain, J.: *St. Thomas Aquinas* (New York, 1959).

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 Libertinism.

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:

Descartes, R.: *A discourse on Method* (translated by J. Veitch; Everyman, London, 1960).

Burt, E. A.: *English Philosophers from Bacon to Mill* (New York, 1939).

Reference Books:

Russell, B.: *A critical exposition of the philosophy of Leibniz* (London, 1937).

Windelband, W.: *A History of Philosophy* (translated by J. H. Tufts; New York, 1960).

O'Connor, D. J.: *John Locke* (Pelican, London, 1952).

Aaron, R. I.: *John Locke* (Oxford, 1955).

Basson, A. H.: *David Hume* (Pelican, London, 1958).

Peters, R.: *Hobbes* (Pelican, London, 1956).

Hampshire, S.: *Spinoza* (Pelican, London, 1953.)

Warnock, G. J.: *Berkeley* (Pelican, London, 1953).

Paper 2.—History of Philosophy from Kant to Hegel.

Part 1.—Critical Philosophy: I. Kant.

Prescribed Books:

Kant, I.: *Critique of Pure Reason*.

Kant, I.: *Fundamental Principles of the Metaphysics of Ethics* (translated by T. K. Abbott; London, 1949).

Reference Books:

De Vleeschauer, H. J.: *The evolution of Kantian thought* (Edinburgh, 1962).

Körner, S.: *Kant* (Pelican, London, 1955).

Part 2.—Romanticism: (a) the philosophy of faith; (b) Fichte; (c) Schelling; (d) the philosophy of the Restoration; (e) Hegel.

Prescribed Book:

Collins, J.: *A history of modern European Philosophy* (Milwaukee, 1954).

Reference Books:

Beardsley, M. C.: *The European Philosophers from Descartes to Nietzsche* (New York, 1960).

Höfding, H.: *History of modern philosophy* (London, 1908).

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 Book:

Collins, J.: *A history of modern European Philosophy* (Milwaukee, 1954).

Reference Books:

Windelband, W.: *A History of Philosophy* (translated by J. H. Tufts; New York, 1950).

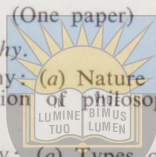
Metz, R.: *A Hundred Years of British Philosophy* (London, 1938).

Höfding, H.: *A History of Modern Philosophy* (London, 1908).

Students for the Honours Degree and the Master's Degree should consult the Head of 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.

Together in Excellence

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:

Sprague, E.: *What is Philosophy?* (New York, 1961).

Russell, B.: *Problems of Philosophy* (London, 1962).

Reference Books:

Hospers, J.: *An Introduction to Philosophical Analysis* (London, 1961).

Ayer, A. J., a.o.: *The Revolution in Philosophy* (London, 1960).

Brightman, E. S.: *An Introduction to Philosophy* (New York, 1951).

Runes, D. D.: *The Dictionary of Philosophy* (Ames, 1960).

Ryle, G.: *Dilemmas* (Cambridge, 1960).

Thompson, S. M.: *The Nature of Philosophy* (New York, 1961).

Woozley, A. D.: *Theory of Knowledge* (London, 1960).

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, causality, determinism and indeterminism.

Prescribed Books:

- Basson and O'Connor: *Introduction to Symbolic Logic* (London, 1962).
Copi, I. M.: *An Introduction to Logic* (New York, 1961).
Stebbing, L. S.: *A Modern Elementary Logic* (London, 1952).

Reference Books:

- Quine, W. V. O.: *Methods of Logic* (New York, 1961).
Strawson, P. F.: *Introduction to Logical Theory* (London, 1952).
Copi, I. M.: *Symbolic Logic* (New York, 1961).
Lee, H. N.: *Symbolic Logic* (London, 1962).
Mitchell, D.: *An Introduction to Logic* (London, 1962).
Schipper and Schuh: *A First Course in Modern Logic* (London, 1960).
Stebbing, L. S.: *A Modern Introduction to Logic* (London, 1948).

Paper 2.—Ethics.

1. The task of ethics; the place of ethics in Philosophy; ethics as a science and the application of ethics.
2. The method of ethics.
3. Analysis of some fundamental ethical concepts and terms: Act, conduct, intention, motive, will, freedom, character, conscience and punishment.
4. Ethical judgment; the ethical usage of language; prescriptive usage: Good, ought.

Prescribed Books:

- Hare, R. M.: *The Language of Morals* (Oxford, 1952).
Montefiore, A.: *An Introduction to Moral Philosophy* (London, 1958).

Reference Books:

- Nowell-Smith, P. H.: *Ethics* (London, 1959).
Warnock, M.: *Ethics Since 1900* (London, 1960).
Stevenson, C. L.: *Ethics and Language* (New Haven, 1960).
Moore, G. E.: *Principia Ethica* (Cambridge, 1960).
O'Connor, D. J.: *An Introduction to the Philosophy of Education* (London, 1957).
Pears, D. F.: *Freedom and the Will* (London, 1963).
Toulmin, S.: *The Place of Reason in Ethics* (Cambridge, 1960).

Course III

(Three papers)

Paper 1.—Epistemology.

1. The scope, function and method of epistemology. Epistemology and axiology. Epistemology and metaphysics.
2. Epistemological analysis of the following concepts: *perception* (the given; deductions from illusions; the nature of perception); *Judgments* (propositions, assertions, facts); *general concepts* (generality, naming, problem of universals); *remembering*; *truth* (correspondence theory and the coherence theory; truth as a second order concept); *knowing and believing*.
3. Epistemological problems and their solutions:—
 - (a) The grounds of knowledge: analysis of the grounds of knowledge and proof; rationalism, empiricism, transcendentalism.
 - (b) The object of knowledge: different types of objects; realism, idealism and phenomenalism.
 - (c) The possibility of knowledge. Analysis of the concepts: objectivity and universality; dogmatism and scepticism.
4. Epistemology and semantics: analysis of the concepts *meaning* and *reference*.
5. Critical analysis of the nature and function of conceptual schemes.

Prescribed Books:

- Woolzley, A. D.: *Theory of Knowledge* (London, 1960).
Ryle, G.: *Dilemmas* (Cambridge, 1960).
Ayer, A. J.: *Thinking and Meaning* (London, 1947).

Reference Books:

- Ryle, G.: *The Concept of Mind* (New York, 1960).
Russell, B.: *An Enquiry into Meaning and Truth* (London, 1962).
Russell, B.: *Human Knowledge, its Scope and Limits* (London, 1956).
Ayer, A. J.: *The Problem of Knowledge* (London, 1957).

Together in Excellence

Paper 2.—Metaphysics.

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. Theodicé: 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:

- Pears, D. F. (Ed.): *The Nature of Metaphysics* (London, 1960).
Edwards and Pap: *A modern Introduction to Philosophy* (Glencoe, 1962).

Reference Books:

- Taylor, A. E. *Elements of Metaphysics* (London, 1952).
Emmet, D.: *The Nature of Metaphysical Thinking* (London, 1961).
Toulmin, S.: *The Philosophy of Science* (London, 1962).
de Raeymaeker, L.: *The Philosophy of Being* (London, 1957).
Passmore, J.: *Philosophical Reasoning* (London, 1961).
Whiteley, C. H.: *An Introduction to Metaphysics* (London, 1955).

Paper 3.—Ethics and Political Philosophy.

Section 1: Ethics.—Value Philosophy.

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, effective, 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 Book:

Taylor, P. W.: *Normative Discourses* (New York, 1961).

Reference Books:

- Graham, A. C.: *The Problem of Value* (London, 1962).
Eaton, H.: *The Austrian Philosophy of Value* (Norman, 1930).

Section 2: Political Philosophy.

1. Justification of the state: (a) Society in its higher and lower basic forms; (b) the nation, central and social entity; (c) the origin of the state; droit divin, social contract; the state as executive organ of the people.

2. Internal building up of the state: (a) Forms of organisation of the state; (b) individual rights within the people and the state; (c) collective rights of the people and the state in single individuals; (d) sovereignty; (e) revolution and revolutionary law.

3. Peoples and the state in the international order: (a) International law and international organisation; (b) relation of the people and the state to that organisation; (c) war and peace; (d) race and colonial relations.

Prescribed Book: Together in Excellence

Mabbott, J. D.: *The State and the Citizen* (London, 1958).

Reference Book:

Weldon, T. D.: *The Vocabulary of Politics* (London, 1955).

Students for the Honours Degree and the Master's Degree should consult the Head of Department.

DEPARTMENT OF PHYSICS

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

(See paragraph G17 of the Regulations)

Course I

Mechanics.—Vectors and scalars. Addition of vectors. Linear motion with constant acceleration. Uniform circular motion. Simple treatment of simple harmonic motion. Laws of motion, work, energy. Conservation of energy and of momentum. Law of gravitation. Planetary motion.

Properties of Matter.—Elasticity. Hydrostatics. Surface tension. Viscosity.

Heat.—Scales of temperature. Thermometers. Calorimetry. Expansion. Change of state. Elementary Kinetic Theory and the gas laws. Vapours: hygrometry. Transmission of heat. First law of thermodynamics.

Optics.—Nature of light. Reflection, refraction, dispersion. Mirrors and lenses. Optical instruments. Photometry. Velocity of light. Elementary concepts of interference. Polarization of light. Photoelectric effect. Spectra.

Sound.—Nature of sound. Velocity of waves. Pipes and strings. Intensity, loudness, pitch and quality. Doppler effect.

Electricity and Magnetism.—Laws of Force, Fields and Induction. Condensers and Dielectrics. Energy of charge.s

Electrostatics.

Magnetostatics.—Laws of Force, Fields, Couples on magnet in Field. Magnetometry.

Current Electricity.—Ohm's Law. Heating effect. Divided circuits. Electrolysis. Magnetic effects of current. Electrical measuring instruments. Terrestrial magnetism. Electromagnetic induction. Electric machines—Dynamo—Motor—Transformer.

Electronics and Nuclear Physics.

Elementary and descriptive treatment (where necessary) of.—Force on a moving charge. Electronic charge and Avogadro's law. Thermionic valves. X-rays. Radioactivity—Decay particles. Atomic nucleus. Isotopes. $E=mc^2$ and applications.

Course II

Mechanics.—Rotating bodies. Simple harmonic motion. Impact. Scalar and vector products. Grad.

Properties of Matter.—Elasticity. Surface tension. Viscosity.

Heat.—Thermometry. Conduction. Radiation. First Law of Thermodynamics. Elementary Introduction to the Second Law of Thermodynamics. Kinetic Theory of Gases, Equipartition of energy.

Light.—Wave theory. Doppler effect. Interference. Velocity of light. Geometrical optics.

Electricity and Magnetism.

Electrostatics and Magnetostatics.—Gauss's theorem. Dielectrics. Images—elementary treatment. Dipoles.

Current Electricity.—Currents and magnetic fields. Forces on charges in magnetic and electric fields. Circuits containing inductance, capacity and resistance. Galvanometers, fluxmeter. Elementary Dia-, Para- and Ferro-magnetism. Currie's Law. Alternating current theory. Simple, A.C. Bridges.

Atomic and Nuclear Physics.—Decay particles and their identification. Collision. Scattering of particles. Experimental techniques in Nuclear Physics.

Sound.—Velocity of waves. Resonance and forced vibration.

Course III

Heat.—Second Law of Thermodynamics and application. Carnot's Cycle. Entropy. Maxwell's relations and applications. Porous plug experiment. Gibbs Helmholtz equation. Thermo-electricity. Kinetic Theory of Gases. Mean free path phenomena. Brownian motion. Equations of state. Theory of specific heats. Laws of radiation.

Mechanics.—Central Forces. Further vector theory.

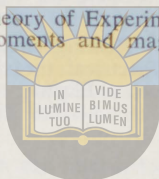
Light.—Interferometry. Diffraction. Polarization.

Electricity and Magnetism.—Electrostatics—Poisson's Equation. Maxwell's electromagnetic equations and some applications. Theory of electrical conduction in metals. Further alternating current theory. Thermionic Emission. Valves. Rectification and amplification, oscillators and counting circuits.

Atomic and Nuclear Physics.—Atomic Spectra. X-rays. Nuclear transition. Introduction to: Quantum mechanics. Solid state physics. Statistical Thermodynamics.

Honours

1. Thermodynamics. Statistical Mechanics.
2. Electromagnetism and applications. Relativity and applications. Advanced Optics and X-rays.
3. Magnetism (Dia-, Para-, Ferro-, Ferri-, Nuclear magnetism). Solid state.
4. Advanced Mechanics, Quantum Mechanics and Spectra.
5. Nuclear Physics and theory of Experimental Techniques for determination of Nuclear spins, quadrupole moments and magnetic moments.



University of Fort Hare
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DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

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 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, Melanchton, Zwingli, Calvin, and the French Huguenots. The rise of monarchical absolutism. The rise of the centralised state.
5. 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: Titles will be supplied on request.



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 utilitarianism.
 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: Titles will be supplied on request.

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.

1. 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 consuls 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: Titles will be supplied on request.

Honours Bachelor Examination (Hons B.A.)

The examination consists of five papers, 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 development of self-government in the South African territories until 1909: Cape Colony from 1806; Natal from 1845; Transvaal and the Orange Free State from 1900. (This study must be done with the assistance of published documents and other available sources.)
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 heading from (1) to (5)].
6. A reading knowledge of German and/or French is strongly recommended.

Special Subjects

- (1) The Contract Theory.
- (2) The Doctrine of Sovereignty.
- (3) Switzerland, Russia and the United States of America.

Prescribed Books: Titles 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.

PUBLIC ADMINISTRATION

Course I

(Two papers)

Paper 1.

1. The nature, scope and development of Public Administration.
2. The modern service state and its institutions:—
 - (i) A description of the composition of the administrative hierarchy: central regional and local.
 - (ii) The relationships of the administrative institutions to the legislative organs, the courts, the public and mutually to each other.
3. The Public Service with special reference to South Africa:—
 - (i) Organization:—
 - (a) General principles.
 - (b) Statutory foundations of the South African Public Service.
 - (c) Division of the Public Service into departments and other units.
 - (d) Internal organization of government departments and other units.
 - (e) Organizational aspects of the posts structure of the government departments and other units.

Paper 2.

The Public Service with special reference to South Africa (continued):—

- (ii) Administrative procedure:—
 - (a) Determination of policy.
 - (b) Planning for the execution of policy.
 - (c) Work procedures.
 - (d) Control over administrative activities.
 - (e) Reorganization and adjustment.
- (iii) Finances:—
 - (a) The financial institutions.
 - (b) The budget system and budget procedure.
 - (c) The system of assessment, calculation, collection and custody of taxes and other public funds.
 - (d) The disbursement of public funds.
 - (e) Public accounts, auditing and reporting.
 - (f) Public stores.

Course II

(Three papers)

Paper 1.

1. Personnel administration in the Public Service with special reference to South Africa:—
 - (a) Principles of personnel administration in the Public Service.
 - (b) Conditions of employment.
 - (c) Recruitment and placement.
 - (d) Training.
 - (e) Promotion.
 - (f) Retirement arrangements.
 - (g) Personnel relations in the Public Service with special reference to supervision, mutual consultation and personnel services.

Paper 2.

1. The relations between central, regional and local government institutions and the problems which stem from their mutual relationships.
2. State commercial undertakings with special reference to South Africa.

Paper 3.

The relationship of the legislature, the judiciary and the public to administrative institutions (especially in South Africa) with special reference to:—

- (i) Administrative legislation;
- (ii) Administrative justice;
- (iii) Control of administrative powers; and archy through councils and commissions.
- (iv) The organised contact of group interests with the administrative hier-



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DEPARTMENT OF PSYCHOLOGY

All courses are complemented with suitable laboratory programmes.

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 kinesthesia 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.

Course II

Paper 1.—Developmental Psychology.

- A. 1. (a) *General Introduction*.—Growth, development, learning.
(b) *Historical Perspective*.—(i) Growth and development, modern viewpoints.
(c) (i) Interview, case studies and survey techniques.
(ii) Certain psychological tests.
2. Pre-natal development.
3. Early childhood.
4. Infancy.
5. Later infancy.
6. Pre-adolescence and adolescence.
- B Personality; typologies; theories of personality; determinants.

Precribed Books:

Hurlock, E. B.: *Developmental Psychology*.

or

Goodenough and Tyler: *Developmental Psychology*.

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.

(a) Motivation: Theory and Research on Cognition and Motivation.

(b) Attitudes: Nature, development, changes, measurement and prejudice.

(c) Groups, organisations, leaders and leadership.

(d) Language and communication. Massmedia of communication.

(e) Public opinion and propaganda.

(f) The individual in the group: The social and cultural environment.

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:

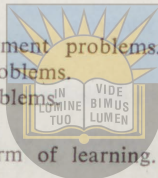
- Landis and Bolles: *Textbook of Abnormal Psychology*.
 White: *The Abnormal Personality* (Ed.) (Ronald Press, 1956).
 O'Kelly and Muckler: *Introduction to Psychopathology* (2nd ed.).

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.



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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. Scientific Method in Psychological Research.

- (i) The aim and field of Psychological Research
- (ii) The principles of Scientific research.
- (iii) Planning of Psychological research.
- (iv) Analysis and interpretation of research data.

B. Research Techniques.

- (i) Field and Laboratory Experimentation
- (ii) Basic concepts in test construction and standardisation.
- (iii) Documentation and research.

C. Statistical methods in Psychological Research.

- (i) The function of statistical methods in Psychological research.
- (ii) The choice of statistical methods.
- (iii) Basic statistical methods: Central tendency, variability, Correlation and Significance.

Prescribed Books:

1. Brown and Ghiselli: *Scientific Method in Psychology* (1955).
2. Edwards: *Statistical Analysis* (1958).

Recommended Reading:

Siegel: *Non-parametric Statistics.*



Honours Bachelor Examination

The course consists of *four* directions of study. The student is required to select *one* of these. These directions of study are:

- H1: Physiological Psychology
- H2: Counselling Psychology
- H3: Clinical Psychology
- H4: Industrial Psychology.

Each direction of study consists of *five* papers of which *four* are compulsory. The different directions of study will consist of the following papers:

- H1: Papers 1, 2, 3, 4, 5.
- H2: Papers 1, 2, 3, 4, 6.
- H3: Papers 1, 2, 3, 4, 7.
- H4: Papers 1, 2, 3, 4, 8.

The papers cover the following fields:

- Paper 1: Psychopathology and Social Pathology.
- Paper 2: Research Methods.
- Paper 3: Personality and Development Psychology.
- Paper 4: Social Psychology.
- Paper 5: Physiological Psychology.
- Paper 6: Counselling Psychology.
- Paper 7: Clinical Psychology.
- Paper 8: Industrial Psychology.

The course will be supplemented by appropriate practical work.

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

Sociology

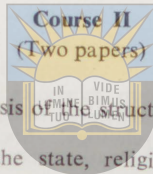
Course I

(One paper)

1. Field of Sociology; relation to other disciplines.
2. The biological, psychological and cultural bases of society. Geographic and technical influences on society.
3. The study of basic concepts: Society, community, social groups, status-role, institutions, associations.
4. Social control and social processes:—
 - (a) What is social control and how does it operate?
 - (b) Social norms and sanctions—including traditions, mores and community norms.
 - (c) Forms of social interaction.
 - (d) Stratification, differentiation and mobility.

Prescribed-Books:

Rose: *Sociology: The Study of Human Relations.*
Young: *Sociology: A Study of Society and Culture.*
Young and Mack: *Sociology and Social Life.*
Roucek and Warren: *Sociology: An Introduction.*
Ogburn and Nimmkoff: *Sociology, A Handbook of.*



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Paper 1.

1. Basic approach in the analysis of the structure of society. Analysis of bureaucracy and economic institutions.
2. The family, the school, the state, religion, leisure time activity and age groups in contemporary society.
3. The demographic basis of and race relations in contemporary society.

Paper 2.

1. The country and city as forms of society.
2. The processes of social change and development and problems relating thereto.
3. Social Pathology: Study of origins of social pathological phenomena with special reference to conditions in South Africa.

Prescribed Books.

Paper 1.

Thompson: *Population Problems.*
Park: *Race and Culture.*
Hellman: *Handbook of Race Relations in South Africa.*

Paper 2.

Nordskof: *Social Change.*
Ogburn: *Social Change.*
Gillin: *Social Pathology.*
Bloch: *Disorganization: Personal and Social.*

Course III

(Three papers)

Paper 1.

1. Methodology, procedures and techniques in social research.

Paper 2.

1. History of social thought.
2. Most important theories and contemporary development in sociology.

Paper 3.

1. Group Dynamics.
2. Industrial Sociology.

Prescribed Books:

Paper 1.

Doby: *An Introduction to Social Research.*
Young: *Scientific Social Surveys and Research.*
Sellitz, Jahoda, Deutsch and Cook: *Research in Social Relations.*

Paper 2.

Timasheff: *Sociological Theory: Its Nature and Growth.*
Sorokin: *Contemporary Sociological Theories.*
Vine: *An Introduction to Sociological Theory.*

Honours Bachelor Course

Paper 1.

General or systematic sociology.

Paper 2.

The history of sociology from Auguste Comte, with special reference to stand points, methods and currents in present-day sociology.

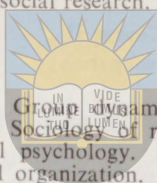
Paper 3.

Methods of sociology and social research.

Paper 4 and 5.

Two of the following:—

Industrial sociology. adult education. Group dynamics. Educational sociology, including Sociology of religion. Sociology of law. Sociology of crime. Social psychology. Social philosophy. Rural and urban sociology. Social organization. Race relations. Population problems. The Family.



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Master's Examination

The examination consists of a dissertation on a subject chosen by the candidate and approved at least six months before the dissertation is submitted; and an oral examination on the general principles of sociology.

Social Work

Course I

(One paper)

Section A.

General Introduction to social work.

Section B.

Review of the history of social work and of social welfare activities in South Africa.

Course II

(Two papers)

Paper 1.

The case work method.

Paper 2.

1. Group work.
2. Social welfare administration.
3. Introduction to social welfare policy in South Africa.

Course III

(Three papers)

Paper 1.

1. The philosophy of social work with special attention to the case study method.
2. Study of the following fields with special reference to the application of the various methods of social work:—
 - (a) Family care.
 - (b) Child welfare and an exhaustive study of the Children's Act (Act 33 of 1960 as amended).
 - (c) Youth care.

Paper 2.

1. A special study of the role and task of the social worker with reference to the following:—
 - (a) The unmarried mother.
 - (b) The aged.
 - (c) The alcoholic, with special reference to Work Colonies Act.
 - (d) The work shy.
 - (e) The offender.
2. A special study of the following fields with special reference to the application of social work methods to each:—
 - (a) Medical social work or principles of hygiene.
 - (b) Psychiatric social work.
 - (c) Industrial social work.
 - (d) School social work.
 - (e) Social work with the handicapped.



Paper 3.

1. Community organization.
2. Social welfare policy in South Africa with a special study of the Act on Welfare Organizations (Act 40 of 1947 as amended by Act 75 of 1961).
3. Social welfare research.

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PRACTICAL

Course I

- (a) Students must register with a welfare organization approved by the Senate, or with a regional office of the Department of Social Welfare or Bantu Education or Bantu Administration and Development, which employs a trained social worker.
- (b) The student must spend one week full-time, or part-time over a longer period, a total of 40 hours, at this organization, to observe the functioning, administration and professional activities of this organization. A report must be submitted to the Head of the Department.
- (c) Students must pay three visits to: A place of safety and detention, a retreat for alcoholics, a housing scheme or any similar establishment as may be required by the Head of the Department.

Course II

- (a) Students are required to register with another social welfare agency.
- (b) Case studies and detailed diagnostic and prognostic reports must be submitted on three problem families or three cases of "children in need of care".
- (c) Three weeks practical work must be done, on a full-time basis, with a registered welfare organization.

Course III

- (a) Students are required to register with another social welfare agency.
- (b) Three detailed case studies, on cases specially selected by the Head of the Department, must be submitted.
- (c) The student shall do three weeks practical training under the guidance of a trained social welfare worker.

(d) The student must pay six visits to various welfare organizations and or institutions and submit detailed reports on such visits.

(e) An oral examination of not more than 30 minutes on the work of all three years shall be taken down.

Honours Bachelor Examination

The examination comprises:—

Paper 1.

Theory of social work and the casework method.

Paper 2.

Group work and community organization.

Paper 3.

- (a) Social work research.
- (b) Social work administration.
- (c) Social policy.

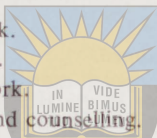
Paper 4.

Family care and youth care.

Paper 5.

One of the following:—

- (a) Care of the handicapped.
- (b) Youth care.
- (c) Industrial social work.
- (d) Medical social work.
- (e) Psychiatric social work.
- (f) Marriage guidance and counselling.
- (g) Care for the criminal and juvenile delinquent.



Master's Examination

The examination consists of a treatise on an approved subject from the field of social work, and an oral examination on the general principles of the subject.



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.

For detailed syllabuses, see the calendar of the University of South Africa.

Course I

One three-hour paper, and two three-hour practicals held on the same day.

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, macroscopically or microscopically. The elements of histology, embryology, physiology, ecology and genetics. The evidence for organic evolution and a consideration of theories of evolutionary change.

Elementary study of local fauna.

Text books, essential:

Grove and Newell: *Animal Biology*.

Recommended:

Buchsbaum: *Animals without Backbones*.

Romer: *Man and the Vertebrates*.

Course II

Two papers and two practicals: Theory paper three hours, practicals four hours each on the same day.

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

Practical examination of typical representatives of these groups, macroscopically or microscopically.

The fundamental facts of cytology and cellular physiology.

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

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

Course III

Three papers and two practicals: Theory paper three hours, practicals three and five hours on the same day.

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.

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

Zoogeography.

Practical examination of typical representatives of the Chordate classes to include dissection of these types, where possible, and cross-sections of Hemichordata, Urochordata and Cephalochordata; also microscopical studies of organs and tissues.

Embryological studies to include representative sections of different embryos to show the differentiation of the mesoderm. A study of the extra-embryonal membranes of the amniota as well as the placenta of the mammal.

Comparative study of the vertebrate skeletons of the various classes with special reference to the skull.

Experimental work in connection with the comparative study of one physiological aspect of the Chordate animal.

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.

Master's Course

Supervised research work on a specific problem. The presentation of thesis in quintuplicate.



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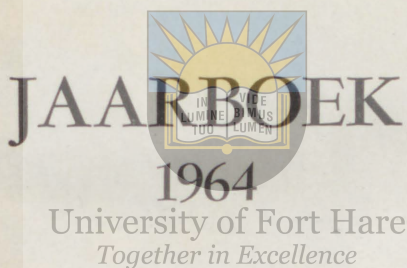


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UNIVERSITEITSKOLLEGE

VAN

FORT HARE





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ROOSTER 1964

Woensdag, 26 Februarie: *Koshuise open.*

Donderdag, 27 Februarie: *Registrasie van eerstejaar studente.*

Vrydag, 8 Februarie tot 22 Februarie: *Registrasie van senior studente.*

Maandag, 2 Maart: *Lesings begin.*

Woensdag, 25 Maart: *Laaste dag van eerste kwartaal.*

Dinsdag, 31 Maart: *Eerste dag van tweede kwartaal.*

Woensdag, 17 Junie: *Laaste dag van eerste semester.*

Dinsdag, 14 Julie: *Eerste dag van derde kwartaal.*

Donderdag, 27 Augustus: *Laaste dag van derde kwartaal.*

Dinsdag, 1 September: *Eerste dag van vierde kwartaal.*

Vrydag, 27 November: *Einde van tweede semester.*



University of Fort Hare
Together in Excellence

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 verhoë 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 bydrae 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 wat 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 wat 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-primeër studies aanval of studeer vir Handels- en Landboudiplomas. 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 geleenthede 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 en 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 onder meer 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 instaat 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 personeelwonnings. 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 bevorder, is daar gedurende 1926 'n bykomende plaas van 1,250 akker asook melkbeestee-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 Medisina. 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 lesingkamers 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 mev. 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-Welsyntrust 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 Presbiteriaanse, 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 uitbrei 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 (2) 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 eksamendoeleindes 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 oorgangsaatreël maak die Wet ook voorsiening daarvoor dat studente wat voorheen geregistreer was ooreenkomstig die vereistes van 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.

In 1962 het ook die departemente Grieks en Sosiologie tot stand gekom, en het die eerste studente vir die B.Sc. (Aptekwese) ingeskryf.

Gedurende 1962/63 is 'n begin gemaak met 'n omvattende program vir uitbreiding van geboue. Hierdie program sluit in 'n nuwe administratiewe blok, die uitbreiding van Stewart Hall om bykomende personeelkantore daar te stel, die uitbreiding van Livingstone Hall vir die voorsiening van bykomende laboratoria en klaskamers om die Natuurwetenskaplike departemente bevredigend te huisves en 'n nuwe afsonderlike biblioteekgebou. Die nuwe administratiewe blok en die bykomende personeelkantore is vroeg in 1963 voltooi teen 'n koste van R65,000 en daar is ook begin met 'n gedeelte van die Wetenskap blok gedurende die tweede helfte van 1963.

Die inskrywing vir 1960 was 360, vir 1961, 340, vir 1962, 250 en vir 1963, 241, wat 'n aansienlike daling op die getal inskrywings vir 1959 n.l. 498 beteken. Hierdie daling van inskrywings is natuurlik verweg 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 verweg, 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 ver wag 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 1963:—

Kragtens artikel *sewe* is die Rektor *ex-officio* lid van die Raad.

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2. Prof. 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. Die Sekretaris van Bantoe-onderwys of sy gemagtigde verteenwoordiger (*ex-officio*)
11. Die Sekretaris van Bantoe-administrasie en -ontwikkeling of sy gemagtigde verteenwoordiger (*ex-officio*)
12. Die Hoofbantoesaakekommissaris, Ciskei, King William's Town (*ex-officio*)
13. Streekdirekteur van Bantoe-onderwys, Ciskei, King William's Town (*ex-officio*)
14. Prof. D. Pont, Fort Hare (Senaatsverteenwoordiger).

Die Registrateur is *ex-officio* Sekretaris van die Raad

University of Fort Hare
Together in Excellence

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Lektor: Vakant.

Natuurkunde:

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Opvoedkunde:

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

Historiese Opvoedkunde:

Professor: J. P. BOTMA, M.A., B.Ed., D.Ed. (Stell.)

Metodiek en Administrasie:

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Senior Lektor: J. F. DE VILLIERS, B.Com., M.Ed. (O.F.S.)
Lektor: Vakant.

Godgeleerdheid:

Ou Testamentiese vakke en Hebreeus:

Senior Lektor: Pastoor F. J. H. HALLER, Cand.Phil. (Halle), Cand.Theol. (Halle),
Cand.Min.(M.Th.) (Berlin)

Nuwe Testamentiese Vakke en Pastorale Teologie:

Professor: H. L. N. JOUBERT, M.A. (Stell.), M.Th. (Princeton), Th. D. (Amst.)

Sistematiese Teologie:

Professor: R. H. R. LIDDELL, M.A., D.D. (St. Andrews)

Kerkgeskiedenis en Sendingwetenskap:

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

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Senior Lektor: A. D. J. VAN RENSBURG, B.Com. (Stell.), LL.B. (S.A.)
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Lektor: G. C. K. FÖLSCHER, B.Com. Hons. (Pret.)

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Lektor: J. A. SLABBERT, C.A.I.B. (S.A.), B.Com.Hons. (Stell.)
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Senior Lektor: D. BROWN, M.Sc. (Agric.) (Natal)
Plaasbestuurder: S. W. HAYNES.
Plaasassistent: A. BELING.
Bantoe Plaasassistent: G. MBEWANE.

Biblioteekpersoneel:

Kollegebibliotekaris: M. SPRUYT, LL. Drs. (Leiden), L.Dip.Bibl. (Pret.),
H.Dip.Biblioteek (S.A.)
Onder-Kollegebibliotekaris: E. MAKHANYA, B.A. (Rand), A.S.A.L.A.
Professionele Assistent: A. W. Z. KUZWAYO, B.A. (Rhodes) B.A. Hons. (S.A.),
A.S.A.L.A.
Professionele Assistent: Mev. C. A. REDELINGHUY, B.A. H.O.D. (Pret.),
Dipl.Bib. (S.A.)
Biblioteekassistentente:
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H. K. NYIKANA, B.A. (Rhodes)
L. S. JONGIHLATI, B.A. (Rhodes)
Tikker: S. H. DUBULA
Rakbediende: B. S. KUNENE

ADMINISTRATIEWE PERSONEEL

Registrateur: H. J. DU PREEZ, B.A. (Stell.)
Assistent Registrateur: E. W. REDELINGHUY, B.A. (Pret.)
Penningmeester: F. P. G. HUNTER, C.A. LL.B. (Lond.)
Assistent Penningmeester: Mej. M. A. KINSLEY
Tikster/Sekretaresse: Mev. M. CLARK
Tiksters: Mej J. J. RISTOW
Mej. N. HEIGAN.

Vroue-assistente:

Mev. A. VAN ROOYEN

Voorrade Beampte: P. C. B. OLIVIER
Bantoe klerke:

Graad I: S. S. NGCUME

Graad II:

S. A. NDLEBE en A. M. GEORGE

Kassier (Bantoe klerk, Graad II): D. S. MAJOKWENI

Eetsaal:

Eetsaalbestuurder: A. K. MCGILLIVRAY

Assistent-eetsaalbestuurder: Mev. G. MCGILLIVRAY

Vrouekoshuis:

Matrone: Mev. M. MTIMKULU

Assistent Matrone: Mej. G. J. MDLEDLE

Terreinbestuurder en Klerk van Werke: J. S. M. CLARK, A.S.A.I.V.

Opsigter van geboue en gronde: H. MCGILLICUDDY.

F. S. MALAN MUSEUM

Die F. S. Malan Museum word gehuisves op die tweede verdieping van die Henderson Gebou en beslaan presies 4,250 vk. vt. vloer-ruimte. Die museum is in 1941 opgerig as 'n etnologiese museum vir navorsing en wel in die Departement Antropologie. Die doel daarvan was om navorsers van buite 'n geleentheid te bied om daar navorsing te doen. Dit moes egter ook 'n wyer belangstelling lok in groepe skoolkinders en ander belangstellendes.

Sedert die stigting van die museum het dit reeds 10,000 stukke vir uitstalling versamel. Die grootste gedeelte daarvan is verkry deur twee skenkings in 1962. Die eerste skenking was van die Departement Bantoe Onderwys, wat die uitstalling van die Uniefees gelykop verdeel het onder die Universiteitskolleges van die Republiek. Die tweede skenking is ontvang van Mev. M. E. Kirkwood van Johannesburg. Die skenking wat Mev. Kirkwood gemaak het bestaan uit 7,000 stukke en staan bekend as die "Estelle Hamilton-Welsh Versameling".

Hierdie merkwaardige versameling is deur Mev. Gordon Emslie en haar dogter Mev. Estelle Hamilton-Welsh byeen gebring. Die versameling is na laasgenoemde vernoem. Dit is oor 'n periode van baie jare versamel en die versameling het 'n aanvang geneem in die jaar 1880. Slegs artikels wat werklik deur die Bantoe gedra en gebruik is, is versamel sodat die versameling vry is van stukke wat vir kommersiële doeleindes vervaardig is. Die versameling is inderdaad uniek en verteenwoordig die einde van 'n tydperk in die materiële kultuur van die Bantoe. Al die stukke is onder die ou tradisionele omstandighede vervaardig, 'n toestand wat hom nooit weer sal voordoen nie. Die versameling sluit in groot groepe Fingo, Xhosa, Mpondo, Zulu, Thembu en Ndebele kraalwerk; tradisionele en outentieke uitrustings en kleredrag van die Mpondo, Thembu en Fingo. Dit sluit o.a. ook 'n *Abakhwetha* kostuum in sowel as verskeie stelle kostume van waarsëers en toordokters. 'n Uitstekende versameling magiese amulette en medisyne van verskeie stamme is 'n besondere aspek van die versameling. Wapens wat insluit spiese, strydbyle, ens. is goed verteenwoordig. Die versameling bevat ook 'n verteenwoordigende aantal artikels uit die alledaagse gebruiksluwe van verskeie stamme waarvan veral gras- en houtwerk prominent is. Hierdie versameling, wat ook stukke van buite Suidelike Afrika insluit, is op die Rykskou te Johannesburg en op die Glasgow Skou in 1937 uitgestal.

Die museum was vir baie jare deur 'n Ere-Kurator in die persoon van Prof. Dr. A. J. D. Meiring, bygestaan deur Mnr. G. I. M. Mzamane behartig. 'n Voltydse Kurator is egter sedert die middel van 1959 aangestel. Hierdie Kurator behartig nou voltyds die Museum in samewerking met die Museum Komitee.

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 privaat-biblioteek (2,000 bande) aan Fort Hare oorgeleë het. Die biblioteek het baie te danke aan milde skenkings deur die publiek en privaattaggame. 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 biblioteekaris 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, en aan die einde van 1962 die 50,000 merk.

Die biblioteek bevat 'n waardevolle Africana versameling.

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. (a) Studente mag boeke leen vir 'n tydperk van twee weke.

(b) Boeke gemerk „In the Library only” mag nie aan studente uitgeleen word nie, maar kan deur die studente slegs in die biblioteek gebruik 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 uitgeleen word nie, maar ou uitgawes mag moontlik uitgeleen word. Studente wat boeke terugbesorg moet wag tot hulle die lenerskaart terug ontvang 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 lener 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.

12. Geen gebruiker van die biblioteek mag 'n jas of boeksak, handsak of enige sodanige houer van enige soort in die biblioteek inbring nie, maar moet sodanige jas of houer op die plek agterlaat wat daartoe deur middel van kennisgewings aangewys is.

13. (a) (i) Enige personeellid mag publikasies, ander as ongebinde nommers en lopende nommers van tydskrifte leen vir 'n tydperk van nie meer as drie maande nie. Enige sodanige publikasie kan na goeddunke van die Bibliotekaris egter na 14 dae teruggevra word.

(ii) Enige personeellid wat (1) aan die end van elke kwartaal nalaat om die boeke terug te gee of om hulle vir heruitlening aan te bied, *nadat* 'n aanmaning ontvang is, of wat (2) nalaat om boeke, onder die Inter-biblioteekleningsskema geleen, voor die vervaldatum terug te besorg—verbeur al die leenvoorregte totdat sodanige publikasies terug besorg is.

(b) Uitsondering op die reëls vervat in subregulasie (a) hiervan mag slegs gemaak word met goedkeuring van die Biblioteekkomitee, tevore verkry.

14. (a) Geen gebruiker van die biblioteek mag enige boeke wat nie aan die biblioteek behoort nie of sodanige biblioteekboeke wat op sy naam uitgeboek is ander as die wat hy terugbesorg by die toonbank as hy die biblioteek inkom, in die biblioteek inbring nie.

(b) Al boeke wat uit die biblioteek geneem word moet aan die assistent aan die toonbank vir ondersoek gewys word.

(c) Aantekeningboeke mag in die biblioteek ingebring word onderworpe aan die bepalings van subregulasie (b) hiervan.

(d) Boeke wat nie in die biblioteek mag ingebring word nie, moet in die aangewese plekke ingevolge regulasie 12 bewaar word.

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

UNIVERSITEITSKOLLEGE VAN FORT HARE

DIE TOELATING VAN STUDENTE TOT, DIE BEHEER VAN STUDENTE AAN EN ONTSLAG VAN STUDENTE UIT DIE UNIVERSEITS- KOLLEGE 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 aplikant 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 aplikant word as student geregistreer nie, tensy hy tot tevredenheid van die Registrateur voldoen aan elkeen 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 voorgeskrewe registrasievorm invul en onderteken. Deur ondertekening van die registrasievorm verbind 'n kandidaat hom om 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 voorgenome kursusse onderteken deur die Dekaan van die betrokke Fakulteit, by die Registrateur indien. By die kies van kursusse 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 eerstejaarstudente is onderworpe aan die opskortende voorwaarde dat elke sodanige student voor 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 gereeld 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 Koshuissuperintendent.

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 Kollegekoshuise 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 koshuivader binnegaan nie. Dieselfde geld *mutatis mutandis* vir 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—

- enigeen of meer van die regulasies of reëls van die Universiteitskollege, insluitende dié van enigeen van die koshuise of eetsale, oortree;
- skuldig bevind word van skuld aan die Rektor of Hede of afgesien van die tyd wanneer of die plek waar sodanige oortreding plaasgevind het;
- hom op 'n skandelige, onbehoorlike of onweloweglike wyse gedra, afgesien van die tyd wanneer en die plek waar hy hom op sodanige wyse gedra;
- hom gedra op 'n wyse wat die Universiteitskollege in diskrediet kan bring;
- '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;
- 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 kooppeer.

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.

Regsverteenvoording 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 of permanent of 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 beursohouer 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 verhoë in verband met sy uitsetting as wat hy mag goedvind tot die Minister te rig. 'n Afskrif van die verhoë wat tot die Minister gerig is, moet terselfdertyd aan die Rektor gestuur word.

Die Minister oorweeg die verhoë 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

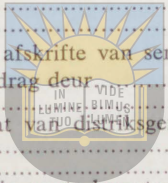
AANSOEK OM TOELATING OM VIR REGISTRASIE AAN TE MELD

(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 aplikant (in hoofletters).....
2. Woonadres.....
3. Geboortedatum.....
4. Etniese groep waartoe aplikant 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 reëlins is getref vir die betaling van gelde?.....
14. Naam en adres van ouer of voog of ander persoon (as daar is) wat verant-
 woordelik 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.....
 Naam.....
 Adres.....
 (iii) Indien begerig om vir die eerste keer te registreer: gesertifiseerde afskrif
 van..... 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.....
 skool (jongste skool besoek).....



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16. Verklaring deur aplikant.
 Ek, die ondergetekende.....
 (volle naam) verklaar hierby dat ek in aanmerking geneem wil word vir registra-
 sie 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 aplikant.
 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 nodig 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.....

GELDE

1. Elke student wat hom laat inskryf vir 'n kursus aan die Universiteitskollege, moet onderstaande gesamentlike gelde betaal wat die koste verbonde aan kos, inwoning, registrasie en eksamengelde, maar nie die koste van boeke, handboeke, skryfbehoeftes of gelde betaalbaar ten opsigte van vakke bo en behalwe die minimum vereistes vir 'n graad of ten opsigte van hereksamens insluit nie:—

(a) Graadkurse:

(i) B.A., B.Sc.	R180 per jaar.
(ii) U.O.D.	R184 per jaar.
(iii) B.Ed.	R160 per jaar.
(iv) Hons.-grade, M.A., M.Sc., M.Ed.	R160 per jaar.

Plus 'n addisionele bedrag van R20 per jaar indien laboratorium-fasiliteite gebruik word.

(b) Diplomakurse deur die Departement van Bantoe-onderwys ingestel. R110 per jaar.

(c) Ander Diplomakurse ... R120 per jaar.

Plus registrasie- en Eksamengelde wat aan die Universiteit van Suid-Afrika betaalbaar is indien 'n student vakke wil insluit wat deur daardie universiteit afgeneem word.

2. Die toepaslike gelde in regulasie 2 voorgeskryf, is betaalbaar in vier gelyke paaieimente voor of op—

- (a) die eerste dag van die akademiese jaar,
- (b) die eerste dag van Mei,
- (c) die eerste dag van Augustus,
- (d) die eerste dag van Oktober;

en 'n student wat nalaat om enige van die paaieimente voor of op die toepaslike datum te betaal, kan van die lesings of koshuise van die Universiteitskollege of van bedrae uitgesluit word.

3. Indien die Raad aanbeveel dat 'n student by 'n ander verblyfplek as 'n kollegekoshuis mag inwoon, of waar 'n student te eniger tyd voor die eerste dag van Augustus van enige akademiese jaar weens siekte of enige ander rede wat die Raad goedkeur, verhinder word om sy studies voort te sit, en die kollegekoshuis voor daardie datum verlaat, kan die Sekretaris op aanbeveling van die Raad 'n vermindering van die gelde in regulasie 2 genoem, toestaan op 'n basis wat in oorleg met die Tesourie bepaal moet word. Enige sodanige vermindering mag nie die volgende bedrae oorskry nie:—

(a) In die geval van graadstudente ...	R95 per jaar.
(b) In die geval van Bantoe-onderwysdiplomastudente ...	R82 per jaar.
(c) In die geval van ander diplomastudente ...	R95 per jaar.

4. Geen bedrag van die gesamentlike gelde word terugbetaal indien 'n student die kollege na die eerste dag van Augustus van die akademiese jaar verlaat nie.

5. Die gelde wat deur enige student ten opsigte van 'n hereksamen betaalbaar is, is dieselfde as dié wat deur die Universiteit van Suid-Afrika voorgeskryf word.

6. Onderhewig aan die Departement se goedkeuring kan fooie verhoog word vanaf die begin van 'n akademiese jaar.

LENINGS EN BEURSE

Die Staat stel jaarliks 'n aantal leningsbeurse tot die beskikking van Bantoe-studente. Alhoewel hierdie lenings normaalweg slegs vir een jaar toegeken word, kan dit jaarliks hernu word indien die student bevredigende vordering maak.

Kollege lenings en nagraadse beurse word ook uit die fondse van die Raad beskikbaar gestel.

Aansoekvorms vir geldelike hulp deur die kollege is van die Registrateur verkrygbaar en moet ingedien word tesame met aansoeke vir toelating tot die kollege so spoedig moontlik na September elke jaar, maar nie later dan die 15de Januarie van die jaar waarin hulp verlang word nie.

AANVULLINGSEKSAMENS

Studente wat aanvullingseksamens skryf moet behalwe die eksamensinskrywings-fooie ook 50c per dag vir losies en inwoning betaal en moet hulleself by die Penningmeester aanmeld so spoedig moontlik na aankoms. Dieselfde geld vir nagraadse studente wat arriveer voor die koshuise amptelik open.

BETALING VAN GELDE

Alle gelde wat betaal word deur of ten behoeve van 'n student, word gekrediteer tot sy gelde rekening totdat gelde verskuldig vir die jaar ten volle vereffen is. Totdat gelde vir die jaar ten volle vereffen is, word geen terugbetaling gemaak ten opsigte van bedrae betaal wat meer is as voorgeskrewe paaiemente nie.

Voorbeeld van hoe beurse of lenings verreken word:

Gelde betaalbaar deur studente vir die jaar R180.00

Beurstoekennings:—

Streeksowerheid R60.00

Kollege beurs R60.00

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Bedrag deur student betaalbaar R60.00

Die bedrag R60 is op bepaalde datums betaalbaar in paaiemente van R15.00.

Let Wel.—Beurstoekennings word teen die gelde verskuldig vir die volle jaar verreken.

Wat Staats- of Kollegelenings betref moet studente daarop let dat sodanige lenings beskikbaar gestel word eers nadat die leningsooreenkoms voltooi is. Geen krediet word dus ten opsigte van die lening gegee voordat die leningsooreenkoms nie behoorlik en ten volle voltooi is nie. Studente word dus gewaarsku dat dit in hulle eie belang is om die volle gelde vir die eerste kwartaal met hulle saam te bring anders loop hulle gevaar om aangesê te word om die kollege te verlaat.

Selfs indien die gelde vir die eerste kwartaal ten volle vereffen is, is dit nogtans die plig van elke student aan wie 'n Staats- of kollege lening toegestaan is, om die nodige vorms onmiddellik van die Penningmeester te verkry sodra hy kennis ontvang van die toekenning en om toe te sien dat dit behoorlik voltooi en by die kantoor ingehandig word voor die begin van die tweede kwartaal, sodat hy krediet vir die lening kan bekom.

Studente moet onder geen omstandighede gelde wat vir hulle privaat gebruik bedoel is by die kollege deponeer nie. 'n Bank of Posspaarbankrekening moet vir die doel gebruik word.

Die kollege kan geen student toelaat om aan te bly indien hy arriveer sonder geld of die vereiste dokumente nie, of indien sy gelde nie stiptelik en ten volle betaal word nie.

Studente en ouers of voogde word verwag om hulleself op hoogte te stel wat gelde betaalbaar betref. Die kollege onderneem nie om in hierdie verband rekenings uit te stuur nie.

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 Philisophiae	D.Litt. et Phil.

Die Graad Baccalaureus Artium

A2. Kandidate vir die graad kan hulle vir eksamen in die volgende vakke aanmeld:—

GROEP A

- | | |
|----------------------|---------------------------------|
| (i) Latyn | (ii) Wiskunde |
| Grieks | Staatsleer |
| Hebreeus | Sielkunde |
| Engels | Ekonomie |
| Afrikaans-Nederlands | Sosiologie |
| Een Bantoetaal | Volkekunde |
| | Geskiedenis van die Wysbegeerte |
| | Sistematiese Wysbegeerte |
- (iii) Geskiedenis
Aardrykskunde
Bibliografie.

GROEP B

- | | |
|--------------------------|------------------|
| (i) 'n Tweede Bantoetaal | (ii) Opvoedkunde |
| Hellenistiese Grieks | |
| Praktiese Afrikaans | |
| Praktiese Engels | |
- (iii) Beginsels van die Griekse
Staatsadministrasie
Natuurlike-administrasie
Ekonomiese Geskiedenis



GROEP C

- Romeinse Reg
Privaatreg.
Volkereg
Staatsreg

University of Fort Hare
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GROEP D

- (i) Sistematiese Teologie
(ii) Kerkgeskiedenis
Judaica
Bybelkunde

GROEP E

- Natuurkunde
Chemie
Plantkunde
Biologie
Dierkunde.

A3. Behalwe soos anders deur die Senaat toegelaat, is die volgende bepalings van toepassing by die keuse van vakke waarvoor 'n kandidaat gekrediteer word vir die B.A.-graad:—

- (i) Krediet word nie gegee vir meer as *een* kwalifiserende kursus in Natuurleer, Staatsreg, Opvoedkunde, Beginsels van die Griekse Kultuur, Hellenistiese Grieks en Toegepaste Wiskunde nie.
- (ii) Die aantal kwalifiserende kursusse van die vakke in Groep C (Regstudies) waarvoor krediet gegee word, is beperk tot vyf.
- (iii) Elke leergang moet bevat:—
- (a) Minstens ses kursusse uit Groep A;
- (b) minstens twee kursusse uit Groep A (i) of B (i), waarvan een kursus een van die offisiële tale moet wees; met dien verstande dat geen leergang meer as een spesiale taalkursus mag bevat nie;

- (c) minstens een kursus uit Groep A (ii) of B (ii) of D (i);
- (d) minstens nog 'n kwalifiserende kursus uit Groep A (ii) of A (iii) of B (ii) of B (iii) of C of D (i) of D (ii). [Dit kan 'n tweede kursus in 'n vak wees wat onder (c) gekies is: met dien verstande dat Groepe C, D en E mekaar uitsluit.] Geen krediet word gegee vir kursusse uit meer as een van hierdie groepe nie.
- (iv) Krediet word nie gegee vir meer as *een* kwalifiserende kursus geneem uit Groep E (Natuurwetenskappe) nie.
- (v) Krediet word nie gegee vir sowel Beginsels van die Griekse Kultuur as Grieks II nie.
- (vi) Krediet word nie gegee vir sowel Ekonomiese Aardrykskunde as enige kursus in Aardrykskunde nie.
- (vii) Krediet word nie gegee vir sowel Biologie as òf Plantkunde òf Dierkunde nie.
- (viii) Ekonomie is 'n vak met drie kursusse en Ekonomiese Geskiedenis 'n vak met twee kursusse, maar die eerste kursus van albei vakke, naamlik „Ekonomie en Ekonomiese Geskiedenis I”, is dieselfde, en gevolglik ontvang studente wat albei vakke vir respektiewelik drie en twee jaar neem, krediet in slegs vier kursusse.
- (ix) Krediet word nie gegee vir beide Praktiese Engels en Engels I in dieselfde leergang nie; insgelyks word daar ook nie krediet vir beide Praktiese Afrikaans en Afrikaans-Nederlands I gegee nie. Die kursusse Praktiese Afrikaans en Praktiese Engels kan deur enige kandidaat geneem word, maar verleen nie toegang tot onderskeidelik die tweede kursus in Afrikaans-Nederlands en Engels, nie.
- (x) (a) Krediet word nie vir kursusse in meer as een Bantoetaal uit dieselfde groep gegee nie. Die groepering is soos volg:
Nguni (Zulu, Xhosa, Ndebele);
Sotho (Suid-Sotho, Noord-Sotho, Tswana).
- (b) Krediet word nie vir meer as *één* kwalifiserende kursus in Bantoetale gegee nie, en die kursusse kan slegs in twee Bantoetale geneem word.
- (xi) Krediet word nie tot die B.A.-graad vir meer as ses kursusse uit die volgende gegee nie: Bybelkunde I, II, III, Sistematiese Teologie I, II, III en Kerkgeskiedenis I, II.
- (xii) 'n Voorbereidende kursus in Latyn of Grieks word nie as 'n kwalifiserende kursus vir die B.A.-graad beskou nie.

Geen kandidaat word toegelaat om Latyn I of Grieks I te neem niensy hy òf (i) die Matrikulasie-eksamen in die betrokke taal geslaag het, òf (ii) 'n voorbereidende kursus in die betrokke taal aan hierdie Universiteit of aan 'n ander universiteit geslaag het; òf (iii) die hoof van die betrokke departement tevrede gestel het dat hy genoeg kennis van die betrokke taal het om die eerste kursus met vrug te volg; met die voorbehoud dat 'n kandidaat wat reeds 'n Baccalaureusgraad voltooi het, toegelaat word om voorwaardelik in te skryf vir die eerstejaarskursus in Latyn of Grieks; die voorwaarde is dat die kandidaat 'n informele toets, deur die departement afgeneem, voor die einde van Maart van die betrokke jaar, suksesvol aflê.

- (xiii) Kandidate wat sowel Bybelkunde as Sistematiese Teologie as hoofvakke neem, moet minstens twee kwalifiserende kursusse in een ander vak gekies uit Groep A of B doen.
- (xiv) Krediet word nie gegee vir sowel Hellenistiese Grieks as Grieks I nie, en as in eersgenoemde geslaag word, lei dit nie tot toelating tot Grieks II nie.
- (xv) Kandidate word tot die eerste kursus in Natuurkunde toegelaat slegs as hulle ten minste 33½ persent vir Wiskunde by die Matrikulasie- of 'n gelykstaande eksamen behaal het.
- (xvi) Krediet word nie gegee vir sowel Statistiek as 'n kursus in Wiskunde nie.
- (xvii) Algemene Inleiding tot die Wysbegeerte mag nie in dieselfde leergang met enige van die ander kursusse in Wysbegeerte aangebied word nie, en hierdie kursusse verleen ook nie toegang tot Geskiedenis van die Wysbegeerte II of Sistematiese Wysbegeerte II nie.

- (xviii) Suid-Afrikaanse Bantoereg of Suid-Afrikaanse Naturellereg kan slegs gelyktydig met of na Volkekunde I aangebied word.
- (xix) Staatsadministrasie I kan slegs aangebied word gelyktydig met, of nadat Staatsleer II afgelê is; Staatsadministrasie II kan alleenlik aangebied word nadat Staatsleer II afgelê is.
- (xx) Munisipale en Landelike Administrasie kan slegs aangebied word gelyktydig met of nadat Staatsadministrasie II afgelê is.

A4. Die hoofvakke van die leergang, moet uit onderstaande gekies word:—

(a) *Hoofvakke met drie kwalifiserende kursusse:*

Engels, Afrikaans-Nederlands, Bantoetaale (deur die Senaat goedgekeur), Latyn, Grieks, Hebreeus, Geskiedenis, Wiskunde, Privaatreg, Aardryskunde, Ekonomie, Staatsleer, Volkekunde, Sosiologie, Kriminologie, Sielkunde, Bybelkunde, Geskiedenis van die Wysbegeerte, Sistematiese Wysbegeerte, Naturelle-administrasie.

(b) *Hoofvakke met twee kwalifiserende kursusse:*

Romeinse Reg, Sistematiese Teologie, Bibliografie, Staatsadministrasie; met dien verstande dat, behalwe soos anders deur die Senaat toegelaat:— Elke leergang vir die B.A.-graad ten minste vier nie-aanvangskursusse moet insluit. Grieks I en Latyn I word as 'n nie-aanvangskursus beskou indien dit onderskeidelik ná Voorbereidende Grieks of Voorbereidende Latyn, geneem word.

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.	B.
Hoofvakke	Byvakke
Latyn.....	Beginsels van die Griekse Kultuur of Grieks I. (Aspirant-LL.B.-kandidate kan van hierdie vereiste vrygestel word.)
Grieks.....	Minstens een kwalifiserende kursus in Latyn. Geskiedenis van die Wysbegeerte I word ten sterkste aanbeveel.
Moderne tale.....	Die Universiteit van Stellenbosch bied 'n moderne taal aan op Latyn of Grieks as byvak te neem.
Privaat Reg.....	Minstens een kwalifiserende kursus in Romeinse Reg.
Romeinse Reg.....	Minstens een kwalifiserende kursus in Latyn en 'n kursus in Privaat Reg.
Kriminologie.....	Een kursus in Sosiologie, en minstens een kursus in een van Sielkunde, Volkekunde, Ekonomie en Ekonomiese Geskiedenis, Algemene Inleiding tot die Wysbegeerte, Sistematiese Wysbegeerte.
Aardryskunde.....	Minstens een kwalifiserende kursus in een van die volgende: Geskiedenis, Wiskunde, Natuurkunde, Plantkunde, Dierkunde, Geologie, Biologie, Volkekunde.
Volkekunde.....	Minstens een kwalifiserende kursus in 'n goedgekeurde Bantoetaal en in Naturelle-administrasie of S.A. Oudheidkunde of Sosiologie of Ekonomie en Ekonomiese Geskiedenis.
Sosiologie.....	Minstens een kwalifiserende kursus in een van Sielkunde of Wysbegeerte (Geskiedenis van of Sistematiese) of Staatsleer of Ekonomie en Ekonomiese Geskiedenis of Volkekunde of Kriminologie.

Naturelle-administrasie... Een kwalifiserende kursus in Naturellereg en in 'n goedgekeurde Bantoetaal en twee kwalifiserende kursusse in Volkunde.

Staatsadministrasie..... Twee kwalifiserende kursusse in Staatsleer.

Geskiedenis..... Dis uiters wenslik dat een kursus in Bibliografie geneem word

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.

Reglement vir Baccalaureus Artium Grade in Sosiale Wetenskappe

A8. Die volgende Baccalaureus Artiumgrade in die Sosiale Wetenskap word uitgereik:—

Baccalaureus Artium in die Sosiale Wetenskappe ...	B.A.(S.W.)
Honneurs-Baccalaureus Artium in die Sosiale Wetenskappe ...	Hons.-B.A.(S.W.)
Magister Artium in die Sosiale Wetenskappe ...	M.A.(S.W.)
Doctor Philosophiae ...	D.Phil.

A9. 'n Student moet reëlings kan tref om te voldoen aan die vereistes i.v.m. praktiese werk.

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A10. Die leergang strek oor drie of, indien 'n student in 'n vierde jaar 'n kursus in 'n gespesialiseerde rigting in Maatskaplike Werk wil volg, vier jaar.

A11. Die leergang bestaan uit elf of twaalf kursusse en praktiese Maatskaplike Werk en word soos volg saamgestel:—

(a) Drie kursusse in elk van die twee hoofvakke, nl. Sosiologie of sielkunde of Maatskaplike Werk;

(b) minstens twee kursusse in Sielkunde; en kursusse uit die volgende gekies:—

Sielkunde III, Sosiologie III, Bybelkunde I, II en III, Ekonomie en Ekonomiese Geskiedenis I, Ekonomie I, II en III, Kriminologie I, II en III, Sosiale Antropologie I, II en III, Sistematiese Teologie I, II en III, S.A. Bantoereg of S.A. Naturellereg, Privaatreg, Staatsleer I, Algemene Inleiding tot die Wysbegeerte of Geskiedenis van die Wysbegeerte of Sistematiese Wysbegeerte, Naturelle Administrasie I, Geskiedenis I, Statistiese Metodes A en B, Wiskunde I en 'n taal uit die volgende: Afrikaans-Nederlands I, Praktiese Afrikaans, 'n Bantoetaal I of 'n Bantoetaal (Spesiale Kursus), Duits I of Spesiale Kursus Duits, Engels I of Engels (Spesiale Kursus), Frans I of Frans (Spesiale Kursus), Italiaans I of Italiaans (Spesiale Kursus).

L.W.—'n Student word sterk aangeraai om Sielkunde III as een van die kursusse onder (c) te neem of om die kursus na die voltooiing van die graad te voltooi. As 'n student nie die kursus in Sielkunde III wil voltooi nie word hy ewe ernstig aangeraai om Sosiale Antropologie III te voltooi.

A12. 'n Kandidaat wat in Duits of Frans of Italiaans gematrikuleer het, sal nie toegelaat word tot die Spesiale Kursus in daardie tale nie.

A13. 'n Student moet praktiese maatskaplike werk verrig by 'n plaaslike organisasie wat opgeleide maatskaplike werker(s) in diens het en wat deur die Senaat erken word. 'n Student moet self reëlings tref met die organisasie by wie hy praktiese werk gaan verrig maar die finale reëlings is streng onderhewig aan die goedkeuring van die hoof van die departement. Die hoof van die departement behou hom die reg voor om sodanige reëlings as wat hy goed dink, namens die student te tref.

A14. 'n Student wat onderrig ontvang aan 'n inrigting deur die Senaat goedgekeur, mag sy praktiese werk aan sodanige inrigting onderneem, maar die jaarlikse eksamen in praktiese werk word namens die Universiteit van Suid-Afrika afgeneem deur die Hoof van die Departement.

A15. 'n Student moet in die praktiese maatskaplike werk van 'n bepaalde jaar slaag alvorens hy tot die studie van die teoretiese maatskaplike werk van die volgende jaar toegelaat word.

A16. 'n Student wat in 'n bepaalde jaar nie vir teoretiese maatskaplike werk ingeskryf is nie maar gedurende daardie jaar praktiese werk wil doen, moet hom as student laat registreer en spesiaal vir die praktiese laat inskryf.

A17. Elke student lê 'n mondelingse eksamen in praktiese maatskaplike werk af sodra hy aan al die vereistes in verband met die praktiese werk voldoen het. Die eksamen word aan die einde van die derde jaar afgeneem deur die Hoof van die Departement of deur 'n persoon of persone wat spesiaal deur die Universiteit benoem is.

A18. (a) 'n Student kan gedurende die vierde jaar 'n kursus in een van die volgende gespesialiseerde rigtings in maatskaplike werk volg, en indien hy slaag word sy graad sertifikaat dienooreenkomstig geïndosseer: —

(i) Kreupelsorg;

(ii) Huweliksvoorligting en -beraad.

(b) Onderworpe aan die goedkeuring van die Senaat kan 'n student wat 'n B.A. (S.W.-graad) van 'n ander Universiteit of 'n gelykwaardige graad besit, toegelaat word om die vierde jaarkursus in een of meer van die gespesialiseerde rigtings te volg. Indien 'n student in die eksamen slaag, word 'n sertifikaat te dien effekte aan hom uitgereik.

A19. Die graadsertifikaat van elke kandidaat wat aan die vereistes vir die graad voldoen het, word geïndosseer met die woorde "gekwalifiseer as maatskaplike werker".

A20. Die graad kan in die volgende departemente toegeken word: Volkekunde, Kriminologie, Ekonomie, Sielkunde, Maatskaplike Werk, Sosiologie.

Diploma in Maatskaplike Werk (Dip. Sos. Werk)

1. 'n Kandidaat sal toegelaat word tot die driejarige Diploma in Maatskaplike Werk met dien verstande dat hy—

(a) die Senior Sertifikaateksamen van die Gemeenskaplike Matrikulasieraad of 'n ander eksamen, wat volgens die Senaat daaraan gelykstaande is, geslaag het; of

(b) die Junior Sertifikaateksamen van die Gemeenskaplike Matrikulasieraad of 'n ander eksamen, wat volgens die oordeel van die Senaat daaraan gelykstaande is, geslaag het mits so 'n kandidaat—

(i) 'n driejarige kwalifiserende kursus van die Suid-Afrikaanse Verpleegstersraad geslaag het; of

(ii) 'n tweejarige onderwyskursus wat deur die Departement van Bantoeonderwys erken word, geslaag het; of

(iii) 25 jaar oud is en bevredigende bewys aan die Senaat kon voorlê dat sy onderrig en ervaring gelykstaande is aan die Senior Sertifikaateksamen.

2. Die leergang van die Diploma bestaan uit elf kursusse, hoewel twaalf geneem mag word, en moet, behalwe met die toestemming van die Senaat, as volg ingedeel word:—

(i) Een hoofvak is Maatskaplike Werk. Die tweede hoofvak is of Sosiologie of Maatskaplike Werk of Sosiale Antropologie of Sielkunde of Bybelkunde.

(ii) Elke leergang moet uit minstens twee kursusse in Sosiologie, Sosiale Antropologie of Sielkunde bestaan.

GROEP II

Praktiese Engels
Engels

Praktiese Afrikaans
Afrikaans-Nederlands

L.W.—Studente word tot die eerste kursus in Natuurkunde toegelaat slegs as hulle ten minste 33½ persent vir Wiskunde by die Matrikulasie- of gelykstaande eksamen behaal het.

B3. Geen kandidaat word vir die B.Sc.-graad met 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.	B.	
<i>Hoofvakke.</i>	<i>Byvakke.</i>	
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 by in die verwante byvak of byvakke geslaag het.

B6. (a) 'n Student kan Toegepaste Wiskunde II slegs na Wiskunde I, en Toegepaste Wiskunde III slegs na Wiskunde II, neem.

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, Plantkunde, Dierkunde, Aardrykskunde, Sielkunde, Entomologie (indien as hoofvak vir 'n *Baccalaureus*-graad geneem).

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 toesig hulle gewerk het, onderteken word.

B10. (a) Die eksamen in Toegepaste Wiskunde word in twee dele gedoen en bestaande uit twee vraestelle per jaar. 'n Kandidaat moet in al die vraestelle wat by dieselfde eksamen afgelê word, slaag.

B10. (b) 'n Goeie slaagsyfer in Wiskunde III is 'n verpligte voorvereiste vir toelating tot die honneursstudie in Toegepaste Wiskunde.

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.)

GEVORDERDE DIPLOMA IN LANDBOU

Die leerplan vir die Diploma in Landbou strek oor drie jaar en die toelatingsvereistes is Senior Sertifikaat of die ekwivalent van hierdie sertifikaat.

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Die eerste jaar volg die kandidaat die volgende vakke wat deur die Fakulteit van Natuurwetenskappe waargeneem word. Plantkunde I, Skeikunde I, Dierkunde I en Ardrykskunde I.

Tweede Jaar

Vanaf die tweede studiejaar volg kandidate die kursusse soos voorgeskryf deur die Landbou Departement, nl.—

- Plantproduksie I: 4 lesings en 1 prakties.
- Diereproduksie I: 4 lesings en 1 prakties.
- Agro-ekologie en Landbou potensiaal: 2 lesings.
- Grondbewaring: 2 lesings.

Derde Jaar

- Plantproduksie II: 3 lesings en 1 prakties.
- Diereproduksie II: 3 lesings en 1 prakties.
- Landbou Ekonomie en Bemaking: 2 lesings.
- Metodiek van Landbou-onderwys: 1 lesing.

Onderwysopleiding.

Kandidate volg ook die volgende vakke soos deur die Fakulteit van Opvoedkunde voorgeskryf:—

- Beginsels van Opvoeding.
- Empiriese Opvoedkunde.
- Skoolorganisasie.
- Metodiek van Algemene Wetenskap.
- Bordwerk.
- Onderwyshulpmiddels.
- Praktiese Onderwys.

GRADE EN DIPLOMAS IN TEOLOGIE

Vakke vir die graad B.A.(Theol.)

Kandidate vir die graad moet die volgende vakke neem:—

Eerste Jaar:

Bybelkunde I, Sistematiese Teologie I, Kerkgeskiedenis I, Afrikaans-Nederlands I of Engels I.

Tweede Jaar:

Bybelkunde II, Sistematiese Teologie II, Kerkgeskiedenis II, Hebreeus I.

Derde Jaar:

Bybelkunde III, Sistematiese Teologie III, Hellenistiese Grieks.

Die regulasies vir hierdie graad is dieselfde as wat op die Baccalaureus Artium in die fakulteit Lettere en Wysbegeerte van toepassing is.

Die Graad Baccalaureus Divinitatis

NOTA.—Kandidate vir die graad B.D. moes vantevore toegelaat gewees het tot die graad B.A., of tot die status van genoemde graad. *Alleen in heel buitengewone gevalle* kan die Senaat, op aanbeveling van die fakulteit Teologie, toelaat dat hoogsens *een* vak, gedurende die eerste jaar van die B.D.-leergang voltooi word; met dien verstande dat aan alle vereistes van die voorgeskrewe B.A.-graad voldoen is voordat met die werk van die tweede jaar 'n aanvang gemaak word.

Kandidate vir die B.D.-graad moet verder vir hul B.A.-graad twee kursusse ingesluit het in Grieks en Hebreeus en een kursus in Latyn. Kandidate wat nie aan hierdie vereiste voldoen nie, kan toegelaat word tot die kursus: Met dien verstande dat kandidate sodanige spesiale voorbereidende eksamens in hierdie vakke moet aflê as wat die Senaat, op aanbeveling van die fakulteit Teologie, bepaal.

Dit is wenslik dat kandidate wat voornemens is om met die B.D.-studie voort te gaan, die volgende vakke in hul B.A.-leergange insluit: Engels, Afrikaans-Nederlands, Wysbegeerte, Sielkunde en Sosiologie.

(Kandidate wat 'n Baccalaureusgraad in 'n ander fakulteit behaal het, word toegelaat tot die B.D.-kursus op voorwaarde dat hulle sodanige spesiale aanvullende eksamens aflê as wat die Senaat, op aanbeveling van die studiekomitee vir Teologie bepaal, insluitende Grieks II, Hebreeus II, Latyn I.)

Alle spesiale aanvullende eksamens moet in alle gevalle afgelê wees voordat met die studie van B.D. 'n aanvang gemaak word.

Kandidate vir die graad moet die volgende vakke neem:—

Eerste jaar (een vraestel in elke vak).

Ou-Testamentiese Eksegese I, Ou-Testamentiese Inleiding I, Nuwe Testamentiese Eksegese I, Nuwe-Testamentiese Inleiding I, Bybelse Teologie I, Godsdienwetenskap I, Kerkgeskiedenis I, Christelike Etiek I, Dogmatiek I.

Tweede jaar (een vraestel in elke vak).

Ou-Testamentiese Eksegese II, Ou-Testamentiese Inleiding II, Nuwe Testamentiese Eksegese II, Nuwe-Testamentiese Inleiding II, Bybelse Teologie II, Godsdienwetenskap II, Kerkgeskiedenis II, Christelike Etiek II, Dogmatiek II.

Graadkursusse vir salaris-aanpassingsdoeleindes vir onderwysers: Godsdiensonderrig

Vir die erkenning van 'n graad vir salaris-aanpassingsdoeleindes vereis die Departement van Bantoe-onderwys dat minstens die helfte van die graadkursusse goedgekeurde skoolvakke moet wees. Met die oog op Godsdiensonderrig word een van die volgende teologiese vakke as skoolvak erken:—

Bybelse studies, of Sistematiese Teologie, of Kerkgeskiedenis (een van laasgenoemde twee vakke slegs waar eersgenoemde nie geneem word nie).

Vir verdere besonderhede van Teologiese kursusse en Hebreeus sien Engels teks.

GRADE EN SERTIFIKATE IN REGSGELEERDHEID

L1. Die volgende graad word uitgereik:—

Baccalaureus Legum LL.B.

L2. Die volgende Sertifikate word verleen:—

- (1) Die Prokureurs' Toelatingsertifikaat.
- (2) Die Staatsdienssertifikaat in die Regte.

L3. Kandidate vir die LL.B.-graad moet reeds die graad of status van Baccalaureus in 'n ander fakulteit as die van Regsgeleerdheid besit.

L4. (a) 'n Kandidaat vir die graad LL.B. moet 'n eenjarige kwalifiserende kursus in die vakke Latyn, Afrikaans-Nederlands en Engels voltooi het voor die graad aan hom toegeken word.

(b) Ten einde tot die studie vir die eksamen van die tweede jaar van die LL.B. kursus toegelaat te word, moet die kandidaat die kursus in Latyn I voltooi het.

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.

L5. Kandidate vir die graad moet die volgende vakke neem:

Eerste jaar.

- (1) Privaatreg I.
- (2) Privaatreg II.
- (3) Romeinse Reg I.
- (4) Staatsreg I.
- (5) Volkereg.

Tweede jaar.

- (1) Privaatreg III.
- (2) Romeinse Reg II.
- (3) Handelsreg I.
- (4) Staatsreg II
- (5) Uitleg van Wet



Derde jaar.

- (1) Privaatreg IV.
- (2) Handelsreg II.
- (3) Prosesreg I (Bewysreg).
- (4) Strafrege I.
- (5) Suid-Afrikaanse Bantoereg.

Vierde jaar.

- (1) Privaatreg V.
- (2) Algemene Regsleer.
- (3) Prosesreg II.
- (4) Strafrege II.
- (5) Suid-Afrikaanse Naturellereg.

L6. Suid-Afrikaanse Bantoereg I en II kan slegs geneem word indien 'n kandidaat in Volkekunde I geslaag het.

Die tydperk van studie word met een jaar verminder as vier regskursusse geneem is vir die graad Baccalaureus Artium of Baccalaureus Commercii.

Inligting ten opsigte van voorgeskrewe boeke sal deur die dosente verskaf word.

Prokureurs' Toelatingsertifikaat

L7. Die student moet in die besit wees van 'n matrikulasiesertifikaat of 'n matrikulasie-vrystellingsertifikaat.

L8. *Leerplan*:—

Eerste jaar.

- (1) Privaatreg I.
- (2) Handelsreg I.
- (3) Strafred.

Tweede jaar.

- (1) Privaatreg II.
- (2) Strafred.
- (3) Bewysleer.
- (4) Romeinse Reg.

Derde jaar.

- (1) Privaatreg III.
- (2) Siviele Prosesreg.
- (3) Handelsreg II.
- (4) Uitleg van Wette ('n halwe kursus);
- (5) *Of* Staats- en Administratiedreg, *of*—
 - (a) Suid-Afrikaanse Bantodreg; en
 - (b) Suid-Afrikaanse Bantod-administrasie ('n halwe kursus).

L9. Om Romeinse Reg te loop moet die student die matrikasie-standaard in Latyn behaal het of 'n eksamen in Latyn geslaag het wat deur die Gemeenskaplike Matrikasieraad as gelykstaande met matrikasie Latyn gesertifiseer is.

L10. Om tot die tweede jaar toegelaat te word moet die student in die eksamen in minstens twee vakke van die eerste jaar geslaag het en om tot die derde jaar toegelaat te word moet die student in die eksamen in alle vakke van die eerste jaar en minstens twee vakke van die tweede jaar geslaag het.

L11. 'n Student behou erkenning van slaag in die eksamen in die vakke van die eerste en die tweede jaar, maar ten opsigte van die eksamen in vakke van die derde jaar alleen ingeval hy in ten minste twee vakke van die jaar tegelykertyd geslaag het.

L12. Die kandidaat kan die kursus met lof slaag, indien hy in alle vakke van die derde jaar tegelykertyd slaag en 'n gemiddelde van minstens 70 persent behaal.

Staatsdienssertifikaat in die Regte

L13. *Toelating*.—Om toegelaat te word moet die student in die besit wees van die Skooleindsertifikaat.

L14. *Leerplan*.—Die vakke is soos volg:

Eerste jaar.

- (1) Privaatreg I.
- (2) Handelsreg I.
- (3) Strafred.

Tweede jaar.

- (1) Privaatreg I.
- (2) Strafred.
- (3) Bewysleer.
- (4) Romeinse Reg.

Derde jaar.

- (1) Privaatreg III.
- (2) Siviele Prosesreg.
- (3) Uitleg van Wette ('n halwe kursus).
- (4) *Of* Handelsreg II, *of*—
 - (a) Suid-Afrikaanse Bantodreg; en
 - (b) Suid-Afrikaanse Bantod-administrasie ('n halwe kursus).

L15. Om toegelaat te word tot die tweede jaar moet die student geslaag het in die eksamen in minstens twee vakke van die eerste jaar en om toegelaat te word tot die derde jaar moet die student geslaag het in die eksamen van alle vakke van die eerste jaar en van minstens twee vakke van die tweede jaar.

L16. 'n Student behou erkenning van 'n slaag in die eksamen in die vakke van die eerste en die tweede jaar, maar van vakke van die derde jaar slegs indien hy in die eksamen in minstens twee vakke tegelykertyd geslaag het.

Slaag met Onderskeiding.

L17. Die Sertifikaat kan met onderskeiding behaal word deur die kandidaat wat in die eksamen met onderskeiding slaag, wat geskied wanneer hy in die eksamen in al die vakke van die derde jaar tegelykertyd slaag en 'n gemiddelde van minstens 70 persent behaal.

GRADE IN DIE HANDEL EN ADMINISTRASIE

Die doel van die graad B.Com. is om 'n breë algemene opleiding in handel en nywerheid te gee. Dit is veral van pas vir diegene wat 'n loopbaan in die handels-wêreld wil volg.

'n Lys van voorgeskrewe boeke sal van tyd tot tyd deur die lektore verskaf word.

Regulasies vir grade in die Handel en Administrasie.—Die Statutêre, Algemene en Gemeenskaplike Regulasies is ook van krag waar hulle van toepassing is.

Grade in die Fakulteit Handel en Administrasie

F1. Die volgende grade word in die Fakulteit uitgereik:—

I. In die Handel:—

Baccalaureus Commerciï	B.Com.
Honneurs-Baccalaureus Commerciï	Hons.-B.Com.
Magister Commerciï	M.Com.
Doctor Commerciï	D.Com.

II. In die Administrasie:—

Baccalaureus Administrationis	B.Admin.
Honneurs-Baccalaureus Administrationis	Hons.-B.Admin.
Magister Administrationis	M.Admin.
Doctor Administrationis	D.Admin.

Die graad Baccalaureus Commerciï

F2. Kandidate kan vir die graad Baccalaureus Commerciï in die volgende drie rigtings kwalifiseer: Algemeen, Rekenkundig en in die Regte. Die vakke moet gekies word soos hieronder aangedui:

ALGEMEEN

Eerste jaar.

1. Ekonomie en Ekonomiese Geskiedenis I.
2. Bedryfsekonomie I.
3. Rekeningkunde I.
4. Wiskunde of die afsonderlike gedeeltelike kursusse, Elementêre Teorie van Finansies en Statistiese Metodes A.
5. Afrikaans-Nederlands I of Engels I of Praktiese Engels.

Tweede jaar.

1. Ekonomie II.
2. Bedryfsekonomie II.
3. Rekeningkunde II.
4. Twee afsonderlike gedeeltelike kursusse, Handelsreg IA en Handelsreg IB.
5. Een van die volgende: Industriële Sielkunde, Geskiedenis, Sosiologie, Wiskunde, Ekonomiese Aardrykskunde, Algemene Inleiding tot die Wysbegeerte, 'n goedgekeurde Bantoetaal, Inkomstebelasting I.

L.W.—Kandidate wat voornemens is om Inkomstebelasting II in die derde jaar aan te bied, moet Inkomstebelasting I in die tweede jaar neem: met dien verstande dat Rekeningkunde II dan of gelyktydig of vooraf geneem moet word.

Derde jaar.

1. Ekonomie III.
2. Bedryfsekonomie III.
- 3 en 4, TWEE van die volgende:—
 - (i) Rekeningkunde III.
 - (ii) Ouditkunde I.
 - (iii) Ekonomiese Geskiedenis II.
 - (iv) Drie afsonderlike gedeeltelike kursusse, Handelsreg IIA, Handelsreg IIB, en Handelsreg IIC.
 - (v) Bankbedryfsleer A en B.
 - (vi) Vervoerwese.
 - (vii) Inkomstebelasting I (indien nie in die tweede jaar geneem nie).
 - (viii) Inkomstebelasting II.
 - (ix) Koöperasiewese.

REKENINGKUNDIG

Eerste jaar:

1. Ekonomie en Ekonomiese Geskiedenis I.
2. Bedryfsekonomie I.
3. Rekeningkunde I.
4. Twee afsonderlike gedeeltelike kursusse, Elementêre Teorie van Finansies en Statistiese Metodes A.
5. Afrikaans-Nederlands I of *Praktiese Afrikaans* of Engels I of *Praktiese Engels*.

Tweede jaar:

1. Ekonomie II.
2. Bedryfsekonomie II.
3. Rekeningkunde II.
4. Twee afsonderlike gedeeltelike kursusse, Handelsreg IA en Handelsreg IB.
5. Ouditkunde I. *Together in Excellence*

Derde Jaar:

1. Ekonomie III.
2. Bedryfsekonomie III.
3. Rekeningkunde III.
4. *Een* van die volgende:
 - (i) Ouditkunde II.
 - (ii) Afsonderlike gedeeltelike kursusse, Handelsreg IIA., Handelsreg IIB, Handelsreg IIC.
 - (iii) Kosteberekening.
 - (iv) Inkomstebelasting I.
 - (v) Rekening van Eksekuteurs, Likwidateurs en Kurators.
 - (vi) Koöperasiewese.

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. Privaatreg 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. Privaatreg 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. Privaatreg III.

L.W.—Die aandag word op die leerplan vir Romeinse Reg I, van die derde jaar, vestig; daarvoor is 'n kennis van Latyn noodsaaklik.

Latyn I kan slegs aangebied word mits die toelatingsvereistes nagekom is.

Geen kandidaat word tot die Tweede jaar LL.B.-eksamen toegelaat nie, tensy hy 'n kwalifiserende kursus aan die Kollege in Latyn voltooi het, of 'n ander eksamen afgelê het, wat volgens die oordeel van die Senaat daarmee gelykstaan.

F3. Geen kandidaat mag met Handelsreg IIA voortgaan voordat hy in Handelsreg IA geslaag het nie.

F4. Geen kandidaat kan met Kosteberekening, Inkomstebelasting I, of Rekening van Eksekuteurs, Likwidateurs en Kurators voortgaan voordat daar in Rekeningkunde II geslaag is nie.

F5. (a) Geen kandidaat mag Ouditkunde I aanbied tensy hy ook Rekeningkunde I terselfdertyd aanbied of reeds geslaag het nie.

(b) Geen kandidaat mag Ouditkunde II aanbied tensy Rekeningkunde III terselfdertyd aangebied word, of die kursus reeds voltooi is 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 Universiteitseksamen 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.- of B.Admin.-graad aangebied kan word: die halwe kursusse in Elementêre Teorie van Finansies en Statistiese Metodes A en B word vir die doeleindes van hierdie regulasie as een kursus beskou; 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 naam 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, Ouditkunde, Privaatreg.

Hierdie vakke is die *vernaamste vakke*. Die Fakulteit erken geen *hoofvakke* nie.

F12. Die minimum vereiste (a) om te slaag is 50 persent, en (b) om met lof te slaag in die vakke wat in paragraaf F11 opgeneem is, is 75 persent.

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 Graad Baccalaureus Administrationis

Leergang.

F13. Die kursusse is soos volg:—

Eerste jaar.

- (i) Staatsleer I.
- (ii) Rekeningkunde I.
- (iii) Ekonomie en Ekonomiese Geskiedenis I.
- (iv) Afrikaans-Nederlands I òf Praktiese Afrikaans òf Engels I òf Praktiese Engels.
- (v) Een van die volgende:—
 - (a) Privaatreg I.
 - (b) Industriële Sielkunde I.
 - (c) Duits I.
 - (d) Twee van die afsonderlike gedeeltelike kursusse, Elementêre Teorie van Finansies, Statistiese Metodes A, Statistiese Metodes B.
 - (e) Frans I.
 - (f) Een van die kursusse nie onder (iv) geneem nie.
 - (g) Naturelle-administrasie I.

Tweede jaar.

- (i) Staatsleer II.
- (ii) Staatsadministrasie I.
- (iii) Ekonomie II.
- (iv) en (v) Twee van die volgende:—
 - (a) Staatsreg I.
 - (b) Volkereg.
 - (c) Naturelle-administrasie II of, indien nie reeds geneem nie, Kursus I
 - (d) Industriële Sielkunde I.
 - (e) Rekeningkunde II.
 - (f) Statistiek I.
 - (g) 'n Goddierkundige Bandoetel
- (h) Privaatreg II.

Derde jaar.

- (i) Staatsadministrasie II.
- (ii) Een van die volgende:—
 - (a) Staatsleer III.
 - (b) Ekonomie III.
 - (c) Privaatreg III.
- (iii) en (iv) Twee van die volgende:—
 - (a) Industriële Sielkunde III.
 - (b) Naturelle-Administrasie III of II (indien nie in die tweede jaar geneem nie).
 - (c) Munisipale en Landelike Administrasie.
 - (d) Kosteberekening.
 - (e) Uitleg van Wette en Administratiefreg.
 - (f) Vervoerwese.
 - (g) 'n Verdere kursus uit groep (ii).

Beperkinge op kursusse.

F14. 'n Student neem nie—

- (a) Kosteberekening voordat hy Rekeningkunde II voltooi het nie;
- (b) Statistiese Metodes B tensy hy Statistiese Metodes A voltooi het of gelyktydig neem nie;
- (c) Sowel Praktiese Afrikaans as Afrikaans-Nederlands I of sowel Praktiese Engels as Engels I nie;

- (d) Industriële Sielkunde II tensy hy Statistiese Metodes A en Statistiese Metodes B onder groep (iv) in die eerste jaar voltooi het nie; in hierdie geval word die taalkursus as verpligte kursus onder groep (iv) in die tweede jaar geneem;
- (e) Staatsadministrasie I tensy hy Staatsleer II voltooi het of gelyktydig neem nie;
- (f) Staatsadministrasie II voordat hy Staatsleer II voltooi het nie;
- (g) Munisipale en Landelike Administrasie tensy hy Staatsadministrasie II voltooi het of gelyktydig neem nie.
- (h) Uitleg van wette en Administratiefreg voordat hy Staatsreg I voltooi het nie.

Aantal kursusse per jaar.

F15. Die bepalings van F9 geld ook hier.

Kursusse van 'n vorige jaar.

F16. Die bepalings van F10 geld ook hier.

Vernaamste vakke.

F17. Die volgende vakke is vernaamste vakke:—

Ekonomie.	Rekeningkunde.
Industriële Sielkunde.	Staatsadministrasie.
Naturelle-administrasie.	Staatsleer.

Slaag met lof.

F18. 'n Student slaag met lof in 'n vernaamste vak indien hy 'n onderskeidingspunt in die einkursus behaal.

Die grade Honneurs-Baccalaureus Commercii en Honneurs-Baccalaureus Administrationis

F19. Elke kandidaat vir die graad Honneurs-Baccalaureus Commercii of Administrationis moet (1) minstens een jaar in 'n besiddensvlak van die graad of status van Baccalaureus Commercii of Administrationis of Economiae; en (2) die Voorsitter van die betrokke Studiekomitee oortuig betreffende sy kwalifikasies in bedoelde vak voordat hy tot die eksamen van die Honneurs-Baccalaureusgraad toegelaat word.

F20. Die besitter van 'n B.Com.-graad word nie toegelaat tot die status van B.Admin.; of die besitter van 'n B.Admin.-graad tot die status van B.Com. nie. 'n Kandidaat wat die B.Econ. (Industriële Administrasie)-graad besit, word geag om die B.Com. (Administratief)-graad te hê, en 'n kandidaat wat die B.Econ. (Staatadministrasie)-graad besit, word geag om die B.Admin.-graad te hê.

F21. In die volgende departemente kan die graad Honneurs-Baccalaureus Commercii toegeken word:—

Ekonomie.

Bedryfsekonomie (waarvoor Industriële Organisasie en Bestuur I of Bedryfsekonomie I 'n voorvereiste is as Bedryfsleer II geneem was onder die ou regulasies).

Rekeningkunde (waarvoor Rekeningkunde III 'n voorvereiste is).

Ouditkunde (waarvoor Rekeningkunde III en Ouditkunde II voorvereistes is).

F22. In die volgende departement kan die graad Honneurs-Baccalaureus Administrationis toegeken word:—

Ekonomie.

F23. Die eksamens vir die Hons.-B.Com. en die Hons.-B.Admin. 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.

F24. Kandidate in besit van die Hons.-B.A.-graad word nie toegelaat om die Hons.-B.Com. of Hons.-B.Admin.-graad in dieselfde departement te verwerf waarin hulle die Hons.-B.A.-graad behaal het nie.

F25. Die vereistes om te slaag is soos volg: Vir die Hons.-B.Com.-eksamen in Ekonomie, Bedryfsekonomie, Rekeningkunde en Ouditkunde 50 persent met 'n subminimum van 40 persent vir elke vraestel; vir die Hons.-B.Admin.-eksamen in Ekonomie, 50 persent met 'n subminimum van 40 persent vir elke vraestel.

F26. Die vereiste om die Hons.-B.Com. en Hons.-B.Admin. met lof te slaag is 75 persent.

Die grade Magister Commercii en Magister Administrationis

F27. 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.

Die grade Doctor Commercii en Doctor Administrationis

F28. Sien regulasie F21.

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.

1. Die vereiste vir toelating tot die Diploma is minstens 'n Senior Sertifikaat of 'n gelykstaande kwalifikasie, maar vrystelling van Matrikulasie word nie vereis nie.

2. Die duur van die kursus is twee jaar en die volgende vakke word aangebied:—

- Boekhou.
- Ekonomie.
- Handel.
- Handelsrekenkunde.
- Handelsreg.

[Asook 'n taal indien hierdie diploma as voorvereiste vir die Suid-Afrikaanse Onderwysdiploma—Junior Sekondêr—moet dien.]

3. Die leergang van elke vak word in Deel A en B verdeel en die A-kursus moet voltooi wees alvorens met die B-kursus 'n aanvang gemaak kan word.

4. Aan die end van elke jaar word daar 'n kollege-eksamen in elke kursus van die diploma afgeneem.

5. 'n Kandidaat wat aan die end van sy eerste studiejaar by die Kollege-eksamen in regulasie 4 vermeld, nie in minstens drie kursusse geslaag het nie (die taal uitgesonderd) moet die hele leergang herhaal.

6. Die maksimum getal kursusse wat in enige kalenderjaar vir die Diploma in Handel en Administrasie aangebied kan word, is ses, ingeslote hoogstens een kursus vir „nie-diploma”-toelating.

7. Behalwe met die spesiale toestemming van die Senaat moet kandidate wat hulle vir die B-kursusse aanbied, ook die onvoltooide A-kursusse tegelykertyd aanbied.

8. Die minimum vereiste—

- (a) om toegelaat te word om eksamen te skryf, is 'n 45 persent jaarsyfer;
- (b) om in die Kollege-eksamen te slaag, is 50 persent; en
- (c) om met lof te slaag, is 75 persent:

Met dien verstande dat, indien 'n kandidaat onder paragraaf (b) tussen 45 persent en 50 persent behaal en sy jaarsyfer 50 persent en hoër is, kan die hoof van die departement 'n basis van 50 persent jaarsyfer en 50 persent eksamensyfer toepas en as die gemiddeld wat so verkry word 50 persent of hoër is, kan hy die kandidaat laat slaag en as dit minder as 50 persent lewer, kan hy die kandidaat tot 'n herksamen toelaat.

Reglement vir die Fakulteit Opvoedkunde Grade en Diplomas

C1. Die volgende grade word in die Fakulteit uitgereik:—

Baccalaureus Educationis	B.Ed.
Magister Educationis	M.Ed.
Doctor Educationis	D.Ed.

C2. Die volgende diplomas word in die Fakulteit uitgereik:—

Die Universiteitsonderwysdiploma	U.O.D.
Die Universiteitsonderwysdiploma (Nie-gegradueerd)	U.O.D. (Nie-gegradueerd.)
Die Suid-Afrikaanse Onderwysdiploma (Junior Sekondêr)	S.A.O.D.

Die Graad Baccalaureus Educationis

(Vir B.Ed.-kandidate is 'n deeglike leeskenis van Afrikaans verpligtend)

Toelating tot studie.

C3. 'n Student moet die graad baccalaureus en die Universiteitsonderwysdiploma besit, of hy moet die graad B.P.Ed. besit; met dien verstande dat 'n gediplomeerde onderwyser wat nie die U.O.D. besit nie, op die volgende voorwaardes tot die studie toegelaat kan word:—

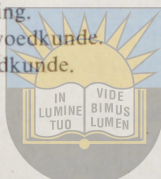
- (a) indien hy na-matrikulasië-opleiding gehad het, moet hy òf
 - (i) bewys lewer van vyf jaar bevredigende onderwys; òf
 - (ii) by een en dieselfde eksamen in 'n toets in die vier vakke Filosofie van die Opvoeding, Empiriese Opvoedkunde, Historiese Opvoedkunde en Onderwysmetodiek en -administrasie slaag.
- (b) indien hy voor-matrikulasië-opleiding gehad het, moet hy
 - (i) bewys lewer van vyf jaar bevredigende onderwys; en
 - (ii) by een en dieselfde eksamen in 'n toets in die vier vakke Filosofie van die Opvoeding, Empiriese Opvoedkunde, Historiese Opvoedkunde en Onderwysmetodiek en -administrasie slaag:

Met dien verstand dat die toets telkens in (ii) hierbo vermeld bestaan uit die vraestelle van die eksamen vir die Universiteitsonderwysdiploma, en dat daarvoor geen aanvullende eksamen toegelaat word nie.

Duur en leergang.

C4. Die leergang duur minstens een jaar en bestaan uit die volgende vakke:—

- (a) Filosofie van die Opvoeding.
- (b) Algemene Empiriese Opvoedkunde.
- (c) Spesiale Empiriese Opvoedkunde.
- (d) Historiese Opvoedkunde.
- (e) Onderwysmetodiek.
- (f) Onderwysadministrasie.



Die Graad Magister Educationis
University of Fort Hare

Together in Excellence

Eksamen.

C5. Die eksamen bestaan uit 'n verhandeling.

Die Graad Doctor Educationis

Duur van studie.

C6. Die graad word nie aan 'n student toegeken nie, tensy hy—

- (a) minstens vier jaar in besit is van die graad Magister Educationis of
- (b) minstens drie jaar in besit is van die graad Magister Educationis en minstens een jaar daarvan uitsluitlik aan goedgekeurde navorsing gewy het:

Met dien verstand dat die graad in besondere omstandighede en met spesiale toestemming van die Senaat toegeken kan word aan 'n kandidaat wat twee jaar in besit van die graad Magister Educationis is.

Proefskrif.

C7. 'n Proefskrif wat handel oor 'n onderwerp in verband met die Opvoedkunde. (Kyk ook Reëls en Algemene Regulasies, Unisa Jaarboek.)

Die Universiteitsonderwysdiploma (U.O.D.)

Toelating tot studie.

C8. 'n Student moet—

- (a) 'n graad besit;
- (b) graadkursusse voltooi het, hetsy ter behaling van 'n graad, hetsy nie vir graaddoeleindes nie, ooreenkomstig die bepalinge van C9 hieronder.

Graadkursusse.

C9. Die graadkursusse waarin 'n voornemende student moet geslaag het, is soos volg, whereby die vak onder (d) gekies en die ander vak onder (c) gekies beskou word as hoofonderwysvakke:—

(a) Eerste kursusse in drie van die volgende vakke:—

Afrikaans-Nederlands.	Wiskunde.
Engels.	Toegepaste Wiskunde.
Enige derde taal.	Chemie.
Gekiedenis.	Natuurkunde.
Aardrykskunde of Geologie.	Plantkunde } of Biologie.
Opvoedkunde.	Dierkunde }
Liggaamlike Opvoeding.	Rekeningkunde.
Bybelkunde.	Ekonomie.
Sielkunde.	Bedryfsekonomie.
Bibliografie.	Huishoudkunde.
Kunsgeskiedenis.	Wysbegeerte (Inleiding tot die
Skilderkuns.	Wysbegeerte/Geskiedenis van
Musiekgeskiedenis.	die Wysbegeerte/Sistematiese
	Wysbegeerte).
	Volkekunde.
	Naturrelle-administrasie òf
	enige ander skoolvak;

Met dien verstande dat volgens goëddunke van die Dekaan erkenning vir enige twee tale behalwe amptelike tale gegee kan word.

(b) 'n Eerste kursus in 'n vierde vak wat uit (a) of uit die volgende lys gekies word:—

Duits (spesiale kursus).	Beginnels van die Griekse
Frans (spesiale kursus).	Kultuur.
Ekonomiese Aardrykskunde.	Ekonomie en Ekonomiese
Sosiologie.	Geskiedenis.
Sistematiese Teologie.	

(c) Tweede kursusse in enige twee van die vier vakke gekies uit (a) en (b) hierbo; met dien verstande dat Sistematiese Teologie I aangebied kan word in plaas van een tweede kursus indien Bybelkunde I uit (a) hierbo gekies is, maar dat geeneen van Ekonomiese Geskiedenis II, Naturrelle-administrasie II, Wysbegeerte II, Bibliografie II en Sosiologie II as 'n tweede kursus kragtens hierdie paragraaf beskou word nie.

(d) 'n Derde kursus in minstens een van die twee vakke wat onder (c) hierbo gekies is, of, as alternatief, òf Bybelkunde II òf Sistematiese Teologie II indien Bybelkunde 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) Behoudens die bepalinge van (c) hierbo mag 'n student in plaas van een derde kursus, een tweede kursus en twee eerste kursusse, een derde kursus en twee tweede kursusse kies.

Met dien verstande dat—

- (i) 'n student wat Geologie as 'n hoofvak en minstens een graadkursus in Aardrykskunde geneem het, Aardrykskunde as 'n hoofonderwysvak mag kies;
- (ii) 'n student wat Biologie nie as 'n hoofvak geneem het nie, dit wel as 'n hoofonderwysvak mag kies indien sy vaksamestelling soos volg was: Plantkunde of Dierkunde as hoofvak saam met minstens twee graadkursusse in die ander een van hierdie twee vakke;

Met dien verstande voorts dat geen student wat Biologie as 'n hoofonderwysvak kies, òf Plantkunde òf Dierkunde as 'n verdere hoofonderwysvak neem nie.

Duur en leergang.

C10. Die leergang duur minstens een jaar en die kursusse is soos volg:—

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).

C11. (1) Verdere verpligte vakke:—

Verpligte Byvakke:

- (ix) Bordwerk.
- (x) Skoolhigiëne.
- (xi) Skoolbiblioteekkunde of Godsdiensonderwys.
- (xii) Konstruksie van Onderwys hulpmiddele.
- (xiii) en (xiv) 'n Skriftelike, mondelinge en praktiese onderwystoets in, of albei die amptelike tale, of een daarvan en die moedertaal. Hiervan moet minstens één in die hoër graad aangebied word.

Addisionele Byvakke:—

- (xv) Liggaamlike Opvoeding.
- (xvi) Musiek en Skoolsang.

(2) Kandidate moet in elke afsonderlike vak van die eksamen slaag met die volgende uitsonderings:—

Kandidate wat in besit is van die Onderwysdiploma van die voormalige 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 van (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.

Aflê van kursus.

C12. Ten einde erkenning te ontvang vir die vakke waarin hy geslaag het, moet 'n student—

- (a) in minstens vier van die hoofvakke onder C10 (i) tot (vi) by een en dieselfde eksamen slaag; 'n student wat in vyf geslaag het, kan, behoudens G10 (UNISA-Jaarboek), in die vak waarin hy gedruip het, hereksamen doen by die aanvullende eksamens in Maart of by enige daaropvolgende gewone eksamens;
- (b) in die geval van die byvakke onder C11 (1) (ix tot xii), die subminimum in die skriftelike deel van minstens drie uit die vier by een en dieselfde eksamen behaal; 'n student wat in drie geslaag het, kan, behoudens G10 (UNISA-Jaarboek), in die vak waarin hy gedruip het hereksamen doen by die aanvullende eksamens in Maart of by enige daaropvolgende gewone eksamen.

Eksamen.

C13. (1) 'n Student wat 'n graad besit maar een of twee van die onderwysvakke kort, kan die eksamen vir die Diploma aflê, maar die Diploma word nie aan hom toegeken voordat hy aan al die akademiese en professionele vereistes voldoen het nie.

(2) *Subminima.*—Ten einde in die vier byvakke onder C11 (1) (ix tot xii) te slaag, moet 'n student in elkeen 'n gemiddelde van 50 persent in die skriftelike en die praktiese eksamen behaal, met 'n subminimum van 40 persent in elkeen van die twee afdelings; en in elkeen van die twee taaltoetse onder C11 (1) (xiii tot xiv) 'n gemiddelde van 50 persent in die skriftelike, die mondelinge en die praktiese

eksamen, met 'n subminimum van 40 persent in elkeen van die drie afdelings vir die Laer Medium; en 'n gemiddelde van 60 persent, met 'n subminimum van 50 persent in elkeen van die drie afdelings vir die Hoër Medium.

(3) As kandidate in een van die twee onderwystoetse druipt, moet 'n hereksamen in albei toetse gedoen word afgesien van die gemiddelde aantal punte wat behaal is. 'n Hereksamen in die onderwystoetse asook in die taaltoetse mag nie voor Meimaand van die volgende jaar afgelê word nie.

Onderskeiding.

C14. 'n Kandidaat kan onderskeiding in elkeen van die hoofvakke onder C1 (i) tot (vi) behaal, en hy verwerf die Diploma met onderskeiding deur in vier van genoemde hoofvakke onderskeiding te behaal.

Die Universiteitsonderwysdiploma (Nie-gegradueerd)

C15. 'n Geregistreerde student wat 'n volle tweejarige studiekursus vir 'n Baccalaureusgraad op so 'n wyse voltooi het dat deur een verdere studiejaar aan alle vereistes vir 'n graad voldoen kan word, kan tot 'n finale jaar van professionele opleiding toegelaat word en na geslaagde voltooiing daarvan tot 'n diploma wat die Universiteitsonderwysdiploma (Nie-gegradueerd) genoem sal word, en wel op die volgende voorwaardes:—

(a) Dat die aantal voltooide kursusse vir die Baccalaureusgraad soos volg is:

Vir B.A.	8
vir B.Sc.	6
vir B.Com.	10;

(b) dat hierdie kursusse minstens twee skoolvakke bevat in elkeen waarvan twee kwalifiserende kursusse geneem is en daarby twee verdere kwalifiserende kursusse gekies booreenkomstig regulasie C3;

(c) dat die professionele jaar uitsluitlik aan die diplomakursus gewy word.

C16. 'n Kandidaat moet andersins aan dieselfde vereistes voldoen as wat in die regulasies vir die gewone Universiteitsonderwysdiploma (U.O.D.) voorgeskrywe is.

C17. Enige besitter van die Universiteitsonderwysdiploma (Nie-gegradueerd) kan dit tot 'n volle U.O.D. laat verander deur voltooiing van die verdere akademiese vereistes vir sodanige Diploma.

Die Suid-Afrikaanse Onderwysdiploma (Junior Sekondêr)

C18. *Naam van die sertifikaat.*—Die Suid-Afrikaanse Onderwysdiploma (Junior Sekondêr).

C19. *Doel.*—Die doel van die kursus is om onderwysers(esse) vir die eerste drie jaar van die sekondêre skool op te lei.

C20. *Duur.*—Die kursus sal twee jaar duur.

C21. *Toelatingsvereistes.*—Voordat 'n kandidaat vir hierdie diploma tot 'n Universiteitskollege toegelaat sal word, moet aan die volgende vereistes voldoen word:—

(a) *Aansoek om toelating.*—Die aansoek om toelating tot 'n Universiteitskollege moet behoorlik voltooi by die Registrateur ingedien word.

(b) *Vertroulike verslag.*—Die vorm „Keuring vir Leerlingonderwysers” (B.O. 228) moet deur die hoof van die skool wat laaste deur die applikant besoek is aan die Registrateur voorgelê word.

(c) *Mediese sertifikaat.*—'n Mediese verslag (Vorm B.O. 227) moet deur die applikant by die Registrateur ingedien word.

(d) *Akademiese vereistes.*—'n Kandidaat moet die Senaat van die Universiteitskollege tevrede stel ten opsigte van Matrikulasie of ander voldoende toelatingsertifikaat.

L.W.—Ten opsigte van 'n kandidaat wat nie die Matrikulasiesertifikaat of Matrikulasie-vrystellingsertifikaat besit nie, word die graadvakke nie vir graaddoeleindes erken nie.

C22. Lys van vakke:

Groep I, Akademiese.

Gedurende die eerste studiejaar moet die kandidaat 'n akademiese kursus bywoon en voltooi vir die B.A., B.Sc.- of B.Com.-graad.

B.A.—Vyf eerstejaarskursusse vir die B.A.-graad, waarvan die moedertaal en een amptelike taal verpligtend sal wees.

B.Sc.—Vier eerstejaarskursusse waarvan minstens drie natuurwetenskapvakke moet wees.

B.Com.—'n Eerstejaarsgraadkursus soos deur die Universiteit van Suid-Afrika voorgeskryf is of 'n diploma in Handel en Administrasie wat verwerf is na Matrikulasie (met of sonder vrystelling).

Groep II, Professioneel.

1. Beginsels van Opvoeding.
2. Empiriese Opvoedkunde.
3. Skoolorganisasie.
4. Praktiese Onderwys: Demonstrasie en kritieklesse.
5. Historiese Opvoedkunde met spesiale verwysing na die geskiedenis van Onderwys in Suid-Afrika.

Groep III, Metodiek en Inhoud.

Die metodiek en inhoud van vier van die volgende vakke:

Algemene Wetenskap, Natuur- en Skeikunde, Biologie, Landbou, Rekenkunde, Wiskunde, Handel, Handelsrekenre, Boekhou, Tikskrif, Snelskrif/Short-hand, Afrikaans, Engels, Moedertaal, Latyn, Sosiale Studie en Godsdiens-
onderwys met die volgende voorbehoude:

Voorbehoude:

- (i) Indien Algemene Wetenskap geneem word, mag Biologie en/of Natuur- en Skeikunde nie aangebied word nie.
- (ii) Indien Handel en Handelsrekenre geneem word, mag Rekenkunde nie aangebied word nie.
- (iii) Hoogstens drie tale mag geneem word.

Groep IV, Verpligte Praktiese Vakke.

1. Konstruksie van Onderwys hulpmiddels.
2. Bordwerk.
3. Skoolhigiëne.

Groep V, Addisionele Vakke.

1. Musiek en sang.
2. Liggaamlike Opvoeding.

Opmerking.—Van 'n kandidaat word vereis dat hy/sy aan minstens twee georganiseerde sportsoorte moet deelneem.

C23. Eksamenvereistes.

(a) Om tot die professionele kursus van hierdie diploma toegelaat te word, moet 'n kandidaat in tenminste drie vakke vir die B.A., B.Sc. of B.Com.-graad geslaag het, of in besit wees van 'n Diploma in Handel en Administrasie.

(b) 'n Kandidaat vir die diploma moet die voorgeskrewe kursus bywoon en voltooi soos deur die vereistes van die diploma neergelê is.

(c) 'n Kursus sal as voltooi beskou word as die kandidaat die eksamen aan die einde van die kursus slaag.

(d) 'n Eksamen of enige kwalifiserende toets vir die diploma moet deur ten minste twee eksaminatore afgeneem word.

(e) Hertoelating van 'n kandidaat wat nie daarin geslaag het om aan die minimumvereistes vir enige studiejaar te voldoen nie, mag geweier word.

(f) Ten einde die Suid-Afrikaanse Onderwysdiploma te verwerf, moet 'n kandidaat aan die onderstaande vereistes voldoen:—

(i) *Groep I-vakke.*—Die kandidaat moet in minstens vier graadkursusse geslaag het of die Diploma in Handel en Administrasie voltooi het.

(ii) *Groep II- tot V-vakke.*—'n Kandidaat moet minstens 50 persent van die maksimumpunte vir elke vak behaal.

(g) *Aanvullingseksamens.*

- (i) 'n Kandidaat wat in nie meer as drie vakke in die groepe II, III en IV gedruip het nie, is geregtig op 'n aanvullingseksamen.
- (ii) Aanvullingseksamens in professionele kursusse sal slegs gedurende tye en plekke soos deur die Senaat van die Universiteitskollege bepaal, afgeneem word.
- (iii) 'n Kandidaat moet binne vyf jaar nadat hy die eerste keer in die eksamen geskryf het 'n aanvullingseksamen in daardie vakke waarin hy gedruip het, slaag.
- (iv) 'n Kandidaat wat nie die vereiste eerstejaarsgraadkursusse geslaag het nie, sal gedurende die tweede studiejaar toegelaat word om hoogstens een kursus af te skryf, met dien verstande dat hy alle registrasie- en eksamengelde wat ten opsigte van daardie vakke betaal moet word, self betaal en verder met dien verstande dat geen voorsiening vir die bywoning van klasse op die rooster vir die tweede studiejaar gedoen sal word nie.
- (v) Indien 'n kandidaat nie gedurende sy kursus aan die vereistes van regulasies (f) (i) en (g) (ii) voldoen nie, mag hy te enigertyd in oorleg met die Universiteit van Suid-Afrika sodanige eksamens aflê binne ses jaar nadat hy die eerste keer daardie eksamen geskryf het.

(h) *Diplomering.*

- (i) 'n Kandidaat wat die kursus voltooi het deur aan al die vereistes vir hierdie diploma te voldoen sal die *Suid-Afrikaanse Onderwysdiploma* ontvang.
- (ii) Kandidate sal na aflegging van die professionele deel van die eksamen soos volg ingedeel word:—
 - Eersteklas.*—Kandidate wat minstens 75 persent van die maksimum aantal punte behaal het.
 - Tweedeklas.*—Kandidate wat tussen 50 persent en 74 persent van totale aantal punte behaal het.
- (iii) 'n Kandidaat wat nie aan al die vereistes vir die diploma voldoen het nie, sal slegs 'n verklaring van eksamenresultate ontvang.
- (iv) Bedrewenheid in tale: 'n Onderssement op die sertifikaat sal die taal of tale aandui waarin die onderwyser bedrewe is.

(i) *Proefonderwys.*

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KURSUSSE EN LEERPLANNE.

DEPARTEMENT VAN AFRIKAANS-NEDERLANDS

Kursus I

Vraestel 1 (3 uur, 100 punte).

1. Inleiding tot die Fonetiek.
2. Woordsoorte.
3. Hoofverskilpunte tussen Afrikaans en Nederlands aan die hand van 'n teks.
4. Historiese grammatika van Afrikaans aan die hand van tekste tussen 1650 en 1900.
5. Enige taalkundige begrippe en taalverskynsels.

Voorgeskrewe boeke:

Le Roux: *Afrikaanse Taalstudies* (Van Schaik).

Van der Merwe: *Afrikaanse Taalkwessies* (Van Schaik).

Inleiding tot die Taalkunde (Van Schaik).

De Villiers: *Nederlands en Afrikaans*.

Van der Merwe: *Scheepsjournael ende Dagregister* (Van Schaik).

Principles of the International Phonetic Association.

Vraestel 2 (3 uur, 100 punte).

1. Inleiding tot die literatuurstudie in die algemeen.
2. 'n Oorsig in hooftrekke van die Afrikaanse en Nederlandse literatuurgeskiedenis.
3. Afrikaanse en Nederlandse voorgeskrewe werke.

Voorgeskrewe boeke:

Luitingh: *Woordkuns* (Afrikaanse Pers-boekhandel).

Opperman: *Groot Verseboek* (N.B.H., jongste druk).

Grové en Steyn: *Keur uit die Nederlandse Poësie* (N.B.H.).

Eliz. Eybers: *Die Stil Avontuur* (Van Schaik).

Van Melle: *Bart Nel* (Van Schaik).

Van Wyk Louw: *Die Held* (N.B.H.).

Lampo: *De Ruiter op de Wolken* (Heideland, Hasselt).

Kursus II

Vraestel 1 (3 uur, 100 punte).

1. Fonetiek en Fonologie van Afrikaans.
2. Morfologie van Afrikaans.
3. Sintaksis van Afrikaans.

Voorgeskrewe boeke:

Van der Merwe: *Inleiding tot die Taalkunde* (Van Schaik).

De Groot, A. W.: *Inleiding tot de algemene Taalwetenschap* (Wolters).

Vraestel 2 (3 uur, 100 punte).

1. Die Ontwikkelingsgeskiedenis van Nederlands tot by Afrikaans.
2. Historiese grammatika van Afrikaans aan die hand van tekste uit die 17de-eeuse en Middel-Nederlands.
3. Die Ontstaan van Afrikaans.

Voorgeskrewe boeke:

Van der Merwe: *Scheepsjournael ende Dagregister* (Van Schaik).

Lanseloet van Denemerken (Van Schaik).

Weijnen, A.: *Zeventiende-eeuwse taal* (Thieme, Zutphen).

De Vries, J.: *Etymologisch Woordenboek* (Aula boeken).

Vraestel 3 (2½ uur, 100 punte).

1. Literatuurteorie oor poësie.
2. Uit die Afrikaanse literatuurgeskiedenis:
 - (a) Poësie: Die tydperk 1900 tot en met die Twintigers;
 - (b) Prosa: Tien belangrike outeurs uit die tydperk 1900 tot hede;
 - (c) Drama: Vyf belangrike outeurs uit die tydperk 1900 tot hede.
3. Afrikaanse voorgeskrewe werke.

Voorgeskrewe boeke:

- Cloete, e.a.: *Beskouings oor Poësie*.
Perrine, L.: *Sound and Sense* (Brace & Co., New York, Harcourt, 1956).
Opperman: *Groot Verseboek* (jongste uitgawe).
Periandros van Korinthe.
Leipoldt: *Oom Gert Vertel e.a. Gedigte*.
Totius: *Passieblomme*.
Marais, E.: *Versamelde Gedigte*.
Muller, Elize: *Van Eensame Mense*.

Vraestel 4 (2½ uur, 100 punte).

1. Uit die Nederlandse letterkunde: Die Sewentiende Eeu.
2. Nederlandse voorgeskrewe werke.

Voorgeskrewe boeke:

- Dekker, G.: *Van Hooft tot Luyken*.
Vondel, J.: *Lucifer en Jefta*.

Vraestel 1 (3 uur, 100 punte).

1. Morfologie.
2. Sintaksis.
3. Semantiek.
4. Die Opkoms van die Taalwetenskap, met toespitsing op die moderne rigtings.

Voorgeskrewe boeke:

- Van der Merwe: *Inleiding tot die Taalkunde*.
De Groot, A. W.: *Inleiding tot die Algemene Taalwetenskap*.
Van Hamel, A. G.: *Geschiedenis der Taalwetenschap*.
Ullman, S.: *The Principles of Semantics*.

Vraestel 2 (3 uur, 100 punte: 35 vir vertaling, 65 vir taalkundige vrae).

'n Inleiding tot die studie van die 17de-eeuse en Middel-Nederlandse grammatika aan die hand van voorgeskrewe tekste.

Voorgeskrewe boeke:

- Van der Merwe (red.): *Mariken van Nieumeghen*.
Scheepsjournael ende Daghregister.
Weijnen: *Zeventiende-eeuwse taal*.
De Vries: *Etymologisch Woordenboek*.
Le Roux en Le Roux: *Middelnederlandse Grammatika*.

Vraestel 3 (3 uur, 100 punte).

1. Literatuurteorie: Drama en Prosa.
2. Die Afrikaanse Poësie van die Dertigers af tot vandag.
3. Afrikaanse voorgeskrewe werke.

Voorgeskrewe boeke:

- Van Wyk Louw: *'n Wêreld deur Glas*.
Germanicus.
Malherbe: *Saul die Worstelheld*.
Van Niekerk, Dolf: *Die Son Struikel*.
Louw, W. E. G.: *Bybels en Babels*.
Eybers, Elizabeth: *Balans*.
Van Wyk Louw, N. P.: *Raka*.
Opperman, D. J.: *Blom en Baaierd*.
Van den Heever, C.: *Versamelde Gedigte* (net die gedigte uit Aardse Vlam).

Kursus III



University of Fort Hare
Togetherness in Excellence

Handboeke:

Dekker, G.: *Afrikaanse Literatuurgeskiedenis.*

Opperman, D. J.: *Digters van Dertig.*

Vraestel 4 (3 uur, 100 punte).

1. Uit die Nederlandse letterkunde:

(a) Die Beweging van Tagtig.

(b) Die Nederlandse letterkunde na 1880 tot en met Aafjes en Vasali
De Korte en Heusen.

Voorgeskrewe boeke:

Grové en Buning: *Digters Uit die Lae Lande.*

2. Nederlandse voorgeskrewe werke:

Voorgeskrewe boeke:

Van Deyssel: *Proza.*

Verwey: *Keuze uit het proza van zijn Hoogleraarstijd.*

Vermeulen: *Twee Vrienden.*

Nijhoff: *Vormen.*

Gorter: *Mei.*

Aafjes: *Een Voetreis naar Rome.*

Elsschot: *Pensioen/Tankschip.*

Gijsen: *Lucinde en de Lotoseter.*

Roland Holst: *Een Winter aan Zee.*

Handboek:

Knuvelde: *Beknopt Handboek der Nederlandse Letterkunde.*



Vir besonderhede aangaande hierdie kursus moet die hoof van die departement geraadpleeg word.

University of Fort Hare
Together in Excellence

DEPARTEMENT VAN BANTOETALE

L.W.—Kandidate moet daarop let dat hierdie kursus slegs gevolg mag word deur kandidate wat die Matriekeksamen (Hoër of Laer Graad) in die taal wat hulle aanbied met sukses afgelê het.

Kursus I

Vraestel 1.

Afdeling A.—(a) Die grondbeginsels van die fonetiek (insluitende prosodiese elemente) en die fonetiek van die taal in die besonder. Fonetiese transkripsie kan ook gevra word.

(b) Die fonologie (o.a. die onderlinge klankbeïnvloeding en ander klankveranderings) van die taal. (40%)

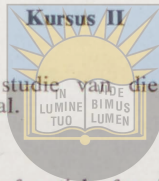
Afdeling B.—Inleiding tot die vorm- en sinsleer van die taal. Let daarop dat in hierdie kursus die klem op die vormleer val. Grammatiese verklarings kan ook gevra word. (60%)

Vraestel 2.

Afdeling A.—'n Letterkundige studie van die voorgeskrewe boeke. Eenvoudige sinsontleding kan ook gevra word. (55%)

Afdeling B.—Vertaling op sig in die taal. (15%)

Afdeling C.—'n Opstel van ongeveer twee bladsye in die taal. (30%)



Vraestel 1.

Afdeling A.—'n Gevorderde studie van die fonetiek, fonologie, morfologie, sintaksis en semantiek van die taal. (100%)

Vraestel 2.

Afdeling A.—Inleiding tot die fonetiek, fonologie, morfologie en sintaksis van 'n ander taal, by voorkeur een uit dieselfde groep as die waaraan die hooftaal behoort. Hierdie tweede taal is die een waaruit die voorgeskrewe boek uit 'n ander taal as die hooftaal in die afdeling vir voorgeskrewe boeke aangegee, geneem is. Aandag moet ook geskenk word aan vergelykings met die hooftaal. (50%)

Afdeling B.—Inleiding tot die studie van vergelykende Bantoetaalkunde met besondere verwysing na—

- (i) die beginsels van taalindeling en die terminologie daaraan verbonde, bv. taalfamilie, sone;
- (ii) algemene beginsels van die rekonstrueer van oertale; die wese en funksie van Oerbantoe; 'n kennis van die Oerbantoe-klanke en die eenvoudige klankverskuiwings (insluitende nasaalverbinding) na die hooftaal, d.w.s. die taal waarmee in die eerstejaar begin is;
- (iii) die klasvoorvoegsels van die Oerbantoe selfstandige naamwoord en hul inhoud, asook hul ooreenstemmende vorme en inhoud in die hooftaal en die tweede taal;
- (iv) die klassifikasie van die dialekte en die eienskappe van die groep waaraan die hooftaal behoort;
- (v) die algemene beginsels van die studie van foneme en 'n inleiding tot 'n studie van die foneme van die hooftaal. (50%)

Vraestel 3.

Afdeling A.—'n Letterkundige studie (insluitende taalgebruik) van die voorgeskrewe boeke wat in die afdeling vir voorgeskrewe boeke aangegee is. (65%)

Afdeling B.—'n Opstel van ongeveer twee bladsye in die hooftaal. (35%)

Kursus III

Vraestel 1.

Afdeling A.—'n Vergelykende studie van die fonetiek, fonologie, morfologie, sintaksis en semantiek van 'n hooftaal en twee ander nabyverwante tale soos in die volgende skedule uiteengesit:—

Hooftaal.

Xhosa.
Zulu.
Rhodesiese Ndebele.
Tsonga.
Suid-Sotho.
Noord-Sotho.
Tswana.
Venda.
Shona (Zezuru).
Nyanja.
Swahili (Zanzibar).

Tale vir vergelyking.

Swazi en Zulu.
Swazi en Xhosa.
Zulu en Xhosa.
Zulu en Tshwa.
Noord-Sotho en Tswana.
Suid-Sotho en Tswana.
Noord-Sotho en Suid-Sotho.
Suid-Sotho en Noord-Sotho.
Kalanga en Karanga.
Cewa en Nsenga.
Mvita (Mombasa) en Amu.

(60%)

Afdeling B.—Met betrekking tot elke hooftaal en sy bytale soos in Afdeling A uiteengesit: Betekenis en gevoelswaarde van woorde; neologismes; verskil tussen die geskrewe en gesproke taal; spreekwoorde; gesegdes; idiome; beeldspraak, ens., m.a.w. stilistiek in die algemeen en meer bepaald met verwysing na die skrywers van die voorgeskrewe boeke onder Vraestel 3 behandel.

(40%)

Vraestel 2.

Afdeling A.—Vergelykende taalkunde met verwysing na—

- (i) kenmerke van die Bantoetaalfamilie;
- (ii) die klassifikasie van die tale van die sone en die eienskappe van die sone waartoe die hooftaal behoort, insluitende die eienskappe van die groepe van die sone;
- (iii) die ontwikkeling van die taalwetenskap van die bepaalde sone;
- (iv) gevorderde klankverskuiwing uit Oerbantoe na die hooftaal;
- (v) bepaalde aspekte van die vergelykende Bantoetaalstudie met betrekking tot die bepaalde sone, bv. fonologiese wette, die skakelsisteem;
- (vi) die invloed van vreemde tale op die bepaalde sone;
- (vii) 'n inleiding tot die foneemstudie van die groep waaraan die hooftaal behoort.

(100%)

Vraestel 3.

Afdeling A.—'n Oorsig van die volkllore en van die publikasies in die hooftaal.

(25%)

Afdeling B.—Die letterkundige studie van die voorgeskrewe boeke wat in die afdeling vir voorgeskrewe boeke aangegee is. Minstens een vraag uit hierdie afdeling moet in die hooftaal beantwoord word.

(75%)

Honneurskursus

Vir besonderhede aangaande hierdie kursus moet die hoof van die departement geraadpleeg word.

DEPARTEMENT VAN CHEMIE

Kursus I

TEORIE

A.—Algemene en Fisiese Chemie.

Gaswette, die kinetiese-molukulêre teorie, grawimetriese wette van chemiese samestelling, atoom- en molukulêre teorie, atoom- en molukulêre gewigte en hulle bepaling, die periodieke tabel, atoomstruktuur, elektroniese teorie van valensie, vloeistowwe en die wette van oplossing, vaste stowwe en hulle eienskappe, chemiese energie en termochemie, die wet van Hess, oksidasie en reduksie, die ioniese teorie, sure, basiese, soute, elektrolise, reaksie snelhede, die wet van massawerking, die beginsel van Le Chatelier, oppervlaktechemie, katalise.

B.—Anorganiese Chemie.

Bereiding van elemente; die chemie van die volgende elemente uit die standpunt van die periodieke indeling: waterstof, natrium, kalium, magnesium, kalsium, die halogene, suurstof, swawel, stikstof, fosfor, koolstof, aluminium, chroom, mangaan, yster.

C.—Organiese Chemie.

Die struktuur, benaming, bereiding en eienskappe van die volgende klasse van organiese verbindings:

- Alifatiese verbindings—Die alkane, alkene, alkyne, die alkielhalogeniede, alkohole, eters, aldehiede, ketone, die karboksiesure en hulle deriwate;
- Aromatiese verbindings—Benseen en sy homoloë asook hulle monohidroksi-, amino-, karboniel- en karboksiel-substitusieprodukte.

Die bereiding van eenvoudige organiese en anorganiese verbindings; kwalitatiewe organiese analise; die identifikasie van soute; die bepaling van ekwivalentgewigte; grawimetriese analise; titrimetriese analise.



Vraestel 1.—Anorganiese en Analitiese Chemie.

Die beginsels van analitiese chemie; 'n meer omvattende 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 bindings; die gas-, vaste, en vloeistofoestande 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 struktuur van atome; kristalstrukture; komplekse verbindings; die oorgangselemente; radio-aktiwiteit en kernchemie; teorie van grawimetriese analise; instrumentele analise.

Vraestel 2.—Fisiese Chemie.

Die derde wet van die termodinamika; ideale en nie-ideale oplossings; fase-ewewig; oppervlakte-verskynsels; elektrochemie; chemiese kinetika.

Vraestel 3.—Organiese Chemie.

'n Verdere studie van aromatiese verbindings, meerkernige aromatiese verbindings en kleurstowwe, waaronder ingesluit: furaan, tiofeen, pirrool, piridien, kinolien, isokinolien, met verwysing na eenvoudige alkaloide; alisikliese verbindings; eenvoudige terpene; toepassing van fisiese metodes vir die bepaling van organiese strukture; reaksiemeganismes.

PRAKTIES

A.—*Anorganiese Chemie.*

Semi-mikro kwalitatiewe analise van anione; die analitiese toepassing van EDTA; grawimetriese analise.

B.—*Fisiese Chemie.*

Oppervlaktespanning; parachor; brekingsindeks van organiese vloeistowwe; fase-ewewigdiagramme; distribusie-koëffisiënte; elektrochemie; polarimeting; reaksiesnelhede; kolorimetrie.

C.—*Organiese Chemie.*

Die analitiese en bereidingsmetodes van organiese chemie.

Honneurs

Aspirantkandidate vir die Honneurs-Baccalaureusgraad in Chemie moet die Departementshoof raadpleeg.



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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.

Vir besonderhede van die leerplanne raadpleeg die jaarboek van die Universiteit van Suid-Afrika.

Kursus I

Een vraestel van 3 uur, en twee praktika van 3 uur elk op dieselfde dag.

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 genetiese. 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*.

Kursus II

Twee vraestelle van 3 uur elk; twee praktika van 4 uur elk op dieselfde dag.

Die vergelykende morfologie, anatomie, ontwikkeling en onderlinge verwantskappe van die Nie-Chordata.

Ontleding van tiperende voorbeelde van hierdie groepe, makroskopies of mikroskopies.

Die grondfeite vir sitologie en selfsfisiologie.

Vergelykende fisiologie van die Nie-Chordata: Ekologie; parasitisme; kleur by diere; mimiek (nabootsing); sosiale gedrag van diere; partenogenese en geslagsbepaling.

Handboeke.—Studente wat kursus II en III loop, sal aan die begin van die akademiese jaar ingelig word aangaande die benodigde handboeke.

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Kursus III

Drie vraestelle en twee praktika: Teorie 3 uur elk, praktika 3 uur en 5 uur op dieselfde dag.

Die vergelykende morfologie, anatomie, ontwikkeling en onderlinge verwantskappe van die Chordata.

Fisiologie van die Chordata; endokrinologie; fisiologie van die sintuie.

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.

'n Ondersoek van tipiese voorbeelde van die klasse van die Vertebrata, en waar moontlik ontledings van hierdie voorbeelde, asook deursneë deur die verskillende liggaamswyke van die Hemichordata, Urochordata en Cephalochordata.

Mikroskopiese ondersoek van weefsels en organe.

Die bestudering van verteenwoordigende deursneë deur verskillende embryos om die heel vroeë differensiasie van die mesoderm te illustreer.

'n Studie van ekstra-embrionale vliese van die Amniota sowel as die plasenta van Soogdiere.

Vergelykende studie van die skelet van die werweldierklasse met spesiale verwysing na die skedel.

Eksperimentele werk in verband met die vergelykende studie van een verkose, fisiologiese aspek van die Werweldier.

Honneurs

Drie vraestelle, twee praktika, 'n mondelinge toets en 'n vertaling uit Frans Duits.

Meer uitgebreide studie van Dierkunde, met nadruk op sekere vraagstukke.

Meestergraad

Navorsing onder toesig oor een of ander spesiale vraagstuk word vereis en tesis in tienvoud moet ingehandig word. Daar sal 'n vertalingstoets uit die Duitse wees.



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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

(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, besparing, 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. *Together in Excellence*
- (f) Produksie en Produksiekoste. Die opbrengswet in terme van koste.

4. Verdelsleer.

- (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: Renteteorië: Onthouding en produktiwiteit. Vraag en aanbod van kapitaal. Rentekoersverskille.
- (e) Wins: winsteorie, die probleem van residu-inkomste.

5. Nasionale Rekening. Begrippe en gewens.

Ekonomie II

(Twee vraestelle)

Vraestel 1.—Ekonomiese teorie.

1. Kursus I.B.
2. Ontleding van verbruik en produksie met behulp van onsydigheidskrommes.
3. Prys vorming 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.—Geld en bankwese.

Geld- en bankwese: Die aard en funksies van geld. Veranderinge in die waarde van geld. Geldstandarde. Sentrale en handelsbankwese, Wisselkoerse. Internasionale monetêre instellings.

Ekonomie III

(Drie vraestelle)

Vraestel 1.

- (a) Die internasionale ekonomie.
- (b) Konjunktuurleer.

Vraestel 2.

- (a) Geskiedenis van ekonomiese leerstellings.

Merkantilisme, Fisiokrate, Engelse Klassieke ekonome, List en die Historiese Skool, eerste Sosialiste, die Oostenrykse Skool, Marshall, moderne neigings.

- (b) Owerheidsfinansies.

Die struktuur, funksies en administrasie van owerheidsfinansies. Die ekonomiese gevolge van lopende Staatstransaksies. Die Staatskuld Begrotingsbeleid.

Vraestel 3.

Die ekonomie van die Republiek van Suid-Afrika.

- (a) (i) Die ekonomiese struktuur en groei van die Republiek van Suid-Afrika
- (ii) Gekose onderwerpe oor ekonomiese vraagstukke in die Republiek 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 handelsbeleid van die Hollandse Oos-Indiese Kompanjie in hooftrekke.
2. Die invloed van die Oos-Indiese 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. Hoof tendense en vraagstukke by die ontwikkeling van die sekondêre nywerheid.
7. Die geskiedenis van die naturelleserwes met besondere verwysing na ekonomiese aspekte.
8. Oorsig van diestrukturele veranderinge in die periode en die invloed daarvan op die ekonomie van die land.

**Leerplanne vir grade: Hons.-B.A. en M.A., Hons.-B.Com. en
M.Com., Hons.B. Admin. en M. Admin.**

EKONOMIE

HONNEURS-BACCALAUREUSEKSAMEN

Die eksamen bestaan uit vyf vraestelle.

Vraestel 1.

Waardeleer, monopoliebeheer en verdelingsleer.

Vraestel 2.

Inkometeorie en ekonomiese dinamika.

Vraestel 3.

Gevorderde studie van geld- en bankwese.

Vraestel 4 en 5.

Een onderwerp per vraestel uit die onderstaande. Die omvang en inhoud van elkeen van hierdie kursusse sal in oorleg met die betrokke kandidaat bepaal word:—

- (a) Ekonomiese stelsels.
- (b) Internasionale ekonomiese betrekkinge.
- (c) Owerheidsfinansies.
- (d) Arbeidsvraagstukke.
- (e) Ekonomiese geskiedenis.
- (f) Suid-Afrikaanse ekonomiese vraagstukke
- (g) Bevolkingsvraagstukke.
- (h) Die ekonomie van onderontwikkelde gebiede.
- (i) Nasionale ekonomiese rekenkunde.

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.

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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 aard 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 klassifikasies en oorboeking na die grootboek.
6. Bankrekeninge, depositostrokies, 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 grootboekbalans met balanse wat op state van krediteure getoon word.
9. Proefbalans.
10. Sluitingsposte en aansuiwerings aan die einde van die jaar, insluitende depresiasie volgens konstante bedrag- en verminderende balansmetode 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 waarderings van voorraad voorhande, maandelike laste ens. met inbegrip van ontvangste en betalingsrekeninge en inkomste- en uitgawerekeninge. Kandidate moet vertrouwd wees met moderne metode van opstelling van finale rekeninge 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. Vennootskapsrekeninge, insluitende toelating en ontbinding.
20. Die kontrolering van gedane werk, bv. optellings, 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.
23. Elementêre interpretasie van balansstate en handels-, wins- en verliesrekeninge.
24. Enkelinskrywing.

Kursus II.—Twee vraestelle.

1. Gevorderde studie van alle onderwerpe van die eerste jaar met spesiale verwysing na—

- (a) opstel van finale rekeninge en balansstate van eenmansake, vennootskappe, klubs en verenigings;
- (b) ontleding en vertolking van finansiële state.

2. Toelating van vennote en ontbinding van vennootskappe met uitsluiting van likwidasie met verdrag.

3. Verskillende metode van voorsiening vir depresiasie en vervanging van bate.
4. Voorsienings, reserwes, en delgingsfondse.
5. Takrekeninge (behalwe buitelandse takke).

6. Onderskeid tussen kapitaal en inkomste.
7. Huurtolle.
8. Finale rekeninge van vervaardigers en kontrakteurs, insluitende waardering van goedere in bewerking en werk-in-voortgaan.
9. Boerdery-boekhouding.
10. Elementêre Klandisiewaarde.
11. 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; aandelepremies.
 - (g) Verbeurdverklaring en heruitreiking van verbeurdverklaarde aandele.
 - (h) Lenings en uitreikings van obligasies.
 - (i) Oordragte van aandele en obligasies.
 - (j) Voorlopige, stigtings- en uitreikingsonkoste.
 - (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.

Kursus III.—Twee vraestelle.

1. Gevorderde studie van alle onderwerpe van die eerste en tweede jaar met spesiale verwysing na die volgende:—
 - (a) Vennootskapsrekeninge: 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, aandeletransaksies 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) Myn.
 - (b) Bougenootskappe.
 - (c) Banke.
 - (d) Koöperatiewe Verenigings.
 - (e) Assuransiematskappye.
 - (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 rekening en balansstate, en ander vorms van groepsrekeninge.
13. Die waarderung 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 waarderung en instandhouding van kapitaal.
17. Moderne ontwikkelings op die gebied van rekeningkunde.

Opmerking.—Bogenoemde rekeninge van besondere soorte ondernemings per item 10 word slegs tot einde 1965 in hierdie leerplan ingesluit. Daarna word dit vir eksamen doeleindes na Rekeningkunde IV oorgeplaas.

Rekeninge van Eksekuteurs, Likwidateurs en Kurators

Opstel van likwidasie- en distribusierekeninge in bestorwe boedels, behandeling van vruggebruike, fideikommissere bemakings en rekeninge in die algemeen in boedels met of sonder testamente en die Boedelbelastingaddendum.

Opstel van vermoënstaat, likwidasie- en distribusie- of kontribusierekeninge in oorgemaakte of gesekwestreerde boedels en likwidasie van maatskappye. Rekening wat as gevolg van 'n akte van kompromis ontstaan. Die opskrywe van trustboek en -rekening.

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, oorbokings, ens.
9. Bevestiging, verifikasie, waarderung 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 Bepakte 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 breedvoerige 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 notaboeke, met besondere verwysing na: Die implikasies van interne ouditering toets-ouditering; die gebruik van werkstate; en meganasie op die gebied van die rekeningkunde.
2. Bevestiging, waardebepaling, 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 gemenerereg, die uitsprakereg en die wetterereg.

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; Assuransiemat-skappye; 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 en kritiek op finansiële state vir publikasie en voorlegging aan aandeelhouers.

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 vaktyskrifte as moontlik bestudeer—insluitende „Die Suid-Afrikaanse Rekenmeester”.

Bedryfsekonomie

Kursus I.—Een vraestel.

1. *Inleiding.*

(a) Die taak, bestek en ontwikkeling van die bedryfsekonomie as wetenskap.

2. *Die ontwikkeling en huidige struktuur van die Suid-Afrikaanse bedryfsewle.*

3. *Die bedryf en die Staat.*

(a) Die algemene bevordering van die bedryfsewle deur die Staat.

(b) Die Staat as beskermer van—

(i) arbeidsverhoudings;

(ii) die publiek—verbruikers, beleggers, ens.

(c) Beplanning deur die Staat.

4. *Die oprigting van die onderneming.*

(a) Die organisatoriese aspek.

(b) Die tegniese aspek.

(c) Die finansiële aspek.

5. *Die bestuur van die onderneming.*

(a) Algemene beginsels.

(b) Personeelbestuur.

(c) Produksiebestuur.

(d) Finansiële bestuur.

Kursus II.—Twee vraestelle.

1. Die behoeftes, vraag en verbruik en die Suid-Afrikaanse mark in die besonder.

2. Die funksionele benadering van die bemarkingsvraagstuk.

3. Die institusionele benadering van die bemarkingsvraagstuk.

4. Die produkbenadering van die bemarkingsvraagstuk.

5. Die buitelandse bemarking.

6. Die beginsels van bemarkingsbestuur.

Kursus III.—Drie vraestelle.

Vraestel I.—Interne bestuursvraagstukke.

1. Algemene bestuur en besigheidsbeleid.

2. Produksiebestuur.

3. Bestuursrekeningkunde as bestuursinstrument.

4. Koördinasie en beleidsvorming—met toelgting deur middel van gevalle studies.

Vraestel 2.—Bemarkingsbestuur.

1. Die grondslae van die bemarkingsbeleid.
 - (a) Die interne en eksterne organisasie van die bemarkingsafdeling.
 - (b) Die voorbereiding van bemarking.
 - (c) Bemarkingskoste.
2. Die instrumente van die bemarkingsbeleid.
 - (a) Produkontwerp en -ontwikkeling.
 - (b) Distribusiemetodes.
 - (c) Kredietbeleid.
 - (d) Prysbeleid.
 - (e) Advertensiewese.
3. Die kombinasie van die beleidsinstrumente—met toeligtig deur middel van gevalle-studies.

Vraestel 3.—Bedryfsfinansies.

1. Inleiding.
2. Die aanbod van fondse.
 - (a) Die vorme waarin kapitaal beskikbaar gemaak word.
 - (b) Die finansiële instellings.
3. Die vraag na en bepaling van fondse benodig.
 - (a) Die behoeftes van verskillende tipes private en publieke ondernemings.
 - (b) Die finansiële struktuur van die onderneming.
 - (c) Die ontleding van finansiële state en bestuur van inkomste.

Koöperasiewese
(Twee vraestelle)

1. *Betekenis en geskiedenis van die Koöperatiewe stelsel:*
 - (a) Historiese agtergrond van die Koöperatiewe beweging.
 - (b) Die ontwikkeling van die Koöperatiewe beweging in Brittanje.
 - (c) Die ontwikkeling van die Koöperatiewe beweging op die Vasteland.
2. *Die historiese agtergrond van die Koöperatiewe stelsel in die Republiek:*
 - (a) Die ontwikkeling van die Koöperatiewe landbou-beweging tot 1910.
 - (b) Die tydperk 1910-22.
 - (c) Die tydperk 1923-33.
 - (d) Die tydperk 1934-60.
 - (e) Die ontwikkeling van Verbruikerskoöperasies in die Republiek.
3. *Koöperatiewe Wetgewing in die Republiek (Wet No. 29 van 1939 soos gewysig).*
4. *Tipes van Koöperasies:*
 - (a) Verbruikerskoöperasies:
 - (i) Distribusieverenigings.
 - (ii) Diensverenigings.
 - (b) Bemarkingskoöperasies.
 - (c) Vervaardigingskoöperasies.
 - (d) Verskaffingskoöperasies.
5. *Suid-Afrikaanse Landboukoöperasies in die besonder:*
 - (a) Koöperatiewe Bemarking en Rasionalisasie van die Bemarkingsproses deur Landboukoöperasies.
 - (b) Beheerde bemarking kragtens die Bemarkingswet van 1937.
 - (c) Uitwerking van die toepassing van die Bemarkingswet op die Landboukoöperatiewe beweging.
 - (d) Statiese ontleding van Landboukoöperasies in die Republiek.
6. *Suid-Afrikaanse Verbruikerskoöperasies in die besonder:*
 - (a) Statiese ontleding van Verbruikerskoöperasies in die Republiek.
 - (b) Probleme van Verbruikerskoöperasies.

7. *Koöperatiewe versekering:*
 - (a) Landboubedrywighede.
 - (b) Ander.
8. *Interne Bestuur en Organisasie.*
9. *Finansiering en Finansiële Bestuur:*
 - (a) Kapitaalstruktuur van Koöperasies.
 - (b) Kapitaalbehoefte en finansiering van koöperasies.
 - (c) Die gebruik van roterende kapitaalfondse.
 - (d) Finansiële rekeninge.
 - (e) Kredietbeheer.
 - (f) Finansiële state en ouditering daarvan.
10. *Belasting en belastingprobleme van koöperasies.*
11. *Koöperasies onder nie-Blankes in Suid-Afrika.*
12. *Internasionale vergelykings: Koöperasies in ander Westerse en Oosterse lande en die onderontwikkelde gebiede in die besonder.*

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 en beleidsverandering.
12. Uniforme kostestelsels vir verwante ondernemings.

Elementêre Teorie van Finansies

Halwe kursus.—Een vraestel, twee uur.

Rekenkundige en meetkundige reekse. Rente. Skynbare en werklike rentevoet. Vraagstukke oor berekening van slotwaarde, aanvangswaarde, tyd en rentevoet. Vaste annuïteite: aanvangs- en slotwaarde. Aflossing. Delgingsfonds. Effekte en aandele met inbegrip van aankoop van sekuriteite. Opbrengs. Opstel van aflossingsplanne.

L.W.—Dit is wenslik dat studente, alvorens hulle met hierdie kursus begin, kennis moet hê van algebra tot matrikulasiestandaard; desimale en desimalisasie van geld; die metriekestelsel; verhouding en eweredigheid; persentasies; wins en verlies handels- en bankiersdiskonto; gebruik van logaritmes; makelaarsloon; buitelandse wisselkoerse; die gebruik van jaargeld- en rentetafels. Gelyktydige vergelykinge.

Inkomstebelasting

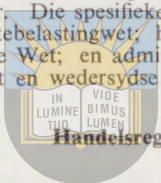
L.W.—Van kandidate sal verwag word dat hulle die jongste wysigings en die regulasies uitgereik ingevolge die wet moet ken, maar vrae sal slegs gestel word oor wetgewing wat voor 31 Mei van die jaar van die eksamen van krag word.

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 bepalings 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 bepalings 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.



Kursus Ia.—Een vraestel.

Beginsels van die kontraktereg, koopkontrak, huurkoop, huurkontrak, die dienskontrak, verband en pand, verenskerpte.

Kursus Ib.—Een vraestel. *Together in Excellence*

Die reg aangaande die oprigting en administrasie van maatskappye; vennootskapsreg.

Kursus IIa.—Een vraestel.

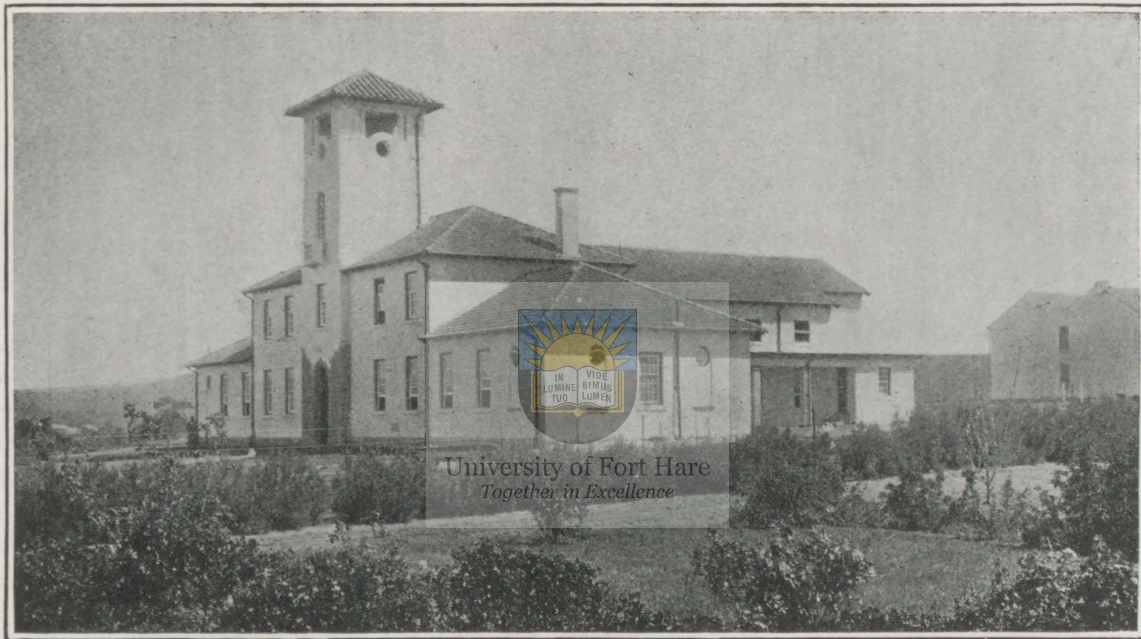
Borgtog; verteenwoordiging en volmag; verhandelbare dokumente.

Kursus IIb.—Een vraestel.

Die reg aangaande likwidasie van maatskappye; insolvensie; versekering; arbitrasie; boedeladministrasie.

Kursus IIc.—Een vraestel.

Die volgende *capita selecta* uit die Maatskappyyereg: die *ultra vires*-leerstukfondse beskikbaar vir dividende; die regposisie van direkteure, sekretarisse en ouditeure; kontrakte met direkteure; kontrolerende en filiaalmaatskappye; prosedure by vergaderings; bestuur van die maatskappye; beskerming van minderheidsgroepe.



University of Fort Hare
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Statistiese Metodes A

Halwe kursus.—Een vraestel, twee uur.

Klassifisering en tabulering, frekwensietabelle. Gemiddeldes: rekenkundig gemiddelde, belaste gemiddelde, mediaan, modus, hulle berekening, eienskappe voor- en nadele. Kwartiele. Asimetrie. Dispersie. Afwykingskoeffisiënte. Standardafwyking. Karl Pearson se korrelasie-koeffisiënt. Diagramme. Histogramme en kumulatiewe diagramme. Lineêre regressielyne. Neigingskrommes deur lopen-gemiddeldes, deur grafiese en ander elementêre metodes. Indekslyfers. Metodes van monsterring. Gepubliseerde statistieke. Onjuiste en misleidende gevolgtrekkinge. Monsterstrooiing. Statistiese toetse van verskille tussen gemiddeldes; die gebruik van statistieke; noukeurigheid en benadering; toepassing van statistieke; versameling en verwerking van besigheidstatistieke.

L.W.—Dit is wenslik dat studente, alvorens hulle met hierdie kursus begin, kennis moet hê van algebra tot matrikulasie-standaard.

Leerplan vir die grade Hons.-B.Com. en M.Com.

BEDRYFSEKONOMIE.

HONNEURS-BACCALAUREUSEKSAMEN (HONS.-B.COM.).

Die eksamen bestaan uit:—

Vraestel 1.

Gevorderde ekonomiese teorie. Een van die volgende:

- (1) Waarde-, prys- en verdelingsleer.
- (2) Gevorderde studie van die geld- en bankwese.
- (3) Konjunktuurteorie en -vraagstukke.

Gevorderde bedryfsekonomie.

Vraestel 2.

Gevorderde vraagstukke van hoofbestuur, produksiebestuur en personeelbestuur.

Vraestel 3.

Bedryfsfinansies, of bemarking van nywerheidsprodukte.

Vraestel 4.

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Een van die volgende:

- (1) Bemarking van landbouprodukte.
- (2) Verkeerswese (insluitende skeepvaart en hawebestuur).
- (3) Effekte- en produktebeurse.
- (4) Bestuursrekeningkunde (management accounting).
- (5) Arbeidsvraagstukke [indien (1) onder groep (a) gekies word en die halwe kursus „Arbeidsvraagstukke” nie reeds in die derde jaar van die B.Com-leergang geneem is nie].
- (6) Marknavorsing en advertensiewese.

L.W.—'n Kandidaat sal nie toegelaat word om bestuursrekeningkunde te neem, tensy hy die Hoof van die Departement Rekeningkunde tevrede gestel het dat sy kennis van rekeningkunde, ouditkunde en kosteberekening voldoende is.

Vraestel 5.

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 uitbreidingsdoelendes)

- Interne kontrolestelsel (verslae, statistieke, begrotings en begrotingskontrole, 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 goedkeur word. Die opstel neem die vorm van 'n gevallestudie. Dit moet bewys wer dat die kandidaat in staat is om die vernaamste karakertrekke van 'n praktiese keprobleem of -probleme te ondersoek en te herken en dit analities en beskrywend n te bied.

Die opstel mag nie minder as 6,000 woorde en nie meer as 10,000 woorde bevat e. Die besondere aspek of aspekte wat die kandidaat vir ondersoek kies, moet oraf goedgekeur word en die opstel moet nie later nie as 31 Augustus van die ar waarin die kandidaat eksamen wil aflê, ingestuur word. Die opstel word vir e doeleindes as 'n addisionele vraestel beskou.

Diploma in Handel en Administrasie

BOEKHOU

1. Algemene teorie van boekhou, die grootboekrekenings as die basis vir die die van dubbelinskrywing.
2. Die gebruik van hulpboeke, maak van inskrywings, sluiting en oorboeking.
3. Die proefbalans en die opstel van die finale rekenings en lansstate.
4. Bankrekonsiliasiestate.
5. Verbetering van foute en aansuiwerings.
6. Wisseltransaksies.
7. Behandeling van besendings.
8. Gesamentlike ondermings.
9. Debiteursgrootboek, krediteursgrootboek en kontrolerekenings.
10. Departementele rekenings.
11. Finale rekenings en balansstate.
12. Staat van tvangste- en uitbetalings, en balansstate van verenigings.
13. Vennootskappe.
14. Maatskappyrekenings: uitreiking van aandele en obligasies, finale rekenings en lansstate.

University of Fort Hare

EKONOMIE
Together in Excellence

1. Studieveld wat die ekonomie as sosiale wetenskap dek. 'n Breë oorsig van die ekonomiese ontwikkeling van 'n land uit die primitiewe stadium tot die moderne stelsel van grootskaalse produksie, spesialisasie en internasionale handel met spesiale verwysing na Suid-Afrika.
2. Inleiding tot ekonomiese begrippe: die betekenis van rykdom, waarde en nut, menslike behoeftes en die bevrediging daarvan.
3. Produksiefaktore en hul beloning.
4. Die mark: funksies; ontstaan en ontwikkeling van 'n moderne mark; betekenis en voorwaardes van 'n perfekte mark; vraag en aanbod as determinante van prys op 'n mark waar vrye mededinging bestaan.
5. Distribusie: die begrip volksinkome; beginsels van distribusie tussen die verskillende produksiefaktore. Elementêre ontleding van die volksinkome in Suid-Afrika.
6. Geld- en bankwese: die betekenis, vereistes en funksies van geld. Soorte banke en hulle funksies. Inflasie en deflasie. Die kwantiteitsteorie. Prys- indeks.
7. Die staat: ekonomiese funksies. Inmenging in die ekonomiese lewe beperk tot bemerking en lone. Elementêre behandeling van beginsels en druk van 'n goeie belastingstelsel.
8. Internasionale handel: oorsake en voordele; vryhandel en beskerming; handels- en betalingsbalans; elementêre behandeling van buitelandse valuta.
9. Ekonomiese belangrikheid van die verskillende bevolkingsgroepe. Bantoe-reservate en die oprigting van grensnywerhede.

HANDEL

1. Die organisasie van die handel:—

- (a) Funksies van handel; koop en verkoop; bemaking van produkte artikels; metodes van vereffening.
- (b) Krediet; besonderhede in verband met finansiële posisie; huurkoop.
- (c) Voorraadopname: doel en prosedure; uitverkopings.
- (d) Advertensies; vereiste van 'n goeie advertensie; kontrolering van res tate.
- (e) Versekering.
- (f) Finansiering van ondernemings en finansieringsbronne.
- (g) Kantoororganisasie en -praktyk; organisasie van 'n sakeondernemings funksies van verskillende departemente; opberging, indeksering, afhan deling van in- en uitgaande pos.
- (h) Vervoer; verskillende metodes van vervoer; voor- en nadele.
- (i) Handelsorganisasies in die Republiek van Suid-Afrika; die Departem ent van Handel en Nywerheid; die Buro van Standaard; Yskor, e.a.
- (j) Koöperasies: oorsprong, beginsels en funksies van verbruikers- en lan boukoöperasies.

2. Die behandeling van die bedryf:—

- (a) Inleiding: die taak en bestek, ontwikkeling, grondbegrippe; industrialis sie in Suid-Afrika.
- (b) Die oprigting van die bedryf: die organisatoriese aspek; die tegniese aspek; die finansiële aspek.
- (c) Die bestuur van die bedryf: algemene beginsels van bestuur; bestuur van arbeid; bestuur van produksie; bestuur van finansies.

HANDELSREKENKUNDE

Faktore, breuke en desimalisering van geld. Die metrieke stelsel. Verhouding eweredigheid. Persentasies. Belastinge en bankrotskappe. Gemiddeldes. Wins en verlies. Enkelvoudige rente. Diskonto op wissels. Renteberekening dag vir dag gemiddelde vervaldag. Vennootskap. Effekte en aandele. Muntstelsels en buit landse wisselkoerse; die kettingreël. Vierkantwortel. Samegestelde rente. Logaritmes. Gebruik van logaritmes vir rekenkundige berekeninge. Rekenkundige reekse. Meetkundige reekse. Jaarwette. Waardevermindering. Grafieke.

Together in Excellence

HANDELSREG

Die algemene beginsels van die kontraktereg. Die koopkontrak met inbegrip van die huurkoopkontrak. Die huur van sake. Die dienskontrak. Borgtog. Pand en ver pand. Retensieregte. Verteenwoordiging. Assuransie. Die vervoerkontrak. Verer gingsreg.

DEPARTEMENT VAN ENGELS

Vir kursusse en leerplanne in hierdie departement kyk Engelse teks.

DEPARTEMENT VAN GEOGRAFIE EN GEOLOGIE

Geografie

Dit word ver wag 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.

Kursus I

(Een Teoretiese en een praktiese vraestel.)

Een Teoretiese vraestel (3 uur)	60 persent.
Een Praktiese vraestel (4 uur)	40 persent.

1. Teoreties.

A. Inleiding tot die natuurkundige of fisiese Geografie.

- (1) *Die aarde as planeet.*—Die aarde se plek in die heelal-vorm, grootte en bewegings—gevolge van die bewegings bv. seisoene, dag en nag, verduisterings ens.—plek- en tyd bepalings—die probleem van kaartprojeksies.
- (2) *Oppervlakvorme.*—Die land- en seevorme van die aarde en die prosesse wat daarvoor verantwoordelik is.
- (3) *Die Klimaat.*—Weer en Klimaat—bestraling van die atmosfeer—temperatuur, lugdruk, winde en neerslag—klimaatstreke.
- (4) *Plante en diere.*

B. Inleiding tot die menslike Geografie.

- (1) Die mens—samestelling en verspreiding van die bevolking—indeling in rasse, tale, volkere, ens.
- (2) Menslike Nedersettings—platteland en stad.
- (3) Menslike bedrywe—landbou, handwerk, mynbou, ens.
- (4) Kommunikasies—verbinding oor land, see en lug.

2. Prakties (Geografiese Hulpmiddels).

A. Praktiese oefeninge ter illustrasie van die natuurkundige Geografie.

B. Die maak en gebruik van geografiese Handboeke:

- Finch, Trewartha, Robinson en Hammond: *Elements of Geography.*
Serton & Moolman: *Algemene Aardrykskunde.*
Monkhouse & Wilkinson: *Maps and Diagrams.*

Kursus II

(Twee teoretiese en een 4-uur praktiese vraestel.)

L.W.—Gedifferensieer vir B.A. en B.Sc.

A. Regionale Geografie.

- (a) Afrika (in meer besonderhede): B.A. en B.Sc.
- (b) Europa of Amerika of 'n ander wêrelddeel (in minder besonderhede): B.A. en B.Sc.

B. Sosiale en Staatkundige Geografie (B.A.).

C. Klimatologie en Weerkunde en Biogeografie (B.Sc.).

D. Prakties.

- (a) Algemene praktiese oefeninge en fotogrammetrie. (B.A. en B.Sc.)
- (b) Praktiese oefeninge oor Afdeling B. (B.A.)
- (c) Praktiese oefeninge oor C. (B.Sc.)

Nota:

Een vraestel oor Afdeling A	30 persent.
Een vraestel oor Afdeling B of C	30 persent.
Een praktiese eksamen	40 persent.

Handboeke:

- Kimble: *Tropical Africa*, Vol. I.
- Shaw: *Anglo-America*.
- Houston: *A Social Geography of Europe*.
- Van Valkenburg en Stotz: *Elements of Political Geography*.
- Critchfield: *General Climatology*.
- Monkhous & Wilkinson: *Maps and Diagrams*.
- Polunin: *Introduction to Plant Geography*; or
- Newbigin: *A Plant Geography*.

Kursus III

(Twee 3-uur vraestelle en een 4-uur prakties.)

L.W.—Gedifferensieer vir B.A. en B.Sc.

A. Regionale Geografie.

- (a) Suid-Afrika (in meer besonderhede): B.A. en B.Sc.
- (b) Ander regionale onderwerpe: B.A. en B.Sc.

B. Ekonomiese Geografie (B.A.).

C. Geomorfologie (B.Sc.).

D. Prakties.

- (a) Kartografie en kaartontleding. (B.A. en B.Sc.)
- (b) Praktiese oefeninge oor Ekonomiese Geografie. (B.A.)
- (c) Praktiese oefeninge oor geomorfologie. (B.Sc.)

Nota:

Een vraestel oor Afdeling A	30 persent.
Een vraestel oor Afdeling B of C	30 persent.
Een praktiese eksamen	40 persent.

Handboeke:

Vraestel 1: Wellington: *Southern Africa*, Vol. I en II.

Vraestel 2: B.A.: Shaw: *World Economic Geography*; *Oxford Economic Atlas of the World*.

Vraestel 2: B.Sc.: Lobeck: *Geomorphology*.
Steers: *The Unstable Earth*.

Prakties: Monkhous & Wilkinson: *Maps and Diagrams*.

Honneurs-Baccalaureuseksamen

Die eksamen bestaan uit die volgende:—

Groep A verpligtend: *Een vraestel*.

Groep D verpligtend: *Een oorspronklike navorsing*.

Groepe B en C:

- (a) Eerstens moet een van die vyf afdelings (Ekonomiese Aardrykskunde, Staatkundige Aardrykskunde, Sosiale Aardrykskunde, Klimatologie-Meteorologie, en Geomorfologie) gekies word as spesialiteitsrigting—*Twee vraestelle*.
- (b) Tweedens moet een van die afdelings wat nie binne die groep is waarin die spesialiteitsrigting val nie, gekies word—*Een vraestel*.

A.—1. Die ontwikkeling van Aardrykskunde as Wetenskap.

2. Moderne rigtings in die Aardrykskunde.

B.—1. Ekonomiese geografie.

2. Sosiale geografie.

3. Staatkundige Aardrykskunde.

C.—1. Klimatologie en Meteorologie.

2. Geomorfologie.

D.—Oorspronklike navorsingsprojek.

L.W.—'n Bibliografie sal deur die hoof van die departement verstrekk word.

Magistereksamen

Die eksamen bestaan uit 'n verhandeling oor 'n gebied of onderwerp gekies deur die kandidaat en goedgekeur deur die Studiekomitee.

Geologie.

(Die kursus word aangebied indien ministeriële goedkeuring daarvoor verkry word.)

L.W.—Kandidate moet bewyse van die praktiese werk wat hulle uitgevoer het, voorlê.

Kursus I

(Een 3-uur vraestel en een 6-uur praktikum.)

L.W.—Die afkortings na elke onderwerp in die leerplan verwys na die aanbevole handboeke. Handboeke: H.—Hurlbut: Dana's Manual of Mineralogy, 16de uitgawe. H. en C.—Hamilton en Cooke: Geology for South African Students, 4de uitgawe. L. en F.—Longwell en Flint: Introduction to Physical Geology. 1ste 4de uitgawe. L. en F.—Longwell en Flint: Introduction to Physical Geology. 1ste uitgawe. Ho.—Holmes: Principles of Physical Geology, 1ste uitgawe. S.—Spock: Guide to the Study of Rocks, 1ste uitgawe. T.—Tyrrell: Principles of Petrology, 2de uitgawe. J. en H.—Janisch en Hamilton: Section Drawing from Simple Geological Maps.

1. Kristallografie.

Kristalle en kristallisasie, struktuurkenmerke van kristalle, simmetrie, kristalnotasie, kristalvorms (H., bl. 16-41).

Kristalstelsels: Isometriese stelsel: Heksoktaëdriese, heksetraëdriese, en diploïdale klasse. Heksagonale stelsel: Diheksagonaal-dipiramidale, diheksagonaal-piramidale, heksagonaal-dipiramidale, heksagonaal-skalenoëdriese, trigonaal-trapesoëdriese en ditrigonaal-dipiramidale klasse. Tetragonale stelsel: Ditetragonaal-dipiramidale en tetragonaal-skalenoëdriese klasse. Ortombiese stelsel: Rombies-dipiramidale en rombies-piramidale klasse. Monokliene stelsel: Prismaticiese klas. Trikliene stelsel: Pinakoïdale klas (H., bl. 41-82). Tweelingkristalle en kristallyne aggregate (H., bl. 82-91).

2. Mineralogie.

Fisiese mineralogie: Splyting, skeiding, breuk, hardheid, kohesie-eienskappe, soortlike gewig, kenmerke afhanklik van lig, elektriese en magnetiese kenmerke (H., bl. 92-111).

Chemiese mineralogie: Elemente, chemiese mineraalklasse, afleiding van chemiese formules, elementêre kristalchemie (H., bl. 112-133). Klassifikasie van silikate (H., bl. 314-318).

Beskrywende mineralogie: Elemente: Goud, silwer, koper, platinum, swavel, diamant, grafiet. Sulfiede: chalkosiet, borniet, galena, sfaleriet, chalkopiriet, pirrotiet, pentlandiet, sinnaber, realgar, orpiment, stibniet, piriet, markasiet, arsenopiriet, molibdeniet. Sulfosoute: Pirargiriet, tetraëdriet, enargiet. Oksiede: Kupriet, korund, hematiet, ilmeniet, spinel, magnetiet, chromiet, kassiteriet, rutiel, pirolusiet, uraniet, limoniet, bauxiet, psilomelaan. Haliede: Haliet, krioliet, fluoriet. Karbonate: Kalsiet, dolomiet, magnesiet, sideriet, rodochrosiet, smithsoniet, aragoniet, witheriet, stronsianiet, serussiet, malagiet, asuriet. Sulfate: Bariet, selestiet, anglesiet, anhidriet, gips. Fosfate: Monasiet, apatiet. Tungstate: Wolframiet, scheeliet. Silikate: Kwarts en sy variëteite, ortoklaas, mikrolien, plagioklaas, leusiet, nefelien, sodaliet, analsiet, krodiëriet, kaoliniet, serpentyn, talc, chloriet, muskovieet, biotiet, flogopiet, antofilliet, tremoliet, aktinoliet, horingblende, enstatiet, hipersteen, ougiet, diopsied, egiriet, toermalyn, beril, olivien, granaat, epidoot, sirkoon, topaas, andalusiet, sillumaniet, kianiet, stourioliet, titaniet (H., bl. 169-314).

3. Petrologie.

Onderskeiding van stollings-, metamorfe- en sedimentêre gesteentes.

Stollingsgesteentes.—Mineralogiese en chemiese samestelling (S., bl. 40-42, 71-86, H. en C., bl. 76-78). Teksture: Fanerokristallyn, afanities, granities, felsities, porfirities, poikilities, vloeistruktuur, deurgroeiingsteksture, sferulities, vesikulêr, amandelsteenagtig, korrelgrootte, kristalliniteit (S., bl. 39-40, 20-36, H. en C., bl. 78-882). Voorkoms: Plutonies, hipabissaal, vulkanies, plate, gange, lakkoliete, lopoliete, fakoliete, vulkaniese nekke, batoliete, koepels, lawavloeiings (H. en C., bl. 71-75, Ho., bl. 82-89). Klassifikasie: Beginsels, mineralogie, chemie, tekstuur, benaming van gesteentes (T., bl. 101-110). Oorversadigde stollingsgesteentes: Graniet, skrifgraniet, adamelliet, granodioriet, tonaliet, dasiet, puimsteen, piksteen,

obsidiaan, granofier, rioliet, riolietporfier, granietporfier, apliet, pegmatiet. Intermediêre stollingsgesteentes: Siënië, siëniëporfier, tragiet, tragietporfier, monzoniet, latiet, dioriet, andesiet, andesietporfier, diorietporfier, minet, vogesiet, spessartiet, kersantiet. Alkaligesteentes: Alkalisieënië, alkaligranië, melteëgiet, ijoliet, urtiet, nefeliësiënië, nefeliësiëniëporfier, tinguaë, kanadië, fonoliet, fonolietporfier, shonkinië, nefelinië, leusiteit, leusitofier, essexiet, teraliet, tescheniet, tefriet, basaniet, veldspatoëd-basalte, camptoniet, monchiquiet, karbonatiet. Basiese en ultrabasiese gesteentes: Gabbro, noriet, doleriet, basalt, tagiliet, spiliet, olivien-gabbro, olivien-noriet, olivien-basalt, olivien-doleriet, anortosiet, pirokseniet, amfiboliet, duniet, harzburgiet, wehrliet, lherzoliet, kimberlië, limburgiet, pikriet, troktiliet (T., bl. 110-130). Samestelling van magmas, kristallisasie, eutektiese mengsels, reaksiereeks (plagioklase), orde van kristallisasie (S., bl. 88-104). Oorsprong van gabbro, granië, pegmatiet, apliet, femiese rotse en anortosiet, alkalirotses. Granitisasie (S., bl. 104-121).

Metamorfe gesteentes.—Metamorfe agense, herkrystallisasie, verskillende soorte metamorfose (S., bl. 216-224). Samestelling van metamorfgesteentes (S., bl. 191-195). Teksture en strukture: Porfiroblasties, palimpsest, granoblasties, skisagtig, gneisagtig, kristalloblasties, lineasie, foliosie, skisteusheid, leikliewing (S., bl. 196-202, H. en C. bl. 148-150). Klassifikasie: Teksturele klasse: Horingfelse, leie, filliete, skiste, amfiboliete, gneise, marmers, miloniete, eklogiete, granuliete, breksies, flaserotse, kwartsiet, leptiet (S., bl. 203-216, T., bl. 281-320). Metamorfe sones (S., bl. 226-229). Kataklastiese, kontak-, regionale en plutoniese metamorfose en hulle produkte (S., bl. 281-320, H. en C., bl. 147-156).

Sedimentêre gesteentes.—Verweringsprodukte, talus, gronde, lateriet, klassifikasie, teksture, korrelgrootte (S., bl. 138-140, 148, 154-156, T., bl. 171-191). Klastiese sedimente: Breksie, konglomeraat, agglomeraat, tilliet, sandsteen, kwartsiet, grint, grouwak, arkoos, slijksteen, skalie, moddersteen, tuf, merrel (S., bl. 156-174, T., bl. 203-216). Oorsprong van genoemde gesteentes. Chemiese sedimente: Oorsprong en beskrywing van kalkstene, chert, travertyn, kalkkreet, silkkreet, ferrikreet, dolomiet, sout, gips, anhidriet (S., bl. 174-182, T., bl. 217-233). Organiese afsettings: Oorsprong en beskrywing van kalkstene, radiolarië, diatomiet, steenkoolsoorte, guano, moerasystererts (S., bl. 182-184, T., bl. 234-249). Litifikasie en diagenese (S., bl. 162-164). Omgewings van afsetting (S., bl. 164-170, H. en C., bl. 113-118).

4. Fisiese Geologie.

Verwering.—Meganies: temperatuursverandering, vries van water, afskilfering organismes. Chemies: prosesse, verwerking van rotsvormende minerale en gesteentes faktore wat verwering beïnvloed, verweringsprodukte (Ho., bl. 112-125, L. en F. bl. 84-100).

Together in Excellence

Puinverskuiwings.—Faktore wat beweging van puin beheer, kenmerke van bewegende materiaal. Vinnige bewegings: Insakking, rotsverskuiwings, moddervloeiings, grondverskuiwings. Stadige bewegings: Bodemkruip, bodemvloeiing, rotsgletsers (L. en F., bl. 101-114).

Grondwater.—Watertafel, kenmerke van waterdraers, beweging van grondwater fontein, artesiëse waterbronne, grondwater in kalksteengebiede, warmwaterfontein Suid-Afrikaanse grondwater: Verweringskomme, kalksteengebiede, breuke en verskuiwings, kontakte van stollingsgesteenteindringings, homogene waterdraers, artesiëse bronne (L. en F., bl. 159-171, Ho., bl. 126-142, L. en F., bl. 80-81, H. en C., bl. 97-99. Enslin: Transactions of Geological Society of South Africa, Vol. 59, 1956 p. xv-xxi).

Lopende water.—Hidrologiese siklus, faktore wat stroomsnelheid beheer, vrag van strome, erosieprosesse, dreineringskomme, erosiebasis, lengte en dwarsprofiële van valleie, ewewigprofiel en faktore wat dit beheer, vergroting van rivierdale, knikpunte watervalle, stroomrowing, vorming van meanders, afsetting in stroombeddings, deltas terrasse, waaiers (L. en F., bl. 115-155, Ho., bl. 143-202).

Winderosie.—Woestyne, vervoer van materiaal deur wind, erosie, afsettings watererosie in woestyne (L. en F., bl. 203-223, Ho., 253-275).

See-erosie.—Golwe en golfbeweging, erosieprosesse, strandprofiële, ewewigprofiel, strandafsettings, rias- en fjordkuste, kuslyne van styging en daling, ondersese kanjons. Voorkoms, tipes en ontstaan van koraalriwwe (L. en F., bl. 240-254, 224-239, Ho. bl. 277-329).

Vergletsing.—Sneeuvelde en gletsers, gletserbeweging, oppervlakte kenmerke van gletsers, erosie, gletsersdale, gletsersafsettings, fluvioglasiale afsettings, mere (Ho. bl. 204-245, L. en F., bl. 172-202).

Vulkanisme.—Vulkaniese produkte. Vulkaniese strukture: maars, askeëls, aangestelde keëls, lawakeëls, lawakoepels, lawaplato's. Tipes erupsie, verspreiding van vulkane (L. en F., bl. 57-75, Ho., bl. 57-75, Ho., bl. 443-480).

Aardbewegings.—Algemene kenmerke, effekte van aardbewegings, klassifikasie, verspreiding, seismiese golwe en die waarneming daarvan, struktuur van die aarde en sy kors (L. en F., bl. 310-334, Ho. bl. 358-376).

Struktuur Geologie.

Strukture as gevolg van afsetting. Rek- en skeurnate.

Verskuiwings.—Terminologie, normale verskuiwings, opskuiwings, stootverskuiwings, skeurverskuiwings, wringverskuiwings, dekbladverskuiwings, blokverskuiwings, en slenkdale.

Plooiing.—Terminologie, antikliene, sinkliene, monokliene, lêplooië, komme, oepels. Uitwerking van denudasie op geologiese strukture.

Bergbouing.—Geosinkliene en bergbouing, kenmerke van orogene streke, orogenetiese siklus, moontlike oorsake vir vorming van geosinkliene en bergbouing (Ho., bl. 69-82, 377-413, L. en F., bl. 335-356, 273-297, H. en C., bl. 135-144).

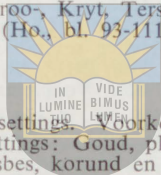
Historiese Geologie.

Paleontologie.—Bewaring en voorkoms van fossiele, nut van fossielstudie, klassifikasie van fossiele in phyllae. Stratigrafie: Onderverdeling van strata in sisteme, eries, ens., internasionale geologiese kolom en die Suid-Afrikaanse geologiese kolom.

Geologie van Suidelike Afrika.—Fisiografiese kenmerke van Suid-Afrika. 'n Studie van die volgende Suid-Afrikaanse rotsformasies: Primitiewe sisteme, argeïse graniete en gneise, Dominion Rif-, Witwatersrand-, Ventersdorp-, Transvaal-, Loskop-, Waterberg-, Nama-, Kaap-, Karoo-, Kryt, Tersiere en Resente sisteme. Bosveldkompleks en nakarooulkanisme (Ho., bl. 93-111, L. en F., bl. 267-272, H. en C., bl. 175-337).

Ekonomiese Geologie.

Kenmerke en ontstaan van ertsafsettings. Voorkoms, kenmerke en ontstaan van Suid-Afrikaanse erts- en mineraalafsettings: Goud, platinum, tin, koper, yster, mangaan, chroom, diamant, steenkool, asbes, korund en uraan (H. en C., bl. 338-390).



UNIVERSITY OF FORT HARE

1. **Kristallografie.**—Beskrywing van eenvoudige kristalvorme van die kristalstelsels en klasse genoem in die kursus; met aanduiding van (a) die simmetrie-elemente van die betrokke kristalklas; (b) die asseverhoudings van die betrokke stelsel; en (c) die verhouding van elke vlak van die kristalvorm tot die betrokke kristallografiese asse.

2. **Mineralogie.**—Identifikasie gebaseer op fisiese eienskappe met aangawe van chemiese samestelling, van die minerale genoem in die kursus.

3. **Petrologie.**—Identifikasie, klassifikasie, beskrywing en mineraalsamestelling van die rotssoorte genoem in die kursus.

4. **Paleontologie.**—Identifikasie, klassifikasie en beskrywing van die vernaamste Suid-Afrikaanse fossiele.

5. **Kaarte en Profile.**—Teken van profile van eenvoudige topografiese en geologiese kaarte waarop sedimentêre en intrusiewe gesteentes, skuinsgestelde en/of geplooië lae en verskuiwings aangedui is. Beskrywing van geologiese kaarte. Oplossing van eenvoudige struktuurprobleme. (J. en H.)

KURSUS II

(Twee 3-uur vraestelle en twee 6-uur praktika)

Handboeke.—D.—Ford: Dana's Textbook of Mineralogy, 4e uitgawe. W.—Winchell: The Elements of Mineralogy, 1e uitgawe. Wa.—Wahlstorm: Optical Crystallography, 1e uitgawe. Wa. T.I.P.—Wahlstrom: Theoretical Igneous Petrology, 1e uitgawe. M.—Mason: Principles of Geochemistry, 2e uitgawe. B.—Barth: Theoretical Petrology, 1e uitgawe. T.—Tyrrell: Principles of Petrology, 2e uitgawe. T. en V.—Turner en Verhoogen: Igneous and Metamorphic Petrology, 1e uitgawe. S.—Shand: Eruptive rocks, 3e uitgawe. K.—Krumbein en Sloss: Stratigraphy and Sedimentation, 1e uitgawe. Tw.—Twenhofel: Principles of Sedimentation, 1e uitgawe. H.—Harker: Metamorphism, 3e uitgawe. E.—Evans. Crystal Chemistry, 1e uitgawe.

Vraestel 1.—Kristallografie, Kristal-optika en Mineralogie.

Kristallografie.

Algemene eienskappe en struktuur van kristalle (D., art. 5-8). Simmetrielemente, kristalvorm, asseverhoudings, Weis- en Miller-indekse, Wet van rasionele indekse (D., art. 9-17, 22, 39-42, 48). Sone, sone-as, sonesimbool en sonale verdeling (D., art. 43, 50). Beginsels van die diffraksie van X-strale, en Bragg se wet ($n\lambda = 2d \sin \theta$), ruimtetralies en ruimtegroepe (D., art. 30-35). Sferiese, stereografiese en gnomoniese projeksies (D., art. 45, art. 46, W., bl. 19, 20, D., art. 47, allee bl. 57 en 58).

Kristalstelsels en klasse: Met behulp van veralgemeende stereogramme met die vorms, met hulle Miller-indekse, van die volgende kristalklasse bestudeer word: 1. Isometriese stelsel—Normale klas, pirtoëdriese klas, tetraëdriese klas, plagioidriese klas (D., art. 55-68 of W., bl. 30-42, D., art. 71-75, 77-80, of W., bl. 42-55, D., art. 82, 83). 2. Tetragonale stelsel—Normale klas, hemimorfe klas, tripiramidale klas, sfoenoëdriese klas, trapesoëdriese klas (D., art. 89-100, 102-106, 108-115). 3. Heksagonale stelsel, heksagonale afdeling—Normale klas, hemimorfe klas, tripiramidale klas, trapesoëdriese klas, trigonale klas (D. art. 123-140, 143, 144). 4. Heksagonale stelsel, trigonale afdeling—Romboëdriese klas, romboëdriese—hemimorfe klas, triromboëdriese klas (D., art. 136-153, 155-164). 5. Ortorombiese stelsel—Normale klas (D., art. 178-185, 190, 191, of W., bl. 96-102). 6. Monoklienestelsel—Normale klas, hemimorfe klas (D., art. 198-205, 208). 7. Trikliesenestelsel—Normale klas, asimetiese klas (D., art. 219-222, 224-226). Meting van kristalhoeke (D., art. 234-238). Tweelingkristalle (D., art. 239-247).

Kristal-optika.

Eienskappe van liggolwe en interferensie (Wa., bl. 18-23, D., art. 311-320). Die petrografiese mikroskoop en sy toebehore (D., art. 362-363, Wa., bl. 24-29). Meting van brekingsindekse (Wa., bl. 37-50, D., art. 322-333). Voortplanting van lig deur anisotropiese stowwe, Fletcher se indikatrics (Wa., bl. 54-65, 67, 68, 74-83, 87, 118-122, D., art. 347-353, 390, 391). Straaloppervlakte en golfoppervlakte in eenassige kristalle (Wa., bl. 57-68). Voortplanting van lig in 'n kalsiet-kloofkristal (Wa., bl. 63-65).

Straaloppervlakte in twee-assige kristalle (Wa., bl. 124-128, D., art. 404). Eksterne en interne keëlvormige ligbreking (Wa., bl. 136-139, D., art. 407-408). Interferensiefigure en die verklaring daarvoor (Wa., bl. 89-103, 145-178). Bepaling van uitdowingshoeke, Optiese assehoeke, dubbellekting, teken van verlenging (Eng. elongation) en pleochroïsme van mineraalkorreltjies onder die mikroskoop (Wa., bl. 80-83, 85, 86, 116-117, 153-155, D., art. 411, 412, 409, 418, 419, 353-354, 413, 414, 401, 423). Kleurskifting by minerale (Wa., bl. 53, 179-187, D., art. 334, 426-432).

Mineralogie.

Fisiese mineralogie: Splyting (Eng. cleavage), skeiding (Eng. parting), breuk (Eng. fracture), elastisiteit, rekbaarheid, hardheid, soortlike gewig, kleur, glans, smeltbaarheid, piro- en pieso-elektrisiteit, fluoressensie en fosforessensie, tribo-luminessensie (D., art. 279-282, 288, 293, 294, 295, 298, 299, 300-306, 366, 369, 370-372, 377-379, 450, 451, 504). Struktuurmineralogie: Fase van stowwe, vry energie, orde en disorde, ioongroottes en koördinasiegetalle, soorte bande (M., bl. 69-77, E., bl. 18-40).

Sistematiese mineralogie: Grade van verwantskap tussen minerale (familie groep, reeks, soort, variëteit), Polimorfie (D., art. 487). Klassifisering van minerale (D., art. 534, bl. 393, 394, W., bl. 224). Klassifisering van silikate (W., bl. 315-321, M., bl. 77-79). Noukeurige bestudering van die silika-minerale, veldspate, piroksene, amfibole, mikas, chloriet, talk, kleiminerale, olivien, apatiet, die granaatgroep, die pirietgroep (M., bl. 97-115, D., die betrokke mineraalbeskrywings, W., die betrokke mineraalbeskrywings).

Vraestel 2.—Petrologie.

Stollingspetrologie.

Ontstaan van die aarde (B., bl. 3-6, M., bl. 7-20). Interne struktuur van die aarde soos afgelei uit aardbewingstudies, studie van meteoriete en kosmiese, termodynamiese en chemiese beginsels (M., bl. 26-62, B., bl. 19-35). Die magma; sy voorkoms, samestelling, fisiese geaardheid, temperatuur en druk (B., bl. 61-62).

131-155, M., bl. 92-96, T., bl. 46-56, T. en V., bl. 46-54). Die kristallisering van smeltsels wat uit die volgende bestandele bestaan: Albiet en anortiet; diopsied en anortiet; silika, anortiet en wollastoniet; diopsied, albiet en anortiet; diopsied, hipersteen, albiet en anortiet; silikaat en water (B., bl. 86-89, 94-96, 137, T., bl. 61-73, M., bl. 118-121).

Die reaksiebeginsel in die petrologie (B., bl. 117, 118, bl. 124-128). Versoembare en onversoembare fases in 'n magma (S., bl. 118-127). Magmatiese differensiasie en assimilasië van randrotse (B., bl. 161-164, T. en V., bl. 111-123). Orde van kristallisasië van minerale uit 'n magma (S., bl. 105-116). Petrografiese provinsies en die alkalikalk-indeks van stolrotse (B., bl. 168-173). Vorms van stollingsliggame (T., bl. 13-32). Strukture en teksture van stolrotse (T., bl. 32-45, 79-100). Indeling en benaming van stolrotse (B., bl. 63-68, 76-82, T., bl. 101-130). Granitisasië (S., bl. 252-265, Wa. T.I.P., bl. 244-260). Magmatektoniek (B., bl. 156-160). Laatmagmatiese en na-magmatiese prosesse (S., bl. 154-161, Wa., T.I.P., bl. 272-288).

Sedimentêre Petrologie.

Die Chemie van verwerking en mineraalveranderings (B., bl. 37-40). Faktore wat mineraalveranderings beheer (B., bl. 41-47, M., bl. 154-169). Vervoer van sedimente (K., bl. 153-165). Klassifisering van afsettings in die volgende klasse en beskrywing van die klasse: Residuele afsettings, klastiese afsetting, chemiese afsettings, organiese afsettings (T., bl. 171-249). Omgewings van afsetting en hulle sedimente (Tw., bl. 22-24, 53-141). Mineraleinhoud van sedimente, korrelgrootte en vorm (T., bl. 187-194). Strukture in sedimentêre afsettings (K., bl. 94-101. Lees ook Tw., bl. 524-633). Indeling van sedimentêre rotse (K., bl. 114-147): Diagenese en litifikasië (K., bl. 213-223).

Metamorfe Petrologie.

Soorte metamorfose en die faktore wat dit veroorsaak (T., bl. 251-256, B., bl. 246-248). Mineraleveranderings: Stabiliteit van minerale, diffusie van bestandele, die begrippe Gibbs se vrye energie en aktiwiteit (T., bl. 260-266, B., bl. 15-17, 248-256, 314-323, H., bl. 1-28, T. en V., bl. 403-414).

Termiese metamorfose (T., bl. 289-302, B., bl. 268-280). Dinamiese metamorfose (T., bl. 281-288). Regionale metamorfose, insluitend mineraalveranderings onder drukspanning, skuifspannings- en gelykspanningsminerale en Grubenmann en Barrow se klassifikasië (T., bl. 303-320, B., bl. 323-325, H., bl. 177-229, T. en V., bl. 390-393). Metamorfe strukture en teksture (T., bl. 266-280, B., bl. 290-294. Lees ook H., bl. 29-44). Die chemiese beginne van Eskola (B., bl. 330-343, M., bl. 252-259, T. en V., bl. 428-435). Metasomatisme, migmatisme en anateksis (T., bl. 321-336, B., bl. 363-369, M., bl. 271-272, T. en V., bl. 481-485).

PRAKTIESE WERK.

L.W.—Kandidate moet twee slypplaatjies van rotse wat hulle self berei het by die praktiese eksamen inlewer. Die slypplaatjies moet as hulle eie werk gesertifiseer word deur die persoon onder wie se leiding hulle dit gemaak het.

Vraestel 1.—Kristallografie en Mineralogie: Identifisering van die verskillende kristalvorms en bepaling van kristalelemente. Die gebruik van stereografiese en gnomoniese projeksies. Kwalitatiewe chemiese ontleding van minerale. Mikroskopiese ondersoek van minerale, beide in dunsnitte en in korrelmonterings. Identifisering van minerale deur fisiese toetse.

Vraestel 2.—Petrologie: Identifisering en beskrywing van eksemplare en slypplaatjies van tipiese gesteentes. Die bereiding van slypplaatjies van minerale en rotse.

Aanbevole boeke: Die boeke vir die kursus aanbeveel; ook Kerr: Optical Mineralogy, 3de uitgawe, Larsen en Berman: The Microscopic Determination of the non-opaque Minerals, en chemiese mineralogieleiding wat verskaf word.

Kursus III

(Die 3-uur vraestelle en twee 6-uur praktika.)

Handboeke: T.—Thornbury: Principles of Geomorphology, 1e uitgawe. K.—King: South African Scenery, 2e uitgawe. B.—Billings: Structural Geology, 2e uitgawe. N.—Nevin: Principles of Structural Geology, 4e uitgawe, D. en R.—Dunbar en Rogers: Principles of Stratigraphy, 1e uitgawe. S. en B.—Stovall en Brown: The

Principles of Historical Geology, 1e uitgawe. du T.—du Toit: Geology of South Africa, 3e uitgawe. S.—Swinnerton: Outlines of Palaeontology, 3e uitgawe. Sh.—Shimer: An Introduction to the Study of Fossils, 2e uitgawe. Ba.—Bateman: Economic Mineral Deposits, 2e uitgawe. Mineral Resources of the Union of South Africa, 3e uitgawe. Ho.—Holmes: Principles of Physical Geology. Ba.—Bateman: Economic Mineral Deposits, 2e uitgawe.

Vraestel 1.

1. Geomorfologie.

Geomorfiese agense en prosesse, degradasie en aggradasie, invloed van klimaat op geomorfiese prosesse (T., bl. 34-67). Die Erosiesiklus en die sisteem van Penck (T., bl. 20-21, 11-15, 198-204). Die Fluviale siklus: Strome en valleie, erosiebasis, vereffening van strome en dalprofiel, klassifikasie van dale, dreineringspatrone en teksture, meanders, ideale fluviale siklus, onderbreking van die siklus, waterskeiding, rivierterrasse, stroomafsettings, deltas, waaiers (T., bl. 99-175, K., bl. 26-44). Skievlaktes (T., bl. 177-198). Pedimentasie, hangontwikkeling, invloed van klimaat op hangontwikkeling (K., bl. 45-51, T., bl. 276-282, 283-290).

Die Ariede siklus: Woestynse en hulle klimaat, vernaamste landvorme a.g.v. erosie en afsetting, winderosie en afsettingsvorme (T., bl. 290-315, K., bl. 88-97). Semiariede siklus (K., bl. 52-60). Invloed van rotshardheid en strukture op erosie, die geomorfiese siklus in geplooides gebiede, effekte van verskuiwing, kanteling en verbuigings (K., bl. 60-79, 168-204, T., bl. 208-230, 243-275).

Karsterosie: Kenmerke van karstgebiede, ontwikkeling van ondergrondse dreinerings, die siklus (K., bl. 107-114, T., bl. 316-352). Vergletsering: Berggletsering en landvorme a.g.v. erosie en afsetting kontinentale vergletsering en landvorm fluvioglasiale afsettings, mere (K., bl. 134-146, T., bl. 367-423). Marine-erosie Strandprofiel, topografiese kenmerke a.g.v. erosie en afsetting, klassifikasie van kuslyne effekte van styging en daling, topografie van die oseaanbodems, koraalriwwe (K., bl. 119-128, T., bl. 427-487).

Vulkanisme: Verspreiding, tipes vulkane en keëls, vulkaniese plato's (K., bl. 147-167, T., bl. 488-514). Bedekking en topografie, bedekking en herblootstelling, geërfde dreinerings, fossieltopografie in Suid-Afrika (K., bl. 222-239). Geomorfologie van Suid-Afrika: Erosie-oppervlakte, geomorfiese provinsies (K., bl. 239-324).

2. Struktuurgeologie.

Meganiese beginsels: Kräfte, spanning, vervorming, fisiese kenmerke van gesteentes, plastiese deformatsie (B., bl. 7-32, N., bl. 1-34). Plooiing: Beskrywend terminologie, beskrywing van plooiingstipes, faktore wat plooiing van gesteentes beheer, verhouding van plooiing tot deformatsiekrigte, effekte van oorspronklike strukture op verbuigings, meganika van plooiing (B., bl. 33-92, N., bl. 35-82).

Verskuiwing: Beskrywend terminologie, klassifikasie en beskrywing van verskillende verskuiwingstipes, beweging en rigting van beweging langs verskuiwingsvlakke, meganika en oorsake van verskuiwings en plooiing, herkenning van verskuiwings in die veld (B., bl. 93-241, N., bl. 83-180). Nate: Algemene kenmerke, klassifikasie, ouderdom (N., bl. 146-160, B., bl. 106-123). Diskordansies (B., bl. 242-253). Oorspronklike strukture (N., bl. 201-217). Kliewing en skisteusheid: Beskrywing, oorsprong en verhouding tot hoofstrukture (B., bl. 326-351, N., bl. 161-179).

Isostasie, vertikale bewegings en samedrukkingdeformasie in die aarde se korpus (N., bl. 240-268). Struktuur van kontinente en oseaanbodems, teorieë oor die verspreiding van kontinente en oseane (N., bl. 271-298, Ho., bl. 487-509). Bergbouing Geosinkliene en die deformatsie daarvan. Indringing, orogene siklus, algemene kenmerke van bergsisteme. (N., bl. 299-328, Ho., bl. 377-413).

Vraestel 2.

1. Ekonomiese Geologie.

Verhouding van magmas tot mineraalafsettings. Soorte Stollingsgesteentes en afsettings. Magmatiese konsentrasie, sublimasie, kontakmetasomatisme, hidrotermale prosesse (holtevuiling, vervanging), sedimentasie, verdamping, residuele en meganiese konsentrasies, oksidasie en supergene verryking, metamorfose. Faktore wat die afsetting van minerale beheer. Metaal provinsies. Klassifikasie van minerale afsettings. Oorsprong en voorkoms van die volgende Suid-Afrikaanse nuttige afsettings en die klassifikasie daarvan: Diamant, goud, platinum, koper, yster, mangaan, tin, nikkell, pegmatiet, minerale, asbes, steenkool, klei, korund, grafiet, gips, kalkklip, sout, sand. (Ba., hoofstukke 4, 5, 6, 8, du T., hoofstuk 20, Mineral resources of the Union of South Africa, die betrokke hoofstukke.)

2. *Historiese Geologie.*

Stratigrafie: Algemene beginsels (D. en R., bl. 97-110). Stratigrafiese opeenvolging (D. en R., bl. 110-116). Diskordansies (D. en R., bl. 116-134). Sedimentêre fases (D. en R., bl. 135-156). Plaaslike opeenvolging van strata (D., en R., bl. 257-270). Korrelasie (D. en R., bl. 271-307).

Radioaktiwiteits- en nie-radioaktiwiteitsgeochronologie (S. en B., bl. 25-42). Geologie, paleontologie en stratigrafie van die na- en voor-Kambriese tydperke van die aarde se geskiedenis in hooftrekke (S. en B., bl. 99-116).

Vraestel 3.

1. *Suid-Afrikaanse Geologie.*

Stratigrafiese kolom en geologiese geskiedenis van Suid-Afrika (du T., bl. 19-26, 552-579, geologiese kaart van die Unie). Primitiewe sisteme, argeïese granietegneise, Dominionrif-, Witwatersrand-, Ventersdorp-, Transvaal-, Loskop, Waterberg-, Nama-, Kaap-, Karoo-, Kryt-, Tersiere en Kwaternêre sisteme. Bosveldstollingskompleks, Karoodoleriete, Na-Karoo vulkanisme. (du T., hoofstukke 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17).

2. *Paleontologie.*

Bewaring en voorkoms van fossiele, nut van fossielstudie, evolusieteorieë (S. en B., bl. 48-64, Sh., bl. 1-41). Morfolgiese studie, klassifikasie en ontwikkeling van die volgende groepe: Foraminifera en Radiolaria (S., bl. 11-24), Porifera (S., bl. 24-27), Hydromedusae (S., bl. 29-45), Anthozoa (S., bl. 45-62), Brachiopoda (S., bl. 77-93), Echinoderma (S., bl. 105-162), Mollusca (S., bl. 163-222), Arthropoda (S., bl. 223-263), Vertebrata (S., bl. 264-354), Thallophyta (Sh., bl. 52-64), Pteridophyta (Sh., bl. 69-82), Spermatophyta (Sh., bl. 82-111). Morfologie en klassifikasie van Suid-Afrikaanse plant- en dierfossiele. By die algemene studie van fossiele moet veral aandag gegee word aan die groepe wat van Suid-Afrikaanse belang is.

PRAKTIESE WERK

Vraestel 1.—Verklaring en tekening van profiele van geologiese kaarte. Oplossing van struktuurprobleme. Isometriese, ortografiese en stereografiese projeksies. Voulvyn by die ortografiese projeksie. Hellingprobleme. Dikte en diepte van lae, Driepuntprobleme. Dagsoompatrone en hoogtelynkaarte. Punt-, lyn- en vlakprobleme waarby geen rotasie was nie). Probleme waarby afstande gevind moet word. Verskuiwingsprobleme (sonder rotasie).

Vraestel 2.—Beskrywing van topografiese kaarte. Plaaslike veldwerk met behulp van die meettafel en die gebruik van lugfoto's.

Identifikasie en beskrywing van fossiele.

Identifikasie van Suid-Afrikaanse rotse en minerale in die handmonster en met behulp van die mikroskoop.

Boeke Aanbeveel.

Struktuurprobleme: Billings, bl. 421-491, Nevin, hoofst. 13.

Topografiese kaarte: Thornbury, hoofst. 21. Veldwerk: Lahee:—Field Geology. S.A. Rotse en minerale: Dana's Textbook of Mineralogy, Mineral Resources of the Union of S.A. (Staatsdrukker). Geologiese kaarte (verkrygbaar by die Staatsdrukker). Nos. 42 of 46, 61 of 62, 68 of 102, 151, 109, 119, 179, 12. Paleontologie: Swinnerton en Shimer.

DEPARTEMENT VAN GESKIEDENIS

Kursus I

(Een vraestel)

1.—Europese Geskiedenis, 476-1555 n.C.

Vir persoonlike gebruik:

Thompson & Johnson: *Introduction to Medieval Europe* (W. Norton & Co.).

2.—Geskiedenis van Suid-Afrika van die Portugese ontdekkings tot die einde 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:

F. Schevill: *A History of Europe* (Harcourt, Brace).

Hayes: *A Political and Cultural History of Modern Europe*, Vol. (Macmillan, N.Y.).

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 leeskennis van Afrikaans te bekom voordat hulle met Kursus II begin.

Kursus III

Vraestel 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).

Vraestel 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.

Vraestel 3.—Geskiedenis van Suid-Afrika na 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*
Cambridge History of the British Empire, Vol. VIII (South Africa).

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 internasionalisme in Europa in die 19de en 20ste eeu.
 - (d) Die plek van Afrika in die Wêreldgeskiedenis in die 19de en 20ste eeu.
 - (e) Die opkoms van die V.S.A. in die 19de en 20ste eeu.

L.W.—Alle opsies word nie doseer nie en die Departementshoof moet vooraf raadpleeg word.

Dit word aanvaar dat voornemende studente op hoogte is met die taalvereistes in Kursus II uiteengesit.

Magisterekssamen

Die eksamen bestaan uit:

'n *Verhandeling*, waarvan die onderwerp deur die Senaat goedgekeur moet word enstels ses maande voordat dit ingelees word. Dit moet vergeesel 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 hoorlik gebind.

DEPARTEMENT VAN GODGELEERDHEID

Vir kursusse en leerplanne in hierdie departement kyk Engelse teks.

DEPARTEMENT GRIEKS

Grieks: Voorbereidende kursus

(Een vraestel)

'n Sub-minimum van 35 persent word gestel in die vertalingsafdeling.

(a) Vrae oor die sintaksis en vormleer van Attiese Grieks, met uitsluiting van die optatief en gebruike daarvan.

(b) Afrikaanse/Engelse sinne vir vertaling in Grieks.

(c) Eenvoudige Grieks vir vertaling in Afrikaans/Engels.

Vir Grammatikale Studie:

Walters en Conway: *Deigma*, A first Greek Book (John Murray, London)

F. Ritchie: *First Steps in Greek* (Longmans, Green & Co., London).

Stelwerk:

W. H. D. Rouse: *A Greek Boy at Home* (Blackie & Son Ltd, London).

Kursus I

'n Sub-minimum van 35 persent word vereis in elke vraestel sowel as in die onvoorbereidende vertaling en stelwerk tesame.

Vraestel 1 (100 punte).

(a) Twee voorgeskrewe boeke, albei 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 hulle voorgeskrewe werke.

Studente moet vertrouwd wees met die iambiëse trimeter soos dit in die tragedie voorkom.

(Vertaling \pm 33 persent, aantekeninge \pm 28 persent, algemene vrae \pm 10 persent, skandering \pm 4 persent).

(b) Onvoorbereide vertaling van een passasie uit Grieks (25 persent).

Vraestel 2 (100 punte).

(a) Onvoorbereide vertaling van twee passasies uit Grieks (40 persent), en vertaling in Grieks van 'n aantal losstaande sinne (30 persent).

(b) Oorsig van die Griekse geskiedenis van \pm 1,000 tot 323 V.C. (30 persent)

Voorgeskrewe Werke:

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

Medea (seleksies).

Xenophon: *Anabasis* lib IV (ed. Edwards: Cambridge Univ. Press).

Vir Grammatikale Studie:

Walters and Conway: *Deigma*, A First Greek Book (J. Murray, London)

Van Oppenraay en Vermeulen: *Hellenikê Glotta: Griekse Spraakkunst* (Dekker en Van de Vecht, Nijmegen).

W. G. Rutherford: *A First Greek Grammar*.

Stelwerk:

North en Hillard: *Greek Prose Composition* (Rivingtons).

Woordeboeke:

An Intermediate Greek-English Lexicon, founded upon the 7th edition of Liddell and Scott's *A Greek-English Lexicon* (Oxford Univ. Press).

Vertaling (Oefeninge):

C. S. Jerram: *Anglice Reddenda: Greek Extracts* (Oxford Univ. Press 1956).

Griekse Geskiedenis:

C. E. Robinson: *History of Greece* (Methuen).

Vir aanvullende lees- en naslaanwerk:

G. W. Botsford and C. A. Robinson: *Hellenic History* (MacMillan & Co.),
en

J. B. Bury: *A History of Greece* (MacMillan & Co.).

Griekse Gees en Beskawing:

H. D. F. Kitto: *The Greeks* (Pelican series).

Kursus II

'n Sub-minimum van 35 persent word vereis in elke vraestel.

Vraestel 1 (100 punte).

Vier voorgeskrewe boeke almal vir noukeurige studie, meesal gekies uit die werke van Euripides, Homeros (Odysseia), Herodotos, Plato of Demosthenes. 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 hulle voorgeskrewe werke.

Studente moet vertrouwd wees met die heksameter en ook met die dialoogversmaat en die meer reëlmatige liriese sisteme in die voorgeskrewe tragedie. (Die vrae oor een van die boeke en 'n gedeelte van die literêre vrae sal in vraestel 2 gestel word.)

Vraestel 2 (100 punte).

Afdeling A.—Voortsetting van die vrae oor die voorgeskrewe werke (sien vraestel 1)—(35 punte).

Afdeling B.—(i) 'n Oorsig van die Griekse Godsdienste of van die Griekse konstitusionele geskiedenis (50 punte); (ii) 'n Oorsig van die Griekse oudhede (15 punte).

Vraestel 3 (100 punte).

Vertaling op sig (60 punte) en stelwerk (temas) (40 punte).

Voorgeskrewe Werke:

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

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

Demosthenes: *Philippic 1 and Olynthiacs* (Sandys MacMillan & Co.).

Herodotos: *lib. III* (Capp. 1-97) (Univ. Tut. Press).

Homeros: *Odysseia* lib. IX and XII (ed. Stanford, *Odysseia*, lib. I-XII MacMillan & Co.).

Vir werke i.v.m. Grammatikale studie, stelwerk, woordeboeke, vertaling (oefeninge), Griekse geskiedenis, gees en beskawing word studente verwys na dié wat voorgeskryf is vir Kursus I. In toevoeging as iets meer gevorderd by die grammatika:

W. W. Goodwin: *Greek Grammar* (MacMillan & Co.).

Godsdienste en Oudhede:

H. J. Rose: *Ancient Greek Religion* (Hutchinson's University Library).

M. P. Nilsson: *A History of Greek Religion* (Oxford Univ. Press).

C. E. Robinson: *Everyday Life in Ancient Greece* (Oxford Clarendon Press).

A. Petrie: *Greek History, Antiquities and Literature* (Oxford).

J. P. Mahaffy: *Greek Antiquities* (MacMillan).

Aanbevole Werke:

W. K. C. Guthrie: *The Greeks and their Gods* (Methuen & Co.).

G. Herzog-Hauser: *De Godsdienst der Griechen* (Romen en Zonen, Roermond).

Letterkunde:

H. J. Rose: *A Handbook of Greek Literature* (Methuen & Co.).

C. M. Bowra: *Ancient Greek Literature* (Home University Library).

G. Norwood: *Greek Tragedy* (Methuen)

Atlas:

G. B. Grundy: *Murray's Classical Atlas* (John Murray & Co.).

Kursus III

'n Sub-minimum van 35 persent word in elke vraestel vereis sowel as in vraestel 2, afd. C. en vraestel 4 gesamentlik.

Vraestel 1 (100 punte).

Vier voorgeskrewe boeke, almal vir noukeurige studie, meesal gekies uit die werke van Sophokles, Aristophanes, Thukydides en Plato of Demosthenes. Die vrae sluit in passasies vir vertaling, taalkundige en tekskritiese kommentaar, kommentaar op die verband en inhoud en vrae van 'n literêre aard; studente moet vertrouwd wees met die dialoog-versmaat van die tragedie en die komedie en met die meer reëlmatige liriese sisteme in die voorgeskrewe tragedie. (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.—Die *Ilias* van Homeros met besondere studie van drie boeke daaruit voorgeskryf. Uit die voorgeskrewe boeke sal passasies vir vertaling gestel word, terwyl literêre vrae oor die gehele *Ilias* met besondere verwysing na die voorgeskrewe boeke gestel sal word (50 punte).

Afdeling C.—Een passasie vir vertaling op sig (20 punte).

Vraestel 3 (100 punte).

Afdeling A.—'n Oorsig van die Griekse letterkunde met besondere verwysing na die voorgeskrewe outeurs.

Afdeling B.—'n Spesiale periode uit die Griekse geskiedenis, insluitende die bestudering van die epigrafiese bronne—479 V.C.-404 V.C.

Vraestel 4 (100 punte).

Vertaling op sig (40 punte) en stelwerk (temas) (60 punte).

Voorgeskrewe Werke:

Thukydides: *Lib. II*, capp. 1-65, 71-78 (ed. Marchant, MacMillan).

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

Aristophanes: *Nubes* (Merry O.U.P.).

Plato: *Symposium*, 172-195e, 210a-ende (ed. Lamb in Plato: *Lysis, Symposium, Gorgias*, Loeb Classical Library, Heinemann).

Homeros: *Ilias* lib I, IX, XVI (ed. Leaf and Bayfield, 2 Vol (MacMillan).

Na inskrywing vir hierdie kursus sal 'n lys van verdere werke aan studente verskaf word.

Honneurs- en Magisterkandidate word aangeraai om met die Hoof van die Departement in verbinding te tree.

Hellenistiese Grieks (Voorbereidende kursus)

(Een vraestel)

'n Sub-minimum van 35 persent word in die vertaling afdeling gestel.

Die grammatika (vormleer en Sintaksis) van Hellenistiese Grieks soos dit gebruik is in die Nuwe Testament (formele vrae \pm 40).

Vertaling op sig uit die Nuwe Testament (\pm 27). Vertaling in Grieks van sinne gebaseer op die Nuwe Testament (\pm 33).

Grammatika:

H. P. V. Nunn: *The elements of New Testament Greek* (Cambridge University Press).

Aanvullend:

H. P. V. Nunn: *A Syntax of New Testament Greek* (Cambridge University Press).

J. H. Moulton: *An Introduction to New Testament Greek* (London).

Hellenistiese Grieks (Graadkursus)

'n Sub-minimum van 35 persent word in elke vraestel gestel.

Vraestel 1 (100 punte).

Die grammatika (vormleer en sintaksis) van Hellenistiese Grieks soos dit gebruik is in die Nuwe Testament (formele vrae: ± 33 punte).

Vertaling op sig uit die Nuwe Testament en die Septuaginta (± 40 punte).

Vertaling in Grieks van sinne gebaseer op die Nuwe Testament (± 27 punte).

Vraestel 2 (100 punte).

(a) Studie van voorgeskrewe tekste geneem uit die Nuwe Testament en vroeë Christelike skrywers, insluitende vertalings (48 punte), grammatiese verklarings (22 punte), vrae oor die inhoud en agtergrond (10 punte).

(b) 'n Oorsig van die Griekse geskiedenis van die Hellenistiese tydperk (336-31 v.C.), die politieke geskiedenis slegs in breë trekke, maar met besondere verwysing na die Hellenistiese Staatsvorm en na Kulturele strominge van die tyd (20 punte).

Voorgeskrewe Werke:

Die Evangelie van Johannes, Capp. 1-10 The Cambridge Greek Testament, of

P. V. Pistorius: *Die Evangelie van Johannes* (Van Schaik).

Die Didache en Clemens Romanus se Brief aan die Kerk van Korinthe (albei in: *The Apostolic Fathers I* (Loeb)).

Grammatika:

H. P. V. Nunn: *The Elements of New Testament Greek* (Cambridge Univ. Press).

H. P. V. Nunn: *A Syntax of New Testament Greek* (Cambridge Univ. Press).

Aanvullend:

F. Blass en A. Debrunner: *Grammatik des neutestamentlichen Griechisch*, in vertaling deur R. W. Funk.

J. H. Moulton: *A Grammar of N. T. Greek* en *An Introduction to New Testament Greek* (London).

Dana and Mantey: *A Manual Grammar of the Greek New Testament* (MacMillan & Co.).

G. Abbott-Smith: *A Manual Greek Lexicon of the New Testament* (T. T. Clark, Edinburgh).

Geskiedenis van die Hellenistiese Tydperk:

W. Tarn and G. T. Griffith: *Hellenistic Civilisation* (Arnold, London).

M. Cary: *History of the Greek World from 323 to 146 B.C.*

Beginsels van die Griekse Kultuur

(Verpligtend 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 godsdienste.

(2) Griekse Beeldhoukuns.

Geskiedenis:

C. E. Robinson: *A History of Greece* (Methuen).

Aanvullende Leeswerk:

J. B. Bury: *A History of Greece to the Death of Alexander the Great* (MacMillan).

G. W. Botsford and C. A. Robinson: *Hellenic History* (MacMillan).

Letterkunde, algemene oorsig:

C. M. Bowra: *Ancient Greek Literature* (Home University Library).

Literêre Oorsig:

R. W. Livingstone: *The Pageant of Greece* (Oxford Univ. Press).

Gedetailleerde studie van Sophokles en Euridiphes:

A. E. Haigh: *The Tragic Drama of the Greeks* (Oxford).

G. Norwood: *Greek Tragedy* (Methuen).

D. W. Lucas: *The Greek Tragic Poets* (Cohen and West).

C. M. Bowra: *Sophoclean Tragedy* (Oxford), of

A. J. A. Waldock: *Sophocles the Dramatist* (Cambridge).

G. Murray: *Euripides and his Age* (Home Univ. Library).

H. J. Rose: *A Handbook of Greek Literature*.

Talle (vers-) vertalings is beskikbaar.

Griekse Godsdiens:

H. J. Rose: *Ancient Greek Religion* (Hutchinson's Univ. Library), saam met

M. P. Nilsson: *A History of Greek Religion* (Oxford Univ. Press).

Griekse Beeldhoukuns:

G. M. A. Richter: *Sculpture and Sculptors of the Greeks* (Yale Univ. Press).

Ernest Gardner: *Handbook of Greek Sculpture* (MacMillan).

R. Lullies and M. Hirmer: *Greek Sculpture* (Thames and Hudson).

Algemene Leeswerk:

The Oxford Classical Dictionary.

M. Cary and T. Haarhoff: *Life and Thought in the Greek and Roman World* (Methuen).

H. D. F. Kitto: *The Greeks in Excellence*



Regulasies vir die Kursusse in Grieks, Hellenistiese Grieks en Griekse Kultuur

1. Krediet word nie gegee vir meer as een kwalifiserende Kursus in *Hellenistiese Grieks* en *Beginsels van die Griekse Kultuur* nie.

2. Krediet word nie gegee vir sowel *Beginsels van die Griekse Kultuur* as *Grieks II* nie.

3. 'n Voorbereidende Kursus in Grieks word nie as 'n kwalifiserende Kursus vir die B.A. Graad beskou nie.

4. Geen kandidaat word toegelaat om Grieks I te neem tensy hy of (i) die Matrikulasie eksamen in die betrokke taal geslaag het, of (ii) 'n voorbereidende kursus in die betrokke taal aan hierdie Universiteitskollege of aan 'n ander Universiteit/Kollege geslaag het; of (iii) die hoof van die departement tevrede gestel het dat hy genoeg kennis van die betrokke taal het om die eerste kursus met vrug te volg.

5. Krediet word nie gegee vir sowel *Hellenistiese Grieks* as *Grieks I* nie en as in eersgenoemde geslaag word, lei dit nie tot toelating tot Grieks II nie.

6. Vir Grieks as hoofvak moet minstens een kwalifiserende kursus in Latyn aangebied en geslaag word. Geskiedenis van die Wysbegeerte I word aanbeveel.

7. Beginsels van die Griekse kultuur is verpligtend vir Latyn as hoofvak.

8. Die minimum persentasie om te slaag in die eksamen as 'n geheel is 50. 'n Sub-minimum van 35 persent word gestel in elke vraestel van Grieks I en II en III, en Hellenistiese Grieks en in die vertaling afdeling van Voorbereidende Grieks. In Grieks III word verder 'n sub-minimum van 35 persent gestel in vraestel 2 afdeling C en vraestel 4 gesamentlik.

DEPARTEMENT LANDBOU

PLANTPRODUKSIE I

(Vier lesings en drie uur prakties)

1. Rol van oesverbouing; bydrae tot die nasionale inkomste, voeding van mens en dier. Gewasse in S.A., statistieke in verband met die belangrikste gewasse. Ekologiese distribusie van natuurlike plantegroei en gesaaides.
2. Grondkunde; plantvoedsels; organiese materiaal en grondorganismes. Grondwater; grondkolloïde en grondreaksies. Grondlug en grondtemperatuur. Stikstof en koolstof kringlope in die grond.
3. Natuurlike grondvrugbaarheid. Misstowwe en kunsmatige bemestingstowwe en hulle gebruike in S.A. Bemestingsproewe—pot en veldproewe.
4. Praktiese werk op plaas; demonstrasies en besoek aan Landbou-inrigtings.

PLANTPRODUKSIE II

(Drie lesings en drie uur prakties)

1. Produksiepraktyke—Landbousaad en saadbehandeling, onkruid en onkruidbestryding. Saadbedvoorbereiding, droëlandproduksie, besproeiingsboerdery, wisselbou en rusoste. Grondbemesting. Algemene beginsels in verband met ploeg, eg, rol, en disk van grond. Landbou implemente.
2. Plantsiekteleer en peste; kort oorsig en bestrydingsmetodes.
3. Studie van afsonderlike gewasse:—
 - (a) Voedselgewasse;
 - (b) groentegewasse;
 - (c) voergewasse;

Laboratoriumstudies, demonstrasies, **plaasbesoeke** in verband met die vernaamste gewasse.

4. Weidingsleer: veldtipes van S.A., samestelling en voedingswaarde van die verskillende soorte veld. Weidingsbeheer en beheerstelsel vir die Transkei en ander Bantoe-gebiede. Veldhooi en die kweek van spesiale weidingsgewasse.

University of Fort Hare
AGRO-EKOLOGIE EN LANDBOUPOTENSIAAL
Together in Excellence
(Twee lesings)

1. Agro-klimatologie; die klimaat van S.A. en die invloed van die klimaat op landbouproduksie.
2. Landboustruktuur van S.A.
3. Agro-ekonomiese indeling van S.A. Volledige studie van die landbou-potensiaal van die verskillende streke. Gewas- en diereproduksie in die somer, winter en oorgangsreënvalstreke. Landbou in die gebied oos van die Drakensberg reeks.
4. Rol van die besproeiingsboerdery. Waterbewaring en die watersiklus in S.A.
5. Studie van die afsonderlike gewasse wat hoofsaaklik vir industriële gebruik gekweek word, byvoorbeeld sisal, katoen, hout, suikerriet ens.

LANDBOU-EKONOMIE EN -BEMARKING.

(Twee lesings)

1. Ekonomiese ontwikkeling van landbou. Die struktuur van die Landbou in Suid-Afrika. Waarde van landbougrond en grondgebruik in Suid-Afrika.
2. Prokusiefaktore: Grond, arbeid, kapitaal en die ondernemer.
3. Produksiekoste: Faktore wat die koste van produksie beïnvloed. Wet van dalende meeropbrengste. Waardering van kunsmiste.
4. Plaasboekhou: Waardering van lewende hawe, depresiasie van kapitaal-goedere. Noodsaaklike boeke en boekhouding.
5. Bemaking: Die mark en sy funksies. Wette van vraag en aanbod. Ko-operatiewe bemaking in die landbou. Beginsels van ko-operatiewe bemaking. Bemaking van lewende hawe, graan en groente...

(Een lesing)

1. Die geskiedenis van Landbou-onderwys.
2. Die doelstelling van die vak.
3. Die plek van die vak in die skoolleerplan.
4. Die metode van onderwys.
5. Die onderwyser van die vak.

GRONDBEWARING

(Twee lesings)

Oorsig van erosie in die vernaamste lande van die wêreld; verskillende vorme van erosie in S.A. Oorsake van erosie; klimaat en erosie; reënval indringverhoudings en afloop. Grondverspoeling op saaiplase en op veeplase. Verhouding van erosie tot oes opbrengste en veranderings in die natuurlike plantegroei. Algemene nadelige van erosie. Grondverspoelingsprobleme in blanke en Bantoegebiede.

Bewaringsboerdery: beginsels van veld en grondbewaring in akkerbou en vee-teelt. Die gebruik van kontoerboerdery, strookverbouing, terrasse en damme in grondbewaring. Sloop en dongha erosie bestryding.

Die rol van die Departement van Landbou in die bestryding van erosie. Gebruik van instrumente en masjiene en die invloed van plante in grondbewaring.

DIEREPRODUKSIE I

1. *Inleiding tot veeteelt*: Die belangrikheid en groei van die veeteelt nywerheid in S.A. Bydrae tot die nasionale inkomste.

2. *Verskillende rasse*: inleiding, evolusie, oorsprong, eienskappe en gebruik van:—

- (a) Beesrasse: uitheems en inheems;
- (b) varkrasse: spek- en vleisvarkproduksie;
- (c) skaap en bokrasse: wol- vleis- en melkproduksie;
- (d) perde: trek- en ryperde, muile.

3. *Grondbeginsels van voeding*

- (a) Inleiding en belangrikheid van regte voedingsmetodes.
- (b) Vergelyking van die plant- en dierekoningryke en die onderlinge afhankelijkheid van die twee groepe.
- (c) Voedingstowwe deur diere benodig: die chemiese en fisiese eienskappe en die funksies van eiwitte, koolhidrate, vette, vitamieë, minerale en water.
- (d) Vertering by herkouende en nie-herkouende diere. Voedselopname en metabolisme.
- (e) Sagte vette, vitamieë sintese. Rol van antibiotikas in dierevoeding.
- (f) Verteerbaarheid, voedingsverhoudings, verteerbare eiwitte ens.
- (g) Faktore wat die voedingswaarde van voersoorte beïnvloed.
- (h) Onderhoud van plaasdiere: onderhouds-rantsoene, faktore wat onderhoud beïnvloed.
- (i) Voedingsvereistes vir groei, vetmaak, teel en produksie van melk, eierwerk, wol ens.
- (j) Ekonomiese gebruik van voedsel deur dierevergelende studie.
- (k) Opstel van gebalanseerde rantsoene; voedingsstandaarde, koste van voersoorte ens.

4. *Voedselsoorte*.

- (a) Ruvoere—weiding, groenvoer en hooi.
- (b) Sappige voere—kuilvoer, wortelgewasse, ander voere.
- (c) Voerbome en struik—inheems en uitheems.
- (d) Kragvoere—(i) plantaardig, (ii) dierlike, (iii) diverse oorsprong.
- (e) Voedsel wat melk bysmake veroorsaak.

5. *Reproduksie*: Die bul en koei; vrugbaarheid en onvrugbaarheid; kunsmatige bevrugting.

6. *Algemene veesiektes* en eenvoudige veeartsenykundige behandeling. Inwendige en uitwendige parasiete. Dip van vee. Spuit en spuitstowwe. Wondbehandeling.

7. *Pluimveeboerdery*. Voedingsvereistes; grootmaak; voeding, behuising en bestuur; seleksie en teel, bemarking. Pluimveesiektes.

DIEREPRODUKSIE II

A.—Voeding en Versorging van Plaasdiere.

1. *Suiwelboerdery*.

(a) Algemeen: samestelling van melk en die produksie van melk; rantsoene; gebruik van weidings. Voeding en versorging van melkkoeie voor en na kalwing. Versorging van die melkkudde; koeistal roetine. Produksie en hantering van skoon melk. Faktore wat melkproduksie beïnvloed. Hou van melkrekords. Suiwelgeboue.

(b) Handgrootmaak van kalwers: behuising.

(c) Voeding en versorging van die melkbul.

(d) Die behandeling van dubbeldoel rasse.

(e) Die toets van melk.

2. *Vleisbesboerdery*.

(a) Intensiewe tot semi-intensiewe produksie.

(b) Ekstensiewe produksie: grootbesboerdery.

3. *Varkboerdery*: teel, voeding en versorging. Behuising en bemarking.

4. *Perde-boerdery*: teel, voeding en versorging.

5. *Skaapboerdery*: teel, voeding en versorging.

B.—*Veeteelt*, en die teel van vee.

1. *Algemene oorsig* van genetiese *veeld*. Teelstelsel: inteling, lynteling, kruisteling.

2. *Groei en ontwikkeling*: kort oorsig van die fisiologiese prosesse van groei en ontwikkeling.

3. *Veeteeltprodukte*:

(a) Velle en huide: afslag van diere, behandeling van velle en huide-bemarking.

(b) Plaasmiss.

(c) Wol.

4. *Plaasgeboue* vir die opberg van voer.



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DEPARTEMENT LATYN

Voorbereidende Kursus

(Een vraestel)

- (a) Vrae oor Latynse sintaksis en vormleer.
- (b) Afrikaanse/Engelse sinne vir vertaling in Latyn.
- (c) Eenvoudige sinne vir vertaling in Afrikaans/Engels, waarvan ten minste een passasie geneem sal word uit 'n voorgeskrewe aantal Latynse passasies

Kursus I

Vraestel 1 (100 punte).

Afdeling A.—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 \pm 33 persent, aantekeninge \pm 28 persent, algemene vrae \pm 10 persent, skanderings \pm 4 persent.)

Afdeling B.—Onvoorbereide vertaling van een passasie uit Latyn (25 persent).

Vraestel 2 (100 punte).

Afdeling A.—Onvoorbereide vertaling van twee passasies uit Latyn (40 persent) en vertaling in Latyn van vyf tot agt losstaande sinne (30 persent).

Afdeling B.—Oorsig van die Romeinse Geskiedenis van 510 v.C. af tot die dood van Julius Caesar (30 persent).



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 Alcaïese 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).

Afdeling A.—Voortsetting van die vrae oor die voorgeskrewe werke—sien vraestel 1 (35 punte).

Afdeling B.—(i) 'n Oorsig van die Romeinse konstitusionele geskiedenis tot 45 v.C. (45 punte). (ii) 'n Oorsig van die Romeinse godsdiens (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 vertrouwd 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) Die 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 voorname 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 sub-minimum van 33 persent in vraestel 4 en 2 (Afdeling C) gesamentlik.



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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

Meganika.—Vektore en skalare. Samestelling van vektore. Liniêre beweging met konstante versnelling. Uniforme beweging in 'n sirkelbaan. Eenvoudige behandeling van enkelvoudige harmoniese beweging. Wette van beweging, werk en energie. Behoud van energie en momentum. Swaartekragswette. Planeet beweging.

Eienskappe van Materie.—Elastisiteit. Hidrostatika. Oppervlaktespanning. Viskositeit.

Warmteleer.—Temperatuurskale. Termometers. Kalorimetrie. Uitsetting. Toestandsverandering. Elementêre kinetiese teorie en die gaswette. Damp. Hidrometrie. Voortplanting van warmte. Eerste wet van termodinamika.

Optika.—Aard van lig. Weerkaatsing, breking, dispersie. Spieëls en lens. Optiese instrumente. Fotometrie. Snelheid van lig. Elementêre beginsels van interferensie. Polarisasie van lig. Foto-elektriese effek. Spektra.

Klank.—Aard van klank. Snelheid van golwe. Pype en snare. Intensiteit. Luidheid, toonhoogte, kwaliteit. Dopplereffek.

Elektrisiteit en Magnetisme.

Elektrostatika.—Kragwette, velde en induksie. Kondensatore en diëlektrikum. Energie van gestoorde ladings.

Magnetostatika.—Kragwette, velde, Koppel op maganeet in 'n veld. Magnetometrie. Aardmagnetisme. Ferromagnetisme.

Stroomelektrisiteit.—Wet van Ohm. Verhittingsverskynsels. Stroombane. Wette van Kirchoff. Elektroliese. Magnetiese effekte van strome. Elektriese meetinstrumente. Elektromagnetiese induksie. Elektriese masjiene—Dinamo—Motor. Transformator.

Elektronika en Kernfisika.

Elementêre en beskrywende behandeling (waar nodig) van.—Krag op bewegende lading. Elektron lading en Avogadro se wet. Termioniese buise. Strale. Radioaktiwiteit en die vervaldeeltjies. Atoomkerns. Isotope. $E=mc^2$ toepassings.

Kursus II

Meganika.—Roterende liggame. Enkelvoudige harmoniese beweging. Botsing. Skalaar en vektor produkte, gradiënt.

Eienskappe van Materie.—Elastisiteit. Oppervlakte Spanning. Viskositeit.

Warmteleer.—Termometrie. Beleiding. Straling. Eerste Wet van Termodinamika. Elementêre inleiding tot die Tweede Wet van Termodinamika. Kinetiese teorie van gasse. Gelykverdelingswet van Energie.

Optika.—Golfteorie. Doppler-effek. Interferensie. Snelheid van lig. Geometriese Optika.

Elektrisiteit en Magnetisme.

Elektrostatika en Magnetostatika.—Die wet van Gauss en toepassings. Diëlektrikums. Beelde—elementêre behandeling. Dipole.

Stroom-elektrisiteit.—Strome en magnetiese velde. Kragte op ladings magnetiese en elektriese velde. Stroombane wat induktansies, kapasiteite en weerstande bevat. Galvanometers. Stromingsmeters. Elementêre Dia-, Para- en Ferrimagnetisme. Curie se wet. Wisselstroom-teorie. Eenvoudige wisselstroom-brûe.

Atoom- en Kernfisika.—Vervaldeeltjies en hulle identifikasie. Botsings. Vervolstrouing van deeltjies. Eksperimentele tegnieke in Kernfisika.

Klank.—Snelheid van golwe. Resonansie en gedwonge vibrasies.

Kursus III

Warmteleer.—Tweede wet van Termodinamika en toepassings. Carnot-siklus. Entropie. Die Maxwell-vergelykings en toepassings. Poreuse prop-eksperiment. Die vergelyking van Gibbs-Helmholtz. Termo-elektrisiteit. Kinetiese gas-teorie. Gemiddelde vrye pad-verskynsels. Brown se beweging. Toestandsvergelykings. Teorie van Soortlike Warmtes. Stralingswette.

Meganika.—Sentrale kragte. Verdere vektor teorie.

Lig.—Interferensieverskynsels—toepassings. Diffraksie. Polarisasie.

Elektrisiteit en Magnetisme.—Elektrostatika—Poisson se vergelykings. Elektromagnetiese vergelykings van Maxwell en sommige toepassings. Teorie van elektriese geleiding in metale. Verdere wisselstroomteorie. Termioniese emissie. Elektromagnetiese buis stroombane, gelykriktig en versterking, ossilator en tel-stroombane.

Atoom- en Kernfisika.—Atoomspektra. X-strale. Kern-oorgang. Inleiding tot Kwantum-meganika. Vaste-toestand-Fisika. Statistiese Termodinamika.

Honneurskursus

1. Termodinamika. Statistiese Meganika.
2. Elektromagnetisme en toepassings. Relatiwiteit en toepassings. Gevorderde Optika en X-strale.
3. Magnetisme (Dia-, Para-, Ferro, Ferri, Kernmagnetisme). Vaste toestand.
4. Gevorderde Meganika. Kwantummeganika en Spektra.
5. Kernfisika en teorie van die eksperimentele tegnieke vir die bepaling van die spin, kwadrupoolmoment en magnetiese moment van kerns.



University of Fort Hare
Together in Excellence

FAKULTEIT VAN OPVOEDKUNDE

Leerplanne vir die grade B.Ed. en M.Ed.

BACCALAUREUSEKSAMEN (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 adolescent.
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 psigosos.
(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 òf die O.V.S. òf Transvaal òf 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: doelgerigheid, planmatigheid, totaliteitsiening, motivering, beleving, selfaktiwiteit, individualisering, sosialisering, beheersing van die leerstof, evaluering.

Vraestel 6.—Onderwysadministrasie.

1. Sentrale 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 paragraaf C5 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



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 lewensbeskouings 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; gedragsafwykings; 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 Bantoe-onderwys in Suid-Afrika.

Onderwysmetodiek en -administrasie
University of Fort Hare
(Een vraestel)
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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. Sentrale en Provinsiale Onderwysstelsels: Samestelling, wette, ordonnansiële funksies, regulasies.
2. Die skool as opvoedingsinstelling.

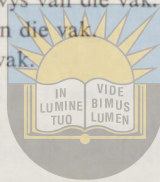
3. Die onderwyspersoneel—voorsiening, opleiding en diensvoorwaardes van onderwysers, professionele gedrag.
4. Die inspeksiestelsel.
5. Die leerlinge—toelating, verpligte en vry onderwys, skorsing en uitsetting, klassifikasie, eksamens, toetsing, bevordering, vertraging, versnelling, druiwing.
6. Geriewe, 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.



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DEPARTEMENT VAN PLANTKUNDE

Kursus I

Eksamen: Twee vraestelle en een praktiese eksamen.

1. Die uitwendige morfologie van die saadplante met spesiale nadruk op die modifikasies wat belangrik is.
2. Die plantsel, selbou en vermenigvuldiging van vegetatiewe selle (mitose); reduksiedeling (meiose), verskillende tipes van plantselle.
3. Die uitwendige bou van stingels, 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 Thallophyta, Bryophyta, Pteridophyta, Gymnospermae.
7. Die algemene kenmerke van uitgesoekte families van Blomplante.
8. Ekonomiese plantkunde toegelig aan die hand van plante wat tot die bestudeerde families behoort.

Praktiese werk

Die praktiese eksamen sal oor al die afdelings gaan met inbegrip van die verklaring 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 blomplante en erflikheidsleer.

Bibliografie/Bibliographies—1963

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/together with one of the following:
Porter: *Taxonomy of Flowering Plants* (Freeman & Co., London).
Brown: *The Plant Kingdom*.
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* (Fischer).

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).

Together in Excellence
Anatomie/Anatomy

Wohlfarth: *Plant Microtechnique* (McGraw-Hill).

Wohlfarth: *Practical Plant Anatomy* (Van Nostrand).

Wohlfarth: *Methods in Plant Histology* (Univ. Press, Chicago).

Wohlfarth: *Gymnosperm Structure and Evolution* (Univ. Press, Chicago).

Wohlfarth & McDaniels: *Introduction to Plant Anatomy* (McGraw-Hill).

Wohlfarth: *Plant Anatomy* (Wiley).

Wohlfarth: *Physiological Plant Anatomy* (MacMillan).

Fisiologie/Physiology

Wohlfarth: *Plant Growth Substances* (Hill).

Wohlfarth: *Growth Hormones in Plants* (McGraw-Hill).

Wohlfarth: *Translocation of Solutes in Plants* (McGraw-Hill).

Wohlfarth: *Introduction to Plant Physiology* (1943, Univ. Press, Oxford).

Wohlfarth: *Lehrbuch der Pflanzenphysiologie, Band I* (Springer).

Wohlfarth & Went: *Lehrbuch der Pflanzenphysiologie, Band II* (Springer).

Wohlfarth: *Plant Physiology* (McGraw-Hill).

Wohlfarth: *The Plant in Relation to Water* (Allen & Unwin).

Wohlfarth & Anderson: *Plant Physiology* (Chapman & Hall).

Wohlfarth: *Plant Physiology* (McGraw-Hill).

Wohlfarth: *Die Wuchsstoffe der Pflanze* (Lehmanns).

Wohlfarth: *An Introduction to the Principles of Plant Physiology* (1950, Methuen).

Wohlfarth & Thimann: *Phytohormones* (MacMillan).

Wohlfarth & Galston: *Principles of Plant Physiology*.

Wohlfarth & Torrey: *Plants in Action*.

Ekologie/Ecology

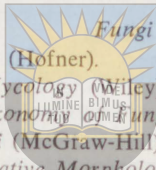
- Braun-Blanquet: *Plant Sociology* (McGraw-Hill).
Daubenmire: *Plants and Environment* (Wiley).
McDougall: *Plant Ecology* (Kimpton).
Newbigin: *Plant and Animal Geographpy* (Methuen).
Oosting: *Study of Plant Communities* (Freeman).
Tansley: *Introduction to Plant Ecology* (Allen).
Weaver & Clements: *Plant Ecology* (McGraw-Hill).

Erflikheidsleer 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).



- 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* (Tansvaler-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).

FAKULTEIT REGSGELEERDHEID

Privaatreg

Kursus I.—Een vraestel.

(a) Inleiding tot die studie van die reg:—

- (i) die aard en funksie van die reg;
- (ii) die formele bronne van die reg (gewoonte, wetgewing, regspraak);
- (iii) die indeling van die reg;
- (iv) die vernaamste begrippe van die regs wetenskap;
- (v) 'n oorsig van die oorsprong en geskiedenis van die Suid-Afrikaanse reg.

(b) Personereg.

(c) Familiereg, insluitende ouerlike gesag, voogdy en kuratele.

Kursus II.—Twee vraestelle.

(a) Sakereg.

(b) Erfreg.

Kursus III.—Twee vraestelle.

Verbintenisreg.

(a) Algemene leerstukke van verbintenis en kontrak; besondere kontrakte, o.a. koop, huurkoop, huur, die dienskontrak, lasgewing en verteenwoordiging, borgtog; die beginsels van verrykings aanspreeklikheid.

(b) Onregmatige dade: Algemene leerstukke en besondere delikte.

Romeinse Reg

Kursus I.—Twee vraestelle.

Vraestel 1.

(a) Geskiedenis en bronne van die Romeinse reg tot Justinianus.

(b) 'n Skets van die relewante aspekte van die reg insake aksies (prosesreg).

(c) Vraestel 1 bevat stukke vir vertaling en kommentaar uit Justinianus se *Institute* vir sover hul betrekking het op die vakgebiede wat in hierdie kursus behandel word. Hiervoor word 'n subminimum van 25 persent vereis.

Vraestel 2.

Beginnels van die Romeinse personereg, familiereg, erfreg en sakereg.

Kursus II.—Twee en 'n halwe vraestelle.

Vraestel 1.

Oor aksies, persone en sake; 'n meer intensiewe studie van sekere aspekte van die Romeinse sakereg.

Vraestel 2.

Die Romeinse verbintenisreg.

Vraestel 3.

Geskiedenis en bronne van die Romeinse reg na Justinianus en van die Romeins-Hollandse reg.

Vraestelle bevat stukke vir vertaling en kommentaar uit die volgende:—

- (i) Gaius se *Institute*, boek IV;
- (ii) Die volgende stukke uit die *Digesta*:
Boek 2 Tit. 14: *De pactis*.
Boek 18 Tit. 1: *De contrahenda emptione*.
Boek 9 Tit. 2: *Ad legem Aquiliam*.
Boek 41 Tit. 2: *De acquirenda vel amittenda possessione*.

Staatsreg

Kursus I.—Een vraestel.

Staatsreg.

1. Die ontwikkeling van die Britse parlementêre stelsel.
2. Konvensies en die partystelsel.

3. „The Rule of Law” en fundamentele vryhede.
4. Die ontwikkeling van die Britse Ryk tot die Gemenebes van Nasies of Statebond.
5. Staatsreg van die Republiek: Die uitvoerende, wetgewende en regsprekend gesag.
6. Nasionaliteit of burgerskap.
7. Die provinsiale stelsel, asook ’n beknopte oorsig van die staatsregtelike posisie van Suidwes-Afrika.
8. ’n Kort oorsig van die staatsreg wat betref die posisie van nie-blankes in Suid-Afrika.

Administratiefreg.

1. Inleiding: Aard, omvang en bronne.
2. Die vernaamste voorskrifte waaraan die uitoefening van administratiewe regtelike bevoegdhede getoets word.
3. Administratiewe regspraak en die onderskeiding tussen regsprekende en administratiewe bevoegdhede.
4. Die siviele aanspreeklikheid van die staat.

Kursus II.—Een vraestel.

1. Capita selecta uit die staatsregsvergeelyking met besondere verwysing na die konstitusies van die V.S.A., Frankryk, Nederland, Switserland en Australië.
2. ’n Noukeurige bestudering van die administratiefreg.

Strafreg

Kursus I.—Een vraestel.

1. Inleiding tot die studie van die strafreg: Die afbakening van die strafreg en ander gebiede van die reg; die evolusie van die strafreg; strafregteorieë en strafregswetenskap; geskiedenis en bronne van die Suid-Afrikaanse strafreg; die begrip misdaad; die onderskeiding van gemeenregtelike en statutêre misdade.
2. Die algemene leerstukke van die strafreg: Die misdadelemente; poging tot misdadenskap en medepligtigheid; begunstiging; uitlokking en sameswering.
3. Misdade teen die lewe en liggaam.

University of Fort Hare

Together in Excellence

Handelsreg

Kursus I.—Een vraestel.

Die reg aangaande insolvensie, versekering en verhandelbare dokumente.

Kursus II.—Een vraestel.

Die reg aangaande maatskappye, vennootskappe en immateriële goedere.

Kursus III.—Een vraestel.

- (a) Die betekenis en vertolking van finansiële state.
- (b) Een van—
 - (i) Arbeidsreg.
 - (ii) Belastingsreg.

DEPARTEMENT VAN SIELKUNDE

Die teoretiese werk van elke kursus sal met gepaste praktiese werk aangevul word.

Kursus I

(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; instinktiewe gedrag; die leerproses.

3. *Die brein en sensustelsel*.—Struktuur van die neuron; senu-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; verdringing; rasionalisasie; kompensasie; regresie.

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.

Kursus II

Vraestel 1.—Ontwikkelingsielkunde.

A. 1. (a) *Algemene Inleiding*.—Groeï, ontwikkeling, leer.

(b) *Historiese Oorsig*.—Oorsprong en ontwikkeling van die ontwikkelingsielkunde, moderne uitgangspunt.

(c) (i) Onderhoud, gevallestudies en opnametegnieke.

(ii) Bepaalde sielkundige toetse.

2. Voorgeboortelike ontwikkeling.

3. Vroeë kinderleef tyd.

4. Kleuterjare.

5. Later kinderjare.

6. Pre-adolessensie en adolessensie.

B. Persoonlikheid, tipologie, persoonlikheidsteorieë en -determinante.

Handboeke:

Hurlock, E. B.: *Development Psychology*.

of

Goodenough en Tyler: *Developmental Psychology*.

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.

(a) Motivering: Teorieë en navorsing oor: kognisie en motivering.

(b) Houdinge: Aard, ontwikkeling, verandering meting, vooroordeel.

(c) Groepe, organisasies, leiers en leierskap.

(d) Taal en kommunikasie, massamedia van kommunikasie.

(e) Die openbare mening en propaganda.

(f) Die individu in die groep: die maatskaplike- en kulturele omgewing.

B. *Differensiële Sielkunde*.

1. Individuele verskille.

2. Geslagsverskille.

3. Etniese verskille.

C. *Spesifieke Aanpassingsprobleme*.

1. Jeugmisdaad: Sosiaal-kulturele agtergrond; die persoonlikheid van die jeugmisdadiger; 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 huweliksonbinding; 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 ongehuide 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 rypheidsjare 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 konflik, angs, vrees, verdedigingsmeganismes, oorsprong van neurotiese neiginge gedurende kinderjare, faktore wat neurotiese instorting veroorsaak.

6. Sindrome van neurose: angsneurose, fobieë, obsessies, dissosiasie, histerie, simptoomvorming.
7. Psigomatiese verstourings: emosie en liggaamlike veranderinge, ingewandsmoeilikhede, essensiële hipertensie, bronchiaalse asma, simptoomvorming.
8. Sindrome van serebrale verstouring, swaksinnigheid, epilepsie, algemene parese, geestesveranderinge en verstouring 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).

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 kinderjare en die adolessensie, vertraagde kinders, psigoseksuele en huweliksprobleme, liggaamlik-afwykendes, spraakgebreke; die psigoneuroses; die psigoses, psigopatiese en kriminele gedrag, probleme gedurende die latere wasdomjare.

4. *Psigoterapie*: Begripsbepaling, terapeutiese metodes, onder andere die direkte benadering, kliëntegesentreerde terapie; groepterapie, terapeutiese tegniek met kinders; rehabilitasie.
5. Navorsing.

Vraestel 3.—Inleiding tot Navorsingsmetodes in die Sielkunde.

A. Wetenskaplike metode in Sielkundige Navorsing.

- (i) Die doel en veld van Sielkundige navorsing.
- (ii) Die beginsels van wetenskaplike navorsing.
- (iii) Die beplanning van Sielkundige navorsing.
- (iv) Die Ontleding en interpretasie van navorsingsgegewens.

B. Navorsingstegnieke.

- (i) Veld- en laboratoriumeksperimentasie.
- (ii) Basiese begrippe in toetskonstruksie en standaardisering.
- (iii) Dokumentasie en navorsing.

C. Statistiese metodes in Sielkundige navorsing.

- (i) Die funksie van statistiese metodes in Sielkundige navorsing.
- (ii) Die keuse van statistiese hulpmiddels.
- (iii) Basiese statistiese verwerkings: Sentrale en verspreidingswaardes, korrelasie en die beduidenheid van verskille.

Voorgeskrewe boeke:

1. Brown en Ghiselli: *Scientific Method in Psychology* (1955).
2. Edwards: *Statistical Analysis* (1958).

Aanbeveel:

Siegel: *Nonparametric Statistics.*

Honneurs-Baccalaureuseksamen

Die kursus is saamgestel uit vier studiebane; die student moet *een* kies. Die studiebane is:

- Baan H1: Fisiologiese Sielkunde.
- Baan H2: Voorligtings Sielkunde.
- Baan H3: Kliniese Sielkunde.
- Baan H4: Industriële Sielkunde.

Elke studiebaan bestaan uit vyf vraestelle waarvan *vier* verpligtend is en word soos volg uit onderstaande lys gekies:

- Baan H1: Vraestelle 1, 2, 3, 4, 5.
- Baan H2: Vraestelle 1, 2, 3, 4, 6.
- Baan H3: Vraestelle 1, 2, 3, 4, 7.
- Baan H4: Vraestelle 1, 2, 3, 4, 8.

Die vraestelle behels die volgende:

- Vraestel 1: Psigopatologie en Sosiale Patologie.
- Vraestel 2: Navorsingsmetodiek.
- Vraestel 3: Persoonlikheids- en Ontwikkelingssielkunde.
- Vraestel 4: Sosiale Sielkunde.
- Vraestel 5: Fisiologiese Sielkunde.
- Vraestel 6: Voorligtings Sielkunde.
- Vraestel 7: Kliniese Sielkunde.
- Vraestel 8: Industriële Sielkunde.

Die kursus sal met gepaste praktiese werk aangevul word.

DEPARTEMENT SOSIOLOGY EN MAATSKAPLIKE WERK

Sosiologie

Kursus I

(Een vraestel)

1. Terrein van die Sosiologie; verhouding tot die verwante vakwetenskappe.
2. Die biologiese, psigologiese en kulturele grondslae van die samelewing. Grafiese en tegniese invloede op die samelewing.
3. Die bestudering van grondbegrippe: Samelewing, gemeenskap, sosiale groepe, status-rol, assosiasies.
4. Sosiale beheer en sosiale prosesse:—
 - (a) Wat is sosiale beheer en hoe vind dit plaas.
 - (b) Sosiale norme en sanksies.
 - (c) Vorms van sosiale interaksie.
 - (d) Stratifikasie, differensiasie en mobiliteit.

Voorgeskrewe werke:

- Rose: *Sociology: The Study of Human Relations.*
Young: *Sociology: A Study of Society and Culture.*
Young en Mack: *Sociology and Social Life.*
Roucek en Warren: *Sociology: An Introduction.*
Ogburn and Nimmkoff: *A Handbook of Sociology.*

Kursus II

(Twee vraestelle)

Vraestel 1.

1. Basiese uitgangspunt in die ontleding van die samelewingstruktuur. Ontleding van die burokrasie en ekonomiese instellings.
2. Die gesin, die skool, die staat, godsdiens, vryetydsbesteding en ouderdoms-groepe in die hedendaagse samelewing.
3. Die demografiese grondslag en rasse en rasseverhoudings in die hedendaagse samelewing.

Vraestel 2.

1. Die platteland en die stad as samelewingsvorme.
2. Die prosesse van sosiale verandering en ontwikkeling en vraagstukke in verband daarmee.
3. Sosiale patlogie: Die bestudering van ontstaan van sosiaal patologiese verskynsels met besondere verwysing na toestande in Suid-Afrika.

Voorgeskrewe werke:

- Thompson: *Population Problems.*
Park: *Race and Culture.*
Hellman: *Handbook of Race Relations in South Africa.*
Ogburn: *Social Change.*
Gillin: *Social Pathology.*

Kursus III

(Drie vraestelle)

Vraestel 1.

Metodologie, prosedures en tegnieke in sosiale navorsing.

Vraestel 2.

1. Die geskiedenis van die sosiale denke.
2. Die belangrikste teorieë en hedendaagse strominge in die sosiologie.

Vraestel 3.

1. Groepsdinamika.
2. Industriële sosiologie.

Voorgeskrewe werke:

Doby: *Introduction to Social Research.*

Young: *Scientific Social Surveys and Research.*

Sellitz, Jahoda, Deutsch and Cook: *Research in Social Relations.*

Timasheff: *Sociological Theory: Its Nature and Growth.*

Sorokin: *Contemporary Sociological Theories.*

Vine: *An Introduction to Sociological Theory.*

Honneurs-Baccalaureuseksamen

Die eksamen bestaan uit:—

Vraestel 1.

Algemene of sistematiese sosiologie.

Vraestel 2.

Die geskiedenis van die sosiologie vanaf Auguste Comte, met besonder verwysing na standpunte, metodes en strominge in die hedendaagse sosiologie.

Vraestel 3.

Metodes van die sosiologie en sosiale navorsing.

Vraestel 4 en vraestel 5.

Twee van die volgende:—

Industriële sosiologie. Groepsdinamika. Opvoedkundige sosiologie. God dienssosiologie. Regsosiologie. Sosiale Sielkunde. Misdaadsosiologie. Sosiale filosofie. Landelike en stedelike sosiologie. Sosiale organisasies. Rasseverhoudings. Bevolkingsvraagstukke. Die gesin.

Magistereksamen

Together in Excellence

Die eksamen bestaan uit 'n verhandeling oor 'n selfgekoose onderwerp, goeie keuring waarvan verkry moet word ten minste ses maande voor inlewering; en 'n mondelinge eksamen oor die algemene beginsels van die sosiologie.

Maatskaplike werk

Kursus I

(Een vraestel)

Afdeling A.

Algemene inleiding tot die maatskaplike werk.

Afdeling B.

'n Oorsig oor die geskiedenis van die maatskaplike werk en van welsynsaktiwiteite in Suid-Afrika.

Kursus II

(Twee vraestelle)

Vraestel 1.

Die gevalllestudiemetode.

Vraestel 2.

1. Die groepwerkmetode.
2. Maatskaplike werkadministrasie.
3. Maatskaplike beleid in Suid-Afrika.

Kursus III

(Drie vraestelle)

Vraestel 1.

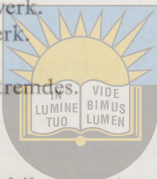
1. Die filosofie van maatskaplike werk en aandag aan spesiale aspekte van gevallestudiemetode.
2. Aandag aan die volgende studiegebiede met besondere verwysing na die toepassing van die metodes van die maatskaplike werk:—
 - (a) Gesinsorg.
 - (b) Kindersorg in intensiewe bestudering van die Kinderwet (Wet No. 33 van 1960, soos gewysig).
 - (c) Jeugsorg.

Vraestel 2.

1. Besondere bestudering van die rol en taak van die maatskaplike werker t.o.v. die volgende:—
 - (a) Die ongehude moeder en haar kind.
 - (b) Die bejaarde.
 - (c) Die alkoholies en intensiewe bestudering van die Wet op Werkkolonies.
 - (d) Die werkskuwe.
 - (e) Die oortreder.
2. Aandag aan die volgende studiegebiede met besondere verwysing na die toepassing van die metodes van maatskaplike werk op elk:—
 - (a) Mediese maatskaplike werk of beginsels van higiëne.
 - (b) Psigiatriese maatskaplike werk.
 - (c) Industriële maatskaplike werk.
 - (d) Skool maatskaplike werk.
 - (e) Maatskaplike werk met gestremdes.

Vraestel 3.

1. Gemeenskapsorganisasie.
2. Maatskaplike beleid in Suid-Afrika, met intensiewe bestudering van die Wet op Welsynorganisasies (Wet No. 40 van 1947, soos gewysig deur Wet No. 75 van 1961).
3. Maatskaplike Navorsing.



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PRAKTIES

KURSUS I

- (a) Studente moet by 'n welsynorganisasie wat deur die Senaat goedgekeur is, of by 'n streekskantoor van die Departemente Volkswelsyn, Bantoe Administrasie en Ontwikkeling, wat opgeleide maatskaplike werkers in diens het, registreer.
- (b) Studente moet een week ononderbroke, of oor 'n langer tydperk, deelyds, in totaal 40 uur, by hierdie organisasie deurbring om die funksionering, administrasie en professionele werksaamhede waar te neem. 'n Volledige verslag oor die organisasie moet daarna ingedien word.
- (c) Studente moet besoeke aflê aan drie van die volgende inrigtings: 'n Plek van veiligheid, in kinderinrigtings, 'n werkkolonie, 'n toevlug vir dranksugtiges, 'n tehuis vir bejaardes, 'n behuisingskema. Een verslag oor elk van die drie besoeke moet ingedien word.

KURSUS II

- (a) Studente moet by 'n ander plaaslike welsynsliggaam, deur die Senaat goedgekeur, aansluit.
- (b) Drie gevallestudies van eenvoudige aard moet onder leiding van 'n opgeleide maatskaplike werker/ster van die organisasie onderneem word en gereelde besoeke moet afgelê word. Tien verslae oor elk van die drie gevalle moet ingedien word.
- (c) Gedurende die tweede jaar moet studente drie weke lank voltydse werk by die organisasie by wie hulle geregistreer is, verrig en 'n verslag oor die werk wat gedurende hierdie drie weke verrig word, indien.

KURSUS III

(a) Soos in vorige jare moet studente by 'n welsynsorganisasie waar hulle nog nie tevore was nie, registreer.

(b) Gevallestudies oor drie probleem-gesinne of sorgbehoewende kinders moet gedurende die jaar onderneem word en moet 'n duidelike diagnose, terapie en prognose bevat.

(c) Die student moet drie weke voltydse praktiese werk by die organisasie by wie hulle geregistreer is, onderneem, en 'n volledige verslag oor die werksaamhede van sodanige organisasie en oor die praktiese werk wat verrig is, indien.

(d) Studente moet gedurende die jaar ses besoeke aflê by organisasies wat groepwerk verrig, en 'n verslag oor elke besoek moet ingehandig word.

(e) Nadat aan al die vereistes vir praktiese werk voldoen is, word 'n mondelinge eksamen oor die drie jaar se praktiese werk gedoen.

Honneurs-Baccalaureuseksamen

Die eksamen bestaan uit:

Vraestel 1.

Teorie van maatskaplike werk en die gevallestudiemetode.

Vraestel 2.

Groepwerk en gemeenskapsorganisasie.

Vraestel 3.

(a) Maatskaplike werknavoring.

(b) Maatskaplike werkadministrasie.

(c) Maatskaplike werk beleid.

Vraestel 4.

Gesinsorg en kindersorg.

Vraestel 5.

Een van die volgende:—

(a) Sorg vir gestremdes.

(b) Jeugsorg.

(c) Industriële maatskaplike sorg.

(d) Mediese maatskaplike werk.

(e) Psigiatrisie maatskaplike werk.

(f) Huweliksvoorligting en -beraad.

(g) Sorg en nasorg vir die misdadiger en jeugmisdadiger.



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Magisterseksamen

Die eksamen bestaan uit 'n verhandeling oor 'n goedgekeurde onderwerp uit die gebied van die maatskaplike werk, en 'n mondelinge eksamen oor die algemene beginsels van die vak.

DEPARTEMENT STAATSLEER EN STAATSADMINISTRASIE

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 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, Melancthon, Zwingli, Calvin, 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: Sal op versoek verstrek word.



(Twee vraestels)

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 en beweging, van verskeide oordeelings 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 beroepsverteenvoordinging) 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 Boererepubliek.

Bibliografie: Sal op versoek verstrek word.

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 Positivistes en Naturaliste.
3. Internasionale reëlings vir samewerking, van die klassieke tye af tot die einde van die 19de eeu, insluitende die Heilige Alliansie, die Monroeleer en die Europese Konsert.
4. Nasionalisme, internasionale imperialisme 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. Diplomatie: 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 eeue.
6. Definisie van Volkereg. **Bronne van die Volkereg.**

Vraestel 3.

1. Kolonisasie as 'n internasionale vraagstuk. Beweegredes 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, die Sahara.
5. Die ontwikkeling van die internasionale status van die Dominiums sedert 1919.
6. Die Geopolitiek.

Bibliografie: Sal op versoek verstrek word.

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 ontwikkeling van selfbestuur in die Suid-Afrikaanse gebiede tot 1909: Kaapkolonie vanaf 1806; Natal vanaf 1845; Transvaal en die Oranje-Vrystaat vanaf 1900. (Hierdie studie moet gedoen word met behulp van gepubliseerde dokumente en ander beskikbare bronne.)
4. 'n Vergelykende studie van enige drie konstitusies (nie insluitende die konstitusie van Suid-Afrika of van die Verenigde Koninkryk nie), waarvan 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 Leeskennis van Duits en/of Frans word sterk aanbeveel.

Spesiale Onderwerpe

- (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.

Staatsadministrasie

Kursus I

(Twee vraestelle)

Vraestel 1.

1. Die Aard, Omvang en Ontwikkeling van Publieke Administrasie.
2. Die Moderne Dienende Staat en sy Instellings:—
 - (i) 'n Beskrywing van die samestelling van die administratiewe hiërargie: Sentraal, regionaal en plaaslik.
 - (ii) Die verhoudings van die administratiewe instellings tot die wetgewende organe, die howe, die publiek en onderling tot mekaar.
3. Die Staatsdiens met besondere verwysing na Suid-Afrika:—
 - (i) Organisasie:—
 - (a) Algemene beginsels.
 - (b) Statutêre grondslae van die S.A. Staatsdiens.
 - (c) Indeling van die Staatsdiens in departemente en ander eenhede.
 - (d) Interne organisasie van staatsdepartemente en ander eenhede.
 - (e) Organisatoriese aspekte van die postestruktuur van die staatsdepartemente en ander eenhede.

Vraestel 2.

Die Staatsdiens met besondere verwysing na Suid-Afrika (vervolg):—

- (ii) Administratiewe prosedure:—
 - (a) Beleidbepaling.
 - (b) Beplanning vir die uitvoering van beleid.
 - (c) Werkprosesse.
 - (d) Beheer oor administratiewe bedrywighede.
 - (e) Herorganisasie en aanpassing.
- (iii) Finansies:—
 - (a) Die finansiële instellings.
 - (b) Die begrotingstelsel en begrotingsprosedure.
 - (c) Die stelsel van die vasstelling, berekening, invordering en bewaring van belastings en ander openbare fondse.
 - (d) Die besteding van openbare fondse.
 - (e) Openbare rekeninge, ouditering en verslaggewing.
 - (f) Openbare voorrade.

Vraestel 1.

1. Personeeladministrasie in die Staatsdiens met besondere verwysing na Suid-Afrika:—

- (a) Grondslae van personeeladministrasie in die Staatsdiens.
- (b) Diensvoorwaardes.
- (c) Aanwering en plasing
- (d) Opleiding.
- (e) Bevordering.
- (f) Uitdienstredingsreëls.
- (g) Personeelverhoudings in die Staatsdiens met besondere verwysing na toesighouding, onderlinge beraadslaging en personeeldienste.

Vraestel 2.

1. Die verhouding tussen sentrale, regionale en plaaslike regeringsinstellings en die vraagstukke wat daaruit ontstaan.

2. Staatshandelondernemings met besondere verwysing na Suid-Afrika.

Vraestel 3.

Die verhouding van die wetgewende gesag, die regterlike gesag en die publiek tot administratiewe instellings (veral in Suid-Afrika) met besondere verwysing na:—

- (i) administratiewe wetgewing;
- (ii) administratiewe regspraak;
- (iii) beheer oor administratiewe bevoegdhede; en
- (iv) die inskakeling van belangegroeppe in die administratiewe hiërargie deur middel van rade en kommissies.



University of Fort Hare
Together in Excellence

DEPARTEMENT VAN VOLKEKUNDE

Kursus I

(Een Vraestel)

AFDELING A (50 PERSENT)

1. Inleiding:

- (a) Die gebied en taak van die vak.
- (b) Die begrippe kultuur, ras en volk.

2. Oorsigtelike behandeling van die basiese volkekundige verskynsels en begrippe t.o.v. tegnologie, ekonomiese en maatskaplike organisasie, religieuse stelsels, regeerings- en regstelsels, kuns en mitologie.

3. Oorsigtelike studie van fisiese antropologie en rassekunde en die verspreiding en raseindeling van die volke van die wêreld.

AFDELING B (50 PERSENT)

1. Etniese samestelling, geskiedenis en indeling van die volke van Suidelike Afrika.

2. 'n Intensiewe etnografiese studie van *een* Nguni- en *een* Sothovolksgroep, en 'n oorsigtelike etnografiese studie van die Boesmans en Hottentotte.

3. Die studie van aanraking tussen wit en swart in Suid-Afrika en probleme in verband daarmee.



Vraestel 1.

Intensiewe studie van die aard en eienskappe van kultuur.

Vraestel 2.

Etnografiese studie van die volke van Afrika, met besondere verwysing na 'n patrilineêre Noord-Bantoestam (Bakitara), 'n matrilineêre stam (Bemba), 'n Nilotiese stam (Lango), 'n Negerstam (Ashanti), en wel meer bepaald ten opsigte van staatsorganisasie, religieuse stelsels, sosiale organisasie en ekonomiese stelsels.

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 met besondere verwysing na sekere gebiede of sekere bevolkingsgroepe.

(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.

(1) 'n Etnologiese studie van die kulture van Oseanië; oorsigtelike etnografiese behandeling van die Trobrianders van Melanesië; die Tonga en Ontong Java van Polinesie.

(2) Oorsig van die bevolkings en kultuur areas van Noord en Suid Amerika.

(3) 'n Studie van die Sosiale organisasie van die Arunta van Australië.

(4) Oorsig van die klassifikasies van die Afrikaanse kulture volgens Ankermann, Frobenius, Seligman, Baumann en Herskovits.

Kursus 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 rigtingsopvattinge, 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.

Teorieë en probleme in verband met akkulturasie en transkulturasie, met verwysing na toestande in Suidelike Afrika en Amerika.

Vir bibliografie kyk UNISA-Jaarboek.

Vraestel 5.

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.)

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.

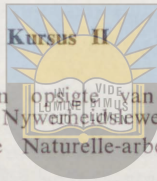
2. Ontwikkeling van naturellebeleid en -administrasie: Inleidende bestudering van historiese ontwikkeling van naturellebeleid en -administrasie in die Suid-Afrikaanse kolonies en republieke voor unifikasie, met besondere verwysing na beleidsrigtings en/of administrasiestelsels wat na 1910 navolging gevind 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; grondreserwing vir en die regte van naturelle 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 verslae van die Naturelle-Onderwyskommissies, U.G. Nr. 29/1936 en U.G. Nr. 53/1951.



Vraestel 1.

1. Naturelle-arbeid: Beleid ten opsigte van beheer oor en gebruik van Naturelle-arbeid in Suid-Afrikaanse Nywerheidsreue:—
- (a) Die bepalinge 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-arbeid, Wet No. 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 bepalinge van die Wet op Nywerheidsversoening, 1956, en die verslae van die Kommissies insake Nywerheidswetgewing, U.G. 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; Ongevalwet, 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; beweging; algemene gevolge.

- (b) Gedetailleerde bestudering van die Naturelle (Stadsgebiede) Konsolidasiewet, 1945, met spesiale verwysing na die administrasiestelsel: Woonbuurtskeiding; instromingbeheer; drank en drankverskaffing; finansiering van die administrasie t.o.v. stedelike naturelle; aandeel van die naturelle in stedelike plaaslike bestuur.
- (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 bevoegdhede en werksaamhede van die Raad; verhouding tussen die Stadraad van Johannesburg en die Raad vir die Hervestiging van Naturelle.
- (e) Die buitestedelike naturellevraagstuk in die Republiek.

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-administrasiewet, 1927, en Proklamasie Nr. 150/1934.
- (c) Vereenvoudiging van die passtelsel: Naturelle (Afskaffing van Passe en Koördinerings- en Dokumentewet, 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; apartgeriewe.

Die volgende wetgewing is van belang: Naturelle-administrasiewet, 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 onderdrukking 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 natuurlebevolking in Suid-Afrika:—

- (a) Algemene burgerregte wat natuurle 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; Grondwet van die Republiek van Suid-Afrika, 1961.
 - (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-oowerhede, 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 Native Authorities, Native Councils en Trusteestelsels; 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 bevolkingsvraagstuk: 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 Trusteestelsel. '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 en die toepassing daarvan in Afrika (insluitende Suid-Afrika) 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.
- (c) Teorie en praktyk betreffende status en plek van verskillende rasse-groepe.
- (b) Oorsake van en beleid in verband met die ontwaking van nasionalisme.
- (d) Vraagstukke betreffende staatkundige uitlewing: selfregering.
- (e) Verpligtings betreffende welsyn en ontwikkeling.

Bibliografieë/Bibliographies—1963

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* (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).
 Manoupkian: *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. Kontaksituasie* (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).

Keessing: *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* (Harrap).

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 in 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. 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 Planneraad, 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 Onderzoek na die Algemene Distribusie en Verkooppryse van Sterk Drink*, U.G. 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. 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, 1957; 60c).

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 & Durrant: *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), of/or

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 Polices in Africa* (Univ. of Penss. 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 Betengtheid 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

Inleiding tot die dinamika. Spoed, snelheid en versnelling. Momentum Newton se bewegingswette. Enkelvoudige harmoniese beweging. Starre liggaam wat om 'n vaste as draai.

Inleiding tot die statika. Kragte, ewewydige kragte, momente en koppingsmassamiddelpunte. Masjiene. Hooke se wet en elastisiteit. Inleiding tot die hidrostatika.

Kursus II

Vraestel 1.

Tweedimensionale beweging van 'n massapunt, 'n starre liggaam en stelsels. Veralgemeende Koördinate.

Vraestel 2.

Driedimensionale vektor algebra en analise. Kragte in die ruimte. Virtuele arbeid. Stabiliteit van ewewig.

Kursus III

Vraestel 1.

Driedimensionale beweging van 'n massapunt en 'n starre liggaam. Hamilton Jacobi teorie. Lagrange se vergelykings.

Vraestel 2.

Elektrostatika en elektrodinamika met gebruik van spesiale funksies. Spesiale relatiwiteitsteorie.



B.Sc. (Honns.)

Die kursus strek oor twee jaar en bestaan uit vier vraestelle, twee waarvan die end van die eerste jaar moet afgeslê word.

Alleen kandidate wat 'n goeie slaagsyfer in Wiskunde III behaal het sal tot studie toegelaat word. Voorafgaande kandidate moet die Hoof van die Departement spreek.

Together in Excellence

M.Sc.

Die kursus bestaan uit drie vraestelle en/of 'n verhandeling. Voornemende kandidate moet die Hoof van die Departement spreek.

DEPARTEMENT VAN WISKUNDE

WISKUNDE

Kursus I

Driehoeksmeting.—Trigonometriese funksies van enige hoek; optellingsteoremas; inverse trigonometriese funksies; maklike identiteite; oplossing van trigonometriese vergelykings.

Algebra.—Kwadratiese vergelykings, nulpunte en veelterms (algemene teorie sonder bewyse); permutasies en kombinasies; binomiaalstelling vir positiewe reële, eksponente; volledige induksie; die somme Σr , Σr^2 , Σr^3 . Parsieelbreuke (geen bewyse eksistensiestellings). Rekenkundige en meetkundige reekse. Determinante van die tweede en derde orde.

Meekunde.—Reguit lyn en sirkel; raaklyn aan sirkel. Eenvoudige eienskappe van die kegelsnedes; pool en poollyn; toegevoegde middellyne; translasië van asse in reghoekige kartesiese koördinate.

Differensiaal- en Integraalrekening.—Limiete en konvergensie van die meetkundige reeks. Boogmaat, Differensiasie en integrasie van die elementêre funksies (die eksponensiële, logaritmiese, trigonometriese funksies en hul inverses en die hiperboliese funksies). Parsiële integrasie en integrasie met behulp van substitusies. Afgeleides van hoër orde. Maksima, minima en buigpunte. Teken van krommes. Leibniz se formule. Differensiasie van implisiete en parametriese funksies. Die integraal as limiet van 'n som en toepassinge op oppervlaktes, booglengtes. Volumes en oppervlaktes van omwentelingsliggame. Afgeleide as tempo van verandering. Elementêre parsiële differensiasie.

L.W.—Laat poo:koördinate en reduksie-formules uit.

Vraestel 1.

Lineêre Algebra.—Vektore in die n -dimensionale ruimte; lineêre afhanklikheid en onafhanklikheid van vektore; lineêre afbeeldings; lineêre vergelykings; matrikse determinante.

Meetkunde.—Homogene koördinate in die platvlak; algemene vergelyking van die tweede graad; translasië en rotasie van asse. Platvlak, lyn en bol in die ruimte. Homogene koördinate in die ruimte. Pool en Poolvlak.

Kompleks-getalle.—Definisie en meetkundige voorstelling. Stelling van de Moivre. Funksies van 'n kompleks veranderlike; limiete en kontinuiteit. Hoofstelling van die algebra (intuïtiewe behandeling). Rye en reekse met komplekse terme. Die eksponensiaal, trigonometriese, hiperboliese funksies en hulle inverse funksies. Veralgemeneerde mag.

Vraestel 2.

Konvergensie.—Konvergensie van monotoon begrensde rye (sonder bewys). Reekse, konvergensie, divergensie, absolute konvergensie. Die konvergensietoets van D'Alembert, Cauchy en Raabe.

Differensiaalrekening.—Rolle se stelling en eerste middelwaardestelling, Taylor se stelling met bespreking van die res-term. Die ontwikkeling van elementêre funksies in magreeke: e^x , $\sin x$, $\cos x$ (met bespreking van res-term) en $(1+x)^m$. Onbepaalde vorms. Kromming.

Parsiële Differensiasie.—Definisies en omruiling van die volgorde van differensiasie. Invoering van nuwe veranderlikes. Die totale differensiaal. Omhullendes. Jacobiane.

Integrasie.—Hersiening van die werk van kursus I. Oppervlaktes, booglengtes, volumes en die oppervlakte en volume van omwentelingsliggame in reghoekige en poolkoördinate. Meervoudige integrale, invoering van nuwe veranderlikes.

Differensiaalvergelykinge.—Die ontstaan en aard van die oplossing van gewone en parsiële differensiaal vergelykinge met verwysing na eksistensiëteoremas (lg. sonder bewyse). Die oplossing van vergelykinge van die eerste orde en eerste graad insluitende die gebruik van integrerende faktore. Die teorie van lineêre vergelykinge en die oplossing van lineêre vergelykinge met konstante koëffisiënte en homogene vergelykinge.

Vraestel 1.

Transformasie van basis-vektore van 'n n-dimensionale vektorruimte; eiewaard en eievektore van lineêre afbeeldings; bilineêre en kwadratiese vorme; kongruens van matrikse; n-dimensionale euklidiese ruimte; polinome; g.g.d. en k.g.v. van polinome; elementêre delers van 'n polinoommatriks. Invariante deelruimtes van lineêre afbeelding; karakteristieke polinoom, minimaalpolinoom en elementêre delers van 'n lineêre afbeelding; gelykvormigheid van matrikse en 'n volledige stelsel kanoniese vorms. Elementêre teorie van groepe, ringe en liggame. Meetkunde: D-tweede-graadsoppervlak in 3-dimensionale ruimte.

Vraestel 2.

Analise.—'n Streng behandeling van die volgende onderwerpe met die aanname van die volledigheid van die sisteem van reële getalle.

Boonste en onderste grense, verdigtingspunte. Die stelling van Bolzano-Weierstrass en Heine-Borèl. Limes superior en limes inferior van reë en funksie Cauchy se konvergensieprinsipe. Differentieërbaarheid, kontinuïteit en gelykmatig kontinuïteit. Die Riemannintegraal, oneintlike integrale o.a. Beta- en Gamma-funksies. Differentiasie onder die integraalteken. Taylor se stelling vir twee reë veranderlikes, maksima en minima van funksies van twee veranderlikes, Lagrange se vermenigvuldigers. Euler se stelling vir homogene funksies. Jacobiane. Meervoudige integrale, oppervlaktes en volumes deur middel van meervoudige integral. Gewone differensiaalvergelykinge: singuliere oplossinge, oplossing deur middel van reekse.

Vraestel 3.

Konvergensie van reekse, gelykmatige konvergensie en voldoende voorwaardes vir die termsgewyse intergrasie en differensiasie van 'n reeks van funksies van reële of komplekse veranderlike. Eienskappe van magreekse. Die logaritmes, eksponensieël en trigonometriese funksies van reële en komplekse veranderlike. Lynintegrale in die reële en komplekse vlak. Differentieërbaarheid van funksies van 'n komplekse veranderlike, analitiese funksies en die Cauchy-Riemann-vergelykinge. Die stelling van Cauchy, Taylor en Laurent se ontwikkelinge, residu- en kontoer-integrasie.



University of Fort Hare
Together in Excellence

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) Anaxagoras; (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.

Voorgeskrewe boeke.

Guthrie, W. K. C.: *The Greek Philosophers* (Londen, 1956).

Burnet, J.: *Early Greek Philosophy* (Londen, 1961).

Plato: *Parmenides and Other Dialogues* (vertaal deur J. Warrington; Everyman, Londen, 1961).

Plato: *The last days of Socrates* (Penguin, Londen, 1961).

Naslaanboeke:

Windelband, W.: *A history of Philosophy* (vertaal deur J. H. Tufes; New York, 1950).

Freeman, K.: *Ancilla to the Pre-Socratic Philosophers* (Oxford, 1948).

Freeman, K.: *Companion to the Pre-Socratic Philosophers* (Oxford, 1949).

Taylor, A. E.: *Plato, the Man and his Work* (Londen, 1960).

Ross, W. D.: *Aristotle* (Londen, 1960).

Guthrie, W. K. C.: *The History of Greek Philosophy*, Vol. I (Cambridge, 1962).

Kirk & Raven: *The Pre-Socratic Philosophers* (Cambridge, 1957).

Armstrong, A. H.: *An Introduction to Ancient Philosophy* (Londen, 1959).

De Burgh, W. G.: *The Legacy of the Ancient World* (Pelican, Londen, 1961).

Farrington, B.: *Greek Science* (Pelican, Londen, 1953).

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 simbolies-feodale periode.
3. Die Hoog-Skolastiek: XIIIde eeu.
4. Die Laat-Middeleeue: (a) die Laat-Skolastiek; (b) die Mistiek; (c) die Renaissance.

Voorgeskrewe boeke:

Knowles: *The Evolution of Medieval Thought* (Londen, 1962).

Naslaanboeke:

Windelband, W.: *A History of Philosophy* (vertaal deur J. H. Tufts; New York, 1950).

Gilson, E.: *The Spirit of Medieval Philosophy* (Londen 1950).

Sassen, F.: *Geschiedenis der patristiese en middeleeuwsche wijsbegeerte* (Antwerpen, 1950).

De Wulf, M.: *An introduction to Scholastic Philosophy* (New York, 1956).

Compton, F. C.: *Medieval Philosophy* (Londen, 1952).

Vraestel 2.—Die Thomisme en sy geskiedenis.

Die historiese agtergrond. Die ontwikkelingsgang van Thomas Aquino, 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:

- Copleston, F. C.: *Aquinas* (Pelican, Londen, 1955).
Thomas Aquinas: Philosophical Texts (versamel en vertaal deur T. Gilby Oxford, 1956).

Naslaanboeke:

- De Wulf, M.: *The Systems of Thomas Aquinas* (vertaal deur E. Mesinger; New York, 1959).
Bigongiari, D.: *The political ideas of St. Thomas Aquinas* (New York, 1961).
D'Arcy, M. C.: *St. Thomas Aquinas* (Dublin, 1953).
Gilson, E.: *The Christian Philosophy of St. Thomas Aquinas* (Londen, 1957).
Maritain, J.: *St. Thomas Aquinas* (New York, 1959).

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 rasionalitiese metode Italiaanse logika, Descartes, Spinoza, die Okkasionalisme: 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:

- Descartes, R.: *A Discourse on Method* (vertaal deur J. Veitch; Everyman Londen, 1960).
Burt, E. A.: *English Philosophers from Bacon to Mill* (New York, 1939).

Naslaanboeke:

- Russell, B.: *A critical exposition of the philosophy of Leibniz* (Londen 1937).
Windelband, W.: *A History of Philosophy* (vertaal deur J. H. Tufts; New York, 1950).
O'Connor, D. J.: *John Locke* (Pelican, Londen, 1952).
Aaron R. I.: *John Locke* (Oxford, 1955).
Basson, A. H.: *David Hume* (Pelican, Londen, 1958).
Peters, R.: *Hobbes* (Pelican, Londen, 1956).
Hampshire, S.: *Spinoza* (Pelican, Londen, 1953).
Warnock, G. J.: *Berkeley* (Pelican, Londen, 1953).

Vraestel 2.—Geskiedenis van die wysbegeerte van Kant tot Hegel.

Deel 1:

- I. Kant.: *Die kritisisme.*

Voorgeskrewe boeke:

- Kant, I.: *Critique of pure reason.*
Kant, I.: *Fundamental Principles of the Metaphysics of Ethics* (vertaal deur T. K. Abbott; Londen, 1949).

Naslaanboeke:

- De Vleeschauwer, H. J.: *The evolution of Kantian thought* (Edinburgh 1962).
Körner, S.: *Kant* (Pelican, Londen, 1955).

Deel 2.

Die Romantiek :

- (a) die geloofsfilosofie;
- (b) Fichte;
- (c) Schelling;
- (d) Restourasiefilosofie;
- (e) Hegel.

Voorgeskrewe boek:

Collins, J.: *A History of modern European Philosophy* (Milwaukee, 1954).

Naslaanboeke:

Beardsley, M. C.: *The European Philosophers from Descartes to Nietzsche* (New York, 1960).

Höfding, H.: *History of modern philosophy* (Londen, 1908).

Vraestel 3.—Gesiedenis van die moderne wysgeerte van die 19de eeu.

Die realistiese anti-Hegelianisme: die materialisme; die Frans-Engelse positivisme; die neo-Kantisme. Eerste restourasiepogings van die metafisika; die Franse wetenskapskritiek; die aanvang van die lewensfilosofie.

Voorgeskrewe boek:

Collins, J.: *A History of modern European Philosophy* (Milwaukee, 1954).

Naslaanboeke:

Windelband, W.: *A History of philosophy* (vertaal deur J. H. Tufts; New York, 1950).

Metz, R.: *A hundred years of British philosophy* (Londen, 1938).

Höfding, T.: *A history of modern philosophy* (Londen, 1908).

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Sistematiese Wysgeerte: Kursus I

(Een vraestel)
University of Port Hare

Sistematiese inleiding tot die wysgeerte in Excellence

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: empiriese, 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 konkomiterende subjekte van die filosofie; beïnvloeding van die filosofie deur menslike en saaklike faktore: ras, milieu, aardrykskunde, beskawingstoestande, sosiale toestande, politieke toestande, ens.

4. Die doeloorsaak 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:

Sprague, E.: *What is Philosophy?* (New York, 1961).

Russell, B.: *Problems of Philosophy* (Londen, 1962).

Naslaanboeke:

- Hospers, J.: *An Introduction to Philosophical Analysis* (Londen, 1961).
Ayer, A. J., e.a.: *The Revolution in Philosophy* (Londen, 1960).
Brightman, E. S.: *An Introduction to Philosophy* (New York, 1951).
Runes, D. D.: *The Dictionary of Philosophy* (Ames, 1960).
Ryle, G.: *Dilemmas* (Cambridge, 1960).
Thompson, S. M.: *The Nature of Philosophy* (New York, 1961).
Woozley, A. D.: *Theory of Knowledge* (Londen, 1960).

Kursus II

(Twee vraestelle.)

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 reël definisies, postulate, omvormingsreëls, logiese bewys, stellings.
(c) Logiese betrekkings:
(i) Afleidings opgebou uit samegestelde proposisies (proposisies, v. bindingsimbole, elementêre geldige vorme, geldigheidsbewyse).
(ii) Logiese betrekkings tussen predikate: Logiese eiename, versamelings, predikate, elementêre betrekkings tussen versamelings, m. dellike en onmiddellike afleidings, Euler- en Venn-diagramme, proposionele funksies, binding van veranderlikes, natuurlike deduksie.
(iii) Die logika van betrekkings: Geformaliseerde betrekkings.
(d) Praedicabilia, Praedicamenta, en klassifikasie.
(e) Russell se "Theory of Descriptions".

2. Metodologie.

Ontleding van die begrippe „wetenskap” en „metode”. Deduktiewe (logiese bewysvoering), verifikasie, induksie (reduktiewe ontleding), beskrywing, verklaring, ontleding, konstruksie, Uniformiteit van die Natuur, oorsaaklikheid, determinisme en indeterminisme.

Voorgeskrewe boeke: University of Fort Hare

- Basson & O'Connor: *Introduction to Symbolic Logic* (Londen, 1962).
Copi, I. M.: *An Introduction to logic* (New York, 1961).
Stebbing, L. S.: *A modern elementary logic* (Londen, 1952).

Naslaanboeke:

- Quine, W. V. O.: *Methods of Logic* (New York, 1961).
Strawson, P. F.: *Introduction to Logical Theory* (Londen, 1952).
Copi, I. M.: *Symbolic Logic* (New York, 1961).
Lee, H. N.: *Symbolic Logic* (Londen, 1962).
Mitchell, D.: *An Introduction to Logic* (Londen, 1962).
Schipper & Schuh: *A First Course in Modern Logic* (Londen, 1960).
Stebbing, L. S.: *A Modern Introduction to Logic* (Londen, 1948).

Vraestel 2.—Etiek.

1. Die taak van die etiek; plek van die etiek in die wysbegeerte, die etiek as wetenskap en die toepassing van die etiek.
2. Die metode van die etiek.
3. Ontleding van grondbegrippe in die etiek: handeling, gedrag, intensie, morele wil, vryheid, karakter, gewete en straf.
4. Sedelike beoordeling; die ontleding van etiese taalgebruik: goed, reg, behoort.

Voorgeskrewe boeke:

- Hare, R. M.: *The Language of Morals* (Oxford, 1952).
Montefiore, A.: *An Introduction to Moral Philosophy* (Londen, 1958).

Naslaanboeke:

- Nowell-Smith, P. H.: *Ethics* (Londen, 1959).
Warnock, M.: *Ethics since 1900* (Londen, 1960).
Stevenson, C. L.: *Ethics and Language* (New Haven, 1960).
Moore, G.: *Principia Ethica* (Cambridge, 1960).
O'Connor, D. J.: *An Introduction to the Philosophy of Education* (Londen, 1957).
Pears, D. F.: *Freedom and the Will* (Londen, 1963).
Toulmin, S.: *The Place of Reason in Ethics* (Cambridge, 1960).

Kursus III

(Drie vraestelle)

Vraestel 1.—Kennisleer.

1. Die omvang, funksie en metode van die kennisleer. Kennisleer en waarde-filosofie. Kennisleer en metafisika.
2. Kenteoretiese ontleding van die volgende begrippe: *Waarneming* (die ge-gewens; die gevolgtrekkings uit illusies; die aard van waarneming); *oordele* (proposisies, bewerings, feite); *algemene begrippe* (algemeenheid, benaming, uni-versalia-probleem); *herinnering*; *waarheid* (ooreenstemmingsteorie en koherensie-teorie, waarheid as begrip van die tweede orde); *ken en glo*.
3. Kenteoretiese probleme en hulle oplossings:—
 - (a) Die gronde van kennis: Ontleding van kengronde en bewysvoering; Rasionalisme, empirisme en transendentalisme.
 - (b) Die voorwerp van kennis: Verskeidenheid van voorwerpe; realisme, idealisme, fenomenalisme.
 - (c) Die moontlikheid van kennis. Ontleding van die begrippe: Objektiviteit, universaliteit, dogmatisme en skeptisisme.
4. Kennisleer en Betekenisleer: Ontleding van die begrippe *betekenis en ver-ysing*.
5. Kritiese ontleding van die aard en funksie van begrippeskemas.

Voorgeskrewe boeke:

- Woozley, A. D.: *Theory of Knowledge* (Londen, 1960).
Ryle, G.: *Dilemmas* (Cambridge, 1960).
Ayer, A. J.: *Thinking and Meaning* (Londen, 1947).

Naslaanboeke:

- Ryle, G.: *The Concept of Mind* (New York, 1960).
Russell, B.: *An Enquiry into Meaning and Truth* (Londen, 1962).
Russell, B.: *Human Knowledge, its Scope and Limits* (Londen, 1956).
Ayer, A. J.: *The Problem of Knowledge* (Londen, 1957).

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 bepalings van die syn (eenheid, goedheid); die individuasie; die synskategorieë, substansie en aksidente; die synsbeginsels (identiteit, eenspraak, voldoende grond); die werkende oorsaaklikheid (wesensoorte), oorsaak-beginsel, oorsaakwet; die doelloorsaak.
3. Kosmologie: Historiese oorsig; stof en uitgebreidheid. Kontinuumdeelbaar-heid; ruimte en plek; die sintuiglike kwaliteite; tyd en beweging; die verandering; die toomteorie; 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 irrasionele kenning; die beheersvermoë: die wil (wese, wilsvryheid, gemoed en gemoedsbewegings); die siel, substansialiteit, geestelike, onsterflikheid; die menslike kompositum: liggaam en siel, lokalisasie, oorsprong.

5. Teodisea: Die begrip van God; die bestaan van God (die Godsbewyse); die wese van God (attribute); die ateïsme en die panteïsme; goddelike kenning en God as Skepper van die heelal; God as bestemming van die heelal; orde, voorsienigheid; optimisme-pessimisme; kwaad en disharmonie.

Voorgeskrewe boeke:

Pears, D. F. (Red.): *The Nature of Metaphysics* (Londen, 1960).

Edwards en Pap: *A Modern Introduction to Philosophy* (Glencoe, 1962).

Naslaanboeke:

Taylor, A. E.: *Elements of Metaphysics* (Londen, 1952).

Emmet, D.: *The Nature of Metaphysical Thinking* (Londen, 1961).

Toulmin, S.: *The Philosophy of Science* (Londen, 1962).

de Raeymaeker, L.: *The Philosophy of Being* (Londen, 1957).

Passmore, J.: *Philosophical Reasoning* (Londen, 1961).

Whiteley, C. H.: *An Introduction to Metaphysics* (Londen, 1955).

Vraestel 3.—Etiek en Staatsfilosofie.

Deel 1: 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, verstandskennings; die waardegevoel; die waardebeleving; waarde as die aangename en die behoorlik; waarde as interesse; waarde en verpligting; die waardes van syn en doen; die sedelike waarde.

Voorgeskrewe boek:

Taylor, P. W.: *Normative Discourses* (New York, 1961).

Naslaanboeke:

Graham, A. C.: *The Problem of Value* (Londen, 1962).

Eaton, H.: *University Philosophy of Value* (Norman, 1930).

Deel 2: Staatsfilosofie. *Together in Excellence*

1. Regverdiging van die staat: (a) samelewing in sy hoër en laer grondvorm; (b) die volk, sentrale en sosiale entiteit; (c) staatsoorsprong: droit divin, sosiaal kontrak; die staat as uitvoerende orgaan van die volk.

2. Interne opbou van die staat: (a) organisasievorme van die staat; (b) indiwiduele regte binne volk en staat; (c) kollektiewe regte van volk en staat en op individue; (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 boek:

Mabbott, J. D.: *The State and the Citizen* (Londen, 1958).

Naslaanboek:

Weldon, T. D.: *The Vocabulary of Politics* (Londen, 1955).

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