

University of Fort Hare
Together in Excellence 1971

UNIVERSITY OF FORT HARE

CALENDAR



University of Fort Hare
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NEW BIOLOGY BUILDING



1971
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UNIVERSITY OF
FORT HARE

CALENDAR

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DIARY 1971

JANUARY:

Friday	1	Public Holiday: New Year's Day.
Friday	15	Finance Committee. Final date for applications— Bursaries and Loans.
Thursday	28	.....	Bursaries Committee (Renewals)

FEBRUARY:

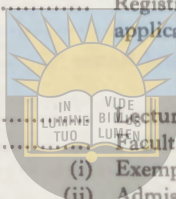
Monday	15	.....	Academic Staff to report for duty.
Wednesday	17	.....	First year students report at Hostels.
Thursday	18	.....	Bursaries Committee (New Applications).
Friday	19	.....	Finance Committee and Deans (Savings).
Monday	22	.....	Registration of First year Students.
Wednesday	24	.....	Senior Students report at Hostels.
Thursday	25	.....	Registration of Senior Students.
Friday	26	.....	Registration of Senior Students. Final date: application for Matriculation Exemption.

MARCH:

Monday	1	.....	Lectures commence. Hostels Committee
Tuesday	2	.....	Faculties: Fixed items for agenda: (i) Exemptions (Mature age and conditional). (ii) Admission to degree and diploma courses (special cases). (iii) Submissions for creation of new posts: 1972. (iv) Applications for leave: 1972.
Thursday	4	.....	Publications Committee. Professorial Committee. Closing date for late registration.
Monday	8	.....	Housing Committee.
Tuesday	9	.....	Library Committee.
Monday	15	.....	Final date: changes in curricula.
Tuesday	16	.....	Executive Committee of Senate.
Thursday	18	.....	Bursaries Committee.
Friday	19	.....	Finance Committee.
Tuesday	23	.....	Senate.
Friday	26	.....	Building Extensions Committee.

APRIL:

Monday	5	.....	Last day of first quarter.
Tuesday	6	.....	Public Holiday: Van Riebeeck Day.
Friday	9	.....	Public Holiday: Good Friday.
Monday	12	.....	Public Holiday: Easter Monday.
Thursday	15	.....	First day of second quarter.
Friday	16	.....	Finance Committee.
Monday	19	.....	Housing Committee.
Tuesday	20	.....	Senate Executive Committee.
Thursday	22	.....	Advisory Council.
Saturday	24	.....	Graduation Ceremony.
Tuesday	27	Council. African Studies Committee.
Thursday	29	Publications Committee.



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MAY:

Monday	3	Library Committee.
Tuesday	4	Faculties: Fixed items for agenda: (i) Departmental lists for examiners and moderators. (ii) Changes/Amendments of rules and syllabi.
Tuesday	18	.....	Senate Executive Committee.
Thursday	20	.....	Public Holiday: Ascension Day.
Tuesday	25	.....	Enlarged Senate.
Thursday	27	.....	Bursaries Committee.
Friday	28	.....	First year students: Last day for submission of matriculation or other required certificate to the Registrar for noting purposes. Finance Committee
Monday	31	.....	Public Holiday: Republic Day

JUNE:

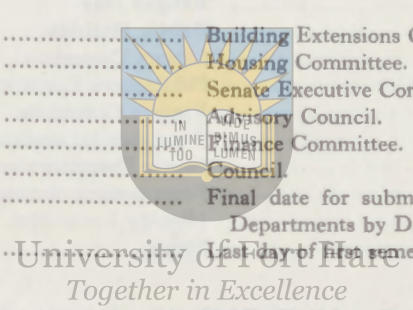
Tuesday	1	.....	Building Extensions Committee.
Monday	7	.....	Housing Committee.
Tuesday	8	.....	Senate Executive Committee.
Thursday	10	.....	Advisory Council.
Friday	11	.....	Finance Committee.
Wednesday	16	.....	Council.
Thursday	17	.....	Final date for submission of estimates of Departments by Deans.
Thursday	24	.....	Last day of first semester.

JULY:

Monday	12	.....	Public Holiday: Family Day.
Thursday	22	.....	First day of second semester. Bursaries Committee.
Friday	23	.....	Finance Committee.
Thursday	29	.....	Publications Committee.

AUGUST:

Monday	2	.....	Final date for despatch of papers in draft form to External Examiners. Hostels Committee.
Tuesday	3	.....	Faculties: Fixed items for agenda: (i) Submissions for promotion of staff: 1972 (Heads of Departments of Faculties.) (ii) Submissions for new departments and courses: 1973.
Thursday	5	.....	Professorial Committee.
Monday	9	.....	Housing Committee.
Tuesday	10	.....	Library Committee.
Tuesday	17	.....	Senate Executive Committee.
Friday	20	.....	Finance Committee.
Tuesday	24	.....	Senate.



SEPTEMBER:

Wednesday	1	.....	Final date for submission of examination papers to Examinations Officer.
Thursday	2	.....	Last day of third quarter
Monday	6	.....	Public Holiday: Settlers' Day.
Thursday	9	.....	First day of fourth quarter. Advisory Council.
Thursday	16	.....	Council. Building Extensions Committee.
Friday	17	.....	Council. Finance Committee.
Thursday	23	.....	Bursaries Committee.
Tuesday	28	.....	African Studies Committee.
Thursday	30	.....	Submission of year marks.

OCTOBER:

Tuesday	5	.....	Faculties.
Sunday	10	.....	Kruger Day
Monday	11	.....	Public Holiday.
Tuesday	12	.....	Library Committee.
Thursday	14	.....	Publications Committee.
Friday	15	.....	Finance Committee. Final date for cessation of lectures.
Tuesday	19	.....	Senate Executive Committee.
Wednesday	20	.....	Examinations commence.
Monday	25	.....	Housing Committee.
Tuesday	26	.....	Senate.

NOVEMBER:

Tuesday	2	.....	Building Extensions Committee.
Thursday	18	.....	Advisory Council.
Friday	19	.....	Finance Committee.
Tuesday	23	.....	Council.

DECEMBER:

Thursday	2	.....	Final date for submission of examination marks to Faculty Secretaries.
Monday	6	.....	Faculty Boards (Examination results).
Wednesday	8	.....	Senate Executive Committee (Examination results).
Thursday	9	.....	Last day of second semester.
Thursday	16	.....	Public Holiday: Day of the Covenant.
Saturday	25	.....	Public Holiday: Christmas Day.
Sunday	26	.....	Boxing Day.
Monday	27	Public Holiday

Administrative offices close: 25th December, 1971—3rd January, 1972.



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WORK IN PROGRESS ON AGRICULTURE BUILDING

THE UNIVERSITY 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 R20,000 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 R10,000 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 33 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.

After the retirement of Prof. Ross, Prof. J. M. de Wet was appointed Rector with effect from 1st July, 1968.

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. Fulltime 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 R21 600 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 R600 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 seventy 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 R150 000 as an endowment for Native Medical Education and this was handed over to the College for that purpose by the Minister of Education. In the same year separate departments of Botany and Physics were established, making a B.Sc. course possible. In March, 1936, Senator the Rt. Hon. F. S. Malan laid the foundation stone of the new Science Block for Chemistry, Physics and Medicine. This was named Livingstone Hall and declared open by the Hon. J. H. Hofmeyr, M.A., LL.D., on March 24th, 1937.

On November 8th, 1940, the Welsh Wing of Stewart Hall, which housed the Biological laboratories and lecture-rooms, was declared open by Senator the Hon. W. T. Welsh. Towards the cost of this the Transkei gave R2000 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. M. 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 R400 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, 1959 (Act No. 64 of 1959,) the maintenance, management and control of the University College of Fort Hare was 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 caters specifically for the Xhosa-speaking group of the Bantu. The University Colleges at Turfloop (Northern Transvaal) and Ngoye (Zululand) cater for the Sotho and the Zulu-speaking groups respectively. Coloured students have been provided for at the Western Cape University College at Bellville (Cape) and a University College in Natal has been founded for Indian students.

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. In regard to the prescribing of courses and the conduct of examinations, there has been the closest co-operation between the University College and the University of South Africa.

In addition to the new faculties and departments introduced since 1960, a department of Land Surveying has been introduced as from 1966.

During 1962/63 a beginning was made with a comprehensive programme for the extension of buildings. Since then buildings completed include 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. New hostel accommodation for both men and women students has been completed and a beginning has been made with the Henderson Hall Extension. The first section of this work is nearing completion. Buildings for the Faculty of Agriculture are in an advanced stage of erection and a start has been made with new extensions at Iona Hostel. Plans for a new Great Hall are now being drawn. Comprehensive plans for building extensions during the next few years have been approved.

The enrolment since 1960, the year of the transfer, was as follows (the figures are the official figures as on the first Tuesday of June):

	Men	Women	Total
1960	308	52	360
1961	304	40	344
1962	207	35	242
1963	198	41	239
1964	210	62	272
1965	245	72	317
1966	318	84	402
1967	334	102	436
1968	350	101	451
1969	376	111	487
1970	470	143	613

The drop in enrolment for the first few years 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 for Indian students at Durban. Prior to the transfer the students now registered at these other new University Colleges would normally have registered at Fort Hare. The low-water mark was reached in 1963 since which year there has been a marked increase as the number of Xhosa-speaking students from the high schools who qualified for registration, increased very rapidly. There is every reason to expect that the marked increase in enrolment will be maintained and even surpassed during the following years.

It follows that the programme for the expansion of buildings and academic facilities will have to be stepped up considerably. In this regard the Department of Bantu Education has already instituted a Planning Committee to plan in advance, and on a long-term basis, for the necessary expansion.

3. University of Fort Hare

In terms of Government Notice No. 680 (Government Gazette of 30th April 1969) the University of Fort Hare Act (Act No. 40, 1969) granted University status to the University College of Fort Hare and provided for the administration and control of the affairs of the University, and for the regulation of its activities and matters incidental thereto.

As from 1st January 1970 the University College became a University, known as the University of Fort Hare. The first Chancellor of the University, Dr. P. E. Rousseau was inducted during the 1970 graduation ceremony and Independence Festivities held on the 30th May, 1970. The Act provides that the Rector is Vice-Chancellor *ex officio*, and consequently the serving Rector, Prof. J. M. de Wet, became the first Vice-Chancellor of the autonomous University.

The Act states that the University shall serve the Xhosa National Unit.

The high standard of the degrees of the University is protected by the appointment, as additional members of Senate, of professors of other universities, for as long as may be considered necessary, and also by a system of external examiners and/or moderators.

Fort Hare will therefore in future be in a position to adapt both the content of its curricula and the methods of presentation more effectively and more adequately to the needs of the people it serves, without in any way sacrificing the high standards of university education.

Everything therefore augurs well for the future and there is every indication that Fort Hare, in its new status, will make an outstanding and invaluable contribution to the development of the Xhosa people.

THE UNIVERSITY OF FORT HARE 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.

The Library contains a valuable Africana collection, known as the Howard Pim Collection of Africana.

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.

On the 1st January, 1970, the book stock amounted to ± 70 000 volumes.

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 in 1936 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.

XHOSA DICTIONARY

Dr. Albert Kropf's *Kafir-English Dictionary* has, since its first appearance in 1899, been regarded as the only standard work of its kind in Xhosa. The second edition, prepared for the press by the Rev. Robert Godfrey M.A., was published in 1915. When this was sold out in the late 1920's or early 1930's the Rev. Mr. Godfrey was requested to revise the dictionary and to transcribe it into the *New Orthography* of 1934. But before it could be printed in the 1950's the orthography was modified once more to become what is now known as *Standard Xhosa Orthography*, in which the three exotic non-roman symbols of the New Orthography were eliminated. As a result of this change of orthography Godfrey's work could not be published.

As the need for a standard Xhosa Dictionary was acutely felt by students of the language, Prof. J. A. Louw of the University of South Africa, in collaboration with the Xhosa Language Committee of the Department of Bantu Education, persuaded the Lovedale Press to have Godfrey's work transliterated into the Standard Orthography and published. Two attempts were made to have this done, but it proved impracticable until, in 1966, the Rector of the University College of Fort Hare decided that the compilation of a new Xhosa Dictionary should be undertaken at Fort Hare and that the definitions

should be given in both English and Afrikaans, a project since then extended to include definitions in Xhosa as well, thus making it a fully trilingual dictionary, the first of its kind for any Bantu language in South Africa. With the approval of the Minister of Higher Education, the National Council for Social Research (now the Human Sciences Research Council) made an annual grant of R6000 available for the project (increased to R6600 in 1970). The University College of Fort Hare undertook to pay the salary of the Editor-in-Chief and the Transkei Government offered to subsidize the employment of three assistant editors. The Ciskeian Territorial Authority, which was approached recently for assistance, has agreed to make R3000 per annum available.

The work of compiling the dictionary was commenced by the Chief Editor, working alone, in June 1967. In 1968 the staff was increased by the appointment of four assistant editors, an Afrikaans Translator and a typist.

The project is controlled on behalf of the Fort Hare Council by a *Xhosa Dictionary Committee*. The foundation members of this committee were the Rector of the University College of Fort Hare, Prof. J. J. Ross, as chairman, the chairman of the Fort Hare Council, Prof. P. F. D. Weiss, the President of the National Council for Social Research, Dr. P. M. Robbertse, a representative of the University of South Africa, Prof. J. A. Louw, a representative of the University of Cape Town, Prof. E. O. J. Westphal, a representative of the Lovedale Press, Mr. G. Reid, a representative of the Transkei Government, Mr. D. M. Ntusi, and the Editor-in-Chief, Mr. H. W. Pahl, as secretary.

Xhosa is rich, not only in vocabulary, that adequately meets the needs of the traditional Xhosa culture, but also in idiomatic expressions and imagery which enable good speakers to reach great heights of oratory. Many words can be found which can be used in a hundred or more idiomatic expressions. Unfortunately, however, the funds and time made available for the dictionary project render a comprehensive study of the language impossible. As a result of these limiting factors the work will be far from exhaustive.

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REGULATIONS IN CONNECTION WITH THE ADMISSION AND REGISTRATION OF STUDENTS

I. ADMISSION

1. In these regulations "admission" means approval to report for registration as a student at the University, irrespective of whether the prospective student has been registered as a student previously or not.

2. Application for admission must be made by post on the prescribed form. Application for admission in person is not allowed.

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) As regards new students a testimonial of good conduct may be obtained from a minister of religion, Bantu Affairs Commissioner or District Magistrate or Principal of the last school attended.
- (ii) a medical certificate of health on the prescribed form.
- (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.

5. Application forms from the University will be sent by registered mail. The completed forms must be returned by registered mail together with a sum of R10 which will form part of the fees payable by the student. Should the applicant not register, fees for board and lodging will be recovered from this amount and the balance refunded to the applicant.

6. No prospective student may report for registration at the University unless he has been notified by the Registrar in writing that he has been admitted.

7. Admission as defined above, lays no obligation on the University 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 R4 has been paid.
- (2) At the time of reporting for registration the written permission to report for registration must be produced (see I, 6 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, 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 account of each student to whom a bursary, loan or other allowance is payable, will be credited quarterly with 25% of the amount of such bursary, loan or allowance. The portion of the prescribed fee which is due after subtraction of 25% of a bursary, loan or other allowance which is payable to the student, 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.

CODE OF BEHAVIOUR

1. The Rector is the chief disciplinary officer of the University (and is in the first place responsible for the application of disciplinary measures.).

2. It is expected of students to conduct themselves inside and outside of the buildings, on or off the campus, in such manner that the good name of the University or the proper conduct of the work of the University is not or cannot be prejudiced.

A student on being found guilty of contravening this regulation may be deprived of the rights and privileges which he enjoys as a student of the University or he may be denied further admission as a student of the University, or his further re-admission may be made dependent upon the payment of a fine not exceeding R50.

3. Abuse of liquor will not be tolerated. Students who transgress in this connection, either on or off the University campus, expose themselves to very severe disciplinary measures which may even extend to immediate expulsion from the University.

Possession, use or supplying of alcoholic drink in the hostels by students is forbidden.

4. Should a student, on account of being found guilty of contravening any regulation, be deprived either temporarily or permanently of the rights and privileges he

enjoys as a student of the University, or be refused re-admission either temporarily or permanently, he forgoes all claim to a refund, reduction or rebate of fees paid or payable to the University for the quarter concerned.

5. No disciplinary measure will be taken until a student has had an opportunity to defend himself: Provided that where circumstances demand, a student may be suspended immediately by the Rector pending investigation of his/her alleged offence.

The above code of behaviour is instituted in order to maintain a high academic and social standard at the University of Fort Hare. Students and parents are requested to give their fullest co-operation to the University in the execution of this policy.

When a Student must Leave the Hostel

(1) Should a student who resides in a hostel, fail to be admitted to the examinations on account of poor academic progress during any year, he shall leave the hostel when lectures cease.

(2) A student who resides in a hostel shall leave such hostel not later than three days after his examinations.

FEES PAYABLE TO THE UNIVERSITY

NB.—It should be noted that the details of fees listed below are only provisional as steps are at present being taken to review the situation, and if possible, to re-introduce the block system of fees.

BOARD AND LODGING

(1) A full-time student shall pay to the university *one hundred rand* (R100) for board and lodging, if he is required to reside in a hostel of the university.

(2) An occasional student shall pay to the university *fifty cents* (50c) per day or part of a day up to a maximum of *fourteen rand* (R14) per month or *twenty-five rand* (R25) per university quarter, as the case may be, if he resides in a hostel of the university.

Students writing supplementary examinations must therefore report to the Accounts office as soon as possible after arrival. The same applies to post-graduate students arriving before hostels open officially.

REGISTRATION FEE

(1) A student shall pay a registration fee of *ten rand* (R10) per year.

(2) An additional amount of *four rand* (R4) shall be payable in respect of any late enrolment.

EXAMINATION FEE

(1) A student taking the South African Teacher's Diploma course or a special one-year diploma course for serving teachers shall pay an examination fee of *fifteen rand* (R15) per year to the university.

(2) A student taking a course of study in any of the following categories shall pay an examination fee of *nine rand* (R9) per course per year to the university:—

- (a) A non-graduate diploma or certificate, excluding the courses of study mentioned in subregulation (1);
- (b) a post-graduate diploma or certificate;
- (c) a Bachelor's degree; and
- (d) a post-graduate Bachelor's degree, excluding an Honours degree.

(3) A student registered for one of the following courses of study shall pay to the university an examination fee as follows:—

- (a) An Honours degree: R40.
- (b) A Master's degree: R30.
- (c) A Doctor's degree: R60.

TUITION FEES

A student taking any of the following courses of study shall pay to the university the tuition fee appearing opposite the relevant course of study:—

- (a) A non-graduate diploma [excluding the courses of study mentioned in regulation 6 (1)], a non-graduate certificate, a post-graduate diploma or certificate, a Bachelor's degree and a post-graduate Bachelor's degree (excluding an Honours degree or a B.Ed. degree): R42 per year.
- (b) An honours degree or a B.Ed. degree: R42 for full course.
- (c) A Master's degree: R30 for full course.
- (d) A Doctor's degree: R60 for full course.

LABORATORY FEE

(1) A student taking a course of study which requires laboratory work, excluding a student registered for a Master's or Doctor's degree who is not studying on a full-time basis at the university, shall pay to the university a laboratory fee of R5 per course in the case of undergraduate students and R20 in the case of Honours students.

(2) In the case of a student taking a Master's or Doctor's degree who is not studying on a full-time basis at the university, the laboratory fee shall be *twenty rand* (R20) for such course if laboratory work is required and the student makes use of the laboratory of the University.

OTHER FEES

Special, Aegrotat or Supplementary Examination and Local Fees

1. (a) The fees for any special, aegrotat or supplementary examination shall be *ten rand* (R10) per course.
- (b) The fees payable for medical aid, sport and recreation amount to R10.00 per annum.
- (c) A deposit of R6 is payable at a hostel for the use of University property, including a bedroom key. This amount is refundable on such property being handed over in good order when the student finally leaves the university.
- (d) A Library fee of R3 per year is payable.

Resubmission of a Thesis

2. The fee for the resubmission of a thesis for a Master's degree shall be *thirty rand* (R30) and for a Doctor's degree *sixty rand* (R60).

Advance Statements

3. The fee for an advance statement in respect of a completed degree, diploma or certificate shall be *fifty cents* (50c).

Certified Statements

4. A certified statement in respect of courses passed towards a degree, diploma or certificate shall be supplied on application and on payment of a fee of *fifty cents* (50c).

Duplicates of Diplomas and Certificates.

5. A duplicate of a diploma or certificate shall not be issued, but a certified statement, bearing the university arms and giving the title and date of the diploma or certificate, shall be supplied on application and on payment of a fee of *one rand* (R1).

Special Students

6. A student taking a course of study for which no degree, diploma or certificate is awarded, shall pay a fee of *twenty rand* (R20) per course per year in addition to the registration fee.

Graduation, Exemption and Status Fees.

7. The fees payable in respect of graduation, exemption and status shall be as determined by the University.

GENERAL PROVISIONS

Liability of Students

1. A student shall be fully liable for all fees payable by him in terms of these regulations.

When Fees must be Paid

2. (1) The registration fee shall be payable on notification of admission.

(2) Fees for board and lodging, tuition, examination, library, hostel deposit and, where applicable, laboratory fees, shall be payable in advance before the student is registered, but with the exception of hostel deposit may be paid in four equal payments and in which case the payments shall be effected as follows:—

First payment: On or before registration.

Second payment: On or before the first day of the second quarter.

Third payment: On or before the first day of the third quarter.

Fourth payment: On or before the first day of the fourth quarter.

(3) Notwithstanding the provisions of subregulation (2), the tuition and examination fees of a student in one of the following courses of study shall be payable during the first year of study

(a) B.Ed. degree.

(c) Master's degree.

(b) Honours degree.

(d) Doctor's degree.

(4) All other fees, apart from the fees mentioned in subregulations (1) and (2), shall be payable in such manner and at such times as the Council of the University may determine.

Default of Payment

3. In the case of a student who fails to pay the fees for which he is liable on the dates as prescribed in these regulations, the Council may—

(i) exclude such student from a hostel; or

(ii) exclude such student from lectures; or

(iii) exclude such student from both hostel and lectures; or

(iv) refuse admission to examinations to such student.

Remission of Fees for Board and Lodging and Other Fees

4. (1) In the case of a student who resides in a hostel and is prevented by illness, or by any other reason approved by the council, from completing his studies in the year of study concerned, and leaves such hostel before 1 October, the Council may, on the recommendation of the Rector, reduce the fees payable for board and lodging on the basis of *one hundred rand* (R100) less *fifty cents* (50c) for each day the student resided in the hostel.

(2) The registration fee shall under no circumstances be refunded.

(3) If a student, for some reason or other acceptable to the Council, abandons his studies during any year of study and leaves the university, part of the fees [excluding fees provided for in subregulations (1) and (2)] paid by him to the University may be refunded to him on a basis approved by the Secretary for Bantu Education after consultation with the Treasury.

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 (Less R10 Registration Fee)	R186
Awards held :—	
Regional authority grant	R60
University bursary	R60 R120
	—
Amount to be paid by student	R66

+R10 Registration Fee payable on notification of admission.

The amount of R66 is payable in four instalments of R16.50 each payable on the specified dates.

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

In regard to State or University 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 University.

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

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

Fees must be sent direct to the Registrar and not to students. Pocket and book money must be sent to students direct.

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

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

FINANCIAL ASSISTANCE TO STUDENTS

Application for a Study Loan

- (1) Any student or any prospective student may apply to the University for a study loan.
- (2) The application shall be made on a form approved by the University.
- (3) The application shall be submitted to the Registrar of the University before or on a date determined by the Council.
- (4) The Council may grant to any successful applicant such study loan as determined by the Minister in terms of the Act.
- (5) All study loans granted in terms of subregulation (4) shall be subject to the conditions set out hereunder.

Conditions Attaching to Study Loans

- (1) Any student to whom a study loan is granted shall conclude a study loan agreement with the Council on a form approved by the Secretary of Bantu Education.
- (2) The account of a loan holder shall be credited yearly with the granted instalment of the loan.
- (3) No moneys shall be payable direct to a loan holder.

- (4) If a loan holder—
- (a) abandons his studies; or
 - (b) fails to attend classes regularly, or does not apply himself diligently and conscientiously to his studies, or does not make satisfactory progress, or fails his examinations; or
 - (c) without reasons acceptable to the Council, fails to complete the course of study within the determined period; or
 - (d) is found guilty of a criminal offence; or
 - (e) is for whatever reason suspended from the university; or
 - (f) for whatever reason fails to complete the course of study,
- the Council shall have the right to terminate the study loan agreement, in which case all moneys due by the loan holder in terms of the study loan agreement shall immediately become claimable together with interest at 6 per cent per annum calculated from the date of termination of the study loan agreement.

(5) Any study loan shall, subject to the provisions of the Act, be repayable to the Council of the University on 1st April of the year following the year in which the course of study has been completed: Provided that the Council may approve that the study loan be repaid over a longer period in instalments of not less than *ten rand* (R10) per month, and in which case interest at the rate of 6 per cent per annum shall be levied from the date the study loan becomes repayable.

(6) As soon as the loan holder, after completion of his course of study, accepts a post, he shall immediately notify the Council of the name and address of his employer.

(7) The loan holder shall, after completion of his course of study, immediately notify the Council of any changes in respect of—

- (a) his residential and working address;
- (b) the address of his surety;
- (c) the name and address of his employer.

(8) The provisions of subregulations (6) and (7) shall also apply to any loan holder whose loan agreement has been terminated by the Council in terms of subregulation (4).

(9) The loan holder shall authorise his employer to recover the amount due to the Council in terms of the study loan agreement, together with any interest, in monthly instalments of not less than *ten rand* (R10) per month from any salary payable to him and to pay it over to the Council.

(10) Notwithstanding anything to the contrary contained in these regulations, any loan shall be interest-free as long as the loan holder, with or without a study loan, studies full time at a university, and a loan shall not be repayable during such period.

Postponement of Termination of Study Loan Agreement

3. Notwithstanding anything to the contrary contained in these regulations, the Council may postpone the termination of a study loan agreement if a loan holder—

- (a) fails in any year of study or passes in his final year but does not fully qualify for the award of a degree, diploma or certificate, and such loan holder repeats at his own expense the year of study concerned or the missing courses or subjects at the university in the subsequent year;
- (b) interrupts his studies on account of financial difficulties, and takes up employment with the purpose of saving money to enable him to return to the university as a full-time student: Provided that—
 - (i) the loan holder shall obtain the prior approval of the Council for such interruption;
 - (ii) such interruption shall not be for longer than 2 years; and
 - (iii) the Council shall have the right to terminate the study loan agreement with retrospective effect as from the date on which the studies were initially interrupted if the loan holder fails to continue his studies at the university;

- (c) interrupts his studies on account of illness or for some reason or other acceptable to the Council, and intends to return to the university after such interruption as a full-time student to continue his studies: Provided that:—
- (i) in the case of illness, the loan holder shall, as soon as possible, submit to the Council a medical certificate issued by a registered medical practitioner;
 - (ii) in the case of other reasons, the loan holder shall obtain the prior approval of the Council for such interruption;
 - (iii) such interruption shall not be for longer than 2 years; and
 - (iv) the Council shall have the right to terminate the study loan agreement with retrospective effect as from the date on which the studies were initially interrupted, if the student fails to continue his studies at the university.

Exemption of Surety

4. Should a loan holder, during his studies or after completion thereof, but before the loan has been repaid, die or become mentally disordered, or otherwise become physically incapable of fulfilling his obligations under the study loan agreement, and the debts cannot be recovered from the estate of such loan holder, or from such loan holder himself, the council may release the surety from his contractual obligations.

Accounts and Records

5. (1) The council shall maintain such accounts and records as are essential for the proper exercise of control over grants, payments and recoveries of study loans.

(2) The Secretary for Bantu Education may at any time order that the accounts and records referred to in subregulation (1) be submitted by the Council to him or to an officer designated by him, for inspection.

Writing Off of Study Loans

6. No irrecoverable loans shall be written off without the approval of the Secretary.

SCHOLARSHIPS, BURSARIES AND LOANS

The above may be divided into three main groups.

- A. Awards made by or subject to the recommendation of the University.
- B. Awards made independently by other bodies.
- C. Awards for medical studies.

All awards are subject to satisfactory conduct and progress. The University may revise an award, or advise another body to do so, where it considers that awards in excess of reasonable needs have been secured by a student.

Group A

(1) *State Study Loans :*

B.A. and B.Sc.	R120 p.a. plus R30.00 p.a. for books.
U.E.D.	R120 p.a. plus R30.00 p.a. for books.
S.A.T.D.	R80 p.a. plus R20.00 p.a. for books.
Other Diploma Courses.	Maximum awards of R100.00 p.a. plus R20.00 for books.

(2) *Awards made from the Trust Funds of the University :*

These are at the discretion of the Council and are recommended by its Bursaries Committee, and will seldom exceed the above in the case of undergraduates. Outright awards will only be made in cases of exceptional merit.

A number of outright postgraduate awards are made annually, the maximum amount allowed in any one case being R200.00

(3) At present the following awards are made on the recommendation of the University:—

- (a) Union Festival Bursaries: Bursaries of R200.00 each, tenable for 2 years, are provided through the Department of Bantu Education for post-graduate students.

- (b) Shell, S.A. (Pty) Ltd. provides three awards for undergraduate students of R150.00 each tenable for 3 years. There is no obligation to work for the Shell Co. later. There is also a Shell loan fund.
- (c) The Iron and Steel Corporation (ISCOR) provides five award of R160.00 p.a. each (R80.00 outright, R80.00 loan) tenable for three years, open to undergraduate students.
- (d) The South African Broadcasting Corporation provides one outright bursary of R160 p.a. tenable for three years for students who wish to make service with the Corporation a career. A curriculum prescribed by the Corporation must be followed.
- (e) Council for Scientific and Industrial Research (C.S.I.R.). See Group B.
- (f) Grobbelaars Funeral Insurers provide two bursaries of R50.00 each.
- (g) Volkskas Beperk at present provides R300.00 p.a. for bursaries to students studying Afrikaans-Nederlands.

Group B.

Awards are made by the undernoted bodies, independent of the University. A complete list cannot be given, for bodies may enter or withdraw as donors without advising the University:

- (1) The Transkeian Government and the Regional Authorities of the Ciskei, make grants ranging from R34.00 to R200.00 to students of the University.
- (2) Grants are made by a number of Municipal Councils, e.g. Pretoria, Port Elizabeth and East London. These usually approximate to the fees payable. Students resident in municipal areas are advised to ascertain if their Councils are open to entertain applications for awards.
- (3) Various religious bodies make grants to students. Applicants are advised to consult their local minister.
- (4) The Council for Scientific and Industrial Research (C.S.I.R.) provides valuable research grants ranging up to R500.00 p.a., open to competition by post-graduate students.
- (5) The National Council for Social and Economic Research provides both bursaries and ad hoc grants for post-graduate research.
- (6) The University Scholarship Fund, East London, provides a number of valuable awards.
- (7) The Non-European Students Fund, P.O. Box 4728, Cape Town, provides a number of awards.
- (8) Certain Rotary Clubs make grants to students. The local secretary should be consulted.
- (9) Viedge Bros., P.O. Viedgesville, Transkei, provides an award of R180.00 p.a. tenable by the son of a Chief.
- (10) Mobil Oil S.A. (Pty) Ltd., P.O. Box 35, Cape Town, provides undergraduate awards equal to the amount of the consolidated fees.
- (11) The Joint Council for Europeans and Africans, c/o Rhodes University, Grahamstown, provides a number of awards to persons resident in Grahamstown and the Albany area.
- (12) The J.H. Hofmeyr Scholarship Fund (established under the will of the late Mrs. D. C. Hofmeyr) provides two scholarships of R400.00 each tenable for three years, open to undergraduate students at Fort Hare. Applications should be addressed to The Trustees, J. H. Hofmeyr Scholarship Fund, Standard Bank of S.A. Ltd., Trustees Branch, P.O. Box 1330, Pretoria.
- (13) The Federal Republic of Germany offers two scholarships to Non-European students, tenable at a German University; DM400.00 per month for twelve months, return fare to Germany paid, tuition and examination fees paid.
- (14) The S.A. Mutual Life Assurance Society offers five Old Mutual Bursaries of R600.00 each tenable for 2 years at any S. African University. Open to post-graduate students only.

- (15) The National War Fund, 363 Schoeman Street, Pretoria, considers awards to deserving students who are children of ex-servicemen.
- (16) S.A. Breweries Ltd., provides a number of valuable awards tenable at any S.A. University Institution. The conditions may be obtained on application to the firm.
- (17) The United Tobacco Co., (South) Ltd., provides an outright grant of R200 tenable at Fort Hare for 3 years for an undergraduate student domiciled in the Transkei.
- (18) The Union of Jewish Women of Southern Africa, P.O. Box 3622, Johannesburg, offers the Toni Saphra Bursary (up to R500.00 p.a.), to a woman graduate "whose proposed course of study will fit her more adequately to render some form of social service to the South African community."
- (19) The Adams College Educational Trust, 7th floor, Salisbury House, 349 West Street, Durban, gives grants and loans of varying amounts to approved students.
- (20) The Isaacson Foundation, P.O. Box 97, Johannesburg, makes awards of up to R300.00 in any one case.
- (21) The South African Institute of Race Relations, P.O. Box 97, Johannesburg, makes awards of varying amounts, usually limited by the amount of fees payable.
- (22) The Sir Ernest Oppenheimer Memorial Trust, P.O. Box 4902, Johannesburg, makes awards of varying amounts, sometimes of as much as R300.00 in an individual case, according to need.
- (23) Universitas Books of Pretoria, offers a Science bursary of R100.00.
- (24) The Phosphate Development Corporation, "FOSCOR," P.O. Box 1, Phalaborwa, N.E. Transvaal, makes loans of up to R180.00 each to students reading Science or Social Studies.
- (25) The Winifred Wilson Bursary Fund. To foster the study and preservation of the English language and literature in the Republic of South Africa. Applications should be made on the prescribed application form to the Secretary of the Colonial Orphan Chamber and Trust Company, P.O. Box 142, Cape Town, on or before the 15th day of December in each year. Each application shall be supported by a report made by a Professor of English at the University at which the applicant is studying.
- (26) The South African National Council for Child Welfare Bursaries in Social Work for undergraduate and post-graduate courses in social welfare. Further particulars obtainable from the Director, South African National Council for Child Welfare, P.O. Box 8539, Johannesburg. Closing date for applications is 31st August.

Group C.

A limited amount is available for medical studies by students who completed their pre-medical courses at Fort Hare and are attending an approved medical school in South Africa. Loans are made from the interest of endowments in the following Funds :—

- (1) The Greenslade Medical Fund.
- (2) The W. A. Russell Medical Fund.
- (3) W. P. Schreiner Medical Fund for women.
- (4) The Rev. W. Girdwood Medical Fund.

LIBRARY REGULATIONS

Definitions.

1. In these Regulations, unless the context indicates otherwise, the word:—

- (a) "book", means any publication in codex form, including pamphlets but excluding periodicals;
- (b) "borrower", means a member of staff, a student or an external borrower, who is registered by the University Librarian as a person who may borrow publications from the Library subject to the provisions of these Regulations;
- (c) "desk", means any of the issue desks in the Library unless indicated otherwise;
- (d) "external borrower", means a borrower who is not a student nor a member of staff, but who is registered by the University Librarian as a borrower in terms of these Regulations;
- (e) "Library", means the Library of the University of Fort Hare and includes its branches;
- (f) "publication", means any book, periodical, document, print pamphlet or similar article;
- (g) "staff", means the academic, the administrative and the library staff of the University of Fort Hare;
- (h) "student", means a registered student of the University of Fort Hare duly registered as a borrower by the University Librarian;
- (i) "University Librarian", means the University Librarian of the University of Fort Hare or his duly authorised representative;
- (j) "user", means any person admitted to the use of publications in the Library.

2. Any user or borrower who acts contrary to the provisions of these Regulations may be suspended from the use and access to the Library by the University Librarian for a period of not more than five days. If the University Librarian is of the opinion that the breach of the Regulation is of such a serious nature as to warrant a suspension of more than five days, he shall immediately report such breach to the Rector of the University by letter, and he shall only re-admit such user or borrower to the Library on such date as the Rector, by written notice to the University Librarian, may decide.

Use of the Library

3. Students, members of staff and external borrowers are admitted to the use of the Library and may borrow publications subject to the provisions of these Regulations: Provided that the University Librarian may, in his discretion, admit other persons to the use of the Library.
4. No user shall introduce into the Library any overcoat or briefcase, handbag or any such receptacle, but shall leave them in the appointed place, indicated by a notice.
5. (a) No user shall introduce into the Library any publication not belonging to the Library or any publication belonging to the Library, that has been charged to his name: Provided that a borrower may introduce into the Library such publication charged to his name, which he wishes to return, to be handed in at the desk immediately upon entering the Library.

- (b) Students' notebooks may be brought into the Library and shall be offered to the assistant at the main desk for inspection upon entrance.
 - (c) All publications and/or notebooks to be taken from the Library shall be offered for inspection to the assistant at the desk when the borrower or user leaves the Library.
 - (d) Publications that may not be introduced into the Library may be kept in the appointed place referred to in Regulation 4.
 - (e) No user shall write or make any marks in, or deface any publication belonging to the Library.
6. No books marked "In the Library only" or books kept at the desk under close control, shall be removed from the Library or lent to anyone and such books shall be consulted in the Library upon such conditions as the University Librarian may decide, and shall be returned to the desk after use.
 7. No user, when in the Library, shall raise his voice above a whisper or create any noise or disturbance or smoke, drink or eat, or carry on any conversation in the public spaces.
 8.
 - (a) Ten minutes before each closing time of a Library session a bell shall ring to indicate that users shall prepare to leave the Library.
 - (b) Five minutes before each closing time a bell shall ring to indicate that users shall leave the Library.
 - (c) Any user who has not left the Library at such closing time commits a breach of these Regulations.
 9. No user who has removed a book or periodical from the shelves for perusal in the Library shall replace such book or periodical on the shelves, but shall leave it on the table where it has been used.

Borrower's Pockets

10.
 - (a) Students who wish to borrow publications from the Library shall, at the beginning of each academic year, after they have been registered as students, register as borrowers at the main desk.
 - (d) Undergraduate students and external borrowers shall be entitled to three borrower's pockets each.
 - (c) Post graduate students shall be entitled to six borrower's pockets each.
 - (d) Each borrower's pocket entitles the borrower in whose name it has been made out to borrow one book at a time for a period not exceeding two weeks.
 - (e) The loan of a publication may be renewed for a further period at the discretion of the University Librarian.
 - (f) No borrower's pocket shall be lent to, or borrowed from anyone or in any way be used by anyone to whose name it has not been made out.
 - (g) Should any student or external borrower lose any borrower's ticket made out to his name, the University Librarian may issue a duplicate thereof upon payment by such student or external borrower of the sum of 25 cents: Provided that such issue cancels the lost pocket and any student using or attempting to use such cancelled pocket commits a breach of these Regulations: Provided further that no person shall be thereby relieved of any liability which may be or may have been incurred by reason of the use of the lost pocket: Provided further that anyone borrowing or attempting to borrow a book on any borrower's pocket not made out in his name, commits a breach of these Regulations.

External Borrowers

11. (a) Persons other than members of staff, who are not students, may be admitted by the University Librarian, in his discretion, as external borrowers and shall then be registered as such upon production of a receipt by the Accountant to the effect that a deposit of R2 has been paid. Such deposit shall be repaid upon production to the Accountant of a notice by the University Librarian to the effect that the registration of the external borrower has been cancelled, that no books are outstanding and that all borrower's pockets have been returned.
- (b) A book shall only be lent to an external borrower if such book at the time is not in regular demand.

Borrowing of books by members of staff

12. Members of staff may borrow publications from the Library subject to the provisions of these Regulations, on the following conditions:—
 - (a) That such publication be returned to the Library within a reasonable time after it has been recalled by the University Librarian: Provided that the member of staff has had the publication for a period of at least 14 days.
 - (b) The provisions of this Regulation shall not be prejudicial to the provisions of Regulations 13 to 19.

Borrowers in general

13. The University Librarian may recall any publication borrowed from the Library at any time for purposes of internal Library organisation.
 14. No borrower shall lend any publication borrowed from the Library to anyone.
 15. A borrower shall be held liable for any loss or damage in respect of any publication issued to him in his name.
 16. Any borrower may request that a publication that is out on loan be reserved for him and he shall be notified when such publication becomes available.
 17. No borrower shall remove any publication from the Library until its issue has been duly recorded by the University Librarian.
 18. No issue in respect of the loan of a publication shall be made during the period commencing ten minutes before each closing time of a library session.
 19. (a) All publications lent to borrowers shall be returned before the end of each academic semester.
 - (b) Any borrower who fails to return any publication borrowed from the Library at the end of an academic semester is liable to a fine of R1 per publication not returned, irrespective of whether the publication is subsequently returned or not.
 - (c) If a borrower does not return such publication after he has become liable to the fine of R1, he shall, in addition, be liable for the replacement cost of the publication.
 - (d) Any such borrower shall, as long as he has not complied with the provisions of this Regulation after the fine has become due, be suspended from all use of the Library until he has done so.
20. No borrower shall write or make marks in any publication borrowed from the Library or deface it in any way and anyone returning to the Library a publication that has been damaged by writing or otherwise, shall be held responsible for such damage, unless it has been noted on the relative borrower's card at the time of issue.

Overdue publications

21. A publication borrowed from the Library is overdue after the borrowing period as prescribed by these Regulations has expired or if a reasonable period has lapsed after the book has been recalled by the University Librarian.
22. The fine for an overdue publication is 5 cents per day or part thereof, subject to a maximum of R2 per volume. After such maximum is reached the provisions of Regulation 19(d) apply.

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23. (a) Periodicals shall not be lent to borrowers: Provided that not more than five volumes of bound periodicals may be lent at a time to members of staff or post-graduate students for a period not exceeding two weeks.
- (b) Current issues of periodicals shall be displayed in the periodical reading room until they are replaced by a subsequent issue.
- (c) Users shall not remove or borrow periodicals from the periodical reading room and users shall exclusively use this reading room for the perusal of periodicals.
- (d) Heads of Departments, however, may borrow current issues of listed periodicals (proposed listings to be submitted to the Library Advisory Committee) upon production of the appropriate notification slip issued by the University Librarian for each issue, at the periodical desk, for a period not exceeding 3 days.
- (e) No user has access to the periodical stacks. The user shall apply for any periodical at the periodical desk for perusal in the periodical reading room and such periodical shall not be removed from the periodical reading room except in cases where these Regulations provide otherwise. The University Librarian, however, may in his discretion permit members of staff or post-graduate students access to the periodical stacks.

Inter-Library Loans

24. (a) Inter-Library Loan services are available for staff and post-graduate students.
- (b) Any user who fails to return on or before the due date any publication borrowed on the Inter-Library Loan Service, shall be suspended from all borrowing privileges until such time as such due publication has been returned.
- (c) If the use of any publication or other material is in any way restricted by these Regulations, such restriction shall be made a condition of the loan to the library which borrows such publication from the Library on an Inter-Library Loan and vice versa.
- (d) If application has been made for a periodical article under the Inter-Library Loan system and the lending library is supplying the Library with a photocopy of the article, the applicant shall pay for the cost of such photocopy and he shall become its owner.

Special Material

25. Manuscripts, microfilms, microcards and microfiches are only available for use in the Library and shall not be removed from the Library.

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26. Publications in the Africana Library shall not be lent. Such publications shall not be removed from the Africana Library but shall be perused in that library.

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2. Vacant.

3. Vacant

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RULES FOR STUDY AND EXAMINATIONS

GENERAL RULES

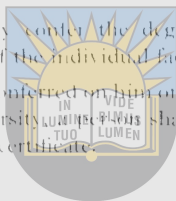
In these rules "University" means the University of Fort Hare

Legal force of rules.

- G1. (1) All the rules and syllabuses which appear in this Calendar have been issued by the Senate and the Council by virtue of the statutory powers granted to them.
- (2) Except where otherwise laid down expressly or by necessary implication the General Rules where applicable hold good for the individual faculties as well.
- (3) Where special requirements are prescribed in the rules of one faculty for the study of a subject or a course in a subject, these requirements also apply unless the contrary is evident, where the subject or course is studied in another faculty.

Degrees, diplomas and certificates.

- G2. (1) The University may confer the degrees and grant the diplomas and certificates mentioned in the rules of the individual faculties.
- (2) Before a degree has been conferred on him or a diploma or certificate awarded to him at a congregation of the University, he shall not be entitled to the privileges attached to the degree, diploma or certificate.



Registration.

- G3. (1) Any person who wishes to study for a degree, diploma or certificate of the University, shall obtain admission to the University in accordance with the rules of the University.
- (2) On the day appointed for registration the student shall first obtain a curriculum card, complete this card, obtain the signature thereto of the Dean of the faculty concerned, and thereupon he shall sign the register of students.
- (3) An approved curriculum may subsequently be amended: Provided that the amended curriculum conforms to the rules applicable at the time of amendment.
- (4) No person will be allowed to register as a student after the date appointed by the Senate as the last day for registration, except with the special permission of the Senate.
- (5) A person who is not qualified to be registered as a matriculated student may be admitted to attend such courses and to sit for such examinations as the Senate may determine.

Limitations on registration.

- G4. No person shall be registered for two or more degrees simultaneously except with the special permission of the Senate.

Conferment of Status.

- G5. Where a person wishes to register for a course of study for which a degree is a prerequisite and such degree has not been conferred upon him by the University, the University may grant him the status of the requisite degree on the strength of a degree conferred upon him by another university or on the strength of other academic attainments, whereupon for the purposes of this course of study he shall be deemed to have had the requisite degree conferred upon him on the date of his obtaining the qualifications by virtue of which this status was granted to him.

Admission to Examinations.

G6. (1) No student shall be admitted to the examination in a subject for which he has been registered unless he has satisfied the requirements of the department as approved by Senate and obtained a year mark of at least 40% in that subject.

(2) Subject to any exception approved by Senate, a student shall not be deemed to have attended the University in any academic year unless he has attended for at least three-quarters of that year.

Pass Mark.

G7. Faculties may require students to obtain a sub-minimum in certain courses. In order to pass in a subject a student shall obtain a minimum of 40% in the examination and an average of 50% in his year mark and the examination mark. The different faculties may determine the extent to which the year mark shall be taken into account, provided the examination mark shall not count for less than 50% of the final mark.

Examination.

G8. (1) An examination in a subject for a degree, diploma or certificate of the University shall be held as determined by the Senate and at the University or at the discretion of the Senate elsewhere.

(2) The examiners in an examination for a degree, diploma or certificate of the University shall be appointed by the Senate, which may appoint the lecturer of the subject at the University as first examiner and one or more members of its own or of other University's teaching staff as second and third examiners; in the examination in respect of a final course and for an Honours, Master's or Doctor's degree, examiners not attached to the University shall also be appointed.

Aegrotat examination.

G9. A special examination may be granted by the Rector or his representative to a student who has been prevented from taking the examination:—

- (1) by illness on the day of the examination or immediately before it: Provided that he submits a medical certificate specifying the nature and duration of the illness and declaring that for health reasons it was impossible or undesirable for the candidate to sit for the examination.
- (2) by family circumstances such as the serious illness or death of a relative during the examination: Provided that satisfactory evidence of such circumstances is produced.

Provided further that such examination shall not be granted—

- (i) in a course in which the student has completed all the papers;
- (ii) in case the student's application fails to reach the Registrar of the University within a week from the date of the examination.

Supplementary Examinations.

G10. (1) Supplementary examinations may be held every year not later than the month of March.

(2) In borderline cases the Head of the Department, in consultation with the examiners, may decide that an additional oral examination shall be held immediately after the examination. This does not preclude the possibility of a written supplementary examination. A student may not leave the University until three days after his last examination has been written.

(3) The following persons may be admitted to a supplementary examination:—

- (a) A candidate admitted in terms of G9. above.
- (b) A candidate who qualifies on academic grounds as determined by the Senate.

(4) A student who holds a degree, diploma or certificate and requires one course for admission to a course of study for another degree, diploma or certificate may, with the special permission of the Senate, be allowed to take the examination in that course at the supplementary or ordinary examination.

Examination and graduation fees.

G11. Before a student may be admitted to an examination he shall pay the prescribed fees.

Discipline.

G12. Control and disciplinary measures are governed by rules prescribed by Council from time to time.

BACHELOR'S DEGREES

Qualification for registration.

G13. No person shall be registered as a matriculated student of the University unless he has obtained the Matriculation Certificate of the Joint Matriculation Board, or is deemed by the Matriculation Board to have complied with the conditions for exemption from the Matriculation examination and possesses a certificate to that effect, and has paid to the University the registration fees prescribed.

Duration of curriculum.

G14. Every student for a degree shall, as a registered matriculated student, follow an approved curriculum for the period prescribed by the faculty rules for the degree concerned.

Exemption from courses.

G15. Subject to the provisions of G16, the University may exempt a student who holds a degree of the University or of another university recognised for this purpose and who is a candidate for a degree in a faculty other than that in which the degree was obtained, from examination in courses in which he has already passed for the purposes of that degree.

G16. A non-graduate or graduate, who becomes a candidate for a degree or another degree in the same or in another faculty, may be exempted from courses he has completed for the first degree and which are regarded as equivalent by the University: Provided that—

- (1) exemption shall not be granted from more than half the number of courses prescribed for the degree for which he is a candidate;
- (2) if the number of courses taken into account for exemption exceeds half the number of courses for the degree, the student shall follow, for at least half the total number of courses, courses which he did not complete for a previous degree;
- (3) where a course is compulsory for a certain degree and exemption from it is not granted, the Senate shall determine which other course shall replace that course.

G17. In the absence of express provision to the contrary, no person shall be exempted from more than half the number of courses of a degree, by virtue of credits already obtained during a study for a degree, diploma or certificate.

G18. If a candidate does not take the examination in the year in which he is exempted from courses, or successfully claims exemption after the closing of registration for examinations, his exemption shall be subject to the rules in force in the year in which he continues his studies except with the special permission of the Senate.

Choice of major and principal subjects.

G19. A student shall not choose as a major or principal subject for a degree, a subject which he has passed as a major or principal subject for another degree of the same status, but shall take another subject approved by the Senate.

Sequence of courses .

G20. In the absence of provision to the contrary in the rules of a faculty, no student shall take the second or a later course in a subject before he has completed the previous course.

Recognition of the year's study.

G21. Save where otherwise provided in the rules of faculties, each course in which a student passes will be recognised but a student will not be allowed to proceed to a second or subsequent year of study until he has passed the number of courses as prescribed by the faculty concerned.

To gain credit for his majors, a candidate must present his final course in his majors simultaneously at the first attempt. Only the major subject in which a candidate fails must be repeated.

G22. A course taken for non-degree purposes, shall not later be acknowledged for degree purposes instead of a degree course which has been failed, unless the student could have chosen that course as part of his curriculum when taking it and has satisfied the other requirements for the degree.

Examination.

G23. At the end of each academic year an examination shall be held in each course of a subject, or at such other times as approved by Senate.

G24. A student shall not be admitted to the examination in a course before one academic year has elapsed since the examination by virtue of which he was registered as a matriculated student.

Re-admissions.

G25. (1) Students may be refused re-admission on academic grounds.

(2) Students who fail twice in all first or subsequent year courses taken are not considered for re-admission.

(3) A student with only two credits after two years of study, shall be considered for re-admission, provided he is prepared to choose a new direction of study.

HONOURS BACHELOR'S DEGREES

Qualification for Registration.

G26. To be registered for the course of studies, a student shall hold a Bachelor's Degree, or, if the Senate approves, have completed the courses for a Bachelor's Degree.

No person shall be admitted as a candidate unless he has obtained the permission of the Board of the Faculty, on the recommendation of the Head of the Department concerned.

G27. Subject to the general power of the University to refuse a student registration for the course, a candidate shall, if he obtained the Bachelor's Degree (a) at the University, without the subject envisaged having been one of his major subjects, or (b) at another university, satisfy the Senate regarding his proficiency in that subject before he can be admitted to the course.

Choice of faculty.

G28. If the subject which a student wishes to study is included in the list of subjects for the Honours degree in the faculty in which he obtained the Bachelor's degree, he shall not take the Honours degree in another faculty.

Duration of course.

G29. (1) No student shall be admitted to the examination unless he has followed an approved course for at least one year.

(2) In the case of an Honours Bachelor's degree which is awarded without the candidate first having to obtain a Bachelor's degree, the candidate shall have completed approved course during at least the final two years of his study.

Repetition of examination.

G30. No person may present himself more than twice for an examination in the same department without the special permission of the Senate.

Translation test.

G31. Where a translation test is prescribed for the examination, the marks obtained in the test shall not be included in the grand total for the examination, and a candidate who has obtained between 45 and 49 per cent in the test may be permitted to take a supplementary examination after a period of time laid down by the Senate.



Qualification for registration.

G32. To be registered for the course, a candidate shall, in the absence of any contrary provision in the faculty rules have obtained the Honours Bachelor's degree in the subject he wishes to study, and shall satisfy the Senate as to his proficiency in the subject.

Duration of course.

G33. The degree shall not be conferred on a candidate before at least one year has elapsed since he obtained the Honours Bachelor's degree or such other degree as may be prescribed.

Examination.

G34. The examination shall consist of two or more written papers or a dissertation; or of papers and a dissertation; or of a dissertation and an oral examination as determined by Senate on the recommendation of the Faculty Boards. A written examination, if required, shall be held at such time as determined by the Senate.

G35. No person may take the examination more than twice without the special permission of the Senate.

Dissertation.

G36. Before he may be admitted to the course, a student shall submit, for the approval of the Senate, the title of his dissertation together with an outline of his proposed treatment and method of research.

G37. Every student shall work under the direction of the Head of the Department concerned (or the Heads of Departments concerned) and on the proposal of the Head of the Department (or the Heads of the Departments) the Senate may decide to place him under the supervision of one of the lecturers in the Department concerned (or in one of the Departments concerned).

G38. The title of a dissertation shall be approved for a period of five years, after which the student shall, if applicable, apply annually for an extension of time.

G39. A candidate who wishes to receive his degree at the graduation ceremony of the following year, shall submit his dissertation not later than 31st December, or, with special permission of the Head of the Department, not later than 31st January. The University does not guarantee, however, that the dissertation will be examined before a particular graduation ceremony.

G40. No dissertation which has previously been submitted for a degree at another university shall be accepted, but material taken by the candidate from existing publications may be incorporated in the dissertation. The candidate shall submit, together with his dissertation, a copy of every dissertation previously submitted by him for another degree, whether or not it was accepted.

G41. The dissertation shall show proof of the candidate's ability to do scholarly research independently. The language shall be correct and the technical workmanship satisfactory.

G42. For examination purposes a candidate shall present the dissertation in triplicate. After approval of the dissertation, and before conferment of the degree, the candidate shall submit such further copies as may be deemed necessary, together with a summary of approximately 800 to 1,000 words, unless special permission has been granted for the submission of a smaller number.

G43. A dissertation shall, as a rule, be typed in double spacing and be stoutly bound.

G44. The title page of a dissertation shall bear the following inscription:—

1. (Full title of dissertation).....
2. by (Full name of candidate).....
3. Submitted to satisfy the requirements for the degree of Master of.....
in the Faculty of.....of the University of Fort Hare.
4. Date submitted

G45. If, at the date of presentation, a portion of the dissertation submitted has not been published, or is not being published in a manner satisfactory to the University, the University shall have the right to reproduce the work, in whole or in part, for purposes of research. The University may waive this right: Provided that the candidate makes arrangements for publication of the work in a manner satisfactory to the University.

G46. Faculties can recommend to Senate that Master's degrees be conferred with distinction.

DOCTOR'S DEGREES

Qualification for registration

G47. Subject to the special provisions in the faculty rules a student, in order to qualify for registration for this course, shall have obtained the Master's degree in the Faculty in which he wishes to study and have satisfied the Senate as to his proficiency in the field of study selected. Upon registration the Senate shall appoint a promoter or promoters.

Duration of Course.

G48. The degree shall not be conferred on a candidate before two years have elapsed since he obtained the Master's degree, or satisfied the special provisions laid down by the Faculty concerned.

Examination.

G49. (1) The examination shall consist of a dissertation and, if so prescribed by the Senate, or if so required by the examination commission, an oral or written examination on the subject of the dissertation or the relevant subject as a whole.

(2) The Senate shall appoint the examination commission comprising the promoter or promoters and at least two External Examiners.

G50. No candidate may submit a dissertation unless he has satisfied the Senate, upon the recommendation of the promoter, that he possesses a satisfactory knowledge of the subject as a whole. Moreover, the Senate may prescribe a programme of study on which a candidate shall take a doctoral examination before he may submit his dissertation.

G51. No person may present himself for the examination more than twice without the special permission of the Senate.

Dissertation.

G52. A candidate shall submit the title of his proposed dissertation together with an outline of his proposed treatment and method of research for the approval of the Senate, before he may be admitted to the course.

G53. A dissertation shall show proof of original work and shall be a decided contribution to the knowledge of, and insight into the subject.

G54. Rules G39. to G45. shall hold, *mutatis mutandis* for a dissertation. The name of the promoter shall appear on the title page. When submitted, the dissertation shall be accompanied by a declaration by the candidate as to the extent to which it represents his own work, both in conception and execution.



University of Fort Hare
Together in Excellence



University of Fort Hare
Together in Excellence

ELUKHANYISWENI: WOMEN'S HOSTEL

FACULTY OF THEOLOGY

STAFF

Dean :

Professor F. HECHT.

Old Testament Studies and Hebrew :

*Professor: F. HECHT, Cand.Phil. (Halle), Cand. Theol. (Halle), Cand.Min. (Berlin),
D.D. (Pret.).

Lecturer: N. L. A. TIDWELL, M.A. (Cantab. and Oxon.).

New Testament Studies and Pastoral Theology :

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

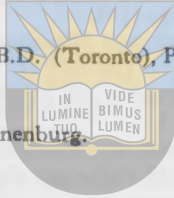
Systematic Theology :

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

Ecclesiastical History and Missiology :

*Professor: W. D. MAXWELL, B.D. (Toronto), Ph.D., D.Litt. (Edin.), Hon.D.D.
(Glasgow).

Secretary/Typist: Mrs. E. Wannenburg.



University of Fort Hare
Together in Excellence

NB.—The following Rules of the Faculty should be read with the General Rules of the University forming the basis.

*Heads of Departments.

FACULTY OF THEOLOGY

DEGREES AND DIPLOMAS

Th.1. (i) The following degrees are granted in the Faculty:

Bachelor of Theology	.. ..	B. Theol.
Bachelor of Theology (Honours)	..	B. Theol. (Hons.)
Master of Theology	.. ..	M. Theol.
Doctor of Theology	.. ..	D. Theol.

(ii) The following diploma is granted in the Faculty :

Diploma in Theology.

The Degree of Bachelor of Theology

Curriculum

Th.2. (i) The duration of the curriculum is a minimum of three years and the following 12 courses must be presented:

Biblical Studies I, II, III.

Systematic Theology I, II.

Ecclesiastical History and Missiology I, II.

EITHER Systematic Theology III

OR Ecclesiastical History and Missiology III.

Pastoral Theology I.

Philosophy of Religion and Comparative Religion I.

Classical Greek I OR Hellenistic Greek I.

Hebrew I.

(ii) The courses should be divided as follows:

First year of study :

Biblical Studies I; Systematic Theology I;
Ecclesiastical History and Missiology I;
Philosophy of Religion and Comparative Religion I;
(Prel. Greek).

Second year of study :

Biblical Studies II; Systematic Theology II;
Ecclesiastical History and Missiology II;
Pastoral Theology I; Greek I.

Third year of study :

Biblical Studies III; EITHER Systematic Theology III
OR Ecclesiastical History and Missiology III;
Hebrew I.

(iii) Regulations A4(1), (2), (3); 5, 9, 10, 11 of the Faculty of Arts shall be applicable mutatis mutandis.

(iv) *Official languages :*

Although no formal language requirements are set, it is strongly recommended that a student spends at least 12 hours of study in the Language Laboratory on a course in one or both of the official languages.

The Degree of Bachelor of Theology (Honours)

Th.3. To be admitted to the course of study a student shall hold:

(i) The B.Theol. degree.

(ii) The B.A. degree with theological options, provided

- (a) that he shall have completed the language requirements for the B.Theol. degree; and
- (b) that he shall have obtained credit in Ecclesiastical History and Missiology I and Pastoral Theology I as well as Philosophy of Religion and Comparative Religion I; and
- (c) that simultaneously with the honours course he follows and obtains credits in Ecclesiastical History and Missiology II.

Th.4. Language requirements for the B.Theol. (Hons.)

Hebrew II

Greek II or Hellenistic Greek II

Latin I or Special Latin (vide Prospectus of the Faculty of Arts).

A student may comply with the language requirements concurrently with his B.Theol. (Hons.) course.

- Th.5.** (i) The minimum duration of the course is two years.
- (ii) The main field of study must be taken from Biblical Studies, Systematic Theology, Ecclesiastical History and Missiology. The subjects not chosen as a main field of study plus Pastoral Theology must be taken as ancillaries.
- (iii) The examination shall consist of 9 papers of three hours each: 6 on the main field of study and 1 on each of the ancillary subjects. Three of the papers may be examined orally.
- (iv) The examination may be written as one whole or in two parts.
- (v) The degree shall be conferred with distinction on a student who has obtained a distinction aggregate of 75% in at least half of the examination papers.

Together in Excellence
The Degree of Master of Theology

Th.6. Admission to the Course :

A student shall hold the degree of B.Theol. (Hons) or a degree regarded by Senate to be of equivalent status.

Th.7. The degree may be conferred in the subject chosen as a main field of study in the Honours degree.

Th.8. Examination requirements :

- (i) The examination shall consist of four papers of 3 hours each, plus a dissertation.
- (ii) The degree may be conferred with distinction on a student who has obtained a distinction aggregate of 75% in his examination and dissertation.

The Degree of Doctor of Theology

- Th.9.** (i) A student shall have held the degree of Master of Theology for at least two years (or supply evidence of his qualifications for admission to the degree satisfactory to the Faculty and approved by Senate) before he can be awarded the degree of D.Theol.
- (ii) The curriculum for the degree consists of a major discipline and two subsidiary disciplines to be selected from the following:
- | | |
|---|----------------------|
| Biblical Studies | Old Testament |
| Biblical Studies | New Testament |
| Systematic Theology | Dogmatics and Ethics |
| Ecclesiastical History and Missiology | |
| Philosophy of Religion and Comparative Religion | |
| Pastoral Theology. | |

- (iii) A student must comply with the following language requirements:
- (a) *Old Testament* :
- (1) A second Semitic language on a one year's basis and a reading knowledge of German.
 - (2) Hebrew III if required by Senate.
- (b) *New Testament* :
- (1) A second Classical language on a two year's basis, and a reading knowledge of German.
 - (2) Greek III if required by Senate.
- (c) *Systematic Theology* :
- (1) Latin II unless Senate grants exemption therefrom on recommendation by Faculty.
 - (2) A reading knowledge of German.
- (d) *Ecclesiastical History and Missiology* :
- Latin II unless Senate grants exemption therefrom on recommendation by Faculty, and a reading knowledge of German or French.
- (e) *Pastoral Theology* :
- Latin II unless Senate grants exemption therefrom on recommendation by Faculty, and a reading knowledge of German or French.
- (f) *Philosophy of Religion and Comparative Religion* :
- A sound knowledge of the language required by the special field of study.
- (iv) A student shall submit himself to an oral examination before the Faculty in his major discipline and two subsidiary disciplines.
- Th.10. (i) A student shall submit a thesis, the title of which must first have been approved by Faculty and by the Senate and which shall be an original and important contribution to the knowledge of the subject treated.
- (ii) The thesis submitted shall also show proof of a thorough competency in the whole field of his study as well as in the disciplines immediately concerned.
- (iii) The degree shall not be conferred until *one* year after the oral examination. The oral examination shall be taken at least *one* year before the submission of the thesis.

Diploma in Theology

- Th.11. (i) A candidate shall not be admitted to the course unless he holds a School-leaving Certificate or has satisfied the Board of the Faculty that by virtue of his maturity he is competent to undertake the course.
- (ii) A candidate for the diploma shall attend the University for not less than three academic years.
- (iii) 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 and Missiology I, II.
 EITHER Systematic Theology III
 OR Ecclesiastical History and Missiology III.
 Philosophy of Religion and Comparative Religion I.
 Hellenistic Greek I, or Hebrew I, or Social Anthropology I, or
 Psychology I, or Xhosa I.
- (iv) A candidate shall receive credit for the subjects in which he has passed, provided that he may not present himself for examination in more than five subjects in any one year.

SYLLABI
CLASSICAL HEBREW

Course 1:

Paper 1: Language.

(a) Principles of Hebrew grammar (script, phonetics, accents, accidence of pronoun, strong noun, irregular nouns, particles, numerals up to 100 and strong verbs, with verbal suffixes).

(b) Simple translations from and into Hebrew.

Paper 2: Background.

(a) The nature of Hebrew language and thinking (Part I).

(b) Old Testament history and its Near Eastern background from the beginnings to the destruction of the First Temple.

(c) Survey of Biblical Geography.

Course II:

Paper 1: Language.

(a) Principles of Hebrew grammar (weak verbs and nouns derived from them, comparison, particles) with translations from and into Hebrew.

(b) Principles of Hebrew syntax, with relevant exercises.

(c) Philological study of fifteen chapters from the historical, and ten chapters from the prophetic literature of the Old Testament.

Paper 2: Background and Text.

(a) The nature of Hebrew language and thinking (Part II).

(b) The history of the Jews from the destruction of the First Temple to the destruction of the Second Temple.

(c) A survey of Biblical Archaeology.

(d) The text of the Old Testament.

Course III:

Paper 1: Language.

(a) Characteristics of the Hebrew language and its place among the Semitic languages.

(b) Philological study of ten chapters from the more difficult prophetic books and ten from the poetic and wisdom literature of the Old Testament. Some texts from Jesus Sirach and from a Mishana tractate.

Paper 2: Aramaic or Ugaritic.

(a) Introductory grammar and outline of the literature of either the Aramaic or the Ugaritic language.

(b) Translation from seen and unseen texts into English.

HELLENISTIC GREEK

Admission requirement

To be admitted to Hellenistic Greek I a student shall

(a) have passed a preliminary course in Hellenistic Greek which comprises the following:—

A study of the grammar (accidence and syntax) of Hellenistic Greek;

Translation of sentences and/or passages from and into Greek; and

A survey of Christian Greek Literature.

OR

(b) Satisfy the Head of the Department that he possesses sufficient knowledge of the language.

Hellenistic Greek I

(Two papers)

1. Formal grammar of Hellenistic Greek.
2. Exercises in unseen translation and simple translations from English to Greek.
3. A study of selected chapters from the following prescribed books:
 - (a) The Greek New Testament: *St. John*.
 - (b) *The Didache*.
 - (c) Clement of Rome: *First Epistle to the Corinthians*.(Translation, grammatical comment, content and background).
4. A survey of Greek history in the Hellenistic period (336-31 B.C.), with reference in particular to the nature of the Hellenistic State and cultural trends of the period.

Hellenistic Greek II

(Three papers)

1. A study of Hellenistic Greek's grammar, systematically and in relation to the history of the Greek language.
2. Exercises in unseen translation and prose composition.
3. A study of the following prescribed books:
 - (a) The Greek New Testament: *The Acts of the Apostles*.
 - (b) Plato: *The Apology*.
 - (c) Clement of Rome: *Epistle to the Corinthians*.
 - (d) Anon.: *Epistle to Diognetus*.
 - (e) Clement of Alexandria: *Exhortation to the Greeks*.(Translation, grammatical annotation, explanation of the context and content, and questions of a literary nature).
4. A survey of Patristic Greek literature.
5. A survey of Greek history from about 1200 to 323 B.C., with particular reference to the *polis*, religion and thought.

(A) B.A. AND B. THEOL.

I: BIBLICAL STUDIES.

Course I:

Section A: *Old Testament*.

- (a) An introductory study of the fields ancillary to Old Testament Studies.
- (b) An outline of the History of Israel.
- (c) A study of selected pericopes of the R.S.V. concerning the understanding of "History" in Ancient Israel.

Section B: *New Testament*.

- (a) An introductory study of the fields ancillary to New Testament Studies.
- (b) A survey of New Testament history and content.
- (c) Prescribed chapters from the Synoptic Gospels (R.S.V.) for interpretation.

Course II:

Paper 1: *Old Testament*.

- (a) An introduction to forms and pre-history of Old Testament literature.
- (b) An introduction to Old Testament literature from its beginning to the Exile.
- (c) The religious and theological message of the Old Testament (Part I).

Paper 2: *New Testament*.

- (a) An introduction to the Gospels, Acts and the Pauline letters.
- (b) An introduction to the cultural and religious environment of Early Christianity.
- (c) A systematic survey of the message of the Synoptic Gospels and the Pauline letters.

Course III:

Paper 1: *Old Testament.*

- (a) An introduction to Old Testament literature after the Exile.
- (b) The religious and theological message of the Old Testament (Part II).
- (c) The history of the Old Testament Canon.

Paper 2: *New Testament*

- (a) An introduction to the non-Pauline epistles and the book of Revelation.
- (b) A survey of the message of the writer of Hebrews and of John.
- (c) The history of the New Testament Canon.

Paper 3: *Bible Interpretation.*

Section A: *Old Testament.*

- (a) The various witnesses to the text of the Old Testament.
- (b) The Hermeneutics of the Old Testament.
- (c) Prescribed pericopes of the R.S.V. for interpretation.

Section B: *New Testament.*

- (a) The various witnesses to the text of the New Testament.
- (b) The Hermeneutics of the New Testament.
- (c) Prescribed pericopes of the R.S.V. for interpretation.

II. SYSTEMATIC THEOLOGY

Course I.

1. General introduction to the study of Systematic Theology.
2. Relation of Systematic Theology to
 - (a) Science
 - (b) Philosophy.
3. Studies in the understanding of Christian dogmatic formulae.
4. Introduction to Christian ethics.

Course II.

Paper 1:

1. The Christian doctrine of God.
2. The Christian doctrine of the Holy Trinity.
3. The Christian doctrine of the Person of Christ.

Paper 2:

1. The Christian doctrine of the Holy Spirit.
2. The Christian doctrine of Creation and Providence.
3. Christian Ethics as the Divine Command.

Course III.

Paper 1:

1. The Christian doctrine of Reconciliation and Redemption.
2. The Christian doctrine of the Church and the Sacraments.

Paper 2:

1. The Christian doctrine of man and sin.
2. Eschatology.
3. The Kingdom of God.

Paper 3:

1. Christian Ethics: The teaching of Christ and Paul.
2. Christian and Philosophical teaching about Ethics.
3. Studies in Agape and Eros.
4. Modern Ethical Theories.

III. ECCLESIASTICAL HISTORY AND MISSIOLOGY

Course I.

- (a) General survey of Church History.
- (b) A special study of post-Reformation Church History until the modern era.

Course II.

Paper 1 :

Mediaeval Church History.

Paper 2 :

The Reformation and Counter-Reformation.

Course III

Paper 1 :

The first six centuries until Gregory the Great.

Paper 2 :

- (a) The problem of the meaning of history.
- (b) The Church and Church History.
- (c) History of doctrines in the fourth and fifth centuries.

Paper 3 :

- (a) Modern Church History with special reference to South Africa.
- (b) An introduction to the Theory of Missions.

IV: PASTORAL THEOLOGY I.

(One paper)

Section A :

University of Fort Hare

Christ and His Church : Together in Excellence

1. Position of Practical Theology in Church and Theology.
2. Historical review.
3. Christ and His Church.

Section B :

The Church and its Worship :

1. The Body of Christ.
2. The Word and the Sacrament.
3. The Worship.

V. COMPARATIVE RELIGION AND PHILOSOPHY OF RELIGION I.

(One paper)

Section A :

Comparative Religion.

1. Introductory: with special reference to
 - (i) Africa and
 - (ii) Christianity.
2. Selected religious studies: Primitive religions: Magic and Religion; African Religions, Hinduism, Judaism, Islam.

Section B :

Philosophy of Religion.

1. Introductory: The Fruits of Modern Research; the problems of Value and Truth; the relation of Religion, Revelation, and Philosophy.
2. Religion and Religions in the works of K. Barth and E. Brunner.

(B) B.THEOL. (HONS.)

I: SYLLABUS FOR B.THEOL. (HONS.) IN BIBLICAL STUDIES WITH MAIN EMPHASIS ON OLD TESTAMENT.

Paper 1 :

- (a) A survey of Near Eastern archaeology and history, significant to life and institutions of Ancient Israel.
- (b) A study of the inter-Testamental period and its cultural, literary and ideological background.
- (c) Illustrations of the principles of textual criticism taken from the Biblia Hebraica.

Paper 2 :

Exegetical study (including grammatico-historical and theological data) of approximately fifteen prescribed chapters from various parts of the Old Testament (using the Hebrew text).

Paper 3 :

A historical and critical study of the leading schools of Old Testament interpretation.

Paper 4 :

Theology of the Old Testament with particular reference to God, Man, the Sacrificial System, the Messianic Hope.

Paper 5 :

Old Testament—New Testament Interrelationship:

- (a) The significance of the Old Testament for the understanding of the event of Christ in the New Testament.
- (b) The differences between the concepts of the Old Testament Canon in Synagogue and Church.
- (c) The nature of Paul's theological criticism of the Old Testament.

Paper 6 :

(a) Exegetical study (including grammatico-historical and theological data) of approximately six prescribed chapters from various parts of the New Testament (using the Greek text).

- (b) The unity and variety of the revelation of God in the New Testament.

II: SYLLABUS FOR B.THEOL. (HONS.) IN BIBLICAL STUDIES WITH MAIN EMPHASIS ON NEW TESTAMENT.

Paper 1 :

- (a) The cultural and religious environment of New Testament times.
- (b) Survey of the Inter-Testamental period.
- (c) Illustrations of the principles of textual criticism taken from the Greek New Testament.

Paper 2 :

Exegetical study (including grammatico-historical and theological data) of approximately twenty prescribed chapters from various parts of the New Testament (using the Greek text).

Paper 3 :

A historical and critical study of the leading schools of New Testament interpretation.

Paper 4 :

The unity and variety of the revelation of God in the New Testament.

Paper 5 :

- (a) The relationship between the New and the Old Testament.
- (b) The concept of a New Testament Canon.
- (c) The Old Testament and the Messianic consciousness of Jesus.

Paper 6 :

(a) Exegetical study (including grammatico-historical and theological data) of approximately six prescribed chapters from various parts of the Old Testament (using the Hebrew text).

(b) Theology of the Old Testament with particular reference to God, Man, the Sacrificial System, the Messianic Hope.

III: SYLLABUS FOR B.THEOL. (HONS) WITH MAIN EMPHASIS ON SYSTEMATIC THEOLOGY.

Paper 1 :

Survey of the Prolegomena to Dogmatics and a brief survey of the theology of the 19th and 20th Centuries which led to the contemporary Dogmatic position.

Paper 2 :

Survey of the most important questions relating to Communication, Mission, and the confrontation between Dogmatics, Philosophy and Science today.

Paper 3 :

A Choice of a main direction in Dogmatics from: Doctrine of the Word; OR the Doctrine of God; OR the Doctrine of Creation; OR the Doctrine of the Consummation.

Paper 4 :

A choice of a main direction in Christian Ethics.

Paper 5 :

Specialisation and the study of sources EITHER:

(a) Luther and Lutheranism OR Calvin and Calvinism OR the Reforms of France OR Holland OR England, OR

(b) Specific problems in respect of Ecclesiology, Pneumatology, Missiology and Ecumenism.

Paper 6 :

A study of a contemporary theologian.

IV: SYLLABUS FOR B.THEOL (HONS.) WITH MAIN EMPHASIS ON ECCLESIASTICAL HISTORY AND MISSIOLOGY.

Paper 1 :

(a) The development and methods of ecclesiastical Historiography.

(b) Study of an important period of doctrinal development.

Paper 2 :

A special study in Church History and History of Doctrines from the original sources covering one of the following periods:

(a) the early period until Gregory I

OR

(b) the Middle-ages

OR

(c) Reformation and Counter Reformation

OR

(d) Post-Reformatory period.

Paper 3 :

History of Missions: One of the following subjects:

(a) Christianizing of the Germanic tribes

OR

(b) Missions in the Middle ages

OR

(c) Christianizing of Africa south of the Sahara

OR

(d) The world mission of the Church in the Twentieth Century.

Paper 4 :

Study of the life and work of:

- (a) A Church Father.
- (b) One of the Reformers.

Paper 5 :

A study of the following Councils:

- (a) Trent
- (b) First and Second Vatican Council.

Paper 6 :

Theory of Missions :

- 1. The Christian Message in a non-Christian World.
- 2. Mission and Church.
- 3. Mission and the Oekoumene.

V.: B.THEOL. (HONS): SYLLABUS FOR PASTORAL THEOLOGY.

Paper 1 :

Renewal of the Church :

- 1. The preaching.
- 2. The liturgy.
- 3. Singing and music.
- 4. The lay movement.



Paper 2 :

Section A :

New Man in the Church :

- 1. The foundation.
- 2. The edification.
- 3. The mission.

Section B :

Pastoral psychology.

University of Fort Hare
Together in Excellence



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ADMINISTRACION BUILDING

FACULTY OF LAW.

ACADEMIC STAFF

Mercantile Law :

Professor: Vacant.

Senior Lecturer: G. S. WOOD, B.A. LL.B. (Natal) (Head of the Department)

Private Law :

Senior Lecturer: F. A. DE VILLIERS, B.Comm., LL.B (Potch.) (Head of the Department).

Senior Lecturer: W. DE HAAN, B.A., LL.B. (Stell.)

Senior Lecturer: M. L. LUPTON, B. A. (Hons.), LL.B. (U.O.F.S.)

Lecturer: B. S. KOYANA, B.A., LL.B. (S.A.)

Lecturer: Vacant

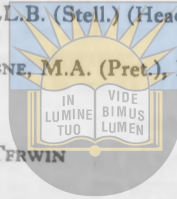
Public Law :

Professor: J. B. THOM, B.A., LL.B. (Stell.) (Head of the Department and Dean of the Faculty)

Senior Lecturer: J. LABUSCHAGNE, M.A. (Pret.), LL.B. (S.A.)

Senior Lecturer: Vacant.

Secretary/Typist: Mrs. L. I. TERWIN



University of Fort Hare
Together in Excellence

DEGREES AND CERTIFICATES IN LAW

L1. The following degrees are granted:—

- (1) Baccalaureus Juris (3 years).....B.Juris
- (2) Baccalaureus Juris (4 years).....B.Juris
- (3) Baccalaureus Legum.....LL.B.
- (4) Magister LegumLL.M.
- (5) Doctor Legum.....LL.D.

L2. The following certificates are granted:—

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

Regulations

(To be read with the General Regulations in the University Calendar).

Exemption :

L3. Exemption may be granted, on the ground of previous study, from not more than one half of the courses required for any particular degree or certificate; provided, however, that candidates holding a B. Juris degree shall be entitled to exemption from a maximum of three courses more than one half of the courses prescribed for the LL.B., in which case it shall be required of such candidates to take one additional course for each course passed in excess of such half.

Non-degree and non-certificate purposes

L4. Not more than one course may be taken for non-degree and non-certificate purposes. Such course may be taken during any year of study; provided that at no time shall more than two courses (including courses being repeated because of previous failure) be taken in addition to the number of courses prescribed for a particular year.

Order of courses :

L5. On the recommendation of Faculty, Senate may permit a student to follow the courses in an order other than that prescribed in L11, L15, L20, L22, L23, L32 and L35.

Admission to examination :

L6. A candidate may not present himself for examination in any course unless he has attained a year mark of at least 40%.

Pass mark :

L7. To pass a course, a candidate shall obtain at least 40% in the examination, and, in addition thereto, an average for the year mark and the examination of at least 50%, such year mark and examination mark to carry equal weight for this purpose.

Distinction :

L8. A candidate shall pass a course with distinction if he obtains a pass mark of at least 75%.

Supplementary examinations :

L9. A candidate shall not be admitted to a supplementary examination in any subject except by permission of the Senate on the recommendation of the Board of the Faculty of Law.

B. Juris (Extending over three years)

Admission to the course of study :

L10. To be admitted to the course of study candidates shall possess a Matriculation or Matriculation Exemption Certificate, or a certificate of conditional exemption from Matriculation issued to students from foreign countries.

Curriculum :

L.11. The courses shall be as follows:

First Year :

- (i) Introduction to Law.
- (ii) Private Law I.
- (iii) Private Law II.
- (iv) Native Administration I or Political Science I or Special Latin or Latin I.
- (v) Interpretation of Statutes (half course).

Second Year :

- (i) Criminal Law.
- (ii) Law of Evidence.
- (iii) Mercantile Law I.
- (iv) Constitutional and Administrative Law.
- (v) Law of Criminal Procedure.

Third Year :

- (i) Private Law III.
- (ii) Mercantile Law II.
- (iii) Roman Law
- (iv) Law of Civil Procedure.
- (V) Private International Law (half course).

Completion of Curriculum :

L.12. (1) To be admitted to the second year of the curriculum a student shall have completed at least three full courses of the first year; provided that a student who has three full courses or two full courses and one half course in his first year outstanding, may take one second year course in addition to such outstanding first year courses. To be admitted to the third year a student shall have completed all the courses of the first year and at least three courses of the second year; provided that a student who has three second year courses outstanding, may take one third year course in addition to such outstanding courses.

(2) A student shall receive credit for each individual course which he has passed, save in the third year when he shall receive credit only if he has passed simultaneously in at least two courses of that year.

Pass with distinction :

L.13. To obtain the degree with distinction, a student shall pass all the courses of the final year simultaneously, three of them with distinction, and achieve an average of 70% in all five courses.

B. Juris (Extending over four years)

Admission to the course of study :

L.14. To be admitted to the course of study, candidates shall possess a Matriculation or Matriculation Exemption Certificate of conditional exemption from Matriculation issued to students from foreign countries.

Curriculum :

L.15. The courses shall be as follows:

First Year :

- (i) Introduction to Law.
- (ii) Private Law I.
- (iii) Private Law II.
- (iv) Native Administration I or Political Science I or Special Latin or Latin I or English I.
- (v) Interpretation of Statutes (half course).

Second Year :

(i) and (ii) English I and either one or, if English I has already been passed, two of the following: Native Administration I or Political Science I or Special Latin or Latin I or Afrikaans- Nederlands I.

- (iii) Criminal Law.
- (iv) Mercantile Law I.

Third Year :

- (i) Afrikaans-Nederlands I or, if already passed, one of the following: Native Administration I or Political Science I or Special Latin or Latin I.
- (ii) Law of Evidence.
- (iii) Constitutional and Administrative Law.
- (iv) Law of Criminal Procedure.

Fourth Year :

As in the Third Year of the B.Juris (three years).

Completion of Curriculum :

L16. (1) To be admitted to the second year of the curriculum a student shall have completed at least three full courses of the first year; provided that a student who has three full courses or two full courses and one half course in his first year outstanding may take one second year course in addition to such outstanding first year courses. To be admitted to the third year, a student shall have completed at least three courses of the second year; provided that a student who has a maximum of three full courses outstanding, may take one fourth year course in addition to such outstanding courses. To be admitted to the fourth year, a student shall have completed all the courses of the first and second years and at least three courses of the third year; provided that a student who has three third year courses outstanding, may take one fourth year course in addition to such outstanding courses.

(2) A student shall receive credit for each individual course which he has passed, save in the fourth year, when he shall receive credit only if he has passed simultaneously in at least two courses of such year.

(3) A student who intends to become an attorney and who has not passed Latin at the Matriculation Examination or who has not been exempted from this requirement by reason of some other examination, must bear in mind that the rules concerning admission of Attorneys require him to have passed Special Latin before he may embark on the study of Roman Law.

Pass with distinction :

L17. To obtain the degree with distinction, a student shall pass in all the courses of the final year simultaneously, three of them with distinction, and achieve an average of 70% in all five courses.

Baccalaureus Legum

Admission to the course of study :

L18. A student shall not be admitted to the course of study unless he holds a Bachelor's degree.

General Curriculum :

L19. The courses shall be as follows:

- (i) Introduction to Law.
- (ii) Law of Persons and Family Relations (Private Law I).
- (iii) Law of Things and Succession (Private Law II).
- (iv) Interpretation of Statutes (half course).
- (v) Private International Law (half course).
- (vi) Criminal Law.
- (vii) Law of Evidence.

- (viii) Law of Companies, Partnerships and Insolvency (Mercantile Law I).
- (ix) Constitutional and Administrative Law.
- (x) Roman Law.
- (xi) Law of Contract and Delict (Private Law III).
- (xii) Law of Criminal Procedure.
- (xiii) Law of Civil Procedure.
- (xiv) Law of Insurance, Industrial Property and Negotiable Instruments (Mercantile Law II).
- (xv) Advanced Private Law A.
- (xvi) Social and Economic Legislation.
- (xvii) Public International Law.
- (xviii) Advanced Constitutional and Administrative Law.
- (xix) Advanced Criminal Law.
- (xx) Advanced Law of Procedure.
- (xxi) Advanced Private Law B (one semester*)
- (xxii) Jurisprudence.
- (xxiii) Comparative Law or Bantu Law.
- (xxiv) English I or Special English.
- (xxv) Afrikaans-Nederlands I or Special Afrikaans.
- (xxvi) Latin I.

*The examination in this course will be written at the end of the first semester.

In addition to the foregoing, a dissertation of limited scope on a topic approved by the Board of Faculty must be handed in at the end of the first semester of the final year.

In terms of Rule L3, the following additional courses may be prescribed:

- (i) Mercantile Law III
- (ii) Whichever of Comparative or Bantu Law has not yet been passed.
- (iii) Native Administration I.

Curriculum following upon a B. Juris (3 years) :

L20. (1) The courses shall be as follows:

First Year (fourth year of study) :

- (i) Advanced Private Law A.
- (ii) Social and Economic Legislation.
- (iii) Public International Law.
- (iv) and (v) Two of English I (or Special English), Afrikaans-Nederlands I (or Special Afrikaans), or Latin I.
- (vi) Comparative Law or Bantu Law.

Second Year (fifth year of study) :

- (i) Advanced Constitutional and Administrative Law.
- (ii) Advanced Criminal Law.
- (iii) Advanced Private Law B (one semester*).
- (iv) Advanced Law of Procedure.
- (v) Jurisprudence.
- (vi) Whichever of English I (or Special English), Afrikaans-Nederlands I (or Special Afrikaans), or Latin I has not been previously passed.
- (vii) Dissertation.

(2) To be admitted to the second year of the curriculum a student shall have passed at least three courses of the first year; provided that a student who has three courses of the first year outstanding, may take one course from the third year in addition to such outstanding courses.

(3) A student shall receive credit for each individual course which he has passed, save in the second year when he shall receive credit only if he has passed simultaneously in at least four courses of such year (of which the dissertation may be one).

Curriculum following upon a B.Juris (4 years) :

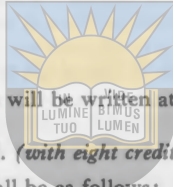
L21. (1) The courses shall be as follows:

First Year (fifth year of study) :

- (i) Advanced Private Law A.
- (ii) Social and Economic Legislation.
- (iii) Public International Law.
- (iv) Comparative Law or Bantu Law.
- (v) Mercantile Law III.
- (vi) Latin I or Native Administration I.

Second Year (sixth year of study) :

- (i) Advanced Constitutional and Administrative Law.
 - (ii) Advanced Criminal Law.
 - (iii) Advanced Law of Procedure.
 - (iv) Advanced Private Law B (one semester*)
 - (v) Jurisprudence.
 - (vi) Bantu Law or Comparative Law (whichever has not yet been passed).
 - (vii) Dissertation.
- (2) As in L20. (2)
- (3) As in L20. (3)



*The examination in this course will be written at the end of the first semester.

Curriculum following upon a B.A. (with eight credits) :

L22. (1) The courses shall be as follows:

First Year (fourth year of study) :

- (i) Interpretation of Statutes (half course).
- (ii) Private International Law (half course).
- (iii) Criminal Law.
- (iv) Law of Evidence.
- (v) Mercantile Law I.
- (vi) Whichever of English I or Special English, Afrikaans-Nederlands I or Special Afrikaans, Latin I, or Constitutional and Administrative Law has not been previously passed.

Second Year (fifth year of study) :

- (i) Advanced Private Law A.
- (ii) Mercantile Law II.
- (iii) Law of Criminal Procedure.
- (iv) Law of Civil Procedure.
- (v) Social and Economic Legislation.
- (vi) Public International Law.

Third Year (sixth year of study) :

As for the Second Year of the LL.B following upon the B.Juris (3 years).

(2) As in L12. (1).

(3) A student shall receive credit for all individual courses passed save in the third year when he shall receive credit only if he has passed simultaneously in at least four full courses of such year (of which the dissertation may be one).

Curriculum following upon a B.Com. (with eight credits) :

L23. (1) The courses shall be as follows:

First Year (fourth year of study) :

- (i) Law of Persons and Family Relations.
- (ii) Interpretation of Statutes (half course).

- (iii) Private International Law (half course).
- (iv) Criminal Law.
- (v) Roman Law.
- (vi) Whichever of English I (or Special English), Afrikaans-Nederlands I (or Special Afrikaans), or Latin I has not been previously passed.

Second Year (fifth year of study) :

- (i) Advanced Private Law A.
- (ii) Law of Evidence.
- (iii) Constitutional and Administrative Law.
- (iv) Law of Criminal Procedure.
- (v) Law of Civil Procedure.
- (vi) Public International Law.

Third Year (sixth year of study) :

As for the Second Year of the LL.B. following upon the B.Juris (3 years).

- (2) As in L.12. (1).
- (3) As in L.22. (3).

Distinction :

L.24. To obtain the degree with distinction, a student shall obtain an average of 70% for all law courses, and shall, in addition thereto, obtain distinctions in five of the final year law courses (for which purpose the dissertation shall count as a law course).



Admission :

L.25. The degree shall not be granted until a student shall have held a LL.B. or an equivalent degree for a period of not less than one year.

Requirements :

- L.26. (1) A dissertation on an approved topic.
- (2) An oral examination on the field of study of the dissertation, to be undergone before the dissertation is submitted for consideration.
- (3) The General Rules relating to Master's degrees shall apply *mutatis mutandis*.

Distinction :

L.27. The degree may be obtained with distinction.

Doctor Legum

Admission :

L.28. The degree shall not be granted until a student shall have held a LL.B. or an equivalent degree for a period of not less than three years.

Requirements :

- L.29. (1) (i) A thesis on an approved topic.
- (ii) An oral examination on the field of study of the thesis, to be undergone before the thesis is submitted for consideration.
- (iii) The General Rules relating to Doctor's degrees shall apply *mutatis mutandis*.
- (2) The LL.D. degree may also be conferred on the ground of meritorious publications.

Public Service Law Certificate

Admission to the course of study :

L.30. To be admitted to the course of study a student shall possess a Senior or Matriculation or Matriculation Exemption Certificate, or a certificate of conditional exemption from Matriculation issued to students from foreign countries.

Curriculum :

L31. The courses shall be as follows:

First Year :

- (i) Introduction to Law.
- (ii) Private Law I.
- (iii) Private Law II.
- (iv) Interpretation of Statutes (half course).

Second Year :

- (i) Criminal Law.
- (ii) Law of Evidence.
- (iii) Mercantile Law I.
- (iv) Law of Criminal Procedure.

Third Year :

- (i) Private Law III.
- (ii) Mercantile Law II.
- (iii) Roman Law.
- (iv) Law of Civil Procedure.

Completion of curriculum :

L32. (1) To be admitted to the second year, a student shall have completed at least two full courses of the first year; provided that a student who has two full courses or two full courses and a half course of the first year outstanding, may take one second year course in addition to such outstanding courses. To be admitted to the third year, a student shall have completed all the courses of the first year and at least two courses of the second year; provided that a student who has three courses of the second year outstanding, may take one third year course in addition to such outstanding courses.

(2) As in L12. (2).

Distinction :

L33. As in L13.

Attorneys' Admission Certificate*

L34. To be admitted to the course of studies, a student shall possess a Matriculation or a Matriculation Exemption Certificate, or a certificate of conditional exemption from Matriculation issued to students from foreign countries.

Curriculum :

L35. The courses shall be as follows:

First Year :

- (i) Introduction to Law.
- (ii) Private Law I.
- (iii) Private Law II.
- (iv) Interpretation of Statutes (half course).
- (v) Special Latin.

Second Year :

- (i) Criminal Law.
- (ii) Law of Evidence.
- (iii) Mercantile Law I.
- (iv) Constitutional and Administrative Law.

Third Year :

- (i) Private Law III.
- (ii) Mercantile Law II.

*Students' attention is drawn to the circumstance that they will not be admitted as Attorneys unless they have passed the required Matriculation examination in the two official languages

- (iii) Roman Law
- (iv) Law of Criminal Procedure
- (v) Law of Civil Procedure

Completion of curriculum :

1.36. (1) To be admitted to the second year, a student shall have completed at least two full courses of the first year (Special Latin excluded); provided that a student who has two full courses or two full courses and a half course outstanding, may take one second year course in addition to such courses. To be admitted to the third year, a student shall have completed all the courses of the first year and at least three courses of the second year; provided that a student who has three courses of the second year outstanding, may take one third year course in addition to such courses.

(2) A student may not commence the study of Roman Law, until he shall have passed the Matriculation examination in Latin or a course in Latin which is certified by the Joint Matriculation Board to be equivalent to the Matriculation examination in Latin (e.g. Special Latin).

(3) As in L.12. (2).

Distinction :

1.37. As in L.13.



DEPARTMENT OF PRIVATE LAW

University of Port Harcourt
Together in Excellence

(One paper)

A. *Introduction to Law.*

1. Introduction to the study of law.
2. Philosophical introduction to law.
3. History of South African Law (both South African Roman-Dutch Law and South African Bantu Law).
4. Introduction to the administration of justice in South Africa (both legal systems).
5. Introduction to South African positive law (both legal systems).

B. *Private Law (South African Roman-Dutch Law and South African Bantu Law) :*

Course I (The Law of Persons and Family Relations)

(Two papers)

1. The Law of Persons:
Origin and termination of legal personality, and the different circumstances determining legal status. (One paper of 1½ hours)
2. The Law of Family Relations:
The Law of Husband and Wife, and the Law of Parent and Child. (One paper of 3 hours)

Course II (The Law of Things and Succession)

(Two papers)

1. The Law of Things, including an outline of Land Registration and Water Law.
(One paper)
2. The Law of Succession and Administration of Deceased Estates. (One paper)

Course III (The Law of Contract and Delict).

(Two papers)

1. The Law of Contract:
General principles and specific contracts (especially Purchase and Sale, Hire-Purchase, Lease and Service Contracts). (One paper)
2. The Law of Delict:
General principles and specific delicts. (One paper)

C. Advanced Private Law (both Legal Systems) :

Course A (Private Law IV)

(Two papers)

1. (a) Legal persons and other social institutions.
(b) Particular types of donations and bequests, such as Fideicommissum, Stipulatio Alteri, Trust and Foundation. (One Paper)
2. (a) Particular specific contracts, such as Agency and Mandate, Suretyship, Deposit, Carriage, etc., and Cession.
(b) The nature and application of Estoppel. (One Paper)

Course B.

(Two papers)

1. (a) Capita selecta from delictual and quasi-delictual liability.
(b) Unjustified Enrichment. (One Paper of 3 hours)
2. The latest reported cases on the whole field of Private Law.
(One paper of 1½ hours.)

D. Jurisprudence :

(Two papers)

1. A Historical study of legal philosophical systems. (One paper of 1½ hours)
2. (a) General legal principles and concepts.
(b) Particular questions of legal science. (One paper of 3 hours)

E. Roman Law :

(Two papers)

1. (a) Outline of the history of Roman Law.
(b) Outline of the law of Procedure.
2. Private Law.

F. Comparative Law :

(One paper)

1. Nature and history of Comparative Law.
2. A comparative study of some legal systems as examples of the Anglo-American and Continental European groups of legal systems.
3. A comparative study of some African legal systems, with particular reference to the other legal systems in Southern Africa.

G. *Private International Law* :

(One paper)

1. Private International Law (including its historical development), Public International Law, Jus Gentium, and the application of Bantu Law in South Africa
2. South African Private International Law.

H. *Bantu Law* :

(One paper)

1. The principal Bantu legal systems of Southern Africa.
2. General characteristics of Bantu Law contrasted with those of South African Roman-Dutch Law.
3. The recognition and application of Bantu Law in Southern Africa.
4. Sources of origin and sources of reference of Bantu Law.
5. The conflict between Roman-Dutch Law and Bantu Law on the one hand, and between different Bantu legal systems on the other.
6. The administration of Bantu Law in Southern Africa.
7. The Law of Persons and Family Relations.
8. The Law of Things.
9. The Law of Succession.
10. The law of Contract and **Quasi-Contract.**
11. The Law of Delict and **Quasi-Delict.**
12. Criminal Law.
13. The Law of Procedure and **Evidence.**



Department of Public Law

A. *Criminal Law* :

University of Fort Hare
(One paper)
Together in Excellence

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; 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. The more important common law and statutory crimes under the following heads:

Crime against the State; crimes against life; crimes against bodily integrity, honour, dignity, good name and liberty; crimes against property, sexual crimes relating to marriage, religion and morality; crimes against the administration of justice.

B. *Criminal Procedure* :

(One paper)

1. Introduction to the study of Criminal Procedure:

The function of Criminal Procedure; the place of Criminal Procedure in the legal system; the distinction between Criminal Procedure and other fields of law.

2. The principles of South African Criminal Procedure in the superior and lower courts (including Bantu courts) under the following heads:

The various criminal courts; the jurisdiction of the criminal courts; extradition of criminals; the prosecution of crime; means of securing the attendance of the accused at criminal trials; search; entry of premises; seizure of property; rescue of women detained for immoral purposes; bail; preparatory examinations; indictments and charges; arrangement of the accused; the course of the trial after arraignment up to and including judgment; special entries and reservation of law; review and appeal.

C. *Civil Procedure* :

D. *Advanced Criminal Law* :

(One paper)

Capita selecta from Criminal Law.

E. *Advanced Law of Procedure*.

(One paper)

1. *Capita selecta* from Civil and Criminal Procedure.

2. *Medicina Forensis*.

F. *Law of Evidence* :

(One paper)

Criminal and civil cases (including Bantu courts).

G. *Interpretation of Statutes* :

(One paper of 1½ hours)

The principles of the Interpretation of Statutes.

H. *Constitutional and Administrative Law* :

(One paper)

1. The development of the British parliamentary system, the "Rule of Law" and fundamental liberties.

2. Constitutional Law of South Africa: The executive, legislative and judicial powers; the provinces, South West Africa and the Transkei; Bantu, Coloureds and Asiatics in South Africa.

3. Citizenship.

4. Introduction to Administrative Law.

I. *Advanced Constitutional and Administrative Law* :

(Two papers)

1. (a) *Capita selecta* from Constitutional Law.

(b) Comparative Constitutional Law.

2. A detailed study of Administrative Law.

J. *Public International Law* :

(One paper)

General principles of Public International Law.

The Law of Peace and the elementary principles of law of War.

The law relating to the most important organisations of Public International Law.

The International status of South West Africa.

Department of Mercantile Law

A. *Mercantile Law* :

Course I

(Two papers)

1. Company Law.

2. (a) The Law of Partnerships.

(b) The Law of Insolvency.

Course II

(Two papers)

1. (a) An outline of the elementary principles of the Law of Negotiable Instruments.

(b) The Law of Insurance.

2. The Law of Industrial Property.

Course III

As for Commercial Law III.

B. Commercial Law (for B.Com students):

Course I

(Two papers)

1. (a) Introduction to Law
(b) General principles of the Law of Contract.
2. Special Contracts, including:
Purchase and Sale.
Hire Purchase.
Lease.
Service.
Service.
Carriage of Goods.
3. Real and Personal Security, including:
Mortgage.
Pledge.
Suretyship.
Liens.



(Two papers)

1. (a) The Law of Insurance.
(b) The Law of Negotiable Instruments.
(c) The Law of Industrial Property.
2. (a) The Law of Partnerships.
(b) Company Law.

Course III.

(Two papers)

1. Advanced study of certain *capita selecta* from Company Law.
2. The Administration of Insolvent and Deceased Estates

C. Social and Economic Legislation:

(Two papers)

The course will include the more important aspects of the following legislation:

1. The Children's Act.
The Group Areas Act.
The Community Development Act.
Income Tax legislation.
Certain other Welfare Legislation.
The Physical Planning Act.
Legislation concerning State controlled corporations.
2. The Apprenticeship Act.
The Factories, Machinery and Building Work Act
The Workmen's Compensation Act.
The Industrial Conciliation Act.
The Wage Act.
The Bantu Labour Act.
The Bantu Building Workers Act.
The Bantu Labour (Settlement of Disputes) Act.

VOCATIONAL CHANNELS OPEN TO STUDENTS QUALIFIED IN THE VARIOUS COURSES OF STUDY:

1. The Public Service Law Certificate will enable holders thereof to be appointed as public prosecutors and even magistrates.

2. Prospective attorneys who are not interested in degree studies, may register for the Attorneys' Admission Certificate.

3. The B. Juris degree covers the Public Service Law Examinations and the Attorneys' Admission Examinations. The LL.B. degree may be obtained after a further two years of study.

4. Students who wish to acquire a cultural or commercial background, should consider registering for the B.A. or B.Com. degree, in which case the LL.B. degree may be obtained after a further three years of study.

5. To register for the LL.B. degree, a student shall possess a bachelor's degree. Possession of an LL.B. degree is sufficient academic qualification to be admitted as an Advocate. Judges are usually appointed from the rank of Advocates.

6. The required term of articles for admission as an attorney, depends on the candidate's qualifications, and are normally as follows:

- (a) Matriculation exemption (and Attorneys' Admission Certificate)—five years.
- (b) Bachelor's degree (B. Juris, B.A. or B.Com.) —three years.
- (c) LL.B. degree—two years.



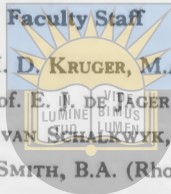
University of Fort Hare
Together in Excellence

FACULTY OF ARTS

Introduction

The Faculty of Arts is one of the two oldest faculties at Fort Hare. It offers training in the humanities and makes provision for both elementary and advanced tuition in a variety of disciplines and specialities. In the Faculty students are prepared for careers as social workers, teachers, librarians and psychologists amongst others. There are also limited but increasing opportunities in research and academic fields for students who pursue their studies beyond the undergraduate level. An Arts degree is also a key to administrative and management work in the emergent Public Services of the Transkei and the Ciskei, as well as in local and other authorities and also in some branches of industry and commerce.

Although the Faculty is by no means a professional training school the subjects offered are basic to an understanding of human life and culture and therefore form the underpinning for professional and other people in positions of leadership and influence in a wide variety of fields.



Dean : Prof. T. M. D. KRUGER, M.A. (Pret.), D.Litt. et Phil. (S.A.)
Vice-Chairman of Faculty: Prof. E. J. DE VAGER, M.A., D.Phil. (Potch.)
Secretary : Mr. P. B. VAN SCHALKWYK, M.A. (Stell.), H.Dip.Lib. (S.A.)
Secretary/Typiste : Mrs. J. A. SMITH, B.A. (Rhodes).

University of Fort Hare *Together in Excellence*

RULES FOR THE FACULTY OF ARTS

Degrees and Diplomas

A.1. The following degrees are granted in the Faculty of Arts:

I In Arts :

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

II In Library Science :

Bachelor in Library Science.....B.Bibl.
Bachelor in Library Science (Honours).....B.Bibl.(Hons.)

III In Social Work :

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

A.2. The following diplomas are granted in the Faculty:

Lower Diploma in Library Science
Higher Diploma in Library Science
University Diploma in Social Work (Dip.Soc.Work)

The Degree of Bachelor of Arts

Duration of curriculum and subjects :

A.3. The curriculum shall extend over at least three years and shall consist of courses in the following subjects:

Group A. (Arts subjects which may be taken up to a third-year level, except where otherwise stated)

- | | |
|---|--|
| (1) Afrikaans-Nederlands
Xhosa or another Bantu language
English
A second Bantu language*
Greek
Hebrew
Hellenistic Greek (two courses)

Latin | (2) Anthropology
Economics
Philosophy
Mathematics
Political Science
Psychology
Sociology
Geography
History
Archaeology (Two course major)
Native Administration
Public Administration |
|---|--|

*Subject to Regulation A.6(i)(i) and A.6(i)(ii)

Group B. (Arts subjects which can be taken as a first year course only, except where otherwise stated)

- | | |
|---|---|
| (1) Bantu language special
German special
Latin special | (2) Principles of Greek Culture
Criminology
Education
Statistics
Library Science. |
|---|---|

Group C. (Law subjects)

- Roman Law
- Private Law (three-course major)
- Introduction to Law
- Constitutional and Administrative Law or Bantu Law.

Group D. (Theological subjects)

- Systematic Theology (three-course major)
- Comparative Religion and Philosophy of Religion
- Biblical Studies (three-course major)
- Ecclesiastical History and Missiology.

Group E. (Science subjects)

- Botany
- Chemistry
- Physics
- Zoology.

Composition of the curriculum :

A.4. A curriculum shall consist of not more than 12 and not less than 10 courses divided as follows:

- First year of study : not more than 5 courses
- Second year of study : not more than 4 courses
- Third year of study : not more than 3 courses
- The distribution 4: 4: 2 is strongly recommended to students.
- Provided that:

- (1) A student may in his second and third year take one course over and above the above-mentioned maximum if it is a course previously failed.
- (2) To gain credit for his majors, a student must present his final courses simultaneously at the first attempt. Only the major subject in which he fails must be repeated.
- (3) The final examination may not be written before the third year of study.

Determination of Year of Study :

A.5. (1) Each course in which a student passes will be recognised but a student will not be allowed to proceed with second-year courses until he has passed at least two first-year courses.

(2) A student shall be deemed to be in his first year of study until he has obtained credit in two courses; he shall be deemed to be in his final year of study when he is engaged on the final courses of his major subjects; otherwise he shall be deemed to be in his second year of study.

Restriction on choice of courses :

A.6. Except with the permission of the Senate, a student shall choose the courses for the degree, subject to the following provisions:

(a) Each curriculum shall contain:

- (1) Two major * subjects chosen from Group A or Group D or one from Group A and one from Group C or D.
- (2) At least five courses from Group A.
- (3) At least one course in one of the official languages and one further language course from A(1) or B(1). This may also be a second course in the language chosen from Group A(1).
- (4) At least one course from Group A(2), B(2) or D.
- (5) At least one more qualifying course from A(2), B(2), or C and D. This course may be a second course in a subject chosen under (3) above, provided that courses are not chosen from more than one of the groups C, D and E.
- (6) At least four non-initial courses.

(b) Credit shall not be given for:

- (1) More than two courses from Group C unless Private Law is taken as a major, in which case the maximum number of credits from Group C shall be limited to six courses.
- (2) More than six courses from Group D.
- (3) More than one course from Group E.
- (4) Both Statistics and a course in Mathematics.
- (5) Both Principles of Greek Culture and Greek I or Hellenistic Greek I; both Principles of Greek Culture and Greek II or Hellenistic Greek II.
- (6) Both Greek I and Hellenistic Greek I; or both Greek II and Hellenistic Greek II

*Major subjects are subjects in which 3 qualifying courses shall be taken, except where otherwise stated.

(c) A pass in Hellenistic Greek I shall not qualify a candidate for admission to Greek II. With the special permission of the Head of the Department, and subject to such conditions as may be prescribed, a student who has passed Hellenistic Greek II satisfactorily may be allowed to offer Greek III.

(d) To be admitted to the first course in Physics and Mathematics a student shall have obtained at least $33\frac{1}{3}\%$ in Mathematics in the Matriculation or equivalent examination.

(e) Subject to any exceptions approved by the Senate a student must have obtained the pass standard in English, German, Latin at the Matriculation level or another examination deemed by Senate to be equivalent, in order to qualify for admission to English I, German I or Latin I.

(f) Public Administration I may be taken only after or simultaneously with Political Science I.

(g) Archaeology I may be taken only together with or after Anthropology I.
 (h) Special courses in German, Latin* and a Bantu language (where another Bantu language not from the same language group is taken as a major) are recognised as substantive courses, provided:

- (1) the above-mentioned courses may only be taken by students who have not matriculated in these subjects, and
 - (2) only one special course shall count for degree purposes.
- (i) Except with the special permission of the Senate the following shall apply:
- (i) Credit shall not be given for courses in more than one Bantu language from the same group. The grouping shall be as follows:
- (1) Nguni languages (Zulu, Xhosa),
 - (2) Sotho languages (Southern Sotho, Northern Sotho, Tswana),
 - (3) Venda
 - (4) Tsonga.
- (ii) Credit shall not be given for more than five qualifying courses in Bantu languages and these courses may be taken in two Bantu languages only.

A.7. A student taking one of the major subjects listed below shall take the courses specified opposite it:

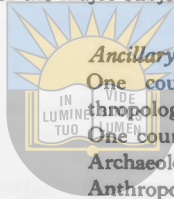
Major subject :
 Nguni language

Sotho language
 Anthropology
 Archaeology
 Psychology

Sociology

Latin

Native Administration
 Economics



Ancillary subject :

One course in Southern Sotho and Anthropology I.

One course in Xhosa and Anthropology I.
 Archaeology I.
 Anthropology I.

At least one course in one of the following:

Anthropology,
 Sociology,
 Philosophy.

At least one course in one of the following:

Anthropology,
 Psychology.

Principles of Greek Culture, but it must be taken together with Latin II or Latin III.

At least one course in Anthropology.
 Economic History.

A.8. A student shall pass in the ancillary subject(s) listed in A.7 before or at the same time as the final examination in a major subject; provided that if he passes in both major subjects simultaneously or in one major subject in the final examination but fails in one or more of the ancillary subjects, he shall not be required to take the examination in those major subjects again, but shall receive credit for degree purposes for the major subjects when he passes in the ancillary subject or subjects.

Pass Mark.

A.9. (1) To qualify for the writing of examination in any course the student must obtain a Year Mark of at least 40%.

(2) In order to pass a course a student must obtain at least 40% in the examination and an average of 50% in his year mark and examination mark; such year mark and examination mark shall carry equal weight for the purpose.

(3) A sub-minimum of at least 35% is required in each paper.

*Law students who are compelled to take Special Latin must register for this course during their second year of study but are expected to attend some introductory classes during the preceding year.

Supplementary examinations :

A.10. A candidate shall not be admitted to a supplementary examination in any subject except by permission of the Senate on the recommendation of the Board of the Faculty of Arts.

Pass with distinction :

A.11. A student shall pass a major subject with distinction if he obtains a 75% pass mark in the final course.

The Degree of Bachelor of Arts (Honours)

For details about qualification for registration, choice of Faculty, duration of course, repetition of examination and translation test, see G.26-31.

Departments :

A.12. The degree may be conferred in the following departments:—

Afrikaans-Nederlands

Anthropology

Bantu Languages

Economics

English

Geography

Greek

History

Latin

Mathematics

Native Administration

Philosophy

Political Science

Psychology

Public Administration

Sociology

Admission to the course : examination :

A.13. (1) Where there are specific admission requirements, they are indicated in the syllabus concerned.

(2) For pass mark see A.9(1) and (2) but a sub-minimum of 40% is required in every paper.

(3) To obtain the degree with distinction, a candidate shall obtain an aggregate of 75%.

The Degree of Master of Arts

For details about qualification for registration, duration of course, examination and dissertation, see G.36-46.

Departments :

A.14. The degree may be conferred in the same departments as the Bachelor of Arts (Honours) degree.

Admission to the course examination :

A.15 (1) A student shall hold the degree of Bachelor of Arts (Honours).

(2) The degree shall not be awarded until at least two years after obtaining the Bachelor of Arts.

(3) The examination requirements are as set forth in the syllabuses.

(4) The degree may be conferred with distinction.

The Degree of Doctor of Literature and Philosophy

For details about qualification for registration, duration of course, oral examination and thesis, see G.47-54.

A.17. A thesis shall deal with a subject in the field in which a Master's degree may be taken and may only be submitted for examination two years after obtaining the Master of Arts.

The Degree of Bachelor in Library Science

L.S.1. The curriculum shall extend over four years and consist of at least fourteen courses as follows:—

- First year — a maximum of five
- Second year — a maximum of four
- Third year — a maximum of three
- Fourth year — a maximum of three.

Provided that a student may in his second, third and fourth year repeat one course previously failed.

L.S.2. The curriculum shall consist of the following:—

(i) An approved B.A. curriculum including three courses in each of at least two subjects, the final course in one of these to be offered simultaneously with Library Science IV.

Exemptions :

L.S.3. (i) A student who has completed the examination of the South African Library Association may be granted the following exemptions:

- Elementary examination : Library Science I
- Secondary examination : Library Science II.

(ii) A student who is in possession of the Lower Diploma in Library Science may be exempted from a maximum of five courses if he wishes to proceed to a degree.

The Degree of Bachelor (Honours) in Library Science.

L.S.4. (i) A student shall be in possession of:

- (a) a four year Bachelor's degree in Library Science or
 - (b) any other Bachelor's degree and a Higher Diploma in Library Science.
- (ii) The examination shall consist of five three-hour papers.

Higher Diploma in Library Science.

L.S.5. (i) A student shall be in possession of an approved Bachelor's degree.

(ii) The curriculum shall be four courses in Library Science and a student will be allowed to complete the course in one year.

Lower Diploma in Library Science.

L.S.6. (i) A student shall be in possession of a Matriculation or Matriculation Exemption Certificate.

(ii) The curriculum shall consist of 7 courses as follows:

- (a) Library Science I and II
 - (b) Five first-year B.A. subjects chosen in accordance with the B.A. regulations
- (iii) A student shall be allowed to start on Library Science I in either his first or his second year, and also to do Library Science I and II simultaneously in his second year.

The Degree of Bachelor of Arts in Social Work

S.W.1. A student must be able to make arrangements for compliance with the requirements of practical work.

S.W.2. The curriculum extends over a period of three years.

S.W.3. The curriculum shall consist of at least 10 courses but not more than 12 courses.

S.W.4. The curriculum shall consist of:

- (a) Three courses in Social Work and three courses in Sociology or Psychology.
- (b) At least three courses in Sociology and two courses in Psychology or two courses in Sociology and three courses in Psychology.
- (c) Courses from the following:
Psychology III, Sociology III, Economics I,
Economics II and III, Criminology,
Anthropology I and II, Private Law I,
Political Science I, Philosophy I,

Native Administration I,
a Language from the following:
Afrikaans-Nederlands I, a Bantu Language I,
German I or special course in German, English.

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.

S.W.5. Candidates who have matriculated in German shall not receive credit towards the degree for the special course in German.

S.W.6. A student is required to do practical social work with a local body or organization which employs a trained social worker and is recognized by 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.

S.W.7. A student must pass in the practical social work of a particular year before he will be admitted to the study of the theoretical work of the following year.

University Diploma in Social Work

Admission and conditions of study :

S.W.8. (1) A candidate shall have passed the Senior Certificate Examination of the Joint Matriculation Board or another examination deemed by the Senate to be the equivalent thereto, or

(2) the candidate shall be at least 25 years of age and shall satisfy Senate that he has attained a standard of education and experience which can be equated to the Senior Certificate.

S.W.9. Requirements for practical Social Work are the same as that for the degree.

S.W.10. The curriculum for the diploma consists of ten courses although 12 courses may be taken and its composition is that same as that for the degree.

S.W.11. The results of all examinations shall be endorsed on the candidates' certificate.

S.W.12. A candidate who has obtained the diploma may offer himself for examination in any of the subjects mentioned in A (c) in which he has not previously been examined, and if successful, his credit in that subject shall be endorsed on his diploma.

S.W.13. Candidates must complete the corresponding courses in practical and theoretical Social Work in the same year.

The Degree of Bachelor of Arts in Social Work (Honours)

Particulars for the B.A. (S.W. (Hons.) can be obtained on request from the Head of the Department.

For details about qualification of registration, choice of Faculty, duration of course, repetition of examination and translation test, see G.26-31.

The Degree of Master of Arts in Social Work

Particulars for the M.A. in Social Work can be obtained on request from the Head of the Department.

For details about qualification for registration, duration of course, examination and dissertation, see G.36-46.

The Degree of Doctor of Philosophy in Social Work

Particulars for D.Phil. in Social Work can be obtained on request from the Head of the Department.

For details about qualification for registration, duration of course, oral examination and thesis, see G.47-54.

DEPARTMENTS: ACADEMIC STAFF AND SYLLABI
AFRICAN STUDIES: (ANTHROPOLOGY, ARCHAEOLOGY AND NATIVE ADMINISTRATION)

(a) Staff

- *Professor : E. J. DE JAGER, M.A., D.Phil. (Potch.)
Senior Lecturer : Vacant
Lecturer : P. D. BANGHART, B.A. (Nebraska), M.A. (Stell.)
Lecturer : P. D. VAN LILL, B.A.Hons. (Stell.)
Lecturer : Vacant
F. S. MALAN Anthropological Museum and A. J. D. MEIRING Art. Gallery
Curator : V. Z. GITYWA, B.A.Hons. (S.A.)
Asst. Curator : C. M. LAMLA, B.A. (S.A.).

(b) Syllabi

ANTHROPOLOGY

Course I (Two papers)

Paper 1.

- (a) The scope and task of the subject.
(b) The concepts culture, society and people.
(c) Review of the basic Anthropological phenomena and general principles connected with Economic and Social organization, religious systems and systems of Government and Law.
(d) Introduction to Physical Anthropology:
(1) Introduction and scope of the subject.
(2) Anthropometry: Use and handling of instruments.
(3) Introduction to the Biological history of man.
(4) The concept race and a study of the distribution and racial divisions of the peoples of the world.

Paper 2.

- (a) Review of the Ethnic composition and a classification of the Peoples of Africa.
(b) An ethnographic study of the Bushmen and Hottentots in general.
(c) Intensive Ethnographic study of one Nguni group (Mpondo) and one Sotho group (Southern Sotho or Bapedi).
(d) Introductory study of the contact between European and Bantu in South Africa and attendant Anthropological problems.

Course II (Two papers)

Paper 1.

- (a) An intensive study of the concepts culture and society.
(b) Anthropological theories advanced in connection with social organization, political organization, economic organization, religion. (Students will be supplied with a reading list by the lecturer).

Paper 2.

- (a) Ethnography of Africa:
(1) A detailed study of one culture outside Southern Africa:
The Azande or Nuer.
(2) A detailed study of either the Political Systems or Systems of Kinship and Marriage in Africa.
(b) Selected studies of peoples and cultures from the Pacific Islands.

*Heads of Departments

Course III (Three papers)

Paper 1.

- (a) A Study of the different Anthropological trends and approaches with special reference to the 20th century.
- (b) An introductory study of the methods and techniques of fieldwork in Anthropology.

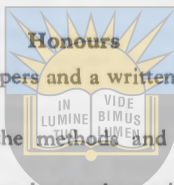
Paper 2.

- (a) An 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.
- (b) Study of the application of Anthropology in Native Administration, mission work, education and economic development in Africa.

Paper 3.

Selected studies of peoples and cultures from two of the following areas:

- (a) North and South America
- (b) Australia
- (c) Asia.



(Four papers and a written essay)

Paper 1.

- (a) An Intensive study of the methods and techniques of fieldwork in Anthropology.
- (b) A survey of different approaches to the study of primitive societies.

Paper 2.

- (a) The History of Anthropological Theory with special reference to current trends of thought.
- (b) Selected theoretical problems from the field of Anthropology.

Paper 3.

Selected detailed studies of various aspects of South African Ethnography.

Paper 4.

- (a) An Introduction to Urban Sociology and Anthropology.
- (b) A detailed study of Bantu Urban life, and a comparison with West Africa.

An article of 20-30 typed folio pages (10 000-15 000 words) on a subject from the field of Anthropology, approved by the Head of the Department. The article must show proof of the candidate's ability to work independently. It must be of such a standard that it can be published.

The Honours examination shall be written in two parts, part I comprising the written papers and part 2 the article.

ARCHAEOLOGY

- (1) Archaeology is a two-course major.
- (2) The emphasis in Course I will be on the theoretical aspects and this course should be read in conjunction with Anthropology I.
- (3) The emphasis will be mainly on Africa with attention to other areas mainly for comparative purposes.
- (4) Practicals are prescribed for both courses in Archaeology.
- (5) Much evidence and important contributions are found in Journals and Periodicals. Students will be referred to these by the lecturer. Students can also consult:
Holm. S.E.: *Bibliography of South African Pre- and Protohistoric Archaeology.*

Course I (Two papers)

Paper 1 :

- (a) (1) The scope and field of study of Archaeology.
- (2) The relationship of Archaeology to other sciences.
- (3) Basic methods and techniques of Archaeology in general and that of excavation in particular.
- (4) The basic concepts of Archaeology: culture, civilization, technology, typology, stratigraphy, chronology, environment, habitat, ecology.
- (b) (1) Physical Anthropology: methods and techniques used in studying skeletal remains.
- (2) Palaeanthropology:
 - (i) A brief introduction to the concept of the evolution of man.
 - (ii) Prehistoric human types in South Africa and their cultural association.

Paper 2 :

- (a) A brief introduction to the geological and palaeontological background of early man and his culture.
- (b) A broad outline of the main divisions of the Archaeology of Africa, Europe Asia and America.
- (c) Detailed study of the Archaeology and prehistory of Southern Africa, including the Iron Age. (Mainly South Africa with reference to Rhodesia and Angola).

Course II (Three papers)

Paper 1 :

- (a) The History and Development of Archaeology.
- (b) Advanced discussions on Methodology including: the use of statistics, methods of dating, etc.
- (c) Prehistoric Art in Europe and Africa.

Paper 2 :

- (a) A further study of the Geological and the Palaeontological background of early man and his culture.
- (b) Introduction to the study of the primates.
- (c) Palaeanthropology: A detailed study of the origin and development of Man.

Paper 3 :

The Archaeology and Prehistory of Africa (with special reference to East Africa).

NATIVE ADMINISTRATION

Course I

(Two Papers)

A general historical survey of the development of native policy and administration in South Africa (including South West Africa).

Paper 1.

1. (a) An introduction to the study of the subject Native Administration.
- (b) The racial composition and distribution of the South African population.
2. The historical development of native policy and administration in the South African colonies and Republics before unification in 1910.
3. The development of native policy and administration in South Africa during the historical period 1910 to 1950.

Paper 2.

1. A general survey of the present-day structure and functions of native administration in South Africa.
2. A short survey of the present-day trends of policy with regard to natives in South Africa.

Course II

(Two Papers)

An advanced and intensive study of present-day native policy and administration in South Africa (including South West Africa).

Paper 1.

Aspects of present-day native administration concerning mainly the Bantu in the Bantu areas

1. A definition of the subject Native Administration; its contents, scope, aims and methods.
2. The special administrative structure for Bantu in South Africa: central, regional and district administration; auxiliary institutions; the administration of self-governing Bantu areas; and Bantu authorities.
3. The Bantu areas of South Africa: the reservation of Bantu areas and the rights of Bantu to land in South Africa; general economic conditions, systems of land tenure, administration, reclamation and development.
4. The general civil and political rights of the Bantu in South Africa: franchise and representation in legislative bodies; political development in the Bantu areas; the development of political parties; local government in the Bantu areas; and the recognition of indigenous legal and political institutions.
5. Bantu education and taxation: the control over and financing of Bantu education; differentiation; administrative implications; and Bantu university education.
6. Community development: principles and implementation.

Paper 2.

Aspects of present-day native administration concerning mainly the Bantu in the non-Bantu areas.

1. The Bantu in the urban non-Bantu areas: the process of urbanization; social and economic conditions; group areas and residential segregation; planning and development of Bantu residential areas; Bantu housing; ethnic grouping; administration of urban Bantu affairs; financing; the supply of liquor to the Bantu; resettlement; native administration in the peri-urban areas; Bantu representation in the administration and town-homeland liaison.
2. Control over movement in South Africa: influx control in the urban and rural non-Bantu areas; population registration; the foreign Bantu problem.
3. Bantu labour: the supply and demand for Bantu labour; the system of migratory labour; recruiting; labour bureaux and the canalization of labour; Bantu farm labour.
4. Industrial legislation affecting the Bantu: the colour bar in occupations; wage determination; labour organizations and collective bargaining; protection, welfare and pensions.

Course III

(Three Papers)

Native policy and administration and political development in Africa, with special reference to the area south of the Sahara, and race relations in a world of perspective.

Paper 1.

British policy in Africa, with special reference to South Africa's neighbouring territories.

1. Native policy and administration in the former High Commission Territories. Botswana, Lesotho and Swaziland; the question of incorporation into South Africa; economic dependence on and relations with South Africa.
2. The development of native policy and administration in Rhodesia; a comparison with South Africa.
3. The former colonial and present-day policy of Britain in Africa in general: direct and indirect rule; local government; the development towards self-government and independence; British aid to African territories.

Paper 2.

Political development and international interest in Africa, and former and present-day policies of colonial powers (excluding Britain) in Africa.

1. Political development in Africa: independence; constitutional development; African nationalism and Pan-Africanism; international groupings; the development of indigenous administrative apparatus; problems in socio-economic development.

2. International interest in Africa: the development of international control over native administration in Africa, the Mandate and Trusteeship systems; colonialism and neo-colonialism; the strategic importance of Africa; foreign aid; the role of South Africa in Africa south of the Sahara.

3. A study of former and present-day policies of France, Spain, Belgium and Portugal in Africa; a comparison of policies, also with that of Britain and South Africa.

Paper 3.

Race relations, problems and policies in a world of perspective.

1. An advanced analysis of the discipline Native Administration: a definition of racial contact and conflict; the formulation of policy for the regulation of the contact situation and the solution of racial problems; the implementation of policy and its effect on race relations.

2. Problems in multi-racial communities: analysis of policy and administrative problems in multi-racial communities in the world, with special reference to conditions in the U.S.A., Britain and other selected countries.

3. Race relations: a comparative study of theories on race relations, and their application in Africa (including South Africa) and other parts of the world. International trends of thought on race relations.

4. An advanced study of different trends of native policy with special reference to alternative policies in South Africa: separate development or integration; their aims, practical programs and implications; a comparative study.

Honours

The examination comprises five papers and may be written in two parts. Part I comprises Papers 1, 2 and 5, and Part II papers 3 and 4.

Paper 1.

Advanced study of the Principles of Native Administration :

(a) Origin and field of the subject: Determination of the fundamental concepts "Native Policy" and "Native Administration"; history of Native Administration; field and scope of the subject; nature, bases and methods of the subject and its relation to allied (especially social) sciences; critical study of the various schools of thought and views in regard to the need of, approach to, practical value, and problems of the subject.

(b) Sources of the subject and their systematization: study of standard works on the most important aspects of Native Administration.

(c) Various methods of investigation and peculiar problems in relation to objective studies of sources, and individual and group field work, also in economically less-developed territories; technical organisation and scientific systematization of data collected.

Paper 2.

Trends of South African Native Policy :

A further, intensive study of the various trends of Native Policy prior to and since Union, and their development. A critical comparison of the trends of policy followed prior to 1910 in the Cape Colony (Ciskei and Transkei), Natal and the republics. Figures such as Sir George Grey, Sir Theophilus Shepstone, Cecil John Rhodes, J. H. Hofmeyr

(formerly minister in the Union cabinet) and Gen. J. B. M. Hertzog, organisations (e.g. the I.C.U., A.N.C., S.A. Institute of Race Relations and the S.A. Bureau of Racial Affairs) and other factors (e.g. economic factors, international opinion and reports of government commissions) which have influenced the development of Native policy in South Africa.

Paper 3.

Problems of Native Development in Economic Less-Developed Areas :

An intensive study of problems of Native development in economic less-developed areas, with special reference to Africa south of the Sahara. Attention is given, inter alia to Native governmental, administrative and related socio-economic development problems

Paper 4.

Problems in regard to trends of policy for, and the administration of indigenous peoples :

(a) A comparative study of the trends of policy in countries and territories inhabited by different races or plural societies. Attention must be paid to Africa (including the Republic of South Africa), the U.S.A., Brazil, Hawaii, Australia, the West Indies and Indonesia.

AND

(b) A study of a problem of Native Administration, as prescribed. (Till further notice: Native Administration problems resulting from cityward Native migration in Africa south of the Sahara; urban Native administration.)

(c) Any approved problem of Native Administration in consultation with the Head of the Department.

Paper 5.

Acculturation and Transculturation :

Theories and problems in connection with acculturation and transculturation, with reference to conditions in Southern Africa and America; trends of policy in the field of Native Administration, as far as they are significant for culture-change. (It will not be expected from students who have taken Anthropology as a major subject for the B.A. degree to do this paper. Alternative study material for this paper will be prescribed by the Head of the Department in such cases).

GERMAN

Afrikaans-Nederlands (and German)

(a) Staff

- *Professor : A. COETZEE, Cand. Theol. (Stell.), M.A. (S.A.), D.Litt. (O.F.S.).
Senior Lecturer : J. VORSTER, B.A.Hons. (Rand), M.A. (Rhodes).
Lecturer (in German) : Mrs. M. A. DE VOS, B.A. (Stell.), H.E.D.
Lecturer : Vacant.

(b) Syllabi

(See Afrikaans version for Afrikaans-Nederlands).

Introductory Course

(One paper)

The course is conducted to enable students who know no German to acquire a reading knowledge and an elementary speaking knowledge of the language, and to prepare them for admission to the Special Course and Course I.

Language laboratory work is offered.

Special Course

(Two papers)

Candidates are expected to possess a reasonably fluent and correct reading knowledge of German and to participate in language laboratory work.

Paper 1.—Language.

- (a) Accidence and syntax which will be tested from the application of the linguistic phenomena in the living language.
- (b) Idiom of the language and proverbial expressions.
- (c) Unseen translation from German into English or Afrikaans and vice versa.
- (d) Composition work of limited scope.
- (e) Comprehension tests which may be answered in English or Afrikaans.

Paper 2.—Literature.

Questions (which may be answered in English or Afrikaans) on 4 set books (prose and poetry).

Course I

(Two papers)

Only for students who have successfully completed the Special Course or have attained Matriculation standard in German. Candidates are expected to participate in language laboratory work.

Paper 1.—Language.

Continuation of the study of accidence and syntax. Exercises in reading, grammar, conversation and composition. Unseen translation from German into English/Afrikaans and vice versa.

Paper 2.—Literature and Culture.

At least half of the questions in this paper must be answered in German.

- (a) An outline of the History of German Culture and Literature.
- (b) A detailed study of the set works (prose, poetry and drama).

BANTU LANGUAGES

Bantu Languages: (Xhosa, Zulu, Northern and Southern Sotho, Tswana and Venda)

(a) Staff

- Professor : G. I. M. MZAMANE, M.A. (S.A.)
Professor : Vacant
Lecturer : L. M. MBADI, B.A. (Rhodes), B.A.Hons. (S.A.)
Lecturer : Miss D. N. JAFTA, B.A. (Rhodes), B.Ed. (S.A.) B.A.Hons. (S.A.).

(b) Syllabi

The following are the courses offered in the Department:

- (a) Three courses in Xhosa
- (b) Three courses in Southern Sotho
- (c) One course in Zulu and
- (d) Special courses in Xhosa, Zulu and Southern Sotho.

N.B.—Special courses are only taken by students who have not matriculated in a Bantu language.

Special Course (Two papers)

- Paper 1. Section A.**
The principles of phonetics and phonology of the language. (25%)
- Section B.**
A simple explanatory study of the morphology and syntax of the language; exercises in the practical use of the language. (75%)
- Paper 2.—Section A.**
Translations (30%)
- Section B.**
Essay (30%)
- Section C.**
Literature. Prescribed works. (40%)

Course I (Two papers)

N.B.—To be taken only by students who have passed Matric or a special course in the language concerned or have passed a second course in another Bantu language.

- Paper 1.—Section A.**
Principles of phonetics and phonology of the language. (40%)
- Section B.**
Morphology and syntax of the language. (60%)
- Paper 2.**
(a) A literary study of the prescribed works. (80%)
(b) Practical criticism. (20%)

University of Fort Hare
Course II (Three papers)
Together in Excellence

- Paper 1.**
Comparative linguistics of the main language and another language of the same group. (100%)
- Paper 2.—Section A.**
Traditional literature of the language. This includes oral lore. (40%)
- Section B.**
Modern literature, a study of the history and development of modern literature (drama, novel, poetry etc.) of the language. (60%)
- Paper 3.**
Literature. Prescribed works with more emphasis on "literary criticism". (100%)

Course III (Three papers)

- Paper 1.**
Comparative linguistics of the group of the main language. (100%)
- Paper 2.**
Comparative Bantu linguistics with reference to:—
(a) The general principles underlying the reconstruction of Ur-languages; Ur-Bantu; sound-shifting from Ur-Bantu to the main language.
(b) The characteristics of the Bantu language family.
(c) The classification of the language of the zone and the characteristics of the zone to which the main language belongs.
(d) The classification of the dialects and the characteristics of the group to which the main language belongs.
(e) Certain aspects of comparative Bantu linguistics with reference to the zone concerned, e.g., phonological laws, class concordance. (100%)
- Paper 3.**
Advanced literary criticism. Prescribed works. (100%)

Honours

Language and Literature

(a) For the Hons. B.A. a main language as well as a subsidiary language from another group is required.

(b) A third-year course for the B.A. is the prerequisite for the main language.

(c) At least a first B.A. course is required in the subsidiary language from another group.

(d) Anthropology I is required as a prerequisite and may be presented before or simultaneously with the Honours examination.

(e) Candidates are expected to have a reading knowledge of German.

(f) A candidate has a choice of four papers out of six on the understanding that he must hand in an article of 25-30 pages, typed in double spacing on an approved subject before completing the written part of the examination. This article takes the place of a fifth paper, and marks will be allotted as if it were an examination paper.

The examination comprises the following written papers:—

Four papers out of six to be chosen:

Paper 1 : General Phonetics.

Paper 2 : (a) Classification of the languages of Africa.

(b) Bantu Linguistics.

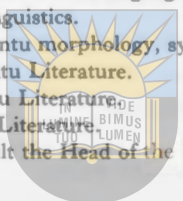
Paper 3 : Comparative Bantu morphology, syntax and semantics.

Paper 4 : Traditional Bantu Literature.

Paper 5 : History of Bantu Literature.

Paper 6 : Modern Bantu Literature.

For prescribed works consult the Head of the Department.



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XHOSA

Prescribed Works

Special Course

Ntloko	:	<i>Ungodongwana</i> (Oxford Univ. Press)
Pahl	:	<i>Iincwadi zesiXhosa zaseOxford, Ibanga 3</i> (Oxford Univ. Press)
Louw & Jubase	:	Handbook of Xhosa (A.P.B.)

Course I

Paper 2. Section A.

Madala	:	<i>Amavo amafutshhne</i> (Oxford Univ. Press)
Mmango	:	<i>Law' ilahle</i> (Lovedale Press)
Ngcwabe	:	<i>Khala Zome</i> (A.P.B.)
Tamsanqa	:	<i>Inzala kaMlungisi</i> (Oxford Univ. Press)
		<i>Buzani kubawo</i> (Oxford Univ. Press)
		<i>Imitha yelanga</i> (Oxford Univ. Press)
		<i>Ukuba ndandazile</i> (Oxford Univ. Press)

Paper 2. Section B.

Madala	:	<i>Amavo amafutshane</i> (Oxford Univ. Press)
Ndovela	:	<i>Siko ndini</i> (Lovedale Press)
Tshaka	:	<i>Iintsika zentlambo yeTyhume</i> (Lovedale Press)

Course II

Jongilanga	:	<i>Ukuqhawuka Kwembeleko</i> (Lovedale Press)
Mzamane	:	<i>Izinto zodidi</i> (A.P.B.)

- Sinxo : *Umzali wolahleko* (Lovedale Press)
UNomsa (Lovedale Press)
Isakhono somfazi (A.P.B.)
Umfundisi waseMthuwasi (Lovedale Press)
Imfene kaDebeza (Oxford Univ. Press)
Imbadu (A.P.B.)
Isitiya (Lovedale Press)
UNojayiti wam (Lovedale Press)
- Nyembezi : *Inkinsela yaseMgungundlovu* (Shuter & Shooter)

Course III

Plays

- Mtingane : *Inene nasi Isibhozo* (Oxford Univ. Press)
Mbulawa : *MaMfene* (Shuter & Shooter)
Blose : *Uqomisa mina nhe uqomisa iliba* (A.P.B.)

Poetry

- Nkuhlu : *Imvaba* (A.P.B.)
Nyoka : *Uhadi* (Lovedale Press)
Yako : *Ikhwezi* (Lovedale Press)

Prose

- Ngani : *Abantwana bethu* (Lovedale Press)
Qabaka : *Izanzulwana* (Lovedale Press)
Mqhayi : *Ityala lamawele* (Lovedale Press)
UMqhayi waseNtabozuko (Lovedale Press)
U-Don Jadu (Lovedale Press)
U-Adonisi wasentlango (Lovedale Press)
Inzuzo (Wits. U.P.)
U-Aggrey um-Afrika (London & Sheldon Press)
- Nxumalo : *Ikusasa alaziwa* (A.P.B.)

To be studied for Paper 1:

- Ziervogel : Swazi Texts, with an English translation, notes, etc.
(Van Schaik)

ZULU

Special Course

- Nyembezi : *Igoda, Ibanga 2* (Shuter & Shooter)
Bhengu : *UNyambose noZinitha* (Shuter & Shooter)
Ziervogel et al : *Handbook of the Zulu Language* (Van Schaik)

Course I

Paper 2.—Section A.

- Mdluli : *UBhekizwe namadodana akhe* (Voortrekkerpers)
Ntuli : *UBheka* (Shuter & Shooter)
Nyembezi : *Inkinsela yaseMgungundlovu* (Shuter & Shooter)
Dhlomo : *UShaka* (Shuter & Shooter)
UDingane (Shuter & Shooter)
UMpande (Shuter & Shooter)
UNomalanga kaNdengesi (Shuter & Shooter)
UCetshwayo (Shuter & Shooter)
UDinuzulu (Shuter & Shooter)

SOUTHERN SOTHO

Special Course

Mofokeng	:	<i>Pelong ya ka</i> (Wits. U.P.)
Engelbrecht <i>et al</i>	:	<i>Matima lenyora</i> (Bona Press)
Ferreira	:	<i>'n Leerboek vir Suid-Sotho</i> (With a view to translation) (Van Schaik)

Course I

Paper 2.—Section A.

Motsieloa	:	<i>Thabiso le Dirontsho</i> (Bona Press)
Moiloa	:	<i>Mohahlaula dithota</i> (Via Afrika)
Matlosa	:	<i>Mopheme</i> (Willem Gouws)
Machobane	:	<i>Mphatlalatsane</i> (Morija) <i>Mahaheng a matsho</i> (Morija) <i>Senate, Shweshwe a Moshweshwe</i> (Bona Press)

Paper 2.—Section B.

Maboe	:	<i>Menyepetsi ya maswabi</i> (Bona Press)
Lesoro	:	<i>Mathe-malodi</i> (Bona Press)
Malefane	:	<i>Maru</i> (Bona Press)

(a) Staff

*Professor	:	J. T. GREEN, B.A. (Stell.), M.A. (S.A.), Ph.D. (Leeds).
Senior Lecturer	:	Miss V. W. HENLEY, M.A., U.E.D. (Rhodes).
Lecturer	:	Mrs. E. N. E. VERSCHOOR, B.A., (U.C.T.), S.T.D., B.A.Hons (S.A.)
Lecturer	:	Edg. Phani, B.A.Hons. (S.A.), U.E.D. (S.A.).

(b) Syllabi

The courses cover topics arising from the study of the works prescribed. Direct reading of these works is more important than knowledge of what historians of literature say about them; but it is expected that students will regularly consult:—

- The Oxford Companion to English Literature, The Cambridge History of English Literature, the relevant articles in The Encyclopaedia Britannica, and Chamber's Encyclopaedia, and the Dictionary of National Biography.
- Current criticism in at least two of the following:
The Spectator, The Observer, The New Statesman, The Times Literary Supplement, The Critical Quarterly, A Review of English Literature, Encounter, The Sewanee Review, The Partisan Review.

Course I

The method of commenting on prescribed texts should generally take the form of essays embodying Practical Criticism.

Paper 1.

- Modern English Usage.
- English Phonetics.
- Practical Criticism.

Paper 2.

- Detailed study of three novels.
- Detailed study of three Shakespearian plays.
- Detailed study of certain poems.

Course II

The method of commenting on prescribed texts should generally take the form of essays embodying practical criticism.

Paper 1.

Detailed study of selections of the "Metaphysical" poets, Pope, Hopkins, D. H. Lawrence.

Practical criticism.

Paper 2.

Detailed study of four novels and four plays.

Paper 3.

Literary linguistics. Candidates will be tested on their ability to interpret texts in the following, and on their understanding of topics arising from the works prescribed:

Middle English, Phonetics, Poetics. A survey of critical tradition: Plato, Aristotle, Horace, Longinus.

Course III

The method of commenting on prescribed texts should generally take the form of essays embodying practical criticism.

Paper 1.

Detailed study of selections from the work of Milton, Blake, Wordsworth, Yeats, T. S. Eliot.

Practical criticism.

Paper 2.

Detailed study of five plays.

Paper 3.

Detailed study of six novels, and of their part in the tradition of the English novel.

Paper 4.

Literary Linguistics. As for Course II, Paper 3, with reference to a further series of texts.

Poetics. Critical tradition from Plato to the present day.



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Prescribed Books

Course I

Paper 1.

- (a) Donald and Bell : *Planned Interpretation* (O.U.P.)
- (b) Ward : *The Phonetics of English* (Heffer & Sons).
- (c) Thompson : *Reading and Discrimination* (Chatto & Windus).
- (d) *Concise Oxford Dictionary*.

Paper 2.

- (a) Shakespeare : *Much Ado About Nothing, Macbeth, Henry IV, Part 1.*
(any complete editions).
- (b) *The Penguin Book of English Verse* (Edited by John Hayward)
- (c) Conrad : *Heart of Darkness* (Dent & Sons).
- (d) Lawrence : *Sons and Lovers* (Penguin).
- (e) George Eliot : *The Mill on the Floss* (Nelson)

Course II

Paper 1.

- (a) Lawrence : *Selected Poems* (Penguin).
- (b) *Metaphysical Poets* (Penguin): Donne, Herbert, Marvell.
- (c) Pope : *The Rape of the Lock, The Dunciad* (Books 1 and IV),
Moral Essays (Everyman or Oxford Standard Authors).

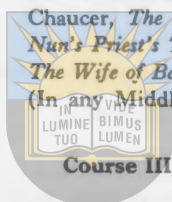
- (d) Hopkins : *Poems* (Penguin).
 (e) Thompson : *Reading and Discrimination* (Chatto and Windus).

Paper 2.

- A. (a) Austen : *Emma*
 (b) Twain : *Huckleberry Finn*
 (c) Hardy : *Tess of the D'Urbervilles*
 (d) Conrad : *Under Western Eyes*
 B. Davis : *Readings in Modern Prose* (Simondium Press)
 C. (a) Shakespeare : *Antony and Cleopatra*.
 (b) Marlowe : *Dr. Faustus*
 (c) Webster : *The Duchess of Malfi*
 (d) Sheridan : *The School for Scandal*

Paper 3.

- (a) Poetics : Aristotle, *Poetics* and Longinus, *On the Sublime*.
 Plato, *The Republic*, Book X; and Horace, *The Art of Poetry*. (Everyman, No. 901)
 (b) Phonetics : *The Phonetics of English*, by Ward (Heffer & Sons).
 (c) Middle English : Chaucer, *The Canterbury Tales: The Prologue, The Nun's Priest's Tale, The Pardoner's Prologue and Tale, The Wife of Bath's Prologue and Tale*
 (In any Middle English Version).



Paper 1.

- Milton : *Paradise Lost*, Books 1 and 2; other selections (In Oxford Standard Authors)
 Blake : *To Spring, To Morning: Mad Songs* and other selections (In Oxford Standard Authors)
 Wordsworth : *The Prelude*; Books 1 and IV; *The River Duddon Sonnets*, and other selections (In Oxford Standard Authors)
 Yeats : *Selections from Collected Poems* (Collected Poems, Macmillan)
 Eliot : *Selected Poems of T. S. Eliot* in *Collected Poems, 1909-1935*, Faber and Faber, paper covered edition)
 Thompson : *Reading and Discrimination* (Chatto & Windus)

Paper 2.

- Shakespeare : *Twelfth Night, Troilus and Cressida, King Lear, Hamlet, Measure for Measure* (any complete edition).

Paper 3.

- Austen : *Persuasion*
 Dickens : *Little Dorrit*
 George Eliot : *Middlemarch*
 Conrad : *The Secret Agent*
 James : *The Portrait of a Lady*
 Lawrence : *The Rainbow*
 Leavis : *The Great Tradition* (Chatto and Windus)

Paper 4.

- Poetics : Enright and de Chickera, *English Critical Texts* (Selections), (O.U.P.)
 Phonetics : Ward: *The Phonetics of English* (Heffer & Sons)
 Middle English : *Sir Cawain and the Green Knight* (Tolkien and Gorden *The Knight's Tale*, Chaucer (Oxford Poet's edition).

GREEK

Greek: (including Hellenistic Greek and Principles of Greek Culture)

(a) *Staff*

*Senior Lecturer: J. M. ELs, M.A. (Potch.)

(b) *Syllabi*

Admission Requirements

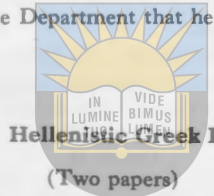
To be admitted to Hellenistic Greek I a student shall

(a) have passed a preliminary course in Hellenistic Greek which comprises the following:—

- A study of the grammar (accidence and syntax) of Hellenistic Greek;
- Translation of sentences and/or passages from and into Greek; and
- A survey of Christian Greek Literature.

OR

(b) Satisfy the Head of the Department that he possesses sufficient knowledge of the language.



1. Formal grammar of Hellenistic Greek.
2. Exercises in unseen translation and simple translations from English to Greek.
3. A study of selected chapters from the following prescribed books:—
 - (a) The Greek New Testament: *St. John*.
 - (b) *The Didache*
 - (c) Clement of Rome: *First Epistle to the Corinthians*.(Translation, grammatical comment, content and background).
4. A survey of Greek history in the Hellenistic period (336-31 B.C.), with reference in particular to the nature of the Hellenistic State and cultural trends of the period.

Hellenistic Greek II

(Three papers)

1. A study of Hellenistic Greek grammar, systematically and in relation to the history of the Greek language.
2. Exercises in unseen translation and prose composition.
3. A study of the following prescribed books:
 - (a) The Greek New Testament: *The Acts of the Apostles*.
 - (b) Plato: *The Apology*.
 - (c) Clement of Rome: *First Epistle to the Corinthians*.
 - (d) Anon.: *Epistle to Diognetus*.
 - (e) Clement of Alexandria: *Exhortation to the Greeks*.(Translation, grammatical annotation, explanation of the context and content, and questions of a literary nature).
4. A survey of Patristic Greek Literature.
5. A survey of Greek history from about 1200 to 323 B.C., with particular reference to the *polis*, religion and thought.

Greek

Admission Requirement

To be admitted to Greek I, a student shall:

- (a) have passed a preliminary course in Attic Greek, which comprises the following:—

A study of the grammar (accidence and syntax) of Attic Greek;

Translation of sentences and/or passages from and into Greek;

An outline of Greek culture.

OR

- (b) Satisfy the Head of the Department that he possesses sufficient knowledge of the language.

Greek I

(Two papers)

1. Formal grammar of Attic Greek.
2. Exercises in unseen translation and simple translations into Greek.
3. A study of selected chapters from the following prescribed books:—

(a) A Greek reader.

(b) Xenophon: *Anabasis*.

(c) The Greek New Testament: *St. John*.

(Translation, grammatical comment, context and background).

4. A survey of Greek history (about 429-404B.C.).

Greek II

(Three papers)

1. A study of Attic Greek grammar systematically and in relation to the history of Greek language.

2. Exercises in unseen translation and prose composition.

3. A study of the following prescribed books:—

(a) Plato: *The Apology*.

(b) Euripides: *Medea*.

(c) Herodotus: *Book II or Clement of Alexandria; Exhortation to the Greeks*.

(d) Homer: *Odyssey XV*.

(Translation, grammatical annotation, explanation of the context and content and questions of a literary nature.)

4. A survey of Greek literature, with special reference to the above prescribed books.

5. A survey of Greek history (about 404-31B.C.).

Greek III

(Four papers)

1. Detailed study of Greek grammar both diachronically and synchronically.

2. Advanced prose composition and unseen translations.

3. A detailed study of the following prescribed books:—

(a) Sophocles : *Antigone*.

(b) Thucydides : *Book VII*.

(c) Aristophanes : *The Frogs*.

(d) Plato : *Phaedo*.

(e) Homer : *Iliad XII*.

(Translation, comment on the grammar and metre, textual criticisms, explanation of context and content and question of a literary nature.)

4. A study of a special period of Greek history, including the study of primary sources.

5. A detailed study of a special genre of Greek literature.

Principles of Greek Culture

(Two papers)

A survey of the following aspects of Greek Culture (as evidenced by Greek authors, whose works are to be read in translation):

- (a) Mythology and religion.
- (b) Literature with special study of a specified branch of literature.
- (c) Political, social and constitutional history in the Classical Period.
- (d) The sculpture and architecture of the Periclean Period.

HISTORY

(a) Staff

- *Professor : C. G. COETZEE, M.A., D.Phil. (Stell.)
Lecturer : J. C. VISAGIE, B.A.Hons. (S.A.)

(b) Syllabi

Course I

Paper 1.

An outline of the history of Western civilization from its beginnings to the end of the 18th Century.

Paper 2.

South Africa since the voyages of discovery.

Paper 1.

European History, 1556-1815.

Paper 2.

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

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

Course II

Paper 1.

European History since 1815.

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.

Paper 3.

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

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.

Course III

The examination comprises the following five papers:

1. Method, Technique, Theory.
2. Historiography and the Philosophy of History.
3. ONE of the following:
 - (a) The revolutionary period in Europe and America, 1760-1800, with a documentary study of topics from the American Revolution.
 - (b) The era of discovery to the establishment of the Cape Settlement, with documentary study of the van Riebeeck period.
 - (c) South Africa during the period 1778-1820 with a documentary study on the Patriot Movement and the Eastern Cape Frontier.

- (d) Migrations to and in South Africa, 1820-1854, with a documentary study of the Great Trek.
- (e) Attempts at unification and federation in South Africa, 1854-1910, with a documentary study of the establishment of the Union, 1910.
- (f) An option to be selected by the Head of the Department.

4. ONE of the following:

- (a) The Medieval Empire and the rise of national states in Europe during the Middle Ages.
- (b) The Renaissance and Reformation.
- (c) The Republics in South Africa, 1852-1902.
- (d) The Union of South Africa, 1910-1961.
- (e) An option to be selected by the Head of the Department.

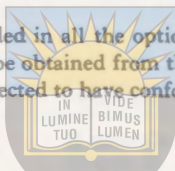
5. ONE of the following:

- (a) The U.S.A. in the 19th and 20th centuries.
- (b) The place of Africa in world history in the 19th and 20th centuries.
- (c) Communist Russia and China in the modern world.
- (d) International relations, 1890-1945.

One paper on South African History is compulsory. Options 3(e) and 4(e) may not both be taken.

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 on an approved subject.

University of Port Elizabeth
Together in Excellence

LATIN

(a) *Staff*

*Professor: K. JACOBS, Lit. Hum. Drs. (V.U.Amst.), D.Litt., et Phil. (Leiden).

(b) *Syllabi*

Special Latin (One paper)

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

Course I (Two papers)

- A Two set books, both for detailed study. (The questions include passages for translation, grammatical annotations, 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).
- B Prose Composition and unseen translation.
- B Prose Composition and unseen translation.
- C Outline of Roman History to 14A.D.

Prescribed Texts:

Cicero: Oratio Philippica II
Vergil: Aeneid II

Course II (Three papers)

- A Four set books, two for detailed study. (The questions include passages for translation, grammatical annotations, explanation of context and contents; also literary questions of the authors 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 Horace).
- B More advanced prose composition and unseen translation.
- C A study of Roman History from 14A.D.-337A.D.

Prescribed Texts:

Horace	:	Odes (ed. Page)
Livy	:	Lib. XXX
Terence	:	Heauton timorumenos.
Pliny	:	Selected Letters (ed. Prichard).

Course III (Four papers)

- A Seven set books, four 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).
- B Advanced prose composition and unseen translation.
- C The study of a specified branch of Latin literature.
- D The study of a special period of Roman History.

Prescribed Texts:

Tacitus	:	Annals I.	Lucretius	:	De Rerum Natura III.
Cicero	:	De Finibus I	Vergil	:	Aeneid VI.
Horace	:	Satires (ed. Palmer).	Propertius	:	Elegies I.
Juvenal	:	Satires (ed. Duff).			

Special Branch of Roman Literature: Roman Satire

Special Period of Roman History: 70B.C. to 14A.D.

(A study of epigraphic sources is included).

LIBRARY SCIENCE

(a) Staff

- *Senior Lecturer : P. B. VAN SCHALKWYK, M.A. (Stell.), H.Dip.Lib. (S.A.).
University Librarian : M. SPRUYT, LL.Drs. (Leiden), L.Dip.Lib. (Pret.), H.Dip. Lib. (S.A.).

(b) Syllabi

Course I

(Two 3 hour papers.)

Paper 1: Catalography

- (a) Classification: Theory of classification, the Dewey system, practical work.
(b) Cataloguing: Theory of cataloguing, the Anglo-American Code, practical work.

Paper 2: Library organization

- (a) Internal: Departmentalisation, charging systems, Library standards.
(b) External: National library, provincial library services, special libraries, school libraries. Library legislation and Departmental instructions. Library associations.

Course II

(Two 3 hour papers).

Paper 1:

- (a) Bibliography
(b) Documentation
(c) Reference work: Sources and methods of reference work. The most important reference works.

Paper 2:

- a) Book stock
- b) Book selection
- c) Reader's guidance

Course III

(Three 3 hour papers)

Paper 1:

History of writing, of the book, and of the development of printing.

Paper 2:

Advanced catalography

(a) Classification: Bibliographic classification.

Classification systems: Universal Decimal classification, Library of Congress, Colon classification.

Practical work.

(b) Cataloguing: Series and periodicals. The dictionary catalogue. Subject headings (Sears).

Practical work.



Paper 3:

Similarities and differences between libraries and museums and archives. Organization, function, material, use.

University of Fort Hare
Course IV
Together in Excellence
(Three 3 hours papers)

Paper 1:

Library history.

Paper 2:

Information retrieval. Automation.

Paper 3:

Library management:

- (a) Selection and management of personnel.
- (b) Organization.
- (c) Committee work.

Honours

In consultation with the head of the department candidate shall choose subjects from each of the following papers:

Paper 1. Philosophy and historiography of Library Science, and Historical Librarianship.

Paper 2. Library management.

Paper 3. Catalography.

Paper 4. Documentation.

Paper 5. Reader's guidance.

(This is Unisa syllabus for 1970)

PHILOSOPHY

- Professor : E. J. MARAIS, B.A. (Stell.), M.A. (S.A.), B.D.(V.U.Amst.),
D.Th. (S.A.).
Senior Lecturer : B. J. VAN DER WALT, M.A., Th.B. (Potch.).

Course I

(1 paper)

- A. Introduction to:
1. The nature of philosophy.
 2. The branches of philosophy.
 3. The major philosophical problems.
 4. Applied philosophy.
- B. Greek philosophy (with special reference to Plato and Aristotle).

Course II

(2 papers)

Paper 1.

- A. Medieval philosophy (with special reference to Augustine and Aquinas).
B. Modern philosophy up to Hume (e.g., Descartes, Leibniz, Locke, Honne).
C. Kant (with special reference to the *Kritik der reinen Vernunft*).

Paper 2.

- A. Methodology:
1. Traditional logic: The categorical syllogism.
 2. Symbolic logic: Propositional and predicate logic.
 3. Methods of science: Induction, probability, hypothesis theory, law.
- B. Epistemology: Origin and extent of knowledge with special reference to the theory of sense-data and to phenomenology.

Course III

(3 papers)

Paper 1.

- A. 19th century philosophy (e.g., Hegel, Comte, Nietzsche).
B. 20th century philosophy (e.g., Husserl, Ryle, Sartre).

C. Introduction to:

1. Eastern philosophy.
2. African philosophy.
3. Contributions of South African philosophers.

Paper 2.

- A. Philosophy of history (e.g., Dilthey, Toynbee, Collingwood).
B. Philosophy of science (e.g., Eddington, Planck, Heisenberg).
C. Philosophy of religion (e.g., Barth, Bultmann, Tillich).

Paper 3.

- A. Metaphysics: A critical discussion of traditional speculative metaphysics as contrasted with contemporary immanent or descriptive metaphysics.
- B. Axiology:
1. Ethics: The major approaches, problems and concepts.
 2. Aesthetics: The major approaches, problems and concepts.
- C. Political philosophy: The major approaches, problems and concepts.

Honours

(4 papers)

Paper 1

Detailed study of a contemporary philosopher or group of contemporary philosophers.

Paper 2

Detailed study of a philosophical problem.

Paper 3

Detailed study of a period in the history of philosophy.

Paper 4

A critical analysis of a recognized philosophical work.

Master's Course

A dissertation on an approved philosophical subject, which must give evidence of independent critical judgment.

POLITICAL SCIENCE

Political Science and Public Administration

(a) *Staff*

*Senior Lecturer	:	M. C. ELSHTON, M.A., D.Phil. (O.F.S.)
Senior Lecturer	:	J. C. VAN DER WALT, M.A. (Pret.)
Lecturer	:	G. P. MANNING, B.A. (Hons.) (Stell.)



(b) *Syllabi*

Course I (Two papers) University of Fort Hare *Together in Excellence*

Paper 1

First capita selecta from the basic principles, trends, periods and theorists in the field of Political Science.

1. General introduction to the study of Political Science.
2. First selection of basic concepts in Political Science.
3. First selections of specific periods and trends in Political Science with particular reference to the relevant theorists.

Paper 2

Political Institutions and Practices

1. First selection of specific state institutions and political ideas including the relevant theorists.
2. A comprehensive analysis and evaluation of modern Western state institutions and practices with particular reference to contemporary South Africa (and examples from the South African Boer Republics and former British colonies where applicable).

Course II

(Two papers)

Paper 1

Second capita selecta from the basic principles, trends, periods and theorists in the field of Political Science.

1. Second selection of basic concepts of Political Science.
2. Second selection of specific periods and trends in Political Science with particular reference to the relevant theorist.
3. Aspects of principles in the study of Political Science.

Paper 2.

Third capita selecta from the basic principles, trends, periods and theorists in the field of Political Science.

1. Second selection of specific state institutions and political ideas including the relevant theorists.

2. Modern totalitarian political views and practices.

Ideological basis and general characteristics of German National Socialism; Italian Fascism; Salazarism; Communism.

3. Western democracy and its philosophical bases.

Course III

(Three papers)

Paper 1.

First capita selecta from International Relations, Phenomena and Institutions:

1. The state in the international society.
2. The states system and the Family of Nations.
3. The origin and development of international law.
4. Nationalism, internationalism and imperialism.
5. Colonialism.
6. The existence and problems of national minorities.

Paper 2.

Second capita selecta from International Relations, Phenomena and Institutions.

1. Facilities for international co-operation: the origin of international institutions.
2. Power and power politics.
3. Diplomacy: a means in the service of national policy.
4. A comparative study of the composition, objectives and actions of the League of Nations and the United Nations.

Paper 3.

Third capita selecta from International Relations, phenomena and institutions:

1. War and peace.
2. The mandates and trusteeship systems as forms of international control over dependant territories.
3. International problems of overpopulation, food shortages and raw materials.
4. The role of Africa in world politics.

Honours

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 head from (1) to (5).

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.

Paper I.

General introduction to the study of Public Administration

Paper 2.

Descriptive and historical aspects of the institutional framework (machinery of government) of Public Administration.

Public Administration II

Paper I.

The Public Service with special reference to the Republic of South Africa.

- (1) Determination of policy in the public sector.
- (2) Organization.
- (3) Administrative procedure.

Paper 2.

- (1) Public financial administration (central, regional and local).
- (2) Personnel administration in the Public Service with special reference to the Republic of South Africa (central, regional and local).
- (3) Analyses of the functions and administrative institution of a municipality.
- (4) Analyses of the governmental institutions in the Transkei.

University of Fort Hare
Together in Excellence

Public Administration III

Paper I.

- (1) State commercial undertakings.
- (2) Control over regional and municipal authorities.
- (3) A comparative study of municipal systems of two or more countries.

Paper 2

- (1) Parliamentary control over executive institutions.
- (2) The organised contact of group interests with the administration hierarchy through councils and commissions.

Paper 3

- (1) Public administration in new states.
- (2) International public administration.
- (3) New developments in the field of public administration.

Honours

The whole examination consists of five question papers namely three papers in Part I and two papers in Paper 2. Parts 1 and 2 can be written together or separately. In consultation with the Head of the Department a candidate will select papers from the following:

Part I: Papers 1, 2 and 3 are respectively (a) and (b) below; plus any one paper from (c) to (e).

(a) Advanced theories and value foundations of Public Administration: *capita selecta* from approaches, writers and schools.

(b) The theory and administrative practice of governmental planning.

(c) Advanced financial administration in the public sector (only if the candidate has passed Economics III.)

(d) Advanced international public administration (only if the candidate has passed Political Science III).

(e) Special problems of decision-making within the ecology of public administration
Part II: Papers 4 and 5 are respectively (f) plus any one of papers (g) to (i).

(f) Advanced study of special contemporary problems of central and local government—*capita selecta*.

(g) An advanced comparative study of local government.

(h) An advanced study of modern inter-governmental relations with special reference to South Africa.

(i) An Honours paper in a related subject in which the candidate has passed the third course for the bachelor's degree, with the approval of the Heads of the Departments concerned.

PSYCHOLOGY

(a) Staff

Professor	: T. M. D. KRUGER, M.A. (Pret.), D.Litt. et Phil. (S.A.).
Senior Lecturer in Industrial Psychology	: W. BACKER, M.A., D.Phil. (Potch.).
Senior Lecturer	: W. G. VAN DER MERWE, M.A. (O.F.S.).
Lecturer	: J. W. CUMES, M.A. (Rand).
Junior Lecturer	: Q. T. MJOJI, B.A. (S.A.).
Research Assistant	: Miss E. MAKWETO, B.Sc. (Rhodes).

(Industrial Psychology can only be taken in the Faculty of Commerce and Administration, although it is offered by the Department of Psychology).

(b) Syllabi

University of Fort Hare Together in Excellence

Course I

All courses are supplemented with suitable practical programmes.

1. (a) Historical introduction: Psychology as a theoretical and applied science.
(b) Introduction to Research Methods.
2. Psychophysiology.
3. Individual and group differences and the influence of nature and nurture.
4. Intelligence.
5. Emotion, motivation, personality, frustration and conflict.
6. Maturation and the learning process, memory and thinking.
7. Attention, perception, vision and other senses.
8. Contemporary schools of psychology.
9. Principles of Development and stages of life.

Course II

Paper 1: Personality and Developmental Psychology

Section A: Personality

Determinants of personality formation, theories of personality and measurement of personality.

Section B: Development

1. The nature of development, maturation and learning.
2. Prenatal development.
3. Socialization.
4. Interaction between parent and child.
5. Stages of development with reference to emotional, social, intellectual, physical and ethical development and the attainment of maturity.

Paper 2: Social Psychology and Differential Psychology

Section A: Social Psychology

1. Cognition: development, interpersonal perception
2. Motivation: Theories and Research.
3. Interpersonal Response: Traits
4. Attitudes: nature, development, change and propaganda; prejudice.
5. Language, communication, mass media
6. Social and cultural determinants of behaviour; social roles, role expectations, stratification, family systems, values, beliefs.
7. The individual in the group; leadership
8. Specific problems of adjustment arising from role strain, conflicting value systems and technological development.

Section B: Differential Psychology

1. Individual Differences.
2. Sex Differences.
3. Race Differences.

Section C: Scientific Research

1. Research Methodology.
2. Descriptive Statistics:
Frequency distribution; graphs, central tendency, reliability and normal distribution.



Paper 1: Psychopathology

1. Origins and development of Psychopathology
2. Normality and abnormality in Psychopathology.
3. Organic and Cultural Factors in the disorganisation of personality.
4. Psychoanalytic and Learning approaches to the disorganisation of personality.
5. Psychoneurotic, psychophysiological, psychopathic and psychotic conditions.
6. Cerebral disorders; mental deficiency.
7. Experimental psychopathology.

Paper 2: A brief introduction to counselling and psychotherapy

This course is divided into four sections:

1. Historical introduction
2. Theories and Techniques:
 - 2-1. Freudian theory and derived technique.
 - 2-2. Neo-Freudian theory and derived techniques.
 - 2-3. Rogerian theory and derived techniques.
 - 2-4. Existential theory and derived techniques.
 - 2-5. Learning theory and derived techniques.

Each of these theories will be discussed under four sub-headings:

- Theoretical considerations,
 - Aims of therapy,
 - Therapeutic techniques,
 - Evaluation.
3. A general introduction to psychodiagnosics.
 4. Special fields:
 - 4-1. Vocational counselling.
 - 4-2. Rehabilitation counselling.
 - 4-3. Therapy counselling with children and adults

Section B: Industrial Psychology

1. Historical background and present field.
2. Personnel Psychology; selection, training; motivation and human relationships.

3. Merit rating.
4. Occupational safety.
5. Psychological analysis of buying and selling processes.

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) Function of statistical methods in Psychological Research.
 - (ii) The choice of statistical methods.
 - (iii) Basic statistical methods: Central tendency, Variability, Correlation and Significance.

The course offers three directions of study. The student is required to select one of these.

These directions of study are:

Counselling Psychology.

Clinical Psychology.

Industrial Psychology.

Each direction of study consists of five papers. Paper 2 is compulsory. Other fields appropriate to the direction of study should be selected through consultation with the Head of the Department.

The papers cover the following fields:

Paper 1 : Psychopathology and Social Pathology.

Paper 2 : Research Methods.

Paper 3 : Personality and Developmental Psychology.

Paper 4 : Social Psychology.

Paper 5 : Counselling Psychology.

Paper 6 : Clinical Psychology.

Paper 7 : Industrial Psychology.

Students for Master's Degree should consult the Head of the Department.

INDUSTRIAL PSYCHOLOGY

Course I

(One Paper)

Same content as Course I in Psychology except that items 8 and 9 are replaced by the following:

- (a) The origin and development of Industrial Psychology; its foundation, purpose and trends.
- (b) The functions, task and position of the Industrial Psychologist.

Course II

(Two papers)

Paper 1.

- (a) Personnel selection: Principles and Techniques.
- (b) Industrial Training.
- (c) Merit Rating and Job Evaluation.

- (d) Human relations.
- (e) Accidents and Safety.

Paper 2.

- (a) *Principles of Ergonomics*
 - (i) The physical work environment.
 - (ii) Psychological components of the man-machine-system.
 - (iii) Work study.
- (b) *Theoretical Foundations of Economic Psychology*
 - (i) Persuasive communication and opinion change.
 - (ii) Psychological principles of advertising and selling processes.
 - (iii) Psychological aspects of economic behaviour and motivational research.

Course III

(Three papers)

Paper 1.

Psychopathology and Industrial Mental Health

1. Introduction to psychopathology and the psychology of adjustment.
2. Neurotic, psychosomatic, psychotic and other deviations.
3. Maladjustment as a personnel problem

Paper 2.

Principles of Industrial Psychological Research

1. General principles of scientific research.
2. Surveys and laboratory experiments.
3. Research methods in ergonomics.
4. Basic concepts in the construction, interpretation and administration of personnel tests.
5. Statistical Methods.

Paper 3.

Group Dynamics and the principles of Personnel Psychology

1. Personality, interpersonal and group relations and interaction.
2. Attitudes, morale and industrial leadership.
3. Psychological principles of personnel management.

Students for the Honours and Master's Degree should consult the Head of the Department.

Honours

Written Examination :

The following FIVE papers are prescribed and the examination may be written in two parts. Part I comprises any two papers and part II the remaining papers.

Paper 1 : Industrial psychological research methods.

Paper 2 : Industrial Mental Health.

Paper 3 : Ergonomics.

Paper 4 : Personnel Psychology.

Paper 5 : ONE of the following:

- (i) Advanced problems of personnel.
- (ii) Market research.
- (iii) Advertising.
- (iv) An approved paper from Public Administration.

(Paper 5 is the responsibility of the Department of Business Economics or Political Science and Public Administration and a student shall comply with the requirements set by the relevant department for admission to the paper).

Practical Work :

A report which deals with the prescribed practical work done by the candidate must be submitted in order to qualify for the honours examination. The report takes the form of one or more case studies and/or surveys, chosen in consultation with the Head of the department.

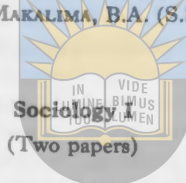
SOCIOLOGY AND SOCIAL WORK

Sociology and Social Work: (also Criminology)

(a) Staff

- *Professor : P. J. DE VOS, M.A., D.Phil. (Pret.)
Senior Lecturer : J. J. F. C. HEYDENRYCH, M.A. (Soc.), B.A.Hons. (Soc. Work) (Stell.)
Lecturer : W. D. VICTOR, B.A.Hons. (O.F.S.)
Lecturer : T. N. V. MAQASHALALA, B.A. (S.S.) (S.A.).
Lecturer : Vacant.
Research Assistant : S. MAFANYA, B.A.Hons. (S.A.).
Research Assistant : M. W. MAKALIMA, B.A. (S.S.) (S.A.).

(b) Syllabi



Paper 1.

1. The field of Sociology: its relation to other disciplines.
2. The biological, psychological and cultural basis of society. Geographical and technical influences on society.
3. Theoretical premises and basic concepts. Activity and systems of action, social action, norms, institutionalization, structure and functions of social systems, institutions and organizations.

Paper 2.

1. Social processes and social control. Social control and its operation, social norms and sanctions, forms of social interaction, stratification, differentiation and mobility.
2. Introduction to social thought: Plato to the Humanistic Period.

Sociology II

(Three papers)

Paper 1.

1. Basic approach in the analysis of the structure of society with specific reference to the analysis of bureaucracy and economic institutions.
2. Detailed study of the social sub-systems: the family school, state, religion, leisure time activity and age groups in contemporary society.

Paper 2.

1. The processes of social change and development and the problems related thereto.
2. Social Pathology: Study of the origins of social pathological phenomena with special reference to conditions in South Africa.

Paper 3.

1. Industrial Sociology.
2. The development of social thought with special reference to the 19th Century.
3. Attendance course: Introduction to social research. Statistical procedures.

Sociology III (Four papers)

Paper 1.

1. *a)* The history of social thought – The study of the 20th Century contributions to the development of social thought.
- b)* Contemporary development in Sociology.

Paper 2.

- a)* Social Research. Basic theoretical problems.
- b)* Demography.

Paper 3.

Group Dynamics.

Paper 4.

One of the following, subject to consultation with the Head of the Department:

Rural-Urban Sociology.

Race Relations.

Honours

Paper 1.

Systematic Sociology and methods of social research.

Paper 2.

The history of Sociology with special reference to standpoints, methods and events in present-day Sociology.

Paper 3-5.

Any three of the following:

Group dynamics, Education Sociology, Sociology of religion, Sociology of Crime, Social Psychology, Rural-Urban Sociology, Race Relations, Demography and Industrial Psychology.

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Social Work 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.

Section C.

Social Work Administration.

Social Work II

(Two papers)

Paper 1.

The case work method.

Paper 2.

1. *Group work.*
2. **Social Work in Specialized fields.**

Social Work III

(Three papers)

Paper 1.

- (a)* Social work and personality growth.
- (b)* Social work with the psycho-socially disturbed client.

Paper 2.

- (a)* The philosophy of Social Work and special aspects of the case-work method.
- (b)* (i) Family social work, child welfare and youth care, an intensive study of the Children's Act (Act 33 of 1960, as amended).
- (ii) Social work with special problems, Foster care, institutional care, care for the aged, the unmarried mother and the alcoholic.

Paper 3.

- (a) Community organisation.
- (b) Social policy in South Africa with special reference to the Welfare Organisations Act (Act 40 of 1947 as amended by Act 75 of 1961).
- (c) Social work research.

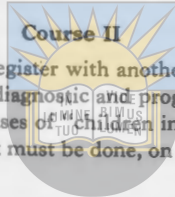
PRACTICAL

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.



- (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.

College Diploma in Social Work.

The courses for the College Diploma are the same as those for the Degree.

Honours

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 an treatise on a approved subject from the field of social work, and an oral examination on the general principles of the subject.

Criminology I.

1. Introduction to Criminology as a Science: Field, task and methods; the relation of Criminology to the auxiliary sciences, etc.
2. Analysis of the Crime Phenomenon: Concept, personal and situational aspects of the crime phenomenon.
3. Introduction to Penology.
4. Juvenile delinquency: Definition, extent; the relation between child neglect and youth misconduct; the juvenile delinquent—physical and mental aspects of juvenile delinquents; home environment and juvenile delinquency; factors outside the home and juvenile delinquency; street corner society; analysis of the youth detention centre.
5. The relation between crime and certain social pathological phenomena.



LANGUAGE LABORATORY

*Director: L. PROCTOR, M.A. (Cambridge), T.T.D.

Attendance at Language Laboratory sessions is compulsory for all English I and Afrikaans I students for oral/aural work, i.e., one period per week.

Courses for Afrikaans beginners are also available. Students wishing to use the Language Laboratory for private study in modern languages may do so in their own time.

General:

In addition to the subjects listed in this prospectus certain other subjects are offered by other faculties which may be taken in the Faculty of Arts as majors, or as ancillary subjects. These subjects are amongst those listed in paragraph A.3 of the rules of the Faculty of Arts. Students are advised to consult the prospectuses of the faculties involved with a view to the content of these subjects.

FACULTY OF SCIENCE

Dean of the Faculty :

Professor G. J. J. VAN RENSBURG, B.Sc. (Potch.), M.Sc. (Pret.), Ph.D. (S.A.) H.E.D

Applied Mathematics and Statistics :

*Professor : S. LINDE, M.Sc. (O.F.S.)
 Senior Lecturer : Vacant
 Lecturer : P. C. WAGENER, M.Sc. (Pret.), B.Sc.Hons. (S.A.)
 Lecturer : P. C. N. GROENEWALD, M.Sc. (O.F.S.)

Botany :

*Professor : Vacant
 *Senior Lecturer : D. N. BOSHOFF, M.Sc. (Potch.)
 Lecture : R. L. VERHOEVEN, M.Sc. (Pret)
 Lecturer : O. H. D. MAKUNGA, B.Sc.Hons. (S.A.), U.E.D. (Rhodes.)
 Lecturer : D. P. FERREIRA, B.Sc.Hons. (Potch.)
 Demonstrator-Technician: B. B. BALA, B.Sc. (Hons.) (S.A., U.E.D. (Rhodes)

Chemistry :

*Professor : A. S. GALLOWAY, Ph.D. (St. Andrews), F.R.I.C.,
 M.S.A. Chem. I.
 Professor : D. H. MEIRING, D.Sc. (O.F.S.), M.S.A. Chem. I.
 Senior Lecturer : E. W. GIBSON, Ph.D. (Rand).
 Lecturer : I. D. DU PREEZ, M.Sc. (O.F.S.)
 Junior Lecturer : P. D. D. GOOLA, B.Sc. (Hons.) (S.A.)
 Technician : M. WALTON.

Geography and Geology :

*Professor : W. C. ELS, M.A. M.Ed. (O.F.S.), D.Litt. et Phil.
 (S.A.)
 Senior Lecturer : N. C. TAIT, M.A. (Stell.), P.T.H.C.
 Lecturer : C. J. UYS, B.A.Hons. (Stell.)
 Lecturer : E. M. MAKHANYA, M.A. (S.A.) B.T.D.
 Senior Lecturer
 (Geology) : J. C. THERON, M.Sc. (O.F.S.), D.Sc. (O.F.S.)
 Lecturer (Geology) : C. S. KINGSLEY, M.Sc. (O.F.S.)

Land Surveying :

*Professor : L. EEKHOUT, B.Sc. (Eng.) (Rand), B.Sc. (Photogram.
 Eng.) Delft.
 Senior Lecturer : G. C. OLIVIER, B.Sc. (S.A.), Dip. L.S. (J.C.P.E.),
 L. (S.A.), M.I.G.L.S.

Physics :

*Professor : J. T. DAVIDSON, M.Sc. (S.A.)
 Senior Lecturer : P. H. PIETERSE, M.Sc. (Stell.)
 Senior Lecturer : S. J. BURGER, M.Sc. (Stell.)
 Lecturer : J. R. SERETLO, M.Sc. (S.A.)
 Junior Lecturer : M. C. RADEBE, M.Sc. (S.A.)
 Senior Technician to
 Science Departments : M. H. W. THIELEMANN.
 Assistant Technician : N. E. SCHAEFFER.

Pure Mathematics :

*Professor : G. J. J. VAN RENSBURG, B.Sc. (Potch.), M.Sc. (Pret.),
 Ph.D. (S.A.) H.E.D.
 Senior Lecturer : S. F. G. WESSELS, M.Sc. (Potch.), Ph.D. (U.P.E.),
 U.E.D.
 Temporary Lecturer : Mrs. J. UYS, B.Sc. (Stell.)

Zoology:

- *Professor : R. A. VAN DEN BERG, M.Sc. (Natal), D.Sc. (Potch.)
- Senior Lecturer : J. F. SAAYMAN, M.Sc. (Stell.), Ph.D. (S.A.)
- Senior Lecturer : T. G. GAIGHER, M.Sc. (Pret.), Ph.D. (R.V.U.)
- Lecturer : Miss J. P. F. WILLIAMS, B.Sc. Hons. (Rhodes), B.A. (S.A.)
- Lecturer : J. W. MAKHENSE, B.Sc. Hons. (S.A.)
- Lab. Technician Grade A: P. KHEKHA.
- Faculty of Science Secretary Typist: Mrs. E. WANNENBURG.

*Heads of Departments.

RULES

FACULTY OF SCIENCE

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

Degrees in the Faculty of Science.

Sc.1. The following five degrees are granted in the Faculty of Science:

- Bachelor of Science.....B.Sc.
- Bachelor of Science (Land Surveying)..... B.Sc. (Land Surveying)
- Bachelor of Science (Honours).....B.Sc. (Hons.)
- Master of Science.....M.Sc.
- Doctor of Science..... D.Sc.

The Degree of Bachelor of Science

Duration and curriculum:

Sc.2. The curriculum shall extend over a minimum of three years and shall be composed of courses in the following subjects:

- | | |
|---------------------|-------------------------|
| Mathematics | GROUP I |
| Applied Mathematics | Botany |
| Physics | Zoology |
| Chemistry | Geography |
| Geology | Psychology |
| Biology I | Mathematical Statistics |
| | Statistics |

GROUP II

- English Xhosa or another Bantu language
- Afrikaans-Nederlands Philosophy I

Composition of curriculum:

Sc.3. The curriculum shall consist of at least nine qualifying courses divided as follows:

- | | |
|-------------|---------------------|
| First year | Not more than four |
| Second year | Not more than four |
| Third year | Not more than three |

Provided that

- (1) for the purpose of the above maxima Mathematics IA and Mathematics IB shall be regarded as full courses, except when taken together;
- (2) a student who fails in one or more courses of the first or second year may repeat one such course in a subsequent year and obtain credit for it over and above the stipulated maximum;
- (3) a student may take not more than two courses for non-degree purposes over and above the minimum of nine courses prescribed for the degree;
- (4) a student shall not obtain credit for more than eleven courses for degree purposes.

Repetition of courses.

Sc.4. A course which may be repeated, shall be:

- (a) A course in which the candidate has failed previously for a degree of the University or for a degree of another university;

- (b) a course which a student passed previously but for which he obtained no credit for degree purposes.

Determination of year of study.

Sc.5.

- (1) Each course in which a student passes will be recognised, but a student will not be allowed to proceed with second-year courses until he has passed at least three first-year courses.
- (2) A candidate shall be deemed to be in his first year of study until he has obtained credit in three courses; he shall be deemed to be in his final year of study when he is engaged on the final courses of his major subjects or when he has obtained credits in the final courses of his major subjects, but has still to obtain credits in other courses to complete the requirements for the degree; otherwise he shall be deemed to be in his second year of study.

Restrictions on the selection of courses.

Sc.6.

- (1) (a) No student shall be registered for the B.Sc. degree unless he has passed Matriculation Mathematics.
(b) A student may offer Applied Mathematics II only after Mathematics I; and Applied Mathematics III only after Mathematics II.
(c) To be admitted to the examination in Chemistry II a student shall have passed in Mathematics IA or at least have been admitted to the examination in Mathematics I or Statistics I. Provided that no credit shall be allowed for Chemistry II until Mathematics I or Statistics I has been passed.
(d) To be admitted to the examination in Physics II a student shall have passed in Mathematics IA or at least have been admitted to the examination in Mathematics I: Provided that no credit shall be allowed for Physics II until Mathematics I has been passed.
(e) A student shall offer Botany III only after Chemistry I has been passed.
(f) A student shall offer Zoology III only after Chemistry I has been passed.
(g) A student may offer Mathematical Statistics II only after Mathematics I, and Mathematical Statistics III only after Mathematics II.
(h) Mathematics I consists of two half-courses, IA and IB. No credit towards a degree is given for IA, and to obtain credit for course I a student shall pass both IA and IB. Course IB may be taken only after IA. A student may enrol either for the full course I or only for IA; provided that the Head of the Department shall determine whether a student may proceed with the full course or with course IA only: Provided further that a student who has failed the full course I may be compelled to offer only IA at a subsequent registration. For a candidate writing the full course the two papers shall be those for IA and IB, but the candidate passes or fails the examination as a whole.
(i) A student may take Statistics I only if Mathematics I is not included in the courses for the degree.
- (2) No student shall obtain credit for more than one course from Group II.
- (3) No student shall obtain credit for Biology I and either Botany I or Zoology I.

Major subjects.

Sc.7. Each curriculum shall contain at least two major subjects.

Sc.8. The final examination in a major subject shall not be taken before the third year of study.

Sc.9. Major subjects shall be selected from the following:

Applied Mathematics	Mathematics
Botany	Physics
Chemistry	Zoology
Geography	Psychology
Geology	Mathematical Statistics
	Statistics

Sc.10. A student taking as a major subject any subject listed below, shall take the course listed opposite it:

Major subjects.

Applied Mathematics
Botany
Chemistry

Geology
Mathematical Statistics
Physics
Zoology

Ancillary subjects

At least two courses in Mathematics
At least one course in Chemistry
At least one course in each of
Physics and Mathematics or Statistics.
At least one course in Chemistry
At least two courses in Mathematics.
At least two courses in Mathematics.
At least one course in Chemistry.

Sc.11. A student shall pass in the ancillary subjects listed in Sc.10 above before or together with the examination in the major subject: Provided that if he passes simultaneously in both major subjects, or one major subject in terms of G.21, at the final examination but fails one or more of the compulsory ancillary subjects, he need not rewrite the examination in the major subject(s), but shall obtain credit towards the degree for the major subject(s) when he passes in the ancillary subject or subjects.

Year Mark :

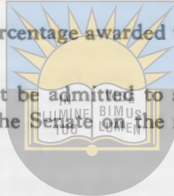
Sc.12. In all subjects the percentage awarded to the year mark will be 50.

Supplementary examinations :

Sc.13. A candidate shall not be admitted to a supplementary examination in any subject except by permission of the Senate on the recommendation of the Board of the Faculty of Science.

Distinction :

Sc.14. A student shall pass a major subject with distinction if he obtains 75% pass mark in the final examination.



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The Degree of Bachelor of Science (Honours)

Sc.15. Every candidate for the degree of Bachelor of Science (Honours) 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 B.Sc. (Hons.) degree.

Sc.16. The following are the departments in which the degree of B.Sc. (Hons.) may be conferred:—

Mathematics, Applied Mathematics, Physics, Chemistry, Botany, Zoology, Geography, Psychology, Mathematical Statistics and Geology.

Sc.17. The B.Sc. (Hons) 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.

Sc.18. Candidates for the B.Sc. (Hons.) examinations in Physics, Chemistry and Botany shall submit notebooks, 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.

Distinction :

Sc.19. A student shall pass with distinction if he obtains an average of 70% in all his papers.

The Degree of Master of Science

Sc.20. The departments in which the degree may be conferred are the same as those listed in regulation Sc.16.

Sc.21. Every candidate for the degree of Master of Science shall have obtained the degree of Bachelor of Science (Honours) of the University in the department in question or shall have been admitted to the status of the degree of Bachelor of Science (Honours) 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.

Sc.22. The examination for the degree shall consist of examination papers or a dissertation; or a combination of examination papers and a dissertation, as may be prescribed in an individual department.

Sc.23. 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.

Sc.24. The dissertation shall not be presented before the candidate has passed the examination for the B.Sc.(Hons.) degree, nor within a period of less than two years after the Bachelor's degree has been completed.

The Degree of Doctor of Science

See General Regulations G47-G54.

For further information consult the Dean of the Faculty of Science.

Curriculum for the Degree of B.Sc. (Land Surveying)

The courses shall be as follows:

First Year :

Mathematics I
Physics I
Applied Mathematics I or Geography
Surveying I
Geometrical Drawing

Second Year :

Mathematics II
Optics
Spherical Trigonometry
Surveying II
Topographical Drawing
Geology I

Third Year :

Surveying III
Field Astronomy
Photogrammetry
Map Projections
Theory of Least Squares

Fourth Year :

Surveying IV
Geodesy
Professional Practice
Prescribed Practical Project
Town and Regional Planning.

Completion of curriculum :

1. To be admitted to the second year of study, a candidate shall have completed at least Mathematics I, Physics I and Surveying I.
2. To be admitted to the third year of study, a candidate shall have completed all the courses of the first year, as well as Mathematics II, Surveying II and Optics.
3. To be admitted to the fourth year of study, a candidate shall have completed all the courses of the first and second year and at least three courses, including Surveying III, of the third year.
4. Before the degree is conferred, candidates should show proof of
 - (a) At least 26 weeks practical field work under the supervision of an approved registered Land Surveyor or an approved competent employer, and
 - (b) the obtaining of a recognised certificate in First Aid.



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APPLIED MATHEMATICS

Course I (*one paper*)

Speed, velocity and acceleration. Force, momentum and the laws of motion. Work, power and energy. Impulsive forces and the impact of elastic bodies. Projectiles. Motion in a circle. Simple harmonic motion.

Statics of a particle. Statics of a rigid body. Conditions of equilibrium.

Dynamics of a rigid body.

Friction.

Centre of gravity.

Elements of hydrostatics.

Course II (*two papers*)

Plane kinematics: kinematics of a particle and the motion of a rigid body parallel to a fixed plane.

Methods of plane dynamics: Motion of a particle and a system. Moving frames of reference. Projectiles with resistance, harmonic oscillators, general motion under a central force and the planetary orbits.

Moments of inertia. Kinetic energy and angular momentum.

Rigid body rotating about a fixed axis.

General theory of impulsive motion.

Statics in space.

Spatial kinematics of a particle and a rigid body. Moments and products of inertia.

Kinetic energy and angular momentum. Moving frames of reference in space and the motion of a rigid body.

Lagrange's equations.

Virtual work.

The catenary.

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Course III (*two papers*)

Three-dimensional motion of a rigid body. Lagrange's equations.

Hamilton-Jacobi theory. Small vibrations.

Tensor analysis and the theory of relativity.

Electrostatics and electrodynamics with the use of special functions.

Post-Graduate Courses

A good pass in Mathematics III is a compulsory prerequisite for admission to the honours study.

Discuss with the Head of Department.

MATHEMATICAL STATISTICS

N.B.—This Subject may be taken only by B.Sc. Students.

Course I (*One paper*)

Probability Theory: Permutations and Combinations. Binomial and hyper-geometric probability laws, samples and random numbers. Use of the normal curve. Sample distribution and standard errors. Rank correlation, sign test and U-test. Tests of hypotheses.

Statistics: Diagrammatic and graphical representation of observations. Calculation and meaning of averages. Co-efficients of dispersion and skewness. Moments. Bivariate observations; scatter diagrams, correlation and regression. Fitting of linear and exponential curves and the method of least squares. Time series and index numbers.

Course II (Two papers)

Probability Theory: Axiomatic probability theory, random variables, standard univariate distributions. Jointly distributed random variables, distribution of functions of jointly distributed random variables, conditional distributions. Moments, moment generating functions and characteristic functions. Correlation, regression and correlation ratios. Univariate normal sampling theory.

Statistics: Elementary point estimation, interval estimation and testing of statistical hypotheses. Curve fitting.

Numerical Mathematics: Calculus of finite differences, inter-polation formulae. Solution of linear systems.

Course III (Three papers)

Probability Theory: Distribution theory. Limit theorems. Elementary stochastic processes.

Statistics: Normal sampling theory. Estimation theory. Testing of hypotheses, analysis of variance and covariance, probit analysis, distribution-free methods. Sampling, sampling inspection and quality control. Multivariate distributions, multiple and partial correlation.

Numerical Mathematics: Graduation, orthogonal polynomials, finite difference equations.

Post-Graduate Courses

Prerequisite: Good passes in Mathematics III and Mathematical Statistics III.
Discuss with the Head of the Department.

University of Fort Hare

STATISTICS
To Quality Excellence

Course I (Two papers)

Mathematics: Radian measure. Inverse functions. Permutations and combinations. The binomial for a positive integral exponents.

The concept of limits. Differentiation of elementary functions. Derivatives of higher order. Extreme values. Simple integration by means of substitution.

Simple determined integrals and the calculation of areas.

Statistics: Collection of statistical data, classification and tabulation. Frequency tables and their graphical representation. Calculation of averages and coefficients of dispersion. Index numbers and time series. Linear regression and correlation.

Probability theory: Combination of probabilities. Binomial distributions with application in sampling theory.

Compound interest and annuities.

Practical work.

Course II (Two papers).

Mathematics: Determinants of second and third order. Solution of simultaneous equations. Standard Integrals, determined integrals, double integrals and approximate integration. Partial differentiation.

Numerical Mathematics: Difference tables and difference operators. Factorial powers. Interpolation formulae for equal intervals.

Statistics: Fitting of frequency curves. Sampling standard errors and application. Normal sampling theory. Large sample theory.

Probability theory: Probability and random numbers. Properties of probability distributions.

Practical work.

Course III (Three papers)

Mathematics: Undetermined forms. Theorem of Taylor and the series development of functions. Beta- and Gamma functions. Differential equations.

Numerical Mathematics: Difference of unequal intervals. Interpolation formulae of Lagrange and Newton. Inverse interpolation. Determinants and matrices. Numerical methods for computing machines.

Statistics: Non-linear correlation and regression. Multiple and partial correlation. Tests of hypotheses. Application of t, F and χ^2 tests.

Non-parametric tests. Sampling methods and applications.

Probability theory: Bayes' theorem. Limit theorems. Law of large numbers. Practical work.

BOTANY

Course I

1. Introduction to cytology and biochemistry.
 2. Morphology, structure and life histories from the Bacteriophyta, Phycophyta, Mycophyta, Bryophyta, Pteridophyta, Gymnosperms and Angiosperms.
 3. The principles of plant physiology.
 4. Genetics.
 5. Ecology of South African seed plants.
 6. Economic botany illustrated by plants belonging to the families studied.
- The practical work deals with all sections.

Course II and III

The course covers work on all the main groups of plants and deals with cytology, plant-biochemistry, morphology, anatomy, taxonomy, physiology, genetics and ecology.

Honours Course: This course is taken over a period of two years and covers all the important fields in Botany.

BIOLOGY I

1. Introduction to Cytology and biochemistry.
 2. A study in broad outline of the structure and life cycles from the main groups of both plant and animal kingdoms.
 3. The principles of plant physiology.
 4. The general structure and functions of the important systems, organs and tissues in the mammalian body.
 5. Genetics.
 6. Ecology.
- The practical work deals with all sections.

CHEMISTRY

Course I

Theory:

- A. **Physical Chemistry:** Introductory study of physico-chemical topics.
- B. **Inorganic Chemistry:** The periodic table, and the chemistry of well-known elements in the main groups.
- C. **Organic Chemistry:** Chemistry of simple compounds; introduction to the study of aromatic compounds.
- D. **Analytical Chemistry:** Elementary principles of qualitative and quantitative analysis.

Practical:

Simple preparations; qualitative tests; titrimetric and gravimetric analysis.

Course IA (for B Agric candidates)

Theory:

A. *Physical, Inorganic and Analytical Chemistry*: A study of fundamental principles of physical, inorganic and analytical chemistry with emphasis on those which are of special importance in agriculture.

B. *Organic Chemistry*: Introductory study of aliphatic, aromatic and heterocyclic compounds; fats, carbohydrates, and nitrogen-containing compounds.

Practical:

Elementary qualitative and quantitative analysis; simple preparations and physico-chemical determinations.

Course II

Paper 1: Analytical and Inorganic Chemistry:

A. *Analytical Chemistry*: Theory and applications of titrimetry; errors in quantitative analysis.

B. *Inorganic Chemistry*: Introduction to the study of chemical structures; periodic arrangement of the elements; the chemistry of the typical elements.

Paper 2:

Physical Chemistry: Thermodynamics; kinetic theory of gases; elementary quantum mechanics.

Paper 3: Organic Chemistry:

Study of aliphatic compounds and aromatic compounds; reaction mechanism.

Practical:

A laboratory study of representative elements and some of their compounds; more advanced titrimetric determinations; physico-chemical experiments; the preparation and reactions of selected aliphatic and aromatic compounds.

Course III

Theory:

Paper 1: Analytical and Inorganic Chemistry:

A. *Analytical Chemistry*: Gravimetric and instrumental methods of analysis.

B. *Inorganic Chemistry*: Atomic structure; nuclear chemistry; complex compounds; transition and inner transition elements.

Paper 2: Physical Chemistry:

Reaction kinetics; thermodynamics of non-ideal systems; electrochemistry; the solid state; surface chemistry.

Paper 3: Organic Chemistry:

Aromatic, heterocyclic and aliphatic compounds; physical techniques for the determination of the structure of organic compounds.

Practical:

A laboratory study of the transition elements and some of their compounds; physico-chemical experiments in phase equilibrium, surface chemistry, reaction kinetics, electrical measurements, thermodynamics; advanced analytical and preparative methods of organic chemistry.

Honours

Theory:

Paper 1: Analytical Chemistry:

The theory of and applications of separation methods and instrumental methods of analysis; the statistical treatment of analytical results.

Paper 2: Inorganic Chemistry:

New developments in advanced inorganic chemistry; preparation, properties and structures of selected elements and compounds.

Paper 3 : Physical Chemistry :

Quantum mechanics; molecular spectroscopy; statistical mechanics; theory of absolute reaction velocities.

Paper 4 : Organic Chemistry.

Reaction mechanism; carbocyclic and heterocyclic compounds; aromaticity; natural products; synthetic resins.

Practical.

Analysis of less well-known elements and complex material; physico-chemical experiments in topics such as electrical and magnetic properties, spectroscopy, calorimetry, reaction kinetics, surface phenomena; determination of functional groups in organic compounds; separation and identification of the components of mixture of organic compounds; preparation of selected organic compounds.

GEOGRAPHY

In computing the year-mark, an assessment of each candidate's record of laboratory and field-work (to a maximum of 50% of the year-mark) will be taken into account; the rest will be computed from assignments, tutorials, seminars and test marks.

The department has the most modern optical and cartographic equipment which are at the disposal of students to aid them in their practical and academic work.

Course I

Revision lectures on the form of the earth, its planetary relations and its representations on globes and maps. Introduction of the elements on some basic concepts in Geography. The elements of physical geography and the elements of cultural geography. The practical work includes inter alia, techniques of drawing and measuring; of enlargement and reduction; of representing statistical data diagrammatically. Introduction of vertical air photos and recognizing geographic phenomena: simple map reading and interpretation exercises. Weather observations at the Department's meteorological station.

Course II

Course II is an extension in both depth and width of the introductory first-year course and a systematic approach is followed, viz., Economic Geography, Social Geography, Geomorphology and seminars on the regional, functional and topical approaches with examples from various continents and topics. for B.A. students. In addition B.Sc. students follow a course in Climatology and Meteorology. The practical work includes, inter alia, techniques pertaining to map compilation, map analysis, methods of research in Social Geography; techniques pertaining to Geomorphology—terrain evaluation and block diagrams; Geographical interpretation of airphotos; statistical techniques; map projections.

Course III

The third year of study is a regional and systematic application of the work of the previous years and includes, apart from regional studies of South Africa on geomorphology climatology, social geography and economic geography, also the introduction of Political and Biogeography. Practical work includes advanced photo interpretation work, construction of models of physical systems, socio-economic systems, demographic models, economic models, urban models and settlement location.

Honours Course

The course extends over two academic years and includes the development of geography as a science, modern trends in geography, methods and techniques of geographical research, and specialised studies in selected branches of Geography, viz., Geomorphology, Climatology, Social Geography, Economic Geography, Political Geography.

Note: A differentiated course is offered from Course II onwards for B.A.- and B.Sc students.

Master's and Doctor's degree

A dissertation or thesis is, inter alia, required.

GEOLOGY

Geology at Fort Hare is given with the requirements of the Ciskei and Transkei in mind. The leaning of the courses is towards Sedimentology or Sedimentary Petrology, while Geophysics and Engineering Geology is considered important and mineralogy and petrology receive much attention. An outline of the curriculum is given below.

Geology I

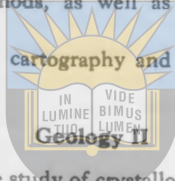
An introduction to geology gives the background to the study of Geology. It gives an outline of geology, its scope, and place in the modern society. It deals with the Universe, the Earth, rocks and general geologic principles and processes.

An introductory course of stratigraphic principles is given, and the stratigraphy of Southern Africa is reviewed. This gives the relations of South African rocks to each other and to time.

A course in the study of Landforms is given as well as the principles of photogeology and the interpretation of aerial photographs.

The first course in Geology is concluded with Geophysics. The magnetic, electrical, gravimetric, and acoustical methods, as well as borehole logging, hydrology, and petroleum geology are studied.

The practical work includes cartography and exercises on geological maps, in petrology and geophysics.



The year is mainly spent in the study of crystallography, the study of crystals, mineralogy, the study of minerals, and petrology, the study of rocks.

A course in Geochemistry is included, with special attention to the trace elements. Geochemical surveys are reviewed.

The practical course includes crystallography, mineralogy and petrology—much time is devoted to the study of minerals and rocks, and their properties under the microscope. Geophysical and photogeological studies are advanced.

Geology III

Economic Geology, with reference to occurrences of South African deposits, is studied. The course includes the processes of formation, the classification of mineral deposits and mineral localization.

Further courses in Geophysics, Geochemistry and Petrology are given.

The course in Engineering Geology includes the geological side of road building, dam sites, and foundations, while clay mineralogy is also reviewed.

The practical work includes petrology, geophysics and geochemistry, while special attention is given to sedimentary analysis and techniques.

SYLLABUSES IN LAND SURVEYING

First Year :

Surveying I :

The plane table, direct and barometric levelling, simple traversing, tachymetry, simple hand instruments, planimeter, pantograph.

Geometrical Drawing :

Descriptive Geometry, including curves of inter-penetration. Conic sections. Development of surfaces. Lines in space and planes, their traces and true inclination to planes of projection. Isometric and oblique projection.

Mathematics I
Physics I
Applied Mathematics I
Geography I

} is for B.Sc.

Second Year

Mathematics II:
Geology I: as for B.Sc.
Optics:

Thick lenses, combinations of lenses, aberrations, even-eyes, objective, and stops, Interference, Newton's rings, Resolving power of telescopes.

Spherical Trigonometry:

Spherical triangles, formulae of the spherical triangle. The polar triangle. Solution of spherical triangles, Small changes, Legendre's theorem.

Surveying II:

Adjustment of levels, theodolites and other surveying instruments. Measurement of base lines and applications of correction, triangulation, traversing, Trigonometrical levelling, preparation of topographic plans.

Topographical Drawing:

Drawing instruments, lettering (freehand), graphics, use of water colours. Scales and the plotting of points with given coordinates. Compilation of cadastral maps, working plans and topographical plans.

Third Year

Surveying III:

Primary, secondary and tertiary triangulation. Precise traversing. Precise levelling. Orthometric and dynamic heights, spheroids, geoids, and volumes. Circular and transition curves and vertical curves. Adjustment of triangulation nets, traverses and level nets.

Field Astronomy:

Definition of astronomical terms. Mean and sidereal time. Determination of latitude, longitude and azimuth from solar and stellar observations by simple and more refined methods. The astrolabe, position lines and Talcott's method. Annual parallax, precession, nutation, aberration and Bessel day numbers.

Photogrammetry:

Plane perspective. The phototheodolite. Mapping from terrestrial photographs. Elements of photogrammetric optics. Air survey cameras. Geometrical properties of air photographs. Rectification of air photographs. Radial triangulation. Mosaics. Stereoscopy. Mapping from air photographs. Photogrammetric plotting instruments.

Map Projections:

General theory of map projections regarding the earth as a sphere. Distortions of scale, angle, area and shape. Conical projections. Bonne's projection, cylindrical projections including Mercator, the transverse Mercator, zenithal projections, perspective projections, projection of the international map.

Theory of Least Squares:

Accidental and systematic errors. Frequency distributions, especially the normal distribution. Measures of precision. Weighted observations. Laws of propagation of errors. The adjustment of direct and indirect observations. The adjustment of equations of condition. The non-linear function. Co-ordinate adjustment of rigorous and approximate methods. The error ellipse.

Fourth Year

Surveying IV:

Geodetic base lines, base extensions, standard methods of reconnaissance of primary,

secondary and tertiary triangulation. Trilateration including electronic methods of distance measuring. Adjustment of chains of geodetic triangles, determination of the precision of the results. Determination of circle graduation errors, calibration of leveling staves, Plumb line deflections and the Laplace azimuth equation.

Geodesy :

Spheroids of reference. Geodetic constants. Three-dimensional co-ordinate and differential geometry of the spheroid. Conformal transformation from any surface to any other surface. Spheroidal co-ordinates. General theory of the Gauss conformal projection. Geodesics on the spheroid.

A descriptive treatment of the basic principles of physical geodesy. Determination of "g" by pendulum and gravimeter, the gravity field; free air, Bouguer and Isostatic anomalies.

Professional Practice :

Survey laws and administrative procedures applicable to Bantu areas.
Evaluation of sites, buildings and agricultural and other land.

Town and Regional Planning :

A survey and analysis of land use, site analysis, standards for town development, municipal services including health and institutional services, town layout; statutory regulations and procedures.

Practical assignments: an industrial site;
a complete town;
an agricultural settlement.



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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 charges.

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. Curie'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. Lagrange's Equations.

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. Valve circuits, rectification and amplification, oscillators and counting circuits.

Atomic and Nuclear Physics.—Atomic Spectra. X-rays. Nuclear transitions. Introduction to Quantum mechanics. Solid State physics. Statistical Thermodynamics.

Relativity.—Special Theory

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, Theory of experimental techniques for determination of nuclear spins, quadrupole moments and magnetic moments.

Master of Science

Four papers on approved subjects, or Two papers and a dissertation.

MATHEMATICS

Course I

Paper 1 (Mathematics I.1)

Sets and functions, Binomial theorem, Determinants of the second and third order, Vector algebra.

Differentiation and integration of polynomials.

Maxima, minima and points of inflection.

Paper 2 (Mathematics I.B)

Trigonometric functions, Addition theorems, Inverse trigonometric functions and solution of trigonometric equations, Differentiation and integration of the elementary functions, The definite integral and applications, Differentiation of vectors.

Course II

Paper 1.

Finite-dimensional real vector spaces; linear subspaces and linear invariants; bases; dimension of a vector space; lines and planes; linear mappings (homomorphisms); homomorphisms and matrices; determinants, Complex numbers.

Paper 2.

Topology for the real numbers.

Differentiable functions.

Functions of several variable

Multiple Intergration

Ordinary Differential Equations: Existence theorems.

Solution of equations of the first order and degree.

Theory of linear equations and solution of linear equations with constant coefficients and homogeneous equations.

Vector Analysis: Vector Algebra

Differential Vector calculus, Integration.



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Course III

Paper 1.

Matrix algebra, Transformation of basis vectors of an n -dimensional vector space, Eigen values and eigen vectors of linear mappings, Bilinear and quadratic forms, Elementary theory of groups, rings and fields.

Paper 2.

Analysis: A rigorous treatment of the system of real numbers as a complete archimedean fully ordered field, Metric spaces, Continuity in metric spaces, Uniform continuity, Uniform convergence, Differentiability in normed spaces, The Riemann-Stieltjes integral, Elementary differential geometry.

Paper 3.

Uniform convergence and sufficient conditions from 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, Conformal mapping and analytic continuation.

Honours Bachelor Examination

Four papers on approved subjects.

Master's Examination

The examination comprises either two papers set on approved subjects and a dissertation on an approved subject, or a dissertation only.

ZOOLOGY

Course I

The final examination of the course will consist of a theoretical paper of 3 hours duration.

The promotion mark of the student will be compiled as follows:

1. Final theoretical paper	...	300 marks
2. Year mark	...	300 marks

The year mark will be based on the theoretical work and practical work which the student has done during the year.

The general anatomy, physiology, reproduction, distribution and life cycles of animals structural types are studied in this course as an introduction to the Science of Zoology.

Course II

The final examination of the course will consist of two three hour papers each.

The promotion mark of the student will be compiled as follows:

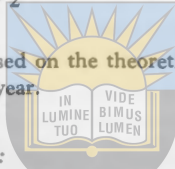
1. Final theoretical paper 1	...	250 marks
2. Final theoretical paper 2	...	250 marks
3. Year mark	...	500 marks.

The year mark will be based on the theoretical work and practical work which the student has done during the year.

- A. Principles of taxonomy.
- B. *Survey of the Invertebrata* :

The general classification, distribution, anatomy, physiology, reproduction, embryology and life cycles of suitable examples of the invertebrate and protochordate groups.

- C. An introduction to Parasitology.



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Course III

The final examination of the course will consist of two theoretical papers of three hours each.

The promotion mark of the student will be compiled as follows:

1. Final theoretical paper 1	...	250 marks
2. Final theoretical paper 2	...	250 marks
3. Year mark	...	500 marks

The year mark will be based on the theoretical work and practical work which the student has done during the year.

- A. *A Survey of Vertebrate Groups.*

1. A study of the phylogeny, classification, anatomy, reproduction, life cycles and distribution of the vertebrate groups.

- 2. Theories and Generalizations.

- B. Cytology and Molecular Biology.

- C. Vertebrate Physiology.

- D. Ecology.

- E. Behaviour in Animals.

- F. Vertebrate Embryology.

Honours

Course

The final examination of the course will consist of:

- (i) Three three-hour theory papers;
- (ii) One oral examination, not longer than one hour in duration, and
- (iii) A report on a project which is to be compiled during the period of study and must be handed in before the theory papers are written.

This is a one year course for full time students, but part-time students will be required to do the same course in a minimum of two years.

The promotion mark of the student will be made up as follows:

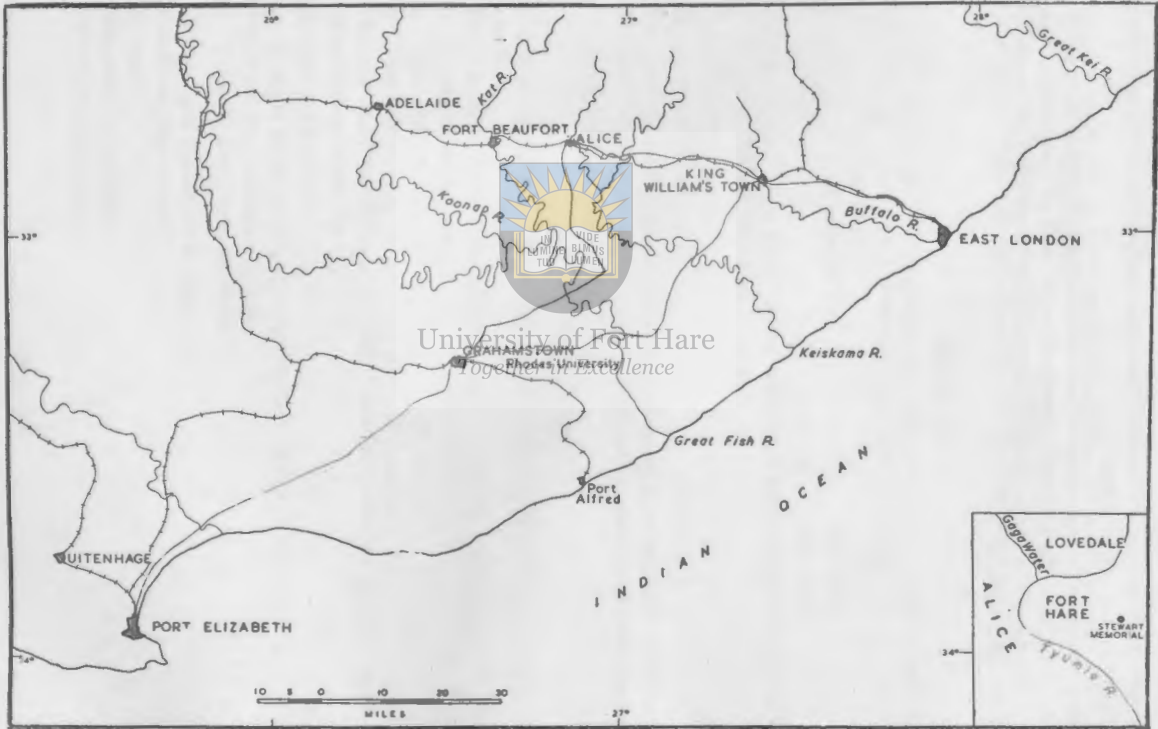
(i)	Three theory papers, each 150 marks	...	750
(ii)	Oral examination	...	250
(iii)	Year mark (including Project Mark)	...	1000

The year mark will be based on both theoretical and practical work which the student has done during the study period.

This course must be regarded as a basic training course in zoological research and the factual content will deal mainly with problems in the fields of parasitology, ecology and nature conservation. The students will be required to write seminars on the various topics that will be dealt with.



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FACULTY OF EDUCATION

Office Bearers:

Dean: Prof. B. DE V. VAN DER MERWE, M.A., D.Ed. (O.F.S.)

Acting Dean for 1971:

Prof. D. F. VAN DYK, B.A., D.Ed. (O.F.S.)

Vice-Dean:

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

Secretary:

Dr. J. A. T. WENTZEL, B.Sc. (Pret.), M.Ed. (S.A.), D.Ed. (Potch.)

Secretary/Typist: Mrs. M. M. VAN DER MERWE.



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FACULTY OF EDUCATION

1. The Faculty of Education is basically responsible for the professional training of teachers.

- 1.1. The Secondary Teachers' Diploma caters for students that did not obtain matriculation exemption
- 1.2. The Secondary Teachers' Diploma (Fine Arts) can be taken either on the higher or the lower level, and prepares students as art teachers in the high schools or training schools. A fair amount of practical art work is done in training.
- 1.3. The University Education Diploma is a post-graduate course. Students should however, have selected their degree courses in compliance with Regulation E.9. in order to qualify for admission to U.E.D. It is important that prospective student-teachers select their curriculum with great care.
- 1.4. The University Education Diploma (non-grad.) assists students who lack only one year to complete a degree. The degree courses should, however, mainly be school subjects.

2. Prospective teachers are advised to study the types of posts available. Although there is an acute shortage of qualified teachers, it is to be noted that certain subjects are rarely offered. It has to be remembered that Biology is being abolished as subject in the secondary schools. It is important to study the requirements for degree purposes before a curriculum is composed. The so called "late comers" often are disappointed when they discover that their degree does not qualify them for admission to the education diplomas.

3. Practice teaching forms an integral part of teacher training. Prospective education students must report to the Faculty of Education at the end of the academic year preceding their professional year, in order to make the necessary arrangements for teaching at their home school at the beginning of the next school year.

4. The Faculty of Education offers specialised training in pedagogics at post degree level. To assist teachers in service the B.Ed. lectures are offered on Saturdays while the course is being spread over two years.

Well trained educationists are very much in demand.

5. Special grants and loans for deserving students are available.

RULES FOR THE FACULTY OF EDUCATION

DEGREES AND DIPLOMAS

E1. The following degrees are granted in the Faculty :—

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

E2. The following diplomas are issued in the Faculty :—

The University Education Diploma	..	U.E.D.
The University Education Diploma		U.E.D. (Non-Graduate)
The Secondary Teachers' Diploma (Junior Secondary)		S.T.D.
The Secondary Teachers' Diploma (Fine Arts).		S.T.D. (Fine Arts)

The Degree of Bachelor of Education

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

Admission to the course of studies.

E3. A student must hold a Bachelor's degree and the University Education Diploma or hold the degree B.P.Ed., provided that a certificated graduate 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 a test in the five subjects Philosophy of Education, Empirical Education, Historical Education, Didactics and Administration;
- (b) If he has had pre-matriculation training, he must—
- (i) produce evidence of five years' satisfactory teaching experience; and
 - (ii) pass a test in the five subjects Philosophy of Education, Empirical Education, Historical Education, Didactics and Administration; provided that the test mentioned in each (ii) above shall consist of the papers for the examination for the University Education Diploma.

Duration and Curriculum.

E4. 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) Historical Education.
- (e) Didactics.
- (f) Administration and Comparative Education.

To pass, a candidate shall obtain 50% in each paper. The yearmark and the examination mark shall carry equal value.

The Degree of Master of Education

E5. (a) *Admission.*

For admission to the course of studies for the M.Ed. course, a student must :

- (i) be in possession of B.Ed. or an equivalent qualification ;
- (ii) produce evidence of at least one year's satisfactory teaching experience, and
- (iii) convince the head of the department concerned that he has sufficient knowledge of the subject to undertake the course of studies.

(b) *Examination.*

The examination consists of a dissertation in education. The title of a dissertation shall be approved for a period of 5 years after which a student shall, if necessary, apply yearly for an extension of time.

The Degree of Doctor of Education

Duration of Study.

E.6. 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.

Thesis.

E.7. The thesis shall deal with a subject in the field of Education. (See also General Regulations).

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

Admission to the Course of Studies.

E.8. 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 E.9. below.

Degree Courses.

E.9. 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. |
| or Afrikaans. | Physics. |
| English. | Chemistry. |
| History. | Botany. } or Biology. |
| Geography or Geology. | Zoology. } |
| Biblical Studies or | Mathematics. |
| Ecclesiastical History | Accounting. |
| Psychology. | Economics. |
| Library Science. | Business Economics. |
| Education. | Philosophy. |
| Anthropology | Any third language. |
| Native Administration or | |
| any school subject; | |

Provided that at the discretion of the Dean recognition may be given to any two languages other than the official languages. If Psychology and Anthropology are offered as a major, at least an additional 2nd year course in a School subject shall be offered as a teaching subject for the Special Method.

- (b) A first course in a *fourth* subject, which may be selected from (a) above or from the following list:—
 - German (Special Course).
 - Sociology.
 - Systematic Theology.
 - Economic History.
- (c) Second courses in any *two* of the four subjects selected from (a) and (b) above; but none of Economic History II, Native Administration II, Philosophy II, Library Science II, Sociology II and Systematic Theology 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. (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 and 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 :

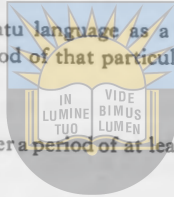
Provided further, that no student who selects Biology as a principal teaching subject shall offer Botany or Zoology as a further principal teaching subject.

(iii) Physical Science may be selected as a principal teaching subject if the student has taken the following combination of subjects :

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

Provided further that no student who selects Physical Science as a principal teaching subject shall offer either Physics or Chemistry as a further principal teaching subject.

(f) A student who offers a Bantu language as a principal teaching subject, shall write examination in the Method of that particular Bantu language.



Duration and Contents.

E10. (1). The course extends over a period of at least one year and the subjects shall be as follows :—

Major Subjects.

- (i) Philosophy of Education.
 - (ii) Empirical Education.
 - (iii) Historical Education.
 - (iv) Didactics.
 - (v) Administration and Comparative Education.
 - (vi) and (vii) Method of the two principal teaching subjects for the secondary school. (Two papers).
 - (viii) and (ix) Practical Teaching (A test in each of the two principal teaching subjects).
- (2) Further compulsory subjects:—

Compulsory Subsidiary Subjects.

- (x) Theory of Practical Teaching (including Teaching Aids, Blackboard Work and School Hygiene). A candidate can be exempted from the practical requirements in School Hygiene provided that he can produce a recognised certificate of the Red Cross or the St. John's Ambulance.
- (xi) and (xii) Written, oral and practical test in the vernacular as well as the two official languages. One of the three must be passed on the higher grade.

Additional Subjects.

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

E11. 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 (vi) and (vii), Method of the two principal subjects and, on producing evidence of two years' satisfactory teaching experience shall be exempted from taking subjects (viii) and (ix), (Practical teaching).

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

Completion of Course of Studies.

E12. A student may be admitted to a supplementary examination in a subject in which he has failed, subject to such conditions as the Senate may determine on the recommendation of the Board of the Faculty of Education.

Examination.

E13. (1) A student who lacks only one minor in order to comply with Regulation E.9. may take the examination for the diploma and the minor subject simultaneously, 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 ancillary subjects under E.10. (2), 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 an aggregate of 50 per cent in the written, the oral and the practical examination with 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.

E14. A candidate may obtain a distinction in any of the principal subjects under E10 (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)

E15. 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.	..	..	..	7
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 E9 ;

E16. The candidate must further satisfy all the requirements of the prescribed regulations for the ordinary University Education Diploma. Any holder of the U.E.D. (Non-Graduate) may have it converted into U.E.D. (Graduate) by completion of the remaining academic requirements of the latter.

The Secondary Teachers' Diploma (Junior Secondary)

E17. *Aim of the Course.*—To train teachers for the first three years of the Secondary School.

E18. *Duration of the Course.*—The duration of the course shall be two years.

E19. *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 of the Registrar. (cf. G3.)

- (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, not lower than S2 (Second Class, School Leaving.)

Schedule of Subjects :

E20. (1) *First year :*

During the first year of study every candidate shall follow one of the following curricula:—

- (a) B.A.: Five first year courses towards a B.A. degree of which one language and Education I will be compulsory.
- (b) B.Sc.: Four first year courses of which at least three shall be natural sciences and the fourth Education I.
- (c) B.Comm.: A first year course as prescribed by the University, but including Education I.
- (d) A diploma in Commerce and Administration (which has been obtained after Matriculation) and which includes Education I.
- (e) A diploma in Agriculture (which has been obtained after Matriculation) and which includes Education I.

N.B.—Candidates who did not obtain Matriculation or exemption may not have their courses credited towards a degree.

(2) *Second year :*

1. Philosophy of Education.
2. History of Education.
3. Empirical Education.
4. General Didactics.
5. Administration.
6. Practical Teaching: Demonstration and Criticism lessons.
7. Method and Content:

The method and content of at least THREE of the following subjects:

General Science	Physical Science
Biology	Agriculture
Arithmetic	Mathematics
Commerce	Bookkeeping
Typewriting	Shorthand/Snelskrif
Afrikaans	English
Mother Tongue	Latin
Social Studies	School Librarianship or Religious Education.

or

any other subject for the J.C. Course, provided that

- (a) Biology and Physical Science be offered as separate subjects and not together with General Science.
- (b) Not more than *three* languages be included.

Completion of Course of Studies.

E12. A student may be admitted to a supplementary examination in a subject in which he has failed, subject to such conditions as the Senate may determine on the recommendation of the Board of the Faculty of Education.

Examination.

E13. (1) A student who lacks only one minor in order to comply with Regulation E.9. may take the examination for the diploma and the minor subject simultaneously, 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 ancillary subjects under E.10. (2), 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 an aggregate of 50 per cent in the written, the oral and the practical examination with 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.

E14. A candidate may obtain a distinction in any of the principal subjects under E10 (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)

E15. 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.	..	..	..	7
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 E9 ;

E16. The candidate must further satisfy all the requirements of the prescribed regulations for the ordinary University Education Diploma. Any holder of the U.E.D. (Non-Graduate) may have it converted into U.E.D. (Graduate) by completion of the remaining academic requirements of the latter.

The Secondary Teachers' Diploma (Junior Secondary)

E17. *Aim of the Course.*—To train teachers for the first three years of the Secondary School.

E18. *Duration of the Course.*—The duration of the course shall be two years.

E19. *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 of the Registrar. (cf. G3.)

- (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, not lower than S2 (Second Class, School Leaving.)

Schedule of Subjects :

E20. (1) *First year :*

During the first year of study every candidate shall follow one of the following curricula:—

- (a) B.A.: Five first year courses towards a B.A. degree of which one language and Education I will be compulsory.
- (b) B.Sc.: Four first year courses of which at least three shall be natural sciences and the fourth Education I.
- (c) B.Comm.: A first year course as prescribed by the University, but including Education I.
- (d) A diploma in Commerce and Administration (which has been obtained after Matriculation) and which includes Education I.
- (e) A diploma in Agriculture (which has been obtained after Matriculation) and which includes Education I.

N.B.—Candidates who did not obtain Matriculation or exemption may not have their courses credited towards a degree.

(2) *Second year :*

1. Philosophy of Education.
2. History of Education.
3. Empirical Education.
4. General Didactics.
5. Administration.
6. Practical Teaching: Demonstration and Criticism lessons.
7. Method and Content:

The method and content of at least THREE of the following subjects:

General Science	Physical Science
Biology	Agriculture
Arithmetic	Mathematics
Commerce	Bookkeeping
Typewriting	Shorthand/Snelskrif
Afrikaans	English
Mother Tongue	Latin
Social Studies	School Librarianship or Religious Education.

or

any other subject for the J.C. Course, provided that

- (a) Biology and Physical Science be offered as separate subjects and not together with General Science.
- (b) Not more than *three* languages be included.

8. *Compulsory Practical Subjects :*

- (a) Theory of practical teaching (including Teaching Aids, Blackboard work and School Hygiene).
- (b) Physical Education.
- (c) Music and Singing.

N.B.—Every candidate shall take part in at least two organised games.

Examinations : General Regulations :

E21. (1) To be admitted to the professional course of this diploma, every candidate shall obtain a pass in at least *three* first year courses, one of which must be Education I or shall obtain a pass in all but one of the prescribed courses for the diploma in Commerce and Administration or Agriculture.

(2) Re-admission may be refused to a candidate who does not satisfy the minimum requirements of any year's work.

(3) Every examination or qualifying test shall be conducted by at least two examiners.

(4) *Requirements for obtaining the diploma :*

- (a) *First Year :* The candidate must have obtained passes in at least *four* subjects or must have passed in the examination for the diploma in Commerce and Administration or the diploma in Agriculture.
- (b) *Second Year :* A candidate must obtain at least 50% of the maximum marks in every subject, with a minimum of 40% in the examination. The year-mark and the examination mark are of equal value.
- (c) A candidate that receives a distinction (75%) in 5 subjects under E.20.2. of the professional year, receives the diploma with distinction.
- (d) *Efficiency in Language :* The proficiency of a candidate to use the different languages as medium will be ascertained by means of the following tests:
 - (i) A written language test.
 - (ii) An oral language test.
 - (iii) A practical teaching language test.

A candidate will pass a specific language in the Higher Grade (Medium) if he obtains an aggregate of 60% with a sub-minimum of 50% in each of the three sections, and in the Lower Grade (Medium) if he obtains an aggregate of 50% with a sub-minimum of 40% in each of the three sections.

An endorsement on the certificate will indicate the language(s) in which the teacher is proficient.

- (e) *Practice Teaching :* At least four weeks during the professional year, as well as three weeks at the beginning of the professional year at a school in the vicinity of the student's home, will be given to Practice Teaching.

Every student shall give at least eight criticism lessons of which one must be in the mother tongue and another in the official language(s).

- (f) Candidates who have not satisfied all the requirements of this diploma, will only receive a statement of examination results.

(5) *Supplementary examinations :*

(a) *Academic Courses :*

- (i) A candidate who does not pass the required degree courses, will be allowed during his second year of study to sit for examinations in only *one* course, provided that he pays all registration and examination fees which must be paid for the subject, and also provided that no provision be made on the time-table of the second year to attend such a class.

- (ii) If a candidate does not comply with the requirements of regulation 5 (a) (i) during his courses, he may write such examination, as determined by the Senate.

Provided that the examiner may in borderline cases conduct an oral examination immediately after the written examination and that this mark be submitted to the second examiner with the examination mark.

(b) *Professional Subjects :*

Supplementary examinations in these subjects shall be conducted under such conditions as determined by the Senate.



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THE SECONDARY TEACHERS' DIPLOMA (FINE ARTS)
(SUBJECT TO APPROVAL)

E.22. Aim of the Course :

To train art teachers for the Secondary or High School.

E.23. Duration of the Course :

The duration of the course shall be two years (Lower Diploma) or three years (Higher Diploma).

E.24. Entrance Qualifications :

- (a) Prospective students should submit examples of their own work or attend a personal interview.
- (b) A medical report (Form B.E. 227) must be submitted.
- (c) A candidate must satisfy the Senate of the University with respect to matriculation qualification or other satisfactory admission certificate, not lower than S2 (Second Class, School Leaving).

E.25. Schedule of Subjects :

(a) Lower Diploma :

- First Year:**
1. Education I. (As for B.A.)
 2. A Language (As for B.A.)
 3. History of Art.
 4. Painting I.
 5. Anthropology I. (As for B.A.)

- Second Year:**
1. Education II. (Special)
 2. Design I.
 3. Sculpture I.
 4. Anthropology I or II OR Language II. (As for B.A.)
 5. Practice Teaching and Theory of Practical Teaching.

(b) Higher Diploma :

- Third Year:**
1. Education III. (Special).
 2. Sculpture II or Design II.
 3. Painting II.
 4. History of Art II.
 5. Practice Teaching.

N.B.—1. Where applicable reference should be made to the school syllabi in interpreting this course.

2. Students who did not obtain Matriculation or exemption may not have their courses credited towards a degree.

Examinations :

- E26. (1) (a)** To be admitted to the second year of this course, a candidate shall obtain a pass in at least *three* first year courses, one of which must be Education I.
- (b)** To be admitted to the third year (Higher Diploma) a candidate must have satisfied the requirements for the Lower Diploma.
- (2)** Re-admission may be refused to a candidate who does not satisfy the minimum requirements of any year's work.
- (3)** Requirements for obtaining the Diploma(s)
- (a) First Year:** A Pass in at least *Four* subjects.
- (b) Second Year:** A pass (50%) in every subject, with a minimum of 40 in the examination. The yearmark and the examination mark are of equal value.

- (c) **Third Year:** A pass mark (50%) in every subject. A candidate that receives a distinction (75%) in two subjects of the final year obtains the diploma with distinction.
- (d) **Efficiency in Language:** The proficiency of a candidate to use the different languages as medium will be ascertained in the same way as for Secondary Teachers' Diploma (Junior Secondary) Reg. E.21(4)(d).
- (e) **Practice Teaching:** A test in each of the different sections during the periods of practice teaching as prescribed by the Faculty.
- (4) **Supplementary Examinations :**
A candidate may write a supplementary examination as determined by Senate.



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DEPARTMENT OF PHILOSOPHY OF EDUCATION

Professor: Dr. B. DE V. VAN DER MERWE, M.A., D.Ed. (O.F.S.)

Lecturer: Mr. P. J. VAN ZYL, B.A., M.Ed. (Potch.)

Bachelor's Examination (B.Ed.)

(One paper)

1. Knowledge of the content of the U.E.D. syllabus is a prerequisite with special reference to pedagogics as a science:
 - 1.1. Definition of a science.
 - 1.2. Pedagogics as a science:
 - 1.2.1. Sub-disciplines.
 - 1.2.2. Methods of research.
 - 1.3. Fringe sciences.
 - 1.4. Critical evaluation.
2. Cosmology and education:
 - 2.1. The origin, essence and destiny of the cosmic totality.
 - 2.2. The relation between cosmology and the theory of education.
 - 2.3. Critical evaluation.
3. Philosophic anthropology and education:
 - 3.1. The origin, essence and destiny of man.
 - 3.2. Educational implications with special reference to the meaning and aim of education, the educator and the educand.
 - 3.3. Critical evaluation.
4. Philosophic axiology and education:
 - 4.1. The origin, authority and hierarchy of values.
 - 4.2. Educational implications, with special reference to the aims of education.
 - 4.3. Critical evaluation.
5. Educational ethics:
 - 5.1. The difference between ethics and morals.
 - 5.2. The origin and authority of moral values.
 - 5.3. Character as an aim of education.
6. Education and the problem of truth.
 - 6.1. The nature of truth.
 - 6.2. The relation between knowledge, faith and truth.
 - 6.3. Educational implications.
7. The problem of diversity of point of view and the problem of justification of the particular:
 - 7.1. The diversity in theories of education.
 - 7.2. The origin of the diversity.
 - 7.3. Justification of particular views.
 - 7.4. Pedagogics and the diversity.
8. Systems in the philosophy of education with typical representatives of each:
 - 8.1. The origin and characteristics of a philosophy of life.
 - 8.2. The relation between a philosophy of life and a theory of education.
 - 8.3. Theism: Roman Catholic, Protestant and non-Christian.
 - 8.4. Idealism.
 - 8.5. Scientism: Realism, naturalism, pragmatism, communism.
 - 8.6. Existentialism and Phenomenology.
9. The problem of scientific criticism in the philosophy of education:
 - 9.1. Subjective criticism.
 - 9.2. Objective norms.
 - 9.3. Critical evaluation.

University Education Diploma (U.E.D. and U.E.D. non-grad.)

(One paper)

1. Introduction: The field and method of research in pedagogics:
 - 1.1. Difference between natural and human sciences.
 - 1.2. The scientific character of pedagogics.
 - 1.3. The part disciplines of pedagogics and their relation to one another.
 - 1.4. Methodological approach in pedagogic research.
 - 1.5. The relation to fringe disciplines: philosophy, psychology, sociology, ethics and theology.
 - 1.6. The autonomic character of pedagogics as a human science.
2. The phenomenon education:
 - 2.1. Training, teaching, education and pedagogics.
 - 2.2. Conditions for education.
 - 2.3. Characteristics of education.
3. Axiological aspects: The aims of education:
 - 3.1. Criteria for aims of education.
 - 3.2. Classification of aims.
 - 3.3. Mediate aims:
 - 3.3.1. physical.
 - 3.3.2. Emotional
 - 3.3.3. Intellectual.
 - 3.3.4. Social (including language).
 - 3.3.5. Historical (with special reference to culture).
 - 3.3.6. Economic.
 - 3.3.7. Aesthetic.
 - 3.3.8. Ethical.
 - 3.3.9. Religious.
 - 3.4. Ultimate aim: Adulthood as normative aspect.
 - 3.5. The relation between the aims of education and the philosophy of life.
4. The educand:
 - 4.1. A pedagogical image of the child.
 - 4.2. Education as assistance and guidance.
5. The educator and educational bodies:
 - 5.1. The parent (Home).
 - 5.2. The teacher (School).
 - 5.3. The minister (church)
 - 5.4. The boarding master (hostel).
 - 5.5. Sports and societies.
6. The necessity, possibility and limits of education:
 - 6.1. The necessity of physical education.
 - 6.2. The necessity of social education.
 - 6.3. The necessity of religious education.
 - 6.4. The educability of man.
 - 6.5. Limits in time, aptitude, environment and human nature.
7. The means of education:
 - 7.1. Means and their application.
 - 7.2. Authority.
 - 7.3. Punishment.
 - 7.4. Cultural norms.
 - 7.5. The relation between means and aims of education.
8. Authority and freedom in education:
 - 8.1. An introduction to the problem of human freedom, with special reference to the child.



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- 8.2. The nature and origin of authority and its relation to discipline.
- 8.3. Educational punishment.
9. A general survey of the trends of thought in pedagogics:
 - 9.1. Scientism (Realism, Naturalism, Pragmatism).
 - 9.2. Idealism.
 - 9.3. Theism, (Roman Catholic, Protestant and non-Christian).
 - 9.4. Existentialism and phenomenology.

Secondary Teachers' Diploma (S.T.D. II.)

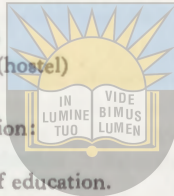
(One paper)

1. The relation between philosophy of life and education.
 - 1.1. The foundation of a philosophy of life.
 - 1.2. Cosmology, Anthropology, Axiology and Ethics.
 - 1.3. The theory of education.
 - 1.4. Educational practice.
2. Educational bodies and their responsibilities:
 - 2.1. The parent (home)
 - 2.2. The teacher (school)
 - 2.3. The minister (church)
 - 2.4. The boarding master (hostel)
 - 2.5. Sports and Societies.
3. Moral and Social Education:
 - 3.1. Morals and ethics.
 - 3.2. Character as an aim of education.
 - 3.3. The normative aspect of culture.
 - 3.4. Culture as an aim of education.
 - 3.5. Morals, culture and society.
4. Authority and freedom in education:
 - 4.1. An introduction to the problem of human freedom, with special reference to the child.
 - 4.2. The nature and origin of authority and its relation to discipline.
 - 4.3. Education for freedom.
5. Discipline and punishment:
 - 5.1. The difference between discipline and punishment.
 - 5.2. The criteria for educational punishment.
 - 5.3. Conditions of application.
 - 5.4. Different forms of educational punishment.

Education I.

(Half a paper.)

1. Introduction: The field and method of research in pedagogics:
 - 1.1. The difference between human and natural sciences.
 - 1.2. The part disciplines of pedagogics and their relation to one another.
 - 1.3. Methodological approach in pedagogic research.
 - 1.4. The relation to fringe disciplines: philosophy, psychology, sociology, ethics and theology.
2. The phenomenon education:
 - 2.1. Training, teaching, education and pedagogics.
 - 2.2. Conditions for education.
 - 2.3. Characteristics of education.
3. The aims of education:
 - 3.1. Criteria for aims of education.
 - 3.2. Classification of aims.



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- 3.3. Mediate aims:
 - 3.3.1. Physical.
 - 3.3.2. Emotional.
 - 3.3.3. Intellectual.
 - 3.3.4. Social (including language).
 - 3.3.5. Historical (with special reference to culture).
 - 3.3.6. Economic.
 - 3.3.7. Aesthetic.
 - 3.3.8. Ethical.
 - 3.3.9. Religious.
- 3.4. Ultimate aim: Adulthood as normative aspect.
- 3.5. The relation between the aims of education and the philosophy of life.
4. The educand:
 - 4.1. A pedagogical image of the child.
 - 4.2. Education as assistance and guidance.
5. The educator and educational bodies:
 - 5.1. The parent (home).
 - 5.2. The teacher (school)
 - 5.3. The minister (church)
 - 5.4. The boarding master (hostel).
 - 5.5. Sports and Societies.
6. The necessity, possibility and limits of education:
 - 6.1. The necessity of physical education.
 - 6.2. The necessity of social education.
 - 6.3. The necessity of religious education.
 - 6.4. The educability of man.
 - 6.5. Limits in time, aptitude, environment and human nature.
7. The means of education:
 - 7.1. Means and their application.
 - 7.2. Authority.
 - 7.3. Punishment.
 - 7.4. Cultural norms.
 - 7.5. The relation between means and aims of education.



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DEPARTMENT OF HISTORICAL EDUCATION

Prof. D. F. VAN DYK, B.A., D.Ed., (O.F.S.)

Bachelor's Examination (B.Ed.)

(One paper)

Section 1

THE THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE HISTORY OF EDUCATION

- 1.1. The meaning, purport, nature, value, place, limits and history of the History of Education.
- 1.2. The method of research of the History of Education:
 - 1.2.1. Formulating the problem.
 - 1.2.2. Collecting the source material:
 - 1.2.2.1. Primary sources.
 - 1.2.2.2. Secondary sources.
 - 1.2.3. Assessment of source material:
 - 1.2.3.1. External criticism.
 - 1.2.3.2. Internal criticism.
 - 1.2.4. Formulating the hypothesis.

- 1.2.5. Writing the report.
- 1.3. Theory of the History of Education:
 - 1.3.1. The problem of selection, arrangement and emphasis.
 - 1.3.2. The problems of cause, motive and influence.
 - 1.3.3. The problem of the present: generalization, prediction, historical analogy, the past in the light of the present, different approaches in regard to the History of Education.

Section 2

PERIODS IN THE HISTORY OF EDUCATION

- 2.1. *Pietism* (c. 1675-1750).
 - 2.1.1. Causes of the movement.
 - 2.1.2. Basic principles of the movement.
 - 2.1.3. Representatives of the movement.
 - 2.1.3.1. In the ecclesiastical sphere—Philipp Jakob Spener (1635-1705) and Nikolaus Ludwig von Zinzendorf (1700-1760).
 - 2.1.3.2. In the educational sphere—August Hermann Francke (1663-1727).
 - 2.1.4. Significance of the movement.
 - 2.2. *The Enlightenment* (18th century).
 - 2.2.1. General characteristics of the period.
 - 2.2.2. Rationalism and Empiricism:
 - 2.2.2.1. Origin and basic principles of the movements.
 - 2.2.2.2. John Locke (1632-1704) Psychological and educational ideas with special reference to his *Some Thoughts Concerning Education*.
 - 2.2.3. Naturalism:
 - 2.2.3.1. Naturalism as a philosophy of life:
 - 2.2.3.1.1. Epistemological starting point.
 - 2.2.3.1.2. Ontology and cosmology.
 - 2.2.3.1.3. Anthropology.
 - 2.2.3.2. Naturalism as a theory of education:
 - 2.2.3.2.1. Basic principles of this theory of education.
 - 2.2.3.2.2. Jean Jacques Rousseau (1712-1778) as a representative of the naturalistic theory of education—political and social theories, educational principles and practice (with special reference to his *Emile*), significance of his educational ideas.
 - 2.2.3.2.3. Contributions of the naturalistic trend to the theory and practice of education.
 - 2.2.4. Philanthropinism:
 - 2.2.4.1. Basic principles of the trend.
 - 2.2.4.2. Johann Bernhard Basedow (1724-1790)
 - 2.2.4.3. Christian Heinrich Salzmann (1744-1811)
 - 2.2.4.4. Significance of the educational work of the Philanthropists.
 - 2.2.5. General influence of the Enlightenment on education.

Section 3

A PERIOD IN THE HISTORY OF EDUCATION IN SOUTH AFRICA: STATE AND MISSIONARY EDUCATION DURING THE 19TH CENTURY IN ONE OF THE PROVINCES

(Where possible students must avail themselves of original and printed documents).

- 3.1. *The Cape Province*
 - 3.1.1. The development of state education for whites during the 19th century:
 - 3.1.1.1. The De Mist period, 1803-1806.
 - 3.1.1.2. The anglicising period, 1806-1839.
 - 3.1.1.3. Period of state aided schools, 1839-1859.
 - 3.1.1.4. Langham Dale as Superintendent General of Education, 1859-1892.

- 3.1.2. The development of state and missionary education to non-whites during the 19th century.
- 3.1.3. The development and influence of Liberalism in the education in the Cape Province during the 19th century.
- 3.1.4. The influence of British educational principles on Cape education during the 19th century.
- 3.1.5. The language medium question in the Cape Province during the 19th century with special reference to education.
- 3.1.6. The significance of this period for 20th century education in the province.
- 3.2. *Transvaal*
- 3.2.1. The development of state education for whites during the 19th century:
- 3.2.1.1. The pioneering years, 1838-1858.
- 3.2.1.2. Education under the General Education Commission, 1859-1867.
- 3.2.1.3. Education under the Executive Council, 1868-1871.
- 3.2.1.4. The Burger's period, 1872-1877.
- 3.2.1.5. The period of British occupation, 1877-1881.
- 3.2.1.6. The Rev. S. J. du Toit as Superintendent, of Education, 1882-1887.
- 3.2.1.7. Education under H. Stiemens as Superintendent, 1888-1891.
- 3.2.1.8. Professor N. Mansvelt as Superintendent, 1891-1899.
- 3.2.2. The development of state and missionary education to non-whites during the 19th century.
- 3.2.3. The influence of British educational principles on the educational system of the Transvaal during the 19th century.
- 3.2.4. The "Uitlanders" (foreigners) and education in Transvaal.
- 3.2.5. Opposition by the Dutch speaking inhabitants against Transvaal education and educational policy.
- 3.2.6. The significance of this period for 20th century education in the province.
- 3.3. *The Orange Free State*
- 3.3.1. The development of state education for whites during 19th century:
- 3.3.1.1. Education during the Sovereignty period, 1848-1853.
- 3.3.1.2. Founding of a republican educational system, 1854-1872.
- 3.3.1.3. Education placed on a firm footing by education ordinances no. 5 of 1872 and no. 1 of 1874.
- 3.3.1.4. The Brebner educational system, 1894-1899:
- 3.3.1.4.1. Establishment of a Department of Education.
- 3.3.1.4.2. Basic principles and problems of the Brebner system.
- 3.3.1.4.3. Consolidation and development of the system.
- 3.3.1.4.4. Educational practice in Bloemfontein and the country districts.
- 3.3.1.4.5. Dr. Johannes Brill and the Grey College.
- 3.3.1.4.6. The Ladies Institute "Eunice".
- 3.3.2. The development of missionary and state education to non-whites during the 19th century.
- 3.3.3. The language and language medium question during the 19th century.
- 3.3.4. Significance of this period for education in the Free State during the 20th century.
- 3.4. *Natal*
- 3.4.1. The development of state education for whites during the 19th century.
- 3.4.1.1. Education during the Voortrekker period, 1835-1838.
- 3.4.1.2. The republic Natalia and education, 1839-1845.
- 3.4.1.3. First years under the English regime, 1846-1858.
- 3.4.1.4. Education under Superintendents Dr. R. J. Mann (1859-1870) and T. W. Brooks (1870-1877).
- 3.4.1.5. Education placed on a firm footing by education ordinances nos. 15 and 16 of 1877.
- 3.4.1.6. Rapid development under R. Russel:

- 3.4.1.6.1. From 1878-1894 as Superintendent Inspector in collaboration with the Council of Education.
- 3.4.1.6.2. From 1894-1900 as Superintendent of Education in collaboration with the first Department of Education.
- 3.4.2. The development of missionary and state education to non-whites during the 19th century.
- 3.4.3. The language and language medium question during the 19th century.
- 3.4.4. The significance of this period for education in Natal during the 20th century.

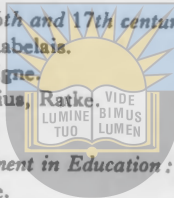
University Education Diploma (U.E.D.)

(One paper)

Section 1

- 1.1. *Introduction*: Historical education as a science The oldest civilizations.
- 1.2. *Greek Education*: The Greek ideal of education and teaching system in evolution:
 - 1.2.1. Homeric period (1000-776 B.C.)
 - 1.2.2. Spartan education (850-338 B.C.)
 - 1.2.3. Athenian education (776-146 B.C.)
 - 1.2.3.1. Old Greek period.
 - 1.2.3.2. New Greek period.
 - 1.2.3.3. General Assessment (the Sophists-Socrates-Plato-Aristotle).
- 1.3. *General Survey of the History of Roman Education*:
Historical background and general characteristics of the Roman people.
 - 1.3.1. Early Roman education, 753 to 250 B.C.
 - 1.3.1.1. Early pure Roman education, 753 to 250 B.C.
 - 1.3.1.2. The transition period, from \pm 250 to \pm 100 B.C.
 - 1.3.2. Later Roman education, from \pm 100 B.C to 476 A.D.
 - 1.3.2.1. The imperial period of cosmopolitan hellenized Roman education, from \pm 100 A.D. to \pm 200 A.D.
 - 1.3.2.2. The period of decline from \pm 200 to 476 A.D.
 - 1.3.3. General Assessment (Seneca-Cicero-Quintilian.)
- 1.4. *Early Christian Education*:
Outline and historical background:
 - 1.4.1. Christ as educator.
 - 1.4.2. Christian education.
 - 1.4.2.1. Catechumenal Schools.
 - 1.4.2.2. Catechetical Schools.
 - 1.4.2.3. Episcopal and Cathedral Schools.
 - 1.4.2.4. Monastic Schools.
 - 1.4.2.5. Pagan Schools.
 - 1.4.3. Outstanding figures of christian education (Apostle Paul—Arelius Augustinus).
- 1.5. *General Survey of the development of education in the Middle Ages*:
Historical background.
 - 1.5.1. Education during the early Middle Ages (\pm 500 to \pm 1100).
 - 1.5.1.1. Monasticism.
 - 1.5.1.2. The revival of learning under Charlemagne.
 - 1.5.1.3. Chivalry.
 - 1.5.1.4. Saracen education.
 - 1.4.2. Education during the later Middle Ages (from \pm 1100 to \pm 1500)
 - 1.5.2.1. Scholasticism.
 - 1.5.2.2. Mysticism.

- 1.5.2.3. The rise of cities, commerce and industry and of the middle classes.
- 1.5.2.4. The Mediaeval universities.
- 1.5.2.5. The Renaissance of the twelfth century.
- 1.6. *The Renaissance and Humanism :*
General characteristics—historical
- 1.6.1. The Renaissance in the South
- 1.6.2. The Renaissance in northern Europe.
- 1.6.3. Educational significance of the Renaissance.
- 1.6.4. Outstanding figures inter alia: Vittorius da Feltre and other Humanist teachers.
- 1.7. *The reformation and counter—reformation :*
The Reformation and its meaning in the education of the people—Catholic reactions.
- 1.7.1. The Protestant Reformation.
- 1.7.2. Lutheranism.
- 1.7.3. Calvinism.
- 1.7.4. The Catholic counter-reformation.
- 1.7.5. The educational significance of the Reformation.
- 1.8. *Realism and Pietism (16th and 17th centuries) :*
- 1.8.1. Humanistic realism—Rabelais.
- 1.8.2. Social realism—Montaigne.
- 1.8.3. Sense realism—Comenius.
- 1.8.4. Pietism.
- 1.9. *The Disciplinary Movement in Education :*
Summary—John Locke.
- 1.9.1. Formal discipline.
- 1.9.2. Rationalism.
- 1.10. *Naturalism (18th and 19th centuries) :*
Summary.
- 1.10.1. Jean Jacques Rousseau.
- 1.10.2. Johann B. Basedow and philanthropinism.
- 1.10.3. Christian G. Salzman.
- 1.11. *The Psychological Movement (19th century) :*
Summary.
- 1.11.1. Johann Heinrich Pestalozzi.
- 1.11.2. Johann Friedrich Herbart.
- 1.11.3. Friedrich Wilhelm August Frobel.
- 1.12. *The Scientific Movement :*
Summary. Herbert Spencer.
- 1.13. *The Sociological Movement :*
Summary.
- 1.13.1. The period of philanthropy.
- 1.13.2. The transition period.
- 1.13.3. The political period.
- 1.14. *Present Trends in Education :*
Summary.
- 1.14.1. John Dewey (1859-1952).
- 1.14.2. Georg Kerschensteiner (1855-1932).
- 1.14.3. The Jena Plan.
- 1.14.4. William James (1842-1910)
- 1.14.5. The Project Method.
- 1.14.6. Individualizing Education:
- 1.14.6.1. The Montessori System.



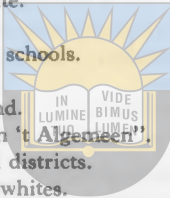
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- 1.14.6.2. The Dalton Plan.
- 1.14.6.3. The Decroly Method.
- 1.14.6.4. The Winnetka Technique.
- 1.14.6.5. The Morrison Plan.

Section 2

SURVEY OF EUROPEAN EDUCATION IN SOUTH AFRICA

- 2.1. *Education at the time of the Dutch East India Company (1652-1759):*
 - 2.1.1. Early years at the Cape, 1652-1714.
 - 2.1.2. Period of reform and progress, 1714-1782.
 - 2.1.3. Further development under scholarchs, 1782-1795.
 - 2.1.4. Summary.
- 2.2. *Education in the time of the Batavian Republic (1803-1806):*
 - 2.2.1. Report of de Mist and the first measures.
 - 2.2.2. The school order of de Mist.
 - 2.2.3. Composition of the Council of Scholarchs.
 - 2.2.4. The ladies' institute.
 - 2.2.5. The Latin school.
 - 2.2.6. Public elementary schools.
 - 2.2.7. Church schools.
 - 2.2.8. The education fund.
 - 2.2.9. The "Tot Nut van 't Algemeen".
 - 2.2.10. Education in rural districts.
 - 2.2.11. Education of non-whites.
 - 2.2.12. Summary.
- 2.3. *General Survey of the Development of Education in England during the 19th century.*
 - 2.3.1. Philantropiam in the English Education, 1806-1839.
 - 2.3.2. Beginning of state interference in education, 1839-1865.
 - 2.3.3. State interference increased and the origin of a national educational system, 1865-1902.
 - 2.3.4. Influence of the British system of education on the education at the Cape during the 19th century.
- 2.4. *Cape Education, 1806-1838 :*
 - 2.4.1. Education in the time of the Earl of Caledon.
 - 2.4.2. Education in the time of Sir John Cradock.
 - 2.4.3. Anglicising under Lord Charles Somerset.
 - 2.4.4. Development of local control.
 - 2.4.5. Failure of the Somerset schools and the rise of private schools.
 - 2.4.6. The "Zuid-Afrikaansche Athenaem".
 - 2.4.7. Education of non-whites.
 - 2.4.8. Training of teachers.
- 2.5. *Education during the Period 1839-1859 :*
 - 2.5.1. The appointment of a superintendent of education, 1839.
 - 2.5.2. Education in the time of James Rose-Innes 1839-1859.
- 2.6. *Education in the time of Langham Dale :*
 - 2.6.1. Early history.
 - 2.6.2. The Watermeyer Education Commission.
 - 2.6.3. The Education Act of 1865.
 - 2.6.4. Extension of state-aided education.
 - 2.6.5. The language problem.
 - 2.6.6. Advanced education.
 - 2.6.7. Higher education.



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- 2.6.8. Teacher training.
- 2.6.9. Conclusion.
- 2.7. *Education in the time of Thomas Muir, 1892-1915 :*
- 2.7.1. Early history.
- 2.7.2. Reorganization of the department of education.
- 2.7.3. Reorganization of the system of inspection.
- 2.7.4. Training of teachers.
- 2.7.5. Extension of curricula.
- 2.7.6. Institution of school boards.
- 2.7.7. Compulsory education.
- 2.7.8. Erection of school buildings.
- 2.7.9. Higher education.
- 2.9.10. The language problem.
- 2.9.11. Conclusion.
- 2.8. *Education in the time of Dr. W. J. Viljoen :*
- 2.8.1. Early history.
- 2.8.2. Control of education.
- 2.8.3. Inspection.
- 2.8.4. Democratization of education.
- 2.8.5. Classification of schools.
- 2.8.6. Secondary education.
- 2.8.7. Centralization.
- 2.8.8. Curricula and syllabuses.
- 2.8.9. Medium of instruction.
- 2.8.10. Examinations.
- 2.8.11. Increased enrolment.
- 2.8.12. Teaching staff.
- 2.8.12. Education of non-whites.
- 2.9. *Education in the time of Prof. M. C. Botha and Dr. W. de Vos Malan 1929-1953 :*
- 2.9.1. Introduction.
- 2.9.2. Medical inspection.
- 2.9.3. Physical education.
- 2.9.4. Deviate pupils.
- 2.9.5. School radio service.
- 2.9.6. Visual education.
- 2.9.7. Agricultural education.
- 2.9.8. Free and compulsory education.
- 2.9.9. Curricula.
- 2.9.10. Examinations.
- 2.9.11. Teachers.
- 2.9.12. Age of admission and nursery schools.
- 2.9.13. Vocational guidance.
- 2.9.14. Raising of standard of bilingualism.
- 2.9.15. Religious Instruction.
- 2.9.16. School feeding.
- 2.9.17. Educational research.
- 2.9.18. Coloured education.



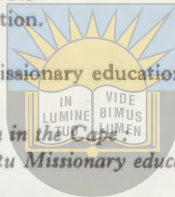
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Section 3

BANTU EDUCATION IN SOUTH AFRICA

- 3.1. *The Bantu Traditional Education before the Coming of the Europeans :*
- 3.1.1. Introduction.
- 3.1.2. Old Bantu culture.
- 3.1.3. Traditional teaching before the arrival of missionaries:

- 3.1.3.1. Informal education.
- 3.1.3.2. Formal education.
- 3.1.3.3. Conclusion.
- 3.2. *Arrival of Missionaries and Missionary Education :*
 - 3.2.1. *The establishment of mission stations and the various missionary societies :*
 - 3.2.1.1. Introduction.
 - 3.2.1.2. Establishment of mission stations:
 - 3.2.1.2.1. The London Missionary Society.
 - 3.2.1.2.2. Methodist Missionary Society.
 - 3.2.1.2.3. The Church of the Province Missionary Society.
 - 3.2.1.3.4. The Presbyterian Missionary Society.
 - 3.2.1.3.5. Parish Missionary Society.
 - 3.2.1.3.6. Dutch Reformed Church Missionary Society .
 - 3.2.1.3.7. Other.
 - 3.2.2. *Missionary Education :*
 - 3.2.2.1. Establishment of Mission Schools.
 - 3.2.2.2. Catechism classes.
 - 3.2.2.3. Study of the Bible.
 - 3.2.2.4. Language question.
 - 3.2.2.5. Curricula.
 - 3.2.2.6. Influence of missionary education on Bantu Traditional education.
 - 3.2.2.7. Consequences.
- 3.3. *Bantu Education in the Cape*
 - 3.3.1. *Transfer of Bantu Missionary education to state control :*
 - 3.3.1.1. Introduction.
 - 3.3.1.2. Sir George Grey and Bantu Education.
 - 3.3.1.3. Establishment of Industrial Schools.
 - 3.3.1.4. *Bantu education under direction of Sir Langham Dale, 1865-1892 :*
 - 3.3.1.4.1. Denouncement of Bantu Traditional system of education and the introduction of a Westernized system of education in Bantu schools.
 - 3.3.1.4.2. State-aid to Bantu education.
 - 3.3.1.4.3. Industrial education.
 - 3.3.1.4.4. Education Act of 1865.
 - 3.3.1.4.5. Curriculum.
 - 3.3.1.4.6. Personnel.
 - 3.3.1.4.7. Teaching.
 - 3.3.1.4.8. Inspection.
 - 3.3.1.5. *Dr. Thos Muir and Bantu Education, 1892-1915.*
 - 3.3.1.5.1. Position of teachers in schools.
 - 3.3.1.5.2. Admission ages of pupils.
 - 3.3.1.5.3. Mother tongue instruction.
 - 3.3.1.5.4. Industrial education.
- 3.4. *Bantu Education in Natal, Transvaal and Orange Free State in the nineteenth century :*
 - 3.4.1. Introduction.
 - 3.4.2. *Natal :*
 - 3.4.2.1. Missionary education.
 - 3.4.2.2. Policy of the Voortrekkers in connection with Bantu education.
 - 3.4.2.3. Sub-sidies to missionary schools, 1856.
 - 3.4.2.4. State control 1884.
 - 3.4.2.5. Training of Teachers, 1886.
 - 3.4.2.6. Appointment of an inspector.
 - 3.4.2.7. Establishment of an industrial school.
 - 3.4.2.8. Bantu education under direction of the Director of Education, 1894.



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- 3.4.2.9. Constitution of an Advisory Council, 1907.
- 3.4.3. *Transvaal :*
- 3.4.3.1. Missionary activities in the Transvaal at 1842.
- 3.4.3.2. Period before the Anglo-Boer War.
- 3.4.3.3. The Crown Colony period.
- 3.4.3.4. Teacher training.
- 3.4.4. *Orange-Free State :*
- 3.4.4.1. Establishment of a mission station at Philippolis, 1823.
- 3.4.4.2. Activities of the Parish, Berlin and Wesleyan Missionary Societies.
- 3.4.4.3. Grants-in-aid to missionary schools by the Republican Government.
- 3.4.4.4. Outbreak of the Second World War.
- 3.5. *Bantu Education in South Africa During the Following Periods :*
- 3.5.1. 1910-1917 :
- 3.5.1.1. Training of teachers.
- 3.5.1.2. Primary Schools.
- 3.5.1.3. Appointment of additional school inspectors.
- 3.5.1.4. Establishment of a library for teachers in service.
- 3.5.2. 1918-1920 :
- 3.5.2.1. Revised course for teacher training.
- 3.5.2.2. Classification of schools.
- 3.5.3. 1921-1925 :
- 3.5.3.1. Progressive measures.
- 3.5.3.2. Introduction of primary school examinations.
- 3.5.3.3. Appointment of Bantu supervisors in Bantu Education, 1923.
- 3.5.3.4. Remuneration of teachers according to a fixed salary scale.
- 3.5.3.5. Development of the Government school system.
- 3.5.3.6. Revision of the school curricula with emphasis on the instruction of the vernacular.
- 3.5.3.7. Establishment of agricultural demonstration centres.
- 3.5.4. 1925-1936 :
- 3.5.4.1. Revision of school curricula.
- 3.5.4.2. Teacher training.
- 3.5.4.3. Physical education.
- 3.5.4.4. Industrial training.
- 3.5.4.5. Separate inspectorates.
- 3.5.4.6. Report of the Inter-Departmental Commission on Bantu Education, 1935-1936.
- 3.5.5. 1939-1949 :
- Development in Bantu Education during the years of the Second World War.
- 3.6. *The Eiselen Commission Report, 1951-1953.*

SECONDARY TEACHERS' DIPLOMA (S.T.D.)

(One paper)

Section I

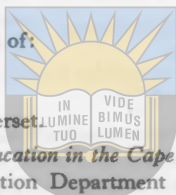
- 1.1. *Naturalism* (18th and 19th centuries):
- 1.1.1. General characteristics of Naturalism.
- 1.1.2. Jean Jacques Rousseau as representative of Naturalism.
- 1.1.3. Educational significance of Naturalism.
- 1.2. *The Psychological Movement* (19th century).
- Summary: representatives of the Psychological movement:
- 1.2.1. Johann Heinrich Pestalozzi.
- 1.2.2. Johann Friedrich Herbart.
- 1.2.3. Friedrich Wilhelm August Fröbel.

Section II

SURVEY OF EDUCATION IN SOUTH AFRICA:

WHITES AND NON-WHITES (BANTU EDUCATION EXCLUDED IN THIS SECTION).

- 2.1. *Education at the Cape from 1652-1839 :*
 - 2.1.1. Education under the D.E.I.C. (1652-1795):
 - 2.1.1.1. Early years at the Cape, 1652-1714.
 - 2.1.1.2. Period of reform and progress 1714-1782.
 - 2.1.1.3. Further developments under Scholarchs, 1782-1795.
 - 2.1.1.4. Summary.
 - 2.1.2. *Education under the Batavian Republic (1803-1806):*
 - 2.1.2.1. De Mist's liberal education ordinance.
 - 2.1.2.2. Council of scholarchs.
 - 2.1.2.3. Public and church Schools.
 - 2.1.2.4. Education for non-whites.
 - 2.1.3. *Education under British Rule (1806-1839):*
 - 2.1.3.1. Introduction.
 - 2.1.3.2. Anglicising policies of:
Earl of Caledon
Sir John Cradock
Lord Charles Somerset
 - 2.2.1. *Development of Education in the Cape (1839-1910):*
 - 2.2.1.1. Creation of Education Department and appointment of Superintendent General of Education.
 - 2.2.1.2. Development of education
James Rose-Innes
Langham Dale
Thomas Muir.
 - 2.2.2. *Development of Education in the Orange Free State :*
 - 2.2.2.1. The influence of the Great Trek.
 - 2.2.2.2. The settlement of the "Voortrekkers" and their early difficulties.
 - 2.2.2.3. The role played by Rev. Andrew Murray and Brebner.
 - 2.2.2.4. Contribution of Sir George Grey.
 - 2.2.2.5. Assessment of the development in education.
 - 2.2.3. *A brief survey of the development of Education :*
 - 2.2.3.1. in the Union 1910-1960.
 - 2.2.3.2. in the Republic as from 1961.



Section III

- 3.1. *Bantu Education in South Africa.*
 - 3.1.1. An outline of Bantu Traditional education.
 - 3.1.2. Encounter between indigeneous education and missionary westernized system of education.
 - 3.1.3. A few missionaries and missionary societies and their significance to education of the Bantu:
 - 3.1.3.1. London Missionary Society.
 - 3.1.3.2. Glasgow Missionary Society.
 - 3.1.3.3. Rhenish Missionary Society.
 - 3.1.3.4. Wesleyan Missionary Society.
 - 3.1.3.5. Anglican Missionary Society.
 - 3.1.4. State support in the different-territories till 1910.
 - 3.1.5.1. Control and Financing of Bantu Education before 1953 and after 1953.

- 3.1.5.2. Syllabuses, medium of instruction, staffing and inspection, types of schools in any two of the four provinces.
- 3.1.5.3. Steps towards nationalising of Bantu Education.
- 3.1.5.4. A brief survey of development of higher education for the Bantu.

Education I

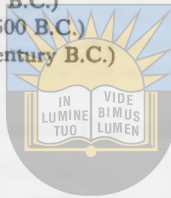
(Half a paper)

1. *History of Education as a Science :*

- 1.1. Introduction.
- 1.2. The field of research.
- 1.3. The position of History of Education.
- 1.4. Scope of the History of Education.
- 1.5. The value of the History of Education.

2. *The Earliest Civilizations :*

- 2.1. Egypt.
- 2.2. Assyria and Babylonia.
- 2.3. Medes and Persians (+ 8th century B.C.)
- 2.4. Hellenistic culture (33 B.C.)
- 2.5. Hebrew culture (\pm 1500 B.C.)
- 2.6. Roman culture (3rd century B.C.)



3. *Greek Education :*

- 3.1. Introduction.
- 3.2. Spartan education.
- 3.3. Athenian education.
- 3.4. The Sophists
- 3.5. The Greek philosophers.

4. *Roman Education :*

- 4.1. Historical Background.
- 4.2. Differences between Greek and Roman national character and education.
- 4.3. Periods in Roman Education:
 - 4.3.1. Early Roman education (753-145 B.C.)
 - 4.3.2. Graeco-Roman education (146 B.C. -530 A.D.)
 - 4.3.3. Some great names in Roman education (Cicero-Quintilian).

5. *Early Christian Education : (A brief survey).*

- 5.1. A brief historical background.
- 5.2. Christ as educator.
- 5.3. The extension of Christian education in outline:
 - 5.3.1. Catechumenal Schools.
 - 5.3.2. Catechetical Schools.
 - 5.3.3. Cathedral and Episcopal Schools.
 - 5.3.4. Great personalities in Christian education (Paul—Clement—Origen and Arelus Augustine).

6. *Education During the Middle Ages : (A general survey)*

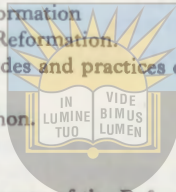
- 6.1. Historical background.
- 6.2. *The early Middle Ages (\pm 500- \pm 1100) :*
 - 6.2.1. The educational system of the monastic schools.
 - 6.2.2. The revival of learning under Charlemagne.
 - 6.2.3. Chivalry and the Knight's education.
 - 6.2.4. Saracen education.
- 6.3. *The later Middle Ages (\pm 1100- \pm 1500) :*
 - 6.3.1. Scholasticism.
 - 6.3.2. Mysticism.
 - 6.3.3. The emergence of great cities commerce and industry .
 - 6.3.4. The Medieval university.

7. *The Renaissance—Humanism (± 1400-± 1600) :*

- 7.1. Causes and characteristics of Renaissance Humanism:
 - 7.1.1. Crusades.
 - 7.1.2. Scholasticism and Universities.
 - 7.1.3. Field of Science.
 - 7.1.4. Printing.
- 7.2. Trends in Renaissance Humanism:
 - 7.2.1. Moralistic Humanism.
 - 7.2.2. Naturalistic Humanism.
 - 7.2.3. Stylistic Humanism.
- 7.3. Representatives of the various Humanistic schools:
 - 7.3.1. Vittorino da Feltre.
 - 7.3.2. Desiderius Erasmus.
 - 7.3.3. Juan Luis Vives
 - 7.3.4. Johann Sturm.
- 7.4. The Educational significance of Renaissance Humanism.

8. *The Reformation and Counter Reformation :*

- 8.1.1. *The Reformation :*
 - 8.1.1.1. Origin of the Reformation
 - 8.1.1.2. Character of the Reformation.
 - 8.1.1.3. Educational attitudes and practices of Reformers:
 - 8.1.1.3.1. Martin Luther.
 - 8.1.1.3.2. Philippe Melanethon.
 - 8.1.1.3.3. Maturin Cordier.
 - 8.1.1.3.4. John Calvin.
 - 8.1.2. Educational significance of the Reformation.
- 8.2. *The Counter-Reformation :*
 - 8.2.1. Introduction. *Together in Excellence*
 - 8.2.2. Jesuit Teaching order.
 - 8.2.3. Summary.



DEPARTMENT OF EMPIRICAL EDUCATION

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

Bachelor's Examination (B.Ed.)

General Empirical Education

(One paper)

- 1. A general paper of an advanced nature covering:
 - 1.1. The scope and methods of investigation of Empirical Education.
 - 1.2. Critical review of the aim, basic principles, methods and findings of the different psychological trends and their value for Empirical Education.
 - 1.3. Individual and racial differences.
 - 1.4. Nature and nurture.
 - 1.5. Studies in the emotions and the practical application of the findings.
 - 1.6. Laws of learning and the various types of learning.
 - 1.7. The sentiments, temperament and character.
 - 1.8. Child and adolescent psychology.
 - 1.9. Psychological problems and phenomena and their application in education and teaching.

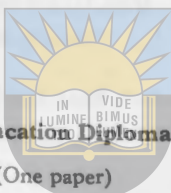
Special Empirical Education

(One paper)

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.
- 4.1. Difference between neuroses and psychoses.
- 4.2. 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.



University Education Diploma (U.E.D.)

(One paper)

1. The scope and methods of empirical education.
- 2.1. Development of psychology before 1900.
- 2.2. 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.
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.
9. Psychology of Learning:
 - 9.1. Laws and types of learning.
10. Educational measurement.
11. Forgetting, fatigue, transfer of training.
12. Abnormal phenomena (only in school).

Secondary Teachers' Diploma (S.T.D.)

(One paper)

1. Empirical Education as a science.
2. Man as psycho-physical being.
3. The behaviour of children.
4. Development of personality.
5. The learning process.
6. The intellect.
7. Vocational guidance.

Education I

(Half a paper)

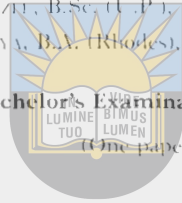
- 1.1. The nature of Empirical Education
- 1.2. The relationship between psychology and education
- 1.3. Educational Psychology as a science and its field.
2. Introduction to methods of research in Empirical Education.
- 3.1. Brief review of the main psychological trends with special reference to their contributions to education.
- 3.2. Philosophical foundations of Empirical Education.
4. Introduction to the role of education in child development.
5. Introduction to the learning process.
- 6.1. Motivation.
- 6.2. Attitudes.

DEPARTMENT OF DIDACTICS AND ADMINISTRATION

Prof. P. A. DUBINSY, B.P.Ed. (Potch.), M.Ed. (Pret.), D.Litt. et Phil. (V.U. Amst.)

Dr. J. A. T. WENZEL, B.Sc. (U.P.), M.Ed. (S.A.), D.Ed. (Potch.)

N. KATHA, B.A. (Rhodes), B.A., B.Ed. (S.A.)



Bachelor's Examination (B.Ed.)

(One paper)

DIDACTICS University of Fort Hare *Together in Excellence*

- 1.1. Didactics as part-discipline of pedagogics (theory of education).
- 1.2. Distinction between general and special didactics.
- 2.1. An analysis of the didactic situations as:
 - 2.1.1. Teaching situation.
 - 2.1.2. Learning situation. The learning process.
 - 2.1.3. Pre-situated pedagogical field. The possibility of character training in the didactic situation. The problem of transfer in training.
- 2.2. The components of the didactic situation as a pedagogical possibility.
 - 2.2.1. The teacher as educator.
 - 2.2.2. The learning child as educand, with due consideration of the principles of the psychology of human development.
 - 2.2.3. The subject matter as the cultural heritage representing the accepted hierarchy of values.
 - 2.2.4. Principles of curriculum planning.
3. Language as medium and the use of teaching aids in the educative process.
4. Educational principles and their application in teaching: The principles of totality (globalization), individualization, socialization, activity, visualization, human development, authority and liberty
5. The "New Educational Movement" (More in detail than for U.I.D.)
 - 5.1. Its origin and characteristics.
 - 5.2. The principles of the "New Method"
 - 5.3. Modern educational systems:
 - 5.3.1. The Montessori System.
 - 5.3.2. The Dalton Plan.
 - 5.3.3. The Project Method.
 - 5.3.4. The Jena Plan.
 - 5.3.5. The Decroly School.
 - 5.4. Experiments with these systems and their influence in South Africa.
 - 5.5. Their applicability in the traditional South African School

- 6.1. Didactical implications of the modern German psychology of thought; with reference to research in South Africa.
- 6.2. The pedagogical implications of intellectualising education.
- 6.3. The education of emotions in the school.
7. Recent views on didactics:
 - 7.1. In America.
 - 7.2. In England.
 - 7.3. On the continent of Europe (especially the Netherlands and Germany)
 - 7.4. In Russia.
 - 7.5. In South Africa.
8. The problem of examinations: Failure and promotion (school and university)
9. An introduction to and the field of study of orthodidactics. As there is an overlap with the work in the U.E.D. course, a more detailed scientific study is expected for the B.Ed. degree.

Administration and Comparative Education



1. Comparative education:
 - 1.1. History.
 - 1.2. Terminology.
 - 1.3. Aims.
 - 1.4. Scope.
 - 1.5. Methods.
 - 1.6. Value.
 - 1.7. Institutions.
2. Relations between systems of culture and value and educational systems:
 - 2.1. Factors influencing educational systems:
 - 2.1.1. Natural factors.
 - 2.1.2. Historical factors.
 - 2.1.3. Economical factors.
 - 2.1.4. Political factors.
 - 2.2. Cultural patterns and value systems:
 - 2.2.1. Religion.
 - 2.2.2. National character.
 - 2.2.3. Language.
 - 2.2.4. Philosophical outlook.
 - 2.2.5. Traditions and fundamental beliefs.
 - 2.2.6. Status of educational thought.
3. Educational policy and control:
 - 3.1. The educational policy and control in the Republic of South Africa.
 - 3.1.1. Provincial Educational Departments.
 - 3.1.2. Department of National Education.
 - 3.1.3. Department of Bantu Education.
 - 3.1.3.1. In the Homelands.
 - 3.1.3.2. In the White areas.
 - 3.2. Educational policy and control in other African countries.
 - 3.3. Educational policy and control:
 - 3.3.1. In England and Wales.
 - 3.3.2. France.
 - 3.3.3. U.S.A.
 - 3.3.4. U.S.S.R.
4. Education in the Republic and in a few other countries. A comparative survey:
 - 4.1. Primary education.

- 4.2. Secondary and higher education.
- 4.3. Technical and vocational training.
5. Differentiation in education:
 - 5.1. The basis of differentiation.
 - 5.2. Differentiation in a few countries.
 - 5.3. The comprehensive school:
 - 5.3.1. Definition and description of the comprehensive school.
 - 5.3.2. How the comprehensive school works in practice.
 - 5.3.3. The merits and the demerits of the comprehensive school.
 - 5.3.4. Significance for and possible application in the Department of Bantu Education.
6. Teacher Training:
 - 6.1. Teacher training in certain European countries, U.S.A. and U.S.S.R.
 - 6.2. Training of White teachers in South Africa.
 - 6.3. Training of Bantu teachers in South Africa.
 - 6.4. Training of teachers in other developing countries.
 - 6.5. Comparison of the different systems applied in the training of teachers.
7. The aims of education in a few countries. A comparative study:
 - 7.1. Aims of education in France, England, U.S.A. and U.S.S.R.
 - 7.2. Aims of education in African countries.
 - 7.3. Aims of Bantu education in South Africa.



University Education Diploma (U.E.D.)

(One paper)

University of Fort Hare

DIDACTICS

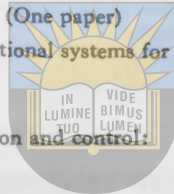
Together in Excellence

1. The place and role of didactics in the study of pedagogics
 - 2.1. Terminology.
 - 2.2. The relation between teaching and education.
 - 2.3. Pupil, teacher and subject matter as components of the teaching situation.
 - 3.1. General didactic principles and their application in teaching situations.
 - 3.2. Methods:
 - 3.2.1. Why a diversity of methods?
 - 3.2.2. Factors influencing the choice of methods.
 - 3.3. General methods and means used in teaching:
 - 3.3.1. Language as educational medium.
 - 3.3.2. Teaching aids in the educative process.
 - 3.3.3. Deductive and inductive, analytical and synthetic forms of thought.
 - 3.3.4. Oral communication in teaching.
 - 3.3.5. The use of literature. Prescribed manuals and the use of the library.
 - 3.3.6. The problem-solving method.
 - 3.3.7. The activity method.
 - 3.3.8. Class discussions.
 - 3.3.9. Procedures of study. The value of discussing different methods of study. (Die leergesprek).
 - 3.3.10. School discipline.
 - 3.3.11. Examinations and testing.
 - 3.3.12. Promotion.
 - 3.4. Types of lessons:
 - 3.4.1. Information lesson: with reference to sources of information and their influence on the choice of teaching method.
 - 3.4.2. Revision lesson: with emphasis on the principle of totality.
 - 3.4.3. Drill lesson. Distinction between coaching, habit formation and teaching.

- 3.4.4. Appreciation lesson: with reference to aesthetical and ethical development:
4. The "new" education:
 - 4.1. General principles of the "New Educational Movement".
 - 4.2. Progressive educational systems:
 - 4.2.1. The Montessori System.
 - 4.2.2. The Dalton Plan.
 - 4.2.3. The Project Method.
 - 4.2.4. The Decroly School.
 - 4.2.5. The Winnetka Technique.
 - 4.2.6. The Jena Plan.
 - 4.3. Influence of the German psychology of thought on didactics.
 - 4.4. Recent research and modern trends in the field of didactics. In this course an attempt will be made to investigate the applicability of principles and methods in the traditional South African school.

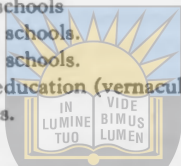
ADMINISTRATION

(One paper)



1. Central and provincial educational systems for the Whites:
 - 1.1. Organization.
 - 1.2. Control.
2. Bantu Education: Organization and control:
 - 2.1. In the Transkei.
 - 2.2. In the Ciskei.
 - 2.3. Bantu Education in the white areas.
 - 2.4. Education in other developing countries in Africa.
3. Education for the coloureds.
4. Education for the Indians.
5. The School:
 - 5.1. Founding of schools.
 - 5.2. Classification of schools.
 - 5.3. The school as an educational institution.
6. The teaching personnel:
 - 6.1. Training of teachers.
 - 6.2. Provision.
 - 6.3. Conditions of service.
 - 6.4. Duties of the teachers.
 - 6.5. Professional code.
7. Inspection systems:
 - 7.1. Provincial Education Departments.
 - 7.2. Department of National Education.
 - 7.3. Department of Bantu Education.
 - 7.3.1. In the Homelands.
 - 7.3.2. In the White areas.
8. The pupils:
 - 8.1. Admission.
 - 8.2. Compulsory and free education.
 - 8.3. Suspension and expulsion.
 - 8.4. Classification.
 - 8.5. Examinations; promotions and failures.
 - 8.6. Retardation.
 - 8.7. Acceleration.
 - 8.8. Different arrangements in the classroom to cater for individual differences.

9. Facilities:
 - 9.1. Buildings.
 - 9.2. Furniture.
 - 9.3. Equipment.
 - 9.4. School funds.
10. Curricula and syllabuses:
 - 10.1. Schemes of work.
 - 10.2. Preparation of lessons.
 - 10.3. Homework.
 - 10.4. Time-table.
 - 10.5. School reports and returns.
 - 10.6. Registers.
11. School calendar:
 - 11.1. The school week.
 - 11.2. Daily hours.
 - 11.3. School functions.
12. Medium of instruction:
 - 12.1. Single medium schools.
 - 12.2. Double medium schools.
 - 12.3. Parallel medium schools.
 - 12.4. Mother tongue education (vernacular).
13. Extra-mural activities.



METHOD OF TEACHING SUBJECTS

(One 2 hour paper each)

University of Fort Hare
 For all subjects the following topics
 Together in Excellence

1. The relation between special didactics and general didactics.
2. The pupil; different types of pupils.
3. The subject teacher:
 - 3.1. His training.
 - 3.2. His personality.
 - 3.3. His duties and responsibilities.
4. The special subject:

The history of its teaching; field; method of research; place and value within the scope of human activities.
5. Aim:

Justification for including the subject in the school programme in the light of the ultimate educational aim: An investigation of

 - 5.1. its instrumental value
 - 5.2. its practical value
 - 5.3. its formative value

Why it is a core subject or an optional subject.
6. The subject matter:
 - 6.1. The place of the subject within the scope of the school programme as a whole.
 - 6.2. The role of the child in the choice of the subject matter with reference to the educational aim.
 - 6.3. Planning the subject matter:
 - 6.3.1. Distinction between the terms *curriculum* and *syllabus*.
 - 6.3.2. The principles to be considered in drawing up a curriculum and in grading syllabus for a special subject.
 - 6.3. A critical analysis and evaluation of the curriculum and the grading of the syllabus for the special subject in one of the provinces.

7. Method:

- 7.1. The role of the components of the didactic situation in the light of the educational aim.
- 7.2. Application of general didactic principles in the special subject.
- 7.3. Application of specific methods or combinations of methods in the subject, with due reference to its specific nature; the value and the possibilities of class discussions, the use of reading matter, experiments, the applicability of certain principles and procedures of some of the "modern teaching systems."
- 7.4. Teaching aids and their use in the subject concerned.
- 7.5. Preparation and presentation of lessons—classroom discipline.
- 7.6. The nature of assignments; the homework programme.
- 7.7. Learning difficulties of pupils with special reference to orthodidactic assistance in the subject concerned.

8. Measurement and evaluation:

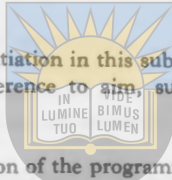
- 8.1. as a means of diagnosis
- 8.2. as a means of selection
- 8.3. The drawing up of tests and examination questions in the subject concerned (general).

9. Differentiation:

- 9.1. The necessity of differentiation in this subject.
- 9.2. Differentiation with reference to aim—subject matter, teaching method, assignments, examining.

10. Organization:

- 10.1. Schemes of work: division of the programme for the year.
- 10.2. Preparation and record of work.
- 10.3. Planning the time-table.
- 10.4. The classroom.
- 10.5. Tests and examinations.
- 10.6. Marking sheets and reports.
11. Any aspect of a special nature in the subject concerned not covered by the preceding points.



University of Fort Hare
Together in Excellence

THEORY OF PRACTICAL TEACHING

(One paper)

1. Audio-Visual Aids:

- 1.1. The Scope of Audio-Visual Aids.
What is meant by Audio-Visual Education
Audio-Visual Aids in modern life—Audio-Visual Aids in Education.
- 1.2. Functions of Audio-Visual Aids in Learning.
Motivation—Clarification—Stimulation.
- 1.3. Principles underlying the successful use of Audio-Visual Aids.
- 1.4. Classification and use of Audio-Visual Aids:
 - 1.4.1. Objects, specimens, models.
 - 1.4.2. Graphic Materials—maps, charts, graphs, cartoons, posters, bulletin board.
 - 1.4.3. Flat or unprojected pictures—types, selecting, presenting.
 - 1.4.4. Projected still pictures—Projector. its selection and operation and care.
Slides—selecting, storage and care.
 - 1.4.5. Motion picture—advantages and limitations.
 - 1.4.6. School Trips and Tours—purpose and types.
 - 1.4.7. Auditory Aids.
Radio—objectives, suggestions for using Radio Broadcasts.
Tape Recorder.
Record Player-
Programmed instruction.

2. Blackboard Work:

- 2.1. History of Blackboard—Chalkboard.
- 2.2. Functions of Blackboard as a Teaching Aid.
- 2.3. Advantages the Blackboard has over Teaching Aids.
- 2.4. Classification of Chalk boards.
- 2.5. The Teacher and the Chalk board. (Writing, quality of lines and letters spacing)
- 2.6. Position and care of Chalkboard.
- 2.7. Writing of T. on the chalkboard (spacing of letters and lines, use of coloured chalk etc.)
How to take care of these
- 2.8. Chalk, and Duster
How to use these

3. School Hygiene

- 3.1. Function of the human body:
 - 3.1.1. Musculo-skeletal system.
 - 3.1.2. Circulatory system.
 - 3.1.3. Respiratory system.
 - 3.1.4. Digestive system.
 - 3.1.5. Excretory system.
 - 3.1.6. Endocrine system.
 - 3.1.7. Nervous system.
only as far as they influence the healthy state of the body.
- 3.2. Dietetics:
 - 3.2.1. Food elements—Proteins, Carbohydrates, Fats, Calcium, Iron, Vitamins.
 - 3.2.2. Nature of the element.
 - 3.2.3. Food sources thereof.
 - 3.2.4. Effects of deficiency.
- 3.3. Hygiene:
 - 3.3.1. Personal Hygiene.
 - 3.3.2. Communal Hygiene.
 - 3.3.3. Infectious Diseases:
 - 3.3.3.1. Those effecting children.
 - 3.3.3.2. Exclusion of those infected (From School).
 - 3.3.4. Water supplies.
 - 3.3.5. Organisation of school health services.
- 3.4. First Aid:
 - 3.4.1. Wounds and Wound Treatment.
 - 3.4.2. Fractures and dislocations.
 - 3.4.3. Burns and scalds.
 - 3.4.4. Artificial respiration.
- 3.5. Departmental Regulations governing periods of Isolation for Infectious and Contagious Diseases.

PRACTICAL TEACHING

1. Practice teaching:

- 1.1. At least *three* weeks at the beginning of the professional year at a school in the vicinity of the student's home. The principal to submit a confidential report.
- 1.2. *Four* weeks during the course of training, *two* weeks during the first semester and *two* weeks during the second.
2. Demonstration lessons on suitable topics by approved students.
3. Criticism Lessons: At least *eight* lessons in the presence of a lectures of the University.

Secondary Teachers' Diploma. (S.T.D.)

(One paper)

DIDACTICS

1. General Didactics: Scope and Basic Concepts.
 - 1.1. What is General Didactics or General Method.
 - 1.2. The Teaching Situation.
 - 1.3. Traditional versus modern Didactics.
 - 1.4. General Didactics and Subject Method.
2. General Didactic Principles and their Application:
 - 2.1. The Principle of Totality.
 - 2.2. The Principle of Interest and Motivation.
 - 2.3. The Principle of Perception.
 - 2.4. The Principle of Environmental Teaching.
 - 2.5. The Principle of Self-Activity.
3. Questioning in the Classroom:
 - 3.1. Teachers' Questions:
 - 3.1.1. Classification.
 - 3.1.2. Characteristics of good questioning.
 - 3.1.3. General Procedures in questioning.
 - 3.2. Treating the Pupils' Answers.
 - 3.3. Pupils' Questions.
 - 4.1. The Telling Method.
 - 4.2. The Question-and-Answer Method.
 - 4.3. The Discussion Method.
 - 4.4. The Problem-Solving Method.
5. Specific Types of Lessons.

Distinguish between various types of lessons in the Traditional School.
6. Measurement and Evaluation:
 - 6.1. Value of Tests and Examinations.
 - 6.2. Description and Classification of Tests and Examinations.
 - 6.3. General Considerations with regard to T. and E.
 - 6.4. Reporting Pupils' Progress.
7. The Modern Approach to Didactics:
 - 7.1. General Principles of the "New Method"
 - 7.2. Recent views on Didactics with Special Reference to Modern Psychology of Thought.
 - 7.3. Education for Creativity.
 - 7.4. Programmed Instruction.

ADMINISTRATION

1. Comparative survey of the systems of Education in Africa.
 - 1.1. Central and Provincial Educational systems for whites in the Republic of South Africa.
 - 1.2. Bantu Education in the Republic of South Africa:
 - 1.2.1. Department of Bantu Education:
 - 1.2.1.1. Head office in Pretoria; officials and sections.
 - 1.2.1.2. Decentralized control.
 - 1.2.2. Education in the Transkei.
 - 1.2.3. Education in the Ciskei
 - 1.2.4. Education in the white areas.
 - 1.3. Education for the Coloureds.

2. Blackboard Work:
 - 2.1. History of Blackboard—Chalkboard.
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How to take care of these

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 - 3.2.2. Nature of the element.
 - 3.2.3. Food sources thereof.
 - 3.2.4. Effects of deficiency.
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3. Criticism Lessons: At least *eight* lessons in the presence of a lectures of the University.

Secondary Teachers' Diploma. (S.T.D.)

(One paper)

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 - 7.2. Recent views on Didactics with Special Reference to Modern Psychology of Thought.
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ADMINISTRATION

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 - 1.2.1.1. Head office in Pretoria; officials and sections.
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 - 1.2.2. Education in the Transkei.
 - 1.2.3. Education in the Ciskei
 - 1.2.4. Education in the white areas.
 - 1.3. Education for the Coloureds.

- 1.4. Education for the Indians.
- 1.5. Educational systems in other African countries.
- 1.5.1. Patterns of Education.
- 1.5.2. Some common Educational problems in the developing countries.
- 1.5.3. Educational planning for national development.
2. The School.
 - 2.1. Founding of new schools.
 - 2.2. Care of Buildings and grounds.
 - 2.3. Furniture.
 - 2.4. Requisitions and control of equipment.
 - 2.5. As Educational institution:
 - 2.5.1. Primary school as Educational Institution
 - 2.5.2. Secondary school as Educational Institution.
3. Organization and management of schools.
 - 3.1. Time-tables for class and homework.
 - 3.2. Registers.
 - 3.3. Returns.
 - 3.4. Schemes and records of work.
 - 3.5. Accounts, records and correspondence.
 - 3.6. Tests, examinations and promotions.
 - 3.7. Retardation and acceleration.
 - 3.8. Different classroom arrangements to cater for individual differences.
4. The ideal school and its environment:
 - 4.1. The principal:
 - 4.1.1. Duties.
 - 4.1.2. Relations with the staff.
 - 4.1.3. Relations with the pupils.
 - 4.1.4. Relations with the parents.
 - 4.2. The teacher:
 - 4.2.1. Training.
 - 4.2.2. Professional code.
 - 4.2.3. Relations with pupils.
 - 4.2.4. Relation with parents.
 - 4.3. The pupils:
 - 4.3.1. Esprit de corps.
 - 4.3.2. Classification.
 - 4.4. Classification of schools:
 - 4.4.1. According to religion or creed.
 - 4.4.2. According to race and or language.
 - 4.4.3. According to control.
 - 4.4.4. According to purpose and content.
 - 4.4.5. According to standards and level of education.
 - 4.4.6. According to the number of pupils.
 - 4.4.7. According to locality.
 - 4.4.8. According to sex.
5. Departmental regulations and conditions of service.
6. Inspection system:
 - 6.1. Regional inspectors.
 - 6.2. Circuit inspectors.
 - 6.3. Special inspectors.
 - 6.4. Comparison of the inspection systems as applied in the different areas:
 - 6.4.1. In the Transkei.
 - 6.4.2. In the Ciskei.
 - 6.4.3. In the white areas.



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METHODS FOR SPECIAL SUBJECTS

1. General:
 - 1.1. The course must include content of the work of Form I-III as well as the best teaching methods. It is essential that the content and methods be integrated into a meaningful unity.
 - 1.2. Special attention is to be given to the aims as stipulated in the introductory notes at the beginning of each syllabus. This will ensure that the aims with each subject will be achieved.
2. Approach:

The study of the content as well as the study of the methods can be done in different ways:

 - 2.1. Individual assignments.
 - 2.2. Group assignments.
 - 2.3. Class projects.
 - 2.4. Lessons and notes.
 - 2.5. Practical work. Practical work should be done in all subjects where possible.
3. Planning:
 - 3.1. Schemes of work:
 - 3.1.1. Scheme of work for the year.
 - 3.1.2. Quarterly scheme.
 - 3.1.3. Weekly scheme.
 - 3.1.4. Record of the work done.
4. The following didactical aspects which are applicable to all subjects, must receive the necessary attention.
 - 4.1. The aims of the specific subject and the correlation amongst the different subjects.
 - 4.2. The introductory notes at the beginning of each subject.
 - 4.3. The importance of the practical approach where special attention is to be given to the problems and circumstances in Bantu Education.
 - 4.4. The use of teaching aids to convey concepts and principles to the pupils.
 - 4.5. Each section of the syllabus should be dealt with. Attention must be given to the following.
 - 4.5.1. The basic knowledge necessary for the understanding of the new work.
 - 4.5.2. The type of lesson to be used for a specific section of the work.
 - 4.5.3. The preparation and presentation of the specific lesson including the lesson notes.
 - 4.5.4. The teaching aids to be used in the specific lesson.
 - 4.5.5. Practical application of the knowledge in every day life. The linkage between the classroom and every day life must be kept in mind. The practical implementation of the knowledge is very important.
5. Examinations and control.

Attention must be given to:

 - 5.1. Correcting and control of the work.
 - 5.2. Compiling of tests and examination papers.
 - 5.3. Practical experience in the compiling of memoranda and correcting of tests.
6. Discussion and evaluation of the available text books for the subject concerned.
7. Basic knowledge.

To be able to teach any subject successfully in school, a certain amount of basic knowledge is necessary.

 - 7.1. Apart from the work prescribed for Forms I-III a certain amount of basic background subject matter is to be done to avoid any gaps in the knowledge structure of the student.
 - 7.2. Terminology, expressions and abbreviations used in the subject.



University of Fort Hare

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- 7.3. Content and the different methods which are applicable are done simultaneously. The student must know the content and how to convey the facts to his pupils.

THEORY OF PRACTICAL TEACHING

(One paper)

1. Audio-Visual Aids:
 - 1.1. The Scope of Audio-Visual Aids
What is meant by Audio-Visual Education
Audio-Visual Aids in modern life—Audio-Visual Aids in Education.
 - 1.2. Functions of Audio-Visual Aids in Learning
Motivation—Clarification—Stimulation.
 - 1.3. Principles underlying the successful use of Audio-Visual Aids.
 - 1.4. Classification and use of Audio-Visual Aids:
 - 1.4.1. Objects, specimens, models.
 - 1.4.2. Graphic Materials—maps, charts, graphs, cartoons, posters, bulletin board.
 - 1.4.3. Flat or unprojected pictures—type, selecting, presenting.
 - 1.4.4. Projected still pictures—Projector, its selection and operation and care.
Slides—selecting, storage and care.
 - 1.4.5. Motion picture—advantages and limitations.
 - 1.4.6. School Trips and Tours—purpose and types.
 - 1.4.7. Auditory Aids
Radio-objectives, suggestions for using Radio Broadcasts.
Tape Recorder.
Record Player
Programmed instruction.
2. Blackboard Work:
 - 2.1. History of Blackboard—Chalkboard.
 - 2.2. Functions of Blackboard as Teaching Aid.
 - 2.3. Advantages the Blackboard has over Teaching Aids.
 - 2.4. Classification of Chalk boards
 - 2.5. The Teacher and the Chalkboard. (Writing, quality of lines and letter spacing)
 - 2.6. Position and care of Chalkboard.
 - 2.7. Writing of T. on the chalkboard (spacing of letters and lines, use of coloured chalk etc.)

How to take care of these
- 2.8. Chalk, and Duster

How to use these.
3. School Hygiene:
 - 3.1. Function of the human body:
 - 3.1.1. Musculo-skeletal system.
 - 3.1.2. Circulatory system.
 - 3.1.3. Respiratory system.
 - 3.1.4. Digestive system.
 - 3.1.5. Excretory system.
 - 3.1.6. Endocrine system.
 - 3.1.7. Nervous system only as far as they influence the healthy state of the body.
 - 3.2. Dietetics:
 - 3.2.1. Food elements—Proteins, Carbohydrates, Fats, Calcium, Iron, Vitamins.
 - 3.2.2. Nature of the element.
 - 3.2.3. Food sources thereof.
 - 3.2.4. Effects of deficiency.

- 3.3. Hygiene:
 - 3.3.1. Personal Hygiene.
 - 3.3.2. Communal Hygiene.
 - 3.3.3. Infectious Diseases:
 - 3.3.3.1. Those effecting children.
 - 3.3.3.2. Exclusion of those infected (From School).
- 3.4. First Aid:
 - 3.4.1. Wounds and Wound Treatment.
 - 3.4.2. Fractures and dislocations.
 - 3.4.3. Burns and scalds.
 - 3.4.4. Artificial respiration.
- 3.5. Departmental Regulations governing periods of Isolation for Infectious and Contagious Diseases.

PRACTICAL TEACHING

1. Practice teaching:
 - 1.1. At least *three weeks* at the beginning of the professional year at a school in the vicinity of the student's home. The principal to submit a confidential report.
 - 1.2. *Four weeks* during the course of training, *two weeks* during the first semester and *two weeks* during the second.
2. Demonstration lessons on suitable topics, by approved students.
3. Criticism Lessons: At least *eight lessons* in the presence of a lecturer of the University.

University of Fort Hare Education I *Together in Excellence* (Half a paper)

1. Didactics and Administration:
 - 1.1. Didactics:
 - 1.1.1. Didactics: pedagogical basis, the three components of the didactic situation (pupil, teacher, subject-matter).
 - 1.1.2. The school:
 - 1.1.2.1. The task of educating and moulding as it concerns the child, the family and the community.
 - 1.1.2.2. The school milieu: social-pedagogical aspects.
 - 1.1.3. The pupil
 - 1.1.4. The subject-matter
 - 1.1.5. The teacher.
 - 1.2. Administration:
 - 1.2.1. Administration of education as a discipline.
 - 1.2.2. Control of education.
 - 1.2.3. The school as educational institution.

Syllabi for the Secondary Teacher's Diploma (Fine Arts)

Miss E. MARAIS. B.A. (Fine Arts) Rhodes.

Education I: (Two Papers)

As for B.A.

Education II: (Special) (Two Papers)

1. History of the teaching of art.
2. Introduction to the theory of art teaching.
3. Introduction to the method of art teaching.
4. Introduction to the study of child art.

Education III. (Special) (Two Papers)

1. An essay on one aspect of the art of a relevant tribe
2. Introduction to Aesthetics.
3. Methods and techniques of art teaching.
4. Introduction to art criticism.

History of Art I. (One Paper)

1. Prehistoric Art
2. Egyptian Art.
3. Medieval Art.
4. The art of Africa (including art of the Negro and Bantu).

History of Art II. (Two Papers)

- A.
1. Primitive Art (excluding Africa)
 2. The Renaissance.
 3. Art of the Seventeenth Century.
- B.
1. Greek Art.
 2. Art in the Nineteenth and Twentieth Centuries
 3. Contemporary art in South Africa.

Painting I:

Drawing and painting in water and powder colours of compositions to include figures.

Painting II:

Painting in water and powder colours and oils of various selected subjects.

Sculpture I.:

Modelling and sculpture in various selected media.

Sculpture II.:

Modelling and sculpture in wood. Casting of selected forms.

Design I.:

1. The cutting and printing of linocuts and woodcuts in black and white and in colour, including traditional patterns. Lettering.
2. One or more of the following: Pottery, Ceramics, Beadwork, Weaving, Basket and mat work, Craftwork from wood.

Design II.:

Design applied to 2 crafts e.g. Fabric printing, mosaic, stained glass and ceramics, weaving etc.



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LIVINGSTONE HALL

FACULTY OF COMMERCE AND ADMINISTRATION

Dean : Prof. J. H. SMITH.
Vice Dean : Prof. S. LINDE
Secretary of Heads of Departments : Dr. M. C. EKSTEEN.
The Faculty Secretary : Dr. W. BACKER.
Typist/Secretary : Vacant



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INTRODUCTION TO PROSPECTUS

The Faculty of Commerce and Administration offers courses toward the degrees B.Comm. and B.Admin. as well as post-graduate courses in various commercial and administrative subjects.

The following departments constitute the Faculty of Commerce and Administration:

- Accounting
- Business Economics and Economics.

Further subjects are presented towards the B.Comm. and B.Admin- degrees by the following departments or sub-departments from other faculties: Political Science and Public Administration, Statistical Methods, Statistics and Elementary Theory of Finance, Industrial Psychology, Native Administration, Afrikaans, English, a variety of law subjects for example Commercial Law and Social and Economic Legislation, etc.

A Degree in the above directions qualifies one for a wide variety of positions in Commerce and Industry as well as in Public Service. A great number of vacancies at present exist in these directions in metropolitan areas, border areas and homelands.

FACULTY OF COMMERCE AND ADMINISTRATION REGULATIONS

Degrees and Diplomas in Commerce and Administration.

Regulations for Degrees and Diplomas in Commerce and Administration

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

C.1. The following degrees and diplomas are granted in the Faculty:

I. In Commerce:

- Bachelor of Commerce.....B.Comm.
- Bachelor of Commerce (Honours).....B.Comm. (Hons.)
- Master of Commerce.....M.Comm.
- Doctor of Commerce.....D.Comm.

II. In Administration:

- Bachelor of Administration.....B.Admin.
- Bachelor of Administration (Honours)..... B.Admin. (Hons.)
- Master of Administration.....M.Admin.
- Doctor of Administration.....D.Admin.

III. Diploma in Commerce and Administration Dip. Comm.

IV. Senior Diploma in Commerce and Administration.....Senior Dip. Comm

The Degree of Bachelor of Commerce

C.2. Candidates may qualify for the degree Bachelor of Commerce under any one of the following four headings: Economics and Business Economics, Accounting, Law and Statistics.

The courses shall be as follows:

I. *Economics and Business Economics :*

First year :

1. Economics I
2. Business Economics I
3. Economic History
4. Commercial Law I
5. Industrial Psychology I or Economic Geography (From 1972)

Second year :

1. Economics II
2. Business Economics II
3. Accounting I
4. Mathematics I *or* Elementary Theory of Finance and Statistical Methods A
5. One of the following:
 - 5.1. Commercial Law II
 - 5.2. Industrial Psychology I *or* II
 - 5.3. Mathematics I (if not taken before)
 - 5.4. Social and Economic Legislation.

Third year :

1. Economics III
2. Business Economics II
3. Accounting II
4. One of the following:
 - 4.1. Auditing I
 - 4.2. Commercial Law II *or* III
 - 4.3. Co-operation.
 - 4.4. Industrial Psychology II *or* III

II. Accounting :

First year :

1. Accounting I
2. Commercial Law I
3. Business Economics I
4. Economics I
5. Statistics I *or* Elementary Theory of Finance and Statistical Methods A

Second year :

1. Accounting II
2. Commercial Law II
3. Business Economics II
4. Economics II
5. Auditing I

Third year :

1. Accounting III
2. Commercial Law III
3. Business Economics III
4. One of the following:
 - 4.1. Auditing II
 - 4.2. Cost Accounting
 - 4.3. Income Tax
 - 4.4. Accounts of Executors, liquidators and Trustees

*The above course shall be selected in consultation with the Head of the Department.

III. Law :

First year :

1. Economics I
2. Business Economics I
3. English I
4. Introduction to Law
5. The Law of Things and Succession

Second year :

1. Economics II
2. Business Economics II
3. Accounting I
4. Mercantile Law I
5. Afrikaans-Nederlands I.

Third year :

1. Economics III *or* Business Economics III
2. Mercantile Law II
3. Social and Economic Legislation
4. The Law of Contract and Delict.

IV. *Statistics:*

First year:

1. Statistics I
2. Economics I
3. Business Economics I
4. Accounting I
5. Commercial Law I

Second year:

1. Statistics II
2. Economics II
3. Business Economics II
4. Accounting II
5. Commercial Law II

Third year:

1. Statistics III
2. Economics III
3. Business Economics III
4. One of the following:
 - 4.1. Accounting III
 - 4.2. Auditing I
 - 4.3. Cost Accounting.

Language requirements:

C.3. It is a pre-requisite that a student shall spend at least 12 hours on Afrikaans and English in the Language Laboratory during the first year.

Limitations on Courses:

C.4. No student shall take:

- (a) Cost Accounting and Income Tax until he has completed Accounting II
- (b) Auditing I except after or together with Accounting II and Commercial Law II
- (c) Auditing II except after or together with Accounting III and Commercial Law III
- (d) Accounts of Executors, Liquidators and Trustees except after or together with Commercial Law III and Accounting III
- (e) Elementary Theory of Finance and Statistical Methods A unless he has completed Matriculation or Preliminary Mathematics; Provided that in the Accounting direction Preliminary Mathematics can be taken at the same time

Number of Courses per year:

C.5. (1) *First year:* No student shall take more than six courses.

Second year: No student shall take more than five courses.

Third year: No student shall take more than four courses; Provided that additionally he may repeat one course during the second and third year.

(2) Subject to Rule G.20 a student shall not take:

- (i) A course of the second year unless he has completed *at least* 3 courses of the first year, and
- (ii) A course of the third year unless he has completed *at least* 3 courses of the second year

(3) The half-courses Elementary Theory of Finance statistical Methods A shall be deemed to be one course for this purpose.

Principal Subjects:

C.6. The following subjects are principal subjects:

1. Accounting
2. Auditing
3. Business Economics
4. Commercial Law
5. Economics
6. Industrial Psychology
7. Statistics

Examination.

C.7. (a) Subject to Rules G.6 and G.7 the yearmark and the examination mark will carry equal weight.

Supplementary Examinations.

(b) A candidate shall not be admitted to a supplementary examination in any subject except by permission of the Senate on the recommendation of the Board of the Faculty of Commerce and Administration.

Pass with Distinction :

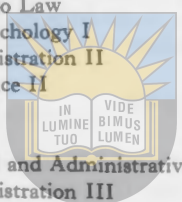
C.8. A student shall pass with distinction in a principal subject if he attains 75% in the final course.

The Degree of Bachelor of Administration

C.9. Candidates may qualify for the degree Bachelor of Administration under the following two headings:

I. Public Affairs :

- First year :*
1. Public Administration I
 2. Political Science I
 3. Economics I
 4. Introduction to Law
- Second year :*
1. Industrial Psychology I
 1. Public Administration II
 2. Political Science II
 3. Economics II
 4. Accounting I
 5. Constitutional and Administrative Law I
- Third year :*
1. Public Administration III
 2. Political Science III
 3. Two of the following :
 - 3.1. Economics III
 - 3.2. Constitutional and Administrative Law II
 - 3.3. Industrial Psychology II



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II. Personnel Management :

- First year :*
1. Industrial Psychology I
 2. Public Administration I
 3. Economics I
 4. Business Economics I
 5. Political Science I
- Second year :*
1. Industrial Psychology II
 2. Public Administration II
 3. Economics II
 4. Business Economics II
 5. Political Science II
- Third year :*
1. Industrial Psychology III
 2. Public Administration III
 3. Social and Economic Legislation
 4. One of the following :
 - 4.1. Accounting I
 - 4.2. Business Economics III
 - 4.3. Economics III
 - 4.4. Political Science III

Language Requirements :

C.10. It is pre-requisite that a student shall spend at least 12 hours on English and Afrikaans in the Language Laboratory during the first year.

Limitation on Courses :

C.11. A student shall take Public Administration I after or together with Political Science I.

Number of Courses per year :

C.12. The provisions of C.5. shall apply.

Principal Subjects :

C.13. The following subjects are principal subjects:—

1. Business Economics
2. Constitutional and Administrative Law
3. Economics
4. Industrial Psychology
5. Political Science
6. Public Administration

Examination and Supplementary:

C.14. The provisions of C.7 shall apply.

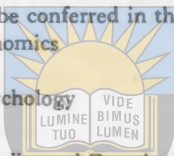
Pass with Distinction :

C.15. A student shall pass with distinction in a principal subject if he attains 75% in the final course.

The Degree of Bachelor of Commerce (Honours)

C.16. The degree may be conferred in the following departments:—

1. Business Economics
2. Economics
3. Industrial Psychology
4. Statistics



Admission to the Course of Studies and Examination :

C.17. (1) The general rules G.26 and G.31 shall apply.

With the approval of the Head of the Department the examination may be written in two parts. (See syllabuses for particulars).

No candidate shall be permitted to present himself for examination in any course of this degree unless he has, in the opinion of the Head of the Department concerned, produced work of a satisfactory standard.

To pass, a candidate who writes the examination as one whole shall obtain an average of 50% in his yearmark and examination mark, with a minimum of 40% in each paper.

A candidate who writes the examination in two parts shall obtain 50% in each paper and pass all the papers of each part simultaneously.

(2) To obtain the degree with distinction a candidate shall obtain an aggregate of 75%.

The Degree of Bachelor of Administration (Honours)

Departments :

C.18. The degree may be conferred in the following departments:—

1. Business Economics
2. Economics
3. Industrial Psychology
4. Political Science
5. Public Administration

Admission to the Course of Studies and Examination :

C.19. The provisions of C.17. shall apply.

The Degrees of Master of Commerce and Master of Administration:

C.20. Apart from the general rules applicable to Masters degrees the special rules of the Faculty apply.

(a) The degrees may be conferred in the following departments:—

- (i) M.Comm: Accountancy, Business Economics, Economics, Industrial Psychology, Statistics.
- (ii) M.Admin.: Business Economics, Economics, Industrial Psychology, Political Science and Public Administration.

(b) *Requirements to pass :*

- (i) If the examination for the degrees M.Comm. and M.Admin. consists of a prescribed number of papers, a candidate shall pass each examination if he attains at least 40% in each paper and an average of at least 50% for all the papers.
- (ii) Where the examination consists of a dissertation, the student shall pass if his dissertation satisfies the examiners.

(c) *Pass with distinction :*

- (i) Where the examination consists of individual papers a student shall pass with distinction, if he obtains an average of at least 75% for the examination as a whole.
- (ii) Where the examination consists of a dissertation, a candidate shall pass with a distinction if, in the opinion of the examiners he has attained a first class standard.

The Degrees of Doctor of Commerce and Doctor of Administration

C.21. Rules G.47 to G.54 shall apply.

**Diploma in Commerce and Administration
and
Senior Diploma in Commerce and Administration.**

Curriculum :

C.22. The courses shall be as follows:

First year :

1. Economics I
2. Business Economics I
3. Economic History
4. Commercial Law I
5. Industrial Psychology I or
Economic Geography (from 1972) or English I
or Afrikaans/Nederlands I

Second year :

1. Economics II
2. Business Economics II
3. Accounting I
4. Mathematics I or Elementary
Theory of Finance and Statistical Methods A
5. *One of the following :—*
 - 5.1. Commercial Law II
 - * 5.2. Education I
 - 5.3. Industrial Psychology I or II
 - 5.4. Mathematics I (if not taken before)
 - 5.5. Social and Economic Legislation

*Prospective teachers shall take Education I.

Third year :

1. Economics III
2. Business Economics III
3. *Two of the following :—*
 - 3.1. Accounting II
 - 3.2. Auditing I
 - 3.3. Commercial Law II or III
 - 3.4. Co-operation
 - 3.5. Industrial Psychology II or III

C.23. (a) Diploma in Commerce and Administration—Dip.Comm.—is obtained after passing the first and second year courses, and

(b) Senior Diploma in Commerce and Administration—Senior Dip.Comm.—is obtained after obtaining the Dip.Comm. and subsequently passing the third year courses.

C.24. The regulations for B.Comm. are applicable, except for:

(i) Requirements for admission:

(a) Dip.Comm.: A Senior Certificate or equivalent qualification

(b) Senior Dip. Comm.: Dip.Comm. with a 50% pass in the major courses to be taken in the third year.

(ii) Yearmark:

A student must obtain a 40% yearmark to be admitted to the examinations.

(iii) Final Examination:

(a) The minimum required to pass is 50%.

(b) The calculation of the final mark will depend equally on the yearmark and the final examination mark, provided the examination mark is 40% or more.

(c) To pass with a distinction a candidate must obtain at least 75%.

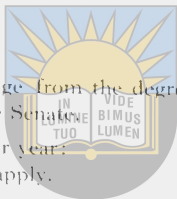
(d) A supplementary examination may be allowed in a course on condition that the final mark is not less than 40% and that two other courses were passed during the same examination. A candidate who requires one course for the completion of a diploma shall be admitted to a supplementary examination.

(iv) Conversion:

A student can change from the degree course to the diploma course with the permission of the Senate.

(v) Number of courses per year:

The provision of rule C.5 apply.



SYLLABUSES
University of East Hare
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Department of Accountancy:

* Senior Lecturer : J. C. VAN EDDEN, M.Comm. (Acc.) (Pret.), M.B.A. (Pret.)

Senior Lecturer : E. BIEGMANS, M.Comm. (Potch.)

Lecturer : H. G. ROSSOUW, B.Comm. (O.F.S.)

*Head of Department.

Accounting I

1. *Fundamental concepts of Accounting*

1.1. General introduction

1.2. The organization and functioning of a commercial undertaking

1.3. Principles of internal control

1.4. The accounting field

1.5. Accounting and commercial terminology

1.6. The double entry system

1.7. Accounting information for management
(Anthony chapters 1-4)

1.8. The ledger

1.9. The cash book

1.10. Bank reconciliation statements

1.11. The petty cash book

1.12. The purchases and sales book

1.13. Returns books

1.14. The journal

1.15. Posting from subsidiary books

1.16. The trial balance

1.17. Analysis columns in accounting

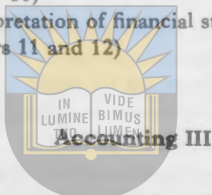
1.18. Control accounts

2. **Financial Statements: Structure, Concepts And Conventions**
 - 2.1. Financial statements of a commercial undertaking
 - 2.2. Closing entries and adjustments
 - 2.3. Documentation: evidencing, vouching and verification
 - 2.4. Provisions and reserves
 - 2.5. Depreciation of fixed assets
 - 2.6. Goods on approval
 - 2.7. Departmental accounts
 - 2.8. Accounting principles and their significance
(Anthony chapters 5, 6 and read chapter 18)
3. **Enterprise Accounting**
 - 3.1. Partnership accounts
 - 3.1.1. Partnership concepts
 - 3.1.2. Capital and current accounts
 - 3.1.3. Financial Statements of a partnership
 - 3.2. Company accounts
 - 3.2.1. Limited companies and their financial statements
 - 3.2.2. Basic differences between the financial statements of limited companies and those of partnerships and sole proprietorships
 - 3.2.3. The published financial statements of limited companies
 - 3.3. Associations and undertakings not for profit
 - 3.4. An introduction to the analysis and interpretation of financial statements
4. **An introduction to cost concepts and Financial Control**
 - 4.1. The trading undertaking—cost principles and cost concepts
 - 4.2. The manufacturing industry—cost principles and cost concepts
 - 4.3. The costing process
 - 4.4. Determination of the selling price
 - 4.5. Management control

Accounting II

1. **Accounting Systems**
 - 1.1. Review of the accounting mechanism
(Revise Anthony chapters 1-5)
 - 1.2. Accounting from incomplete records:
Single Entry
 - 1.3. Associations and undertakings not for profit
 - 1.4. Consignment accounts
 - 1.5. Branch accounts (including foreign branches)
 - 1.6. Systematization: Manual, machine and electronic data processing
2. **Partnership Accounts**
 - 2.1. Temporary partnerships and joint ventures
 - 2.2. Changes in the composition of partnerships
 - 2.2.1. Admission of a new partner
 - 2.2.2. Retirement of a partner and dissolution of partnerships (including piecemeal liquidation)
 - 2.2.3. Conversion of a partnership into a private company
3. **Company Accounts**
 - 3.1. Company concepts
 - 3.2. Recording share transactions
 - 3.3. Debentures
 - 3.4. Dividends and debenture interest
 - 3.5. Pre-incorporation profits and losses
 - 3.6. Redemption of redeemable preference shares and debentures
 - 3.7. Financial statements of limited companies
(Read Anthony chapter 8)

4. *Cost Concepts and Financial Control*
 - 4.1. The trading undertaking—cost principles and cost concepts
 - 4.2. The manufacturing industry—cost principles and cost concepts
(Anthony—chapter 7)
 - 4.3. The costing process
(Anthony—chapter 15)
 - 4.4. Contract accounts and job costing
 - 4.5. Farm accounts and process costing
 - 4.6. Management control and price policy
(Anthony—chapter 13)
 - 4.7. Budgeting
(Anthony—chapter 14)
 - 4.8. Inventories
(Anthony—chapter : pages 225-233 and statement A2)
 - 4.9. Depreciation and renewal of fixed assets
(Anthony—chapter 9—pages 233-238)
 - 4.10. Limitations of financial statements
(Anthony—chapter 10)
 - 4.11. Analysis and interpretation of financial statements
(Anthony—chapters 11 and 12)



1. *Company Accounting*

- 1.1. Financial statements and reports of limited companies
(Anthony chapters 8 and 9)
- 1.2. Advice on share issues
- 1.3. Financing through debentures
- 1.4. Internal reconstruction and simple capital alterations
- 1.5. External reconstruction, amalgamation and absorption
- 1.6. The consolidation of financial statements
- 1.7. The valuation of undertakings, shares and debentures
(Anthony chapter 19)
- 1.8. Methods of financing: lease or buy

2. *Accounting Information for Management*

- 2.1. Historical development
- 2.2. Advanced reconciliations
 - 2.2.1. Bank statements with advanced bill of exchange applications
 - 2.2.2. Debtors and creditors
- 2.3. Analysis and interpretation of financial statements
- 2.4. Construction of budgets
(Revise Anthony chapters 13 and 14)
- 2.5. Manufacturing accounts and cost concepts
(Revise Anthony chapters 7 and 15 and read chapter 16)

3. *Special Accounts and Accounting Procedures*

- 3.1. Accounts current and average due date
- 3.2. Investment accounts
- 3.3. Sinking funds
- 3.4. Instalment and hire-purchase accounts
- 3.5. Containers
- 3.6. Royalties; patents; trade-marks and copyright
- 3.7. Insurance: claims and advice

- 3.8. Hotel and club accounts
- 3.9. Financial statements of financial institutions
- 3.10. Double-account system and accounts of local authorities
- 3.11. Fiduciary accounts
- 3.12. Machine and electronic data processing
(Anthony chapter 20)

ACCOUNTS OF EXECUTORS, LIQUIDATORS AND TRUSTEES

(One Paper)

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

Preparation of statement of affairs, liquidation and distribution or contribution accounts in surrendered or sequestrated estates and company liquidations. Accounts resulting from an offer of composition. The writing up of trust books and accounts.

For examination purposes students will not be required to memorise the tariffs applicable to masters' fees, taxing fees, executors' and liquidators' fees, etc., or the scale at which Estate Duty is chargeable.



(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, postings, etc.
9. Vouching, verification, valuation and certification.
10. Powers, duties, responsibilities and liabilities of auditors under common law, 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 English Schedule apply.
12. General advice with regard to internal organisation, accounting procedure, and the control thereof.

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

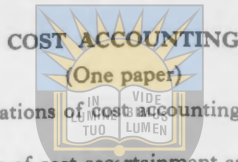
(Two Papers)

N.B.—For Course II candidates are required to make a thorough revision and a more intensive study of the work of the first course.

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

2. Vouching, valuation, verification, certification and reporting.
3. The concepts "true and fair."
4. Modern developments in auditing.
5. The position of the auditor under common law, case law and statute law.
6. Principles of amalgamation reconstruction and dissolution of companies, partnerships etc.
7. Complete auditing aspects relating to companies.
8. General duties and functions of accountants and auditors in public practice.
9. Analysis and interpretation of financial statements.
10. Investigations and reports.
11. Valuation of goodwill, shares and debentures.
12. Evaluation and criticism of financial statements for publication and presentation to shareholders.

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



1. Objects, uses and limitations of cost accounting; concepts of costs; and classification of costs.
2. Principles and methods of cost ascertainment and cost recovery.
3. Methods of cost accounting and cost book-keeping: job and process costing; absorption and marginal costing; budgetary control and standard costing; uniform costing; cost book-keeping; and cost accounting systems.
4. Cost Accounting as aid to management.

INCOME TAX

(One paper)

Principles and practice of taxation of the income of individual persons, of associations of persons and of ordinary commercial and industrial Companies in the Republic of South Africa in terms of the Income Tax Act No. 58 of 1962 as amended.

1. Brief sketch of the different types of taxation and of the history of the South African Income Tax Legislation.
2. Principles relating to the reading and interpretation of sections of the Income Tax Act No. 58 of 1962, as amended.
3. Determination of taxable income: gross receipts and accruals—gross income—~~income~~—taxable income.
4. Accrued income—fundamental principles and decided cases relating thereto.
5. Source of income—fundamental principles.
6. Distinction between receipts of capital and revenue nature with reference to decided cases.
7. Gross income—specific forms: remuneration for services rendered, annuities, simple lease premiums, recoupments, subsidies, income of minor children, advance payments, dividends and other receipts.
8. Gross income—deemed income, e.g. income of a married woman.
9. Exemptions—excluding those relating to building societies and other specific types of enterprise.
10. Allowable deductions—Expenditure and allowances relating to the following: the acquisition, repair, maintenance and scrapping of capital assets such as buildings, patents and trade marks and equipment: The employment of labour (remuneration, transport, housing and welfare services), the employment of borrowed capital.
—Expenditure for protection of income and expenditure in connection with future

losses and commitments (includes scientific research, insurance, deposits and discounts).

Legal expenses and business losses through fire, theft, bad debts, damages, etc.

—Pension fund contributions and personal allowances in respect of physical disability, medical and entertainment expenses.

11. Non-allowable deductions.
12. Dividends—exemptions and deductions.
13. Rebates—primary rebates for normal tax and secondary rebates in respect of children, dependants and insurance.
14. Rates of tax relating to individual persons.
15. Calculation of an individual's normal assessment—types of assessments and treatment of loss-forward assessments.
16. Assessments of divorced persons.
17. Principles concerning assessments of estates and trusts as separate entities.
18. Taxation of farmers.
19. Assessment of professional persons.
20. Calculation of business assessments using trading profit and loss accounts and balance sheets of sole traders and partnerships.
21. Tax treatment of goodwill.
22. Taxation of hire purchase transactions (including transactions in fixed property).
23. Year of assessment.
24. Taxation of ordinary industrial and commercial companies—definition of a company, treatment of dividends and bonus shares, assessment of normal tax of an ordinary company, holding and subsidiary companies in liquidation.
25. Provincial taxation—relating to ordinary companies.
26. Non-resident shareholders tax.
27. Undistributed profits tax.
28. Donations tax.
29. Objections—onus of proof, settlement and appeal.
30. Final and complete assessments of individuals and companies.
31. Taxation of lump sum benefits ex pension, provident and retirement annuity funds.
32. P.A.Y.E. system of tax collection.

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.

DEPARTMENT OF AFRIKAANS-NEDERLANDS

See prospectus of the Faculty of Arts of the University of Fort Hare.

DEPARTMENT OF BUSINESS ECONOMICS AND CO-OPERATIVE STUDIES

* Professor: D. J. L. JACOBS, B.A. (S.A.), B.Comm. (S.A.), D.Comm. (Potch.)
T.T.D.

Senior Lecturer: Vacant.

*Head of Department.

Business Economics

Course 1.

(One paper)

1. Introduction.
2. The development and present structure of South African Industry.
3. The establishment of a business enterprise.
4. The management of the business enterprise.
5. Personnel management and public relations.

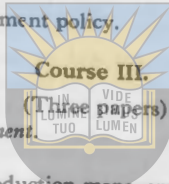
Course II
(Two papers)

Paper 1. Principles of Marketing.

1. Introduction.
2. The consumer and marketing.
3. The South African market.
4. The functional approach to marketing.
5. The institutional approach to marketing.
6. The product approach to marketing.
7. Foreign marketing.

Paper 2. Purchasing and Marketing Management.

1. Introduction.
2. Marketing research.
3. Market forecasting.
4. Product policy.
5. Distribution policy.
6. Promotion policy.
7. Price policy.
8. Procurement and procurement policy.



Paper 1. Production Management.

1. Introduction.
2. The task and scope of production management.
3. The internal organization of the technical sector.
4. The factory building and layout of the factory.
5. The determination of work standards.
6. Production planning.
7. Budgeting.
8. Production control.
9. Network planning and control techniques.

Paper 2. Financial Management.

1. Introduction.
2. Cost, cost price and value.
3. Methods of costing.
4. The drafting and utilization of budgets.
5. The capital requirements of the enterprise.
6. The supply of capital.
7. Analysis and interpretation of financial statements.
8. The financial policy of the enterprise.
9. The investment and valuation problems of financial institutions.

Paper 3. General Management.

1. Introduction.
2. Concepts of the modern management's function.
3. The tasks of management.
4. Levels of management.
5. Single and multiple management.
6. Organization of the enterprise.
7. Planning.
8. Decision-making.
9. Leadership and informal organization.
10. Communication, Motivation and Morale.
11. Task directives and instruction manual.
12. Co-ordination and control.

Co-operation

(Two papers)

1. The significance and historical development of the Co-operative Movement.
2. A historical review of the Co-operative Movement in the Republic of South Africa.
3. Co-operative Legislation in the Republic of South Africa (Act No. 29, 1939, as amended).
4. Various types of Co-operatives.
5. South African Agricultural Co-operatives.
6. South African Consumer Co-operatives.
7. Co-operative insurance.
8. Internal Management and Organization of Co-operatives.
9. Financial control of Co-operatives.
10. Taxation and taxation problems.
11. The Co-operative Movement amongst the non-Whites in South Africa.
12. International comparisons.

DEPARTMENT OF ECONOMICS AND ECONOMIC HISTORY

*Professor: J. H. SMITH, M.Comm., U.E.D. (O.F.S.), D. Comm. (U.P.E.)

Senior Lecturer: Vacant

*Head of Department.

ECONOMICS

Course I.

Paper 1.

- (a) Descriptive economics. Structure of the South African Economy. Aspects of current South African economic problems.
- (b) *General introduction to economic theory*:
Fundamental concepts, national income, consumption and production.

Paper 2.

Money and Banking: The origin and functions of money: value of money: banking and a summary of international economic problems.

Course II

(Two papers)

Paper 1.

1. *Elements of price theory*.
 - (a) Indifference curves.
 - (b) Price and expenditure lines.
 - (c) Consumer's equilibrium.
 - (d) The price consumption curve and the derivation of demand curves.
 - (e) Income consumption curves.
 - (f) Income and substitution effects of a change in price.
2. *Price formation in the case of perfect competition*.
 - (a) The nature of the factor time and the process of markets.
 - (b) The time periods.
 - (c) Price formation in the market period.
 - (d) Short and long term price formation.
 - (e) Conditions for equilibrium in short term and long term normal price formation.

3. *Monopoly*
 - (a) The monopoly market form.
 - (b) Price formation under conditions of monopoly.
 - (c) Comparison of output in the case of perfect competition and monopoly.
4. *Monopsony*
 - (a) Cases of monopsony,
 - (b) Monopsony and price formation.
5. *Monopolistic competition*
 - (a) Characteristics or monopolistic competition,
 - (b) Product differentiation and advertising.
 - (c) Process of price formation.
6. *Price formation of factor of production*
 - (a) Compensation paid to the factor of production labour.
 - (b) The wage theory.
 - (c) Payment made for the factor of production capital. Theory of interest.
 - (d) Payment for the productive services of land. Theory of rent. Differential rent.

Paper 2 Money and Banking.

1. The value of money.
2. Institutional framework—Banking and financial Institutions.
3. International Monetary History 1914-1970.
4. Introduction to the Theory of Foreign Exchange.
5. Introduction to the Modern Monetary Theory.

University of Port Harcourt
 Together in Excellence
 Course 111

(Three papers)

Paper 1 Income Theory and Public Finance.

- (a) *Income Theory:*
 1. The Macro-economic Framework.
 2. Concepts and Techniques of Analysis.
 3. The Classical point of View.
 4. The transition to the modern point of view.
 5. Consumption expenditure.
 6. Investment theory.
 7. Interest and Money.
 8. Income determination.
 9. Simultaneous determination of interest and income.
 10. The theory of employment.
- (b) *Public Finance:*
 1. The Development of thought on Public Finance.
 2. The General objective of Expenditure policy.
 3. The nature and classification of government expenditure.
 4. The Economic consequences of State Spending.
 5. The development and structure of government revenue.
 6. Types and principles of Taxation.
 7. The economic analysis of Taxation.
 8. Public loans and Public Debt.
 9. The Structure of the Government sector in South Africa.
 10. The Budget of the South African central government.
 11. The Budget of the Transkei.

12. The transaction of the South African central government.
13. The tax structure of the South African central government and of the Government of the Transkei.
14. The finances of the Provincial Administration and local authorities.

Paper 2 The International Economy.

(a) International Trade.

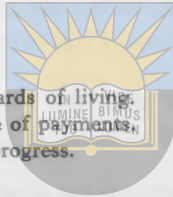
1. The theory of international trade.
2. Balance of trade and foreign exchange problems.
3. International commercial policy.

(b) Business Cycles.

1. Description of business cycles.
2. Theories of the cycle
3. Stabilization policy.

Paper 3: Economic Change in South Africa.

1. Resources, population and national income.
2. Agriculture.
3. Mining.
4. Manufacturing.
5. Service Industries.
6. Labour, wages and standards of living.
7. Foreign trade and balance of payments.
8. Conditions for sustained progress.



University of Fort Hare
ECONOMIC HISTORY
Together in Excellence
One Paper.

Part I (European Economic History)

1. Pre-Historic and Ancient Civilizations.
2. The Roman Empire.
3. The Middle Ages, the Manorial System, its origin and nature.
The break-up of the Manor.
4. Commerce and Industry in the Middle Ages.
5. The rise of Capitalism and Mercantilism.
6. The Industrial Revolution.
7. The Agrarian Revolution.
8. Full-fledged Capitalism 1850-1914.
9. The Modern Period.
10. Economic development of underdeveloped countries.

Part II (South African Economic History)

1. A survey of the period 1952-1875.
2. The period 1875-1910.
3. The period since 1910.

ECONOMIC GEOGRAPHY

Will be presented from 1972

DEPARTMENT OF EDUCATION

See prospectus of the Faculty of Education of the University of Fort Hare

DEPARTMENT OF ENGLISH

See the prospectus of the Faculty of Arts of the University of Fort Hare

INTRODUCTION TO LAW, COMMERCIAL LAW, SOCIAL AND ECONOMIC LEGISLATION. CONSTITUTIONAL AND ADMINISTRATIVE LAW, MERCANTILE LAW, THE LAW OF THINGS AND SUCCESSION—THE LAW OF CONTRACT AND DELICT.

See the prospectus of the Faculty of Law of the University of Fort Hare

INDUSTRIAL PSYCHOLOGY

See the prospectus of the Faculty of Arts of the University of Fort Hare

LANGUAGE LABORATORY

See the prospectus of the Faculty of Arts of the University of Fort Hare

DEPARTMENT OF LATIN

See the prospectus of the Faculty of Arts of the University of Fort Hare

DEPARTMENT OF PURE MATHEMATICS

See the prospectus of the Faculty of Science of the University of Fort Hare

DEPARTMENT OF STATISTICS

See the prospectus of the Faculty of Science of the University of Fort Hare

Together in Excellence
Elementary Theory of Finance and Statistical Methods A.

1. *Elementary Theory of Finance*

Half-course—One paper of two hours.

N.B.—It is desirable that students taking this course should have a knowledge of Algebra up to the matriculation standard.

Arithmetic and geometric progression. Interest; nominal and effective rates of interest, problems on finding amount, present value and rate. Annuity certain; present value and amount. Redemption. Sinking Fund. Stocks and shares. Purchase of securities. Yield. Construction of Schedules. Profit and loss, trade and bankers' discounts, brokerage, foreign exchange and simultaneous equations.

2. *Statistical Methods A.*

Half-course—One paper of two hours.

N.B.—It is desirable that students taking this course should have a knowledge of Algebra up to the matriculation standard.

Classification and tabulation, frequency tables. Arithmetic mean, weighted mean, median and mode and their computation, properties, relative advantages and disadvantages. Quartiles. Skewness. Dispersion. Standard deviation. Correlation. Diagrams, histograms and ogives. Linear regression lines. Trend curves by moving averages, by graphic and other methods. Index numbers. Methods of sampling. Sampling variance. Tests of differences between averages. The use and applications of statistics.

FACULTY OF AGRICULTURE

Dean : Prof. H. v. H. VAN DER WATT

Vice-Dean and Secretary : Prof. E. H. GRAVEN.

Secretary/Typist : Miss C. MACGILlicuddy

ACADEMIC STAFF

Agricultural Economics :

(Sub-departments: Agricultural Engineering and Biometry).

Senior Lecturer: S. J. DE SWARDT, M.Sc. Agric. (Natal)

Agronomy :

(Sub-departments: Horticultural Science, Pasture Science and Plant Pathology.)

*Professor: E. H. GRAVEN, M.Sc. Agric. (Stell.), Ph.D. (Wisconsin).

Senior Lecturer (Agronomy): J. N. MARAIS, M.Sc. Agric. (Pret.), Ph.D. (Purdue).

Senior Lecturer (Pasture Science): W. S. W. TROLLOPE, B.Sc. Agric. (Natal).

Lecturer (Pasture Science): D. KIRKBY, B.Sc. Agric. (Natal)

Lecturer (Horticultural Science): B. V. COURT, B.Sc. Agric. (Pret.)

Technical Assistant: C. NYANGINTSIMBI.

Animal Science :

(Sub-departments: Anatomy and Physiology and Animal Health, Dairy Science and Technology, Poultry Science, and Sheep and Wool Science)

*Professor: D. L. BROWN, M.Sc. Agric. (Natal), D.Sc. Agric. (O.F.S.)

Senior Lecturer (Animal Health): S. STAMPA, Dr. Med. Vet. (Giessen)

Senior Lecturer (Animal Science): E. J. B. BISHOP, M.Sc. Agric. (Stell.)

Lecturer (Sheep and Wool Science): Vacant.

Senior Technical Assistant: A. M. DLANGAMANDLA.

Soil Science :

(Sub-departments: Biochemistry, Genetics and Plant Physiology)

*Professor: H. v. H. VAN DER WATT, B.Sc. Agric. (Pret.), Ph.D. (Calif.)

Senior Lecturer (Soil Science): M. HENSLEY, M.Sc. Agric. (Natal).

Senior Lecturer (Biochemistry): P. W. CLOETE, M.Sc. (Pret.), D.Sc. Agric. (Pret.)

Lecturer (Genetics): J. H. G. DE VILLIERS, B.Sc. Agric. (Natal).

Senior Technical Assistant: W. NGALEKA.

ADMINISTRATIVE STAFF

Secretary/Typist: Miss C. MACGILlicuddy.

Clerk: A. M. DIKANA.

Farm Manager (Honeydale Farm): S. W. HAYNES.

Agric. Technical Assistant (Fort Hare Farm): P. A. KRIEDEMANN.

Agric. Store's Officer: C. O. MAYEKISO.

Rules for the Faculty of Agriculture

Ag.1. Degrees and Diplomas :

The following degrees and diplomas are granted in the Faculty of Agriculture:

Bachelor of Agriculture.....	B. Agric.
Bachelor of Science in Agriculture	B.Sc. Agric.
Bachelor of Science in Agriculture (Honours)	B.Sc. Agric. (Hons.)
Master of Science in Agriculture.....	M.Sc. Agric.
Doctor of Science in Agriculture.....	D.Sc. Agric.
Diploma in Agriculture.....	Dip. Agric.

Ag.2. Degrees of Bachelor of Agriculture and Bachelor of Science in Agriculture.

2.1. Admission Requirements :

The minimum requirement for admission to the B.Agric. and B.Sc. Agric. degrees is a Matriculation Certificate or its equivalent with a pass mark in Mathematics. However, students without Matriculation Mathematics but with Junior Certificate Mathematics, may be allowed to follow the B.Agric. degree course. Such students will be required to do a Special course in Mathematics to compensate for the lack of Mathematics at Matriculation level.

2.2. Duration of Curricula :

The curriculum for the B.Agric. degree shall extend over not less than three years and for the B.Sc. Agric. degree, over not less than four years of study on a fulltime basis.

2.3. Departments :

- (a) Department of Agricultural Economics: including sub-departments Agricultural Engineering and Biometry.
- (b) Department of Agronomy: including sub-departments Horticultural Science, Pasture Science and Plant Pathology.
- (c) Department of Animal Science: including sub-departments Anatomy and Physiology and Animal Health, Dairy Science and Technology, Poultry Science and Sheep and Wool Science.
- (d) Department of Soil Science: including sub-departments Biochemistry, Genetics and Plant Physiology.

2.4. Curricula :

From the second year onwards, students conduct their studies in the Faculty of Agriculture.

(a) Curriculum for the B.Agric. degree

First year :

Botany I
Zoology I
Chemistry IB
Physics IB or
Agricultural Economics
plus Special Mathematics (for students without Matriculation Mathematics).

Second year :

Agronomy I
Animal Science I
Pasture Science I
Soil Science I
Biochemistry I
Genetics I
Anatomy and Physiology I
Plant Physiology I

Third year :

Agronomy II
Animal Science II
Soil Science II
Pasture Science II
Agricultural Economics I and two other Agricultural subjects from the choice list

OR

Three Agricultural Subjects (in cases where students have completed Agricultural Economics in the First Year) from the choice list.

Choice of Agricultural Subjects :

Horticulture I
Agricultural Engineering I
Sheep and Wool Science (Goats and Mohair) with temporary incorporation of a special course in Poultry Science.
Biometry I
Biochemistry II
Agricultural Economics II
Animal Health I

Subjects such as : Entomology
Plant Pathology
Microbiology
Dairy Science and Technology
Poultry Science
will be introduced as required

(b) B.Sc. Agric. curriculum :

First year : Botany I
Zoology I
Chemistry IB
Physics I or
Physics IB or
Mathematics I



Second year : Agronomy I
Animal Science I
Biochemistry I
Pasture Science I
Soil Science I
Genetics I

University of Fort Hare
Together in Excellence

Agricultural Economics I

(3 lectures and $\frac{1}{2}$ practical for all agric. I courses).

Third year :

At the commencement of the third year students will have the option of specializing in Animal or Plant Science. No student will be permitted to change his option except with the consent of Senate.

Animal Science Option

Animal Science II
Anatomy and Physiology I
Biochemistry II
Biometry I
Genetics II
Pasture Science II

(3 lectures and I practical for all Agric. II courses).

Plant Science Option

Agronomy II
Biometry I
Horticultural Science I
Pasture Science II
Plant Physiology I
Soil Science II

Fourth year :

Animal Science Option

Animal Science IIIa (3+1)
Animal Science IIIb (3+1)
Animal Diseases (3+ $\frac{1}{2}$)
Fodder Production and Conservation (2+ $\frac{1}{2}$)
Agricultural Engineering (3+1)
Seminar (2+0)
Sheep and Wool Science (3+1) OR
Dairy Science and Technology (3+1)

Plant Science Option

Agronomy III (4+1)
Soil Science III (4+1)
Agricultural Engineering I (3+1)
Seminar (2+0)
Pasture Science III (4+1)
Horticultural Science II (4+1) OR

(The figures in brackets refer to the number of lectures and practicals, respectively, for each course.)

Ag.3. Regulations for Degrees in Agriculture :

3.1. **Minimum Pass Mark :** A student shall be credited with a passmark in the various subjects of the B.Sc. Agric. and the B.Agric. degree courses provided the following minima are obtained in examination, year and combined examination and year marks.

Subminima in:		Minimum	Combined Examination
<i>Practical work.</i>	<i>Theory.</i>	Examination	and Year
		<i>Mark</i>	<i>Mark</i>
40%	40%	40%	50%

A candidate shall not be admitted to a supplementary examination in any subject except by permission of the Senate on the recommendation of the Board of the Faculty of Agriculture.

3.2. The B.Sc. Agric. degree may be awarded *Cum Laude* provided that during the last two years of study, an overall average of 75% is obtained and the degree is completed within the four year study period.

Ag.4. Advancement to the Next Year of Study :

4.1. No student shall be permitted to proceed to the second year of study until he has obtained credit for at least three courses.

4.2. No student shall be permitted to proceed to the third year of study if he has more than two courses of the first year and second year outstanding.

4.3. No student shall be permitted to proceed to the fourth year of study if he has more than two courses of the first three years outstanding.

Ag.5. Credit for courses completed :

5.1. A student shall obtain credit for all courses which are successfully completed by him even though he may not be advanced to the next year of study.

5.2. **Practical Work :** A student will be required to spend at least one month, or on the recommendation of the Head of the Department, a maximum of two months, during the vacation periods of the second, third, or fourth years, on the University farms in order to undertake practical work.

Ag.6. Regulations for the degree B.Sc. Agric. (Hons.)

6.1. Only the B.Sc. degree will lead directly to the B.Sc. Agric. (Hons.) degree. Students who have the B.Agric. degree may proceed to the Honours degree with the approval of Senate and provided B.Sc. Agric. Status has been accorded.

(a) A graduate who has been admitted to the status of Bachelor of Science, or who has obtained the B.Sc. degree may be granted permission by Senate to proceed with post-graduate studies in the Faculty of Agriculture.

(b) The minimum pass mark for the B.Sc. Agric. (Hons.) degree shall be 50% for the whole examination, provided that a sub-minimum may be required from some papers and provided that a thesis could replace some papers.

(c) The degree B.Sc. Agric. (Hons.) may be awarded *cum laude* provided that the average examination mark is not less than 75%.

Ag.7. Regulations for the M.Sc. Agric. degree :

A student shall be required to comply with the following regulations:

7.1. Before proceeding to the degree M.Sc. Agric. , a student must have obtained the B.Sc. Agric. (Hons.) degree.

7.2. The examination shall consist of a dissertation embodying the results of research conducted by the student.

Ag.8. Regulations for the degree of Doctor of Science in Agric. :

A candidate for the degree shall be required to pursue an approved course of study and research on some subject connected with Agricultural Science.

Ag.9. Agricultural Diplomas.

9.1. **Types of Diplomas :**

(a) The Diploma in Agriculture.

(b) The Diploma in Agricultural Extension Work. (post graduate).

9.2. *Admission Requirements :*

- (a) Diploma in Agriculture. The minimum entrance requirement is a Senior Certificate or its equivalent.
- (b) Diploma in Agricultural Extension Work. Details to be finalised.

9.3. Duration of the courses shall be two years for the Diploma in Agriculture and one year for the other Diploma courses.

9.4. *Diploma in Agriculture :*

First Year :

Biology	5 periods	+ 1 practical.
Chemistry IB	5 periods	+ 1 practical.
Plant Production I	3 periods	+ $\frac{1}{2}$ practical.
Animal Production I	3 periods	+ $\frac{1}{2}$ practical.
Agricultural Economics I	5 periods	

Second Year :

Plant Production II	5 periods	+ 1 practical.
Animal Production II	6(4+2) periods	+ 1 practical.
Agricultural Economics II or Education I	4-5 periods	+ $\frac{1}{2}$ practical.
Soil Science I	4 periods	+ $\frac{1}{2}$ practical.
Soil and Veld Conservation	2 periods	+ $\frac{1}{2}$ practical.

S.T.D. Year :

- Agricultural Economics II and Teaching Subjects.
- Method of Teaching Agricultural Science.



Students must indicate at the commencement of the Second Year whether they intend following the S.T.D. Course. Students intending to follow the S.T.D. Course, must take Education I in place of Agricultural Economics II in the Second Year, and in their S.T.D. Year, must take Agricultural Economics II, to meet the requirements of the Diploma.

9.5. *Practical Work :*

Students may be required to spend at least two weeks on the University farms in order to do practical work.

9.6. *Pass Mark :*

A student shall be credited with a pass in the different subjects provided the following minima are obtained in year and final examination marks.

<i>Practical Work</i>	<i>Theory</i>	<i>Minimum Examination</i>	<i>Combined Year¹ Examination Mark.</i>
40%	40%	40%	50%

To pass with distinction, a candidate must obtain at least 75% in the final mark.

A candidate shall not be admitted to a supplementary examination in any subject except by permission of the Senate on the recommendation of the Board of the Faculty of Agriculture.

9.7. *Advancement to the next year of study :*

- (a) No student shall be permitted to proceed to the Second Year of study until he has obtained credit for at least four courses.
- (b) A student, who at the end of the first year has not passed the examinations in at least two courses of study shall not receive credits and shall be required to repeat the whole curriculum.

9.8. Curriculum for the Diploma in Extension Work. To be finalised at a later date

SYLLABI
FOR DEGREE COURSES.
AGRICULTURAL ECONOMICS

Course I

Economic concepts, elementary price theory, economic history with reference to different stages of economic development and the characteristics of the modern economic system.

The relative importance and functions of the Agricultural sector; Agricultural regions and the regional distribution of products; The Agricultural structure of the Republic of South Africa; Factors of production and the relation of these factors to each other and their influence on Agricultural production; Agricultural production of the Bantu. Agricultural Finance; Mechanization.

Practicals:

Course II

Marketing and Co-operation :

The selling of Agricultural products; Agricultural marketing problems; Controlled marketing; Improvements of the marketing system; Co-operation.

Farm Management :

Basic principles of farm management; Factors determining the profitability of Agricultural production; Farm records and the use of farm records.

Agricultural Engineering

The field of Agricultural Engineering; Power plants and the power requirements of machinery and tools; Repair work, the workshop and its equivalent; Farm machinery; Different types of machines, their operation and maintenance; power-transmission of belts, axles, and gears.

Implements ; operation, maintenance and repair.

Surveying ; Measuring techniques and apparatus.

Cooling ; Radiators, heat insulation and cooling systems.

Architecture : Fundamentals, farm buildings and building materials.

Hydraulics : Water pressure, pumps, their operation and installation.

Electricity on the farm.

Practicals :

AGRONOMY

Course I

Principles of Agronomy, crops in relation to environment, fitting the farming system to the natural controls, introduction to the botany of crop plants, Tillage practices, Plant Nutrition, weed control, crop rotation and ley cropping. Nitrogen fixation by legumes and seed production and storage.

Practicals : Field trips and laboratory studies.

Course II

Detailed studies of the agronomy and use of important grain, fibre, tuber, fodder and oil crops. Silage preparation and haymaking.

Practicals : Field trips and laboratory studies.

Course III

Fodder conservation, food requirements and food sources, cropping systems in relation to soil productivity. Agronomic practices in relation to moisture conservation systems of land-use, dryland farming and irrigation. Plant nutrition and fertilizing techniques. Research methods and field plot and plot experimental techniques. Presentation of technical information. Seminars on selected topics.

Practical classes in the field and laboratory.

ANATOMY AND PHYSIOLOGY

The anatomy, physiology and histology of domestic animals with particular reference to:

Skeleton and locomotory system, nervous system, circulatory system, respiratory system, the skin and appendages, body temperature control, reproductive system, endocrine system, digestive system and excretory system.

Practicals :

ANIMAL HEALTH

Symptoms, causes, prevention and treatment of the more common diseases of farm animals; Endo- and Ecto- parasites and their affect on livestock; deficiency diseases; simple surgery and animal first-aid.

Practicals :

ANIMAL SCIENCE

Course I

Origin, Domestication and Distribution of Livestock; Livestock breeds.

The livestock industry, and production in South Africa with special reference to Bantu areas.

Livestock Regionalisation and Integration and the influence of Physical characters on production.

Principles of Animal Production: Reproduction, Growth and Development.

Ecological Considerations and Adaptation.

Practicals : Livestock judging and general farm and livestock management.

Course II

Nutrition

Elements of Nutrition of Farm Animals.

South African Feedingstuffs.

Feeding, Care and Management of Farm Animals:

1. Dairy Farming
2. Beef Production
3. Pig Farming
4. Horse Management
5. Sheep and Goats and their products
6. Poultry Production
7. Other species

Practicals : Practical feeding; balancing of rations; chemical analyses and feed evaluation; Livestock integration in farming systems; visits to local farms and institutions.

Course III

Particulars to be supplied later.

BIOCHEMISTRY

Course I

Introduction to the Chemistry of Carbohydrates, lipids and proteins; nucleic acids, vitamins, enzymes; intermediary metabolism of carbohydrates, fats and nitrogenous compounds.

Practical : Determination of pH; Qualitative tests for carbohydrates, fats and proteins; the Kjeldahl method for N-determination.

Course II

Chemical composition of plant materials; digestibility of feeds, energy metabolism; determination of energy requirements; mineral metabolism. Introduction to the kinetics of enzyme reactions; enzyme catalyzed reactions; enzyme systems; chemistry of blood and urine; biochemistry of hormones.

Practicals : Photometry; determination of various plant constituents; nutritional studies.

BIOMETRY

Introduction, Principles of experimentation, errors; statistical terms, definitions; frequency distributions, graphs, probability distributions, types of frequency distribution, measures of location; measures of dispersion; types of probability; standard deviation of means, standard errors; tests of significance, large and small samples, variance ratio test; analysis of variance.

Field experiments, randomised blocks and Latin square designs; Chi square test; correlation, regression, analysis of co-variance; multiple factor experiments, missing plots, transformation of variates, sampling theory and applications; interaction, split plot design.

GENETICS

Course I

Mendel's theory of inheritance; historical introduction; laws of segregation and independent assortment; genotype and phenotype recombination and mutation; modified F₂ ratios.

Physical basis of inheritance: the cell; mitosis and meiosis; reproduction and sex determination; chromosome theory; linkage and crossing-over and chromosome loci.

Population theory; in-breeding and heterosis.

Biometrical fundamentals of genetics.

The principles of biochemical genetics and the genetics of micro-organisms.

Practicals :

Population genetics; Hardy-Weinberg tendency and modification; mutations, allelomorphism and re-combination; breed and type formation; accidental genetic drift, and

Theoretical breeding; general principles of plant and animal breeding; inheritance; in-breeding, and cross-breeding; heterosis; polyploidy, mutation, radiation.

Practicals :

HORTICULTURAL SCIENCE

Vegetable Production : Economics; nutritive values; classification; climatic and soil requirements and cultivation practices of the most important vegetables; water requirements and irrigation; seedbeds and transplanting; weed control, rotational cropping; seed production.

Fruit Production : Fruit industry in South Africa; classification of fruit; anatomy and functions of the fruit-tree; climatic and soil requirements; soil preparation in orchards; water relations and irrigation; reproduction and nursery practice; preserving; physiology of the ripe fruit and storage.

Practicals :

PASTURE SCIENCE

Course I

Gramineae—classification, morphology, chemical composition and ontogeny of the grass plant.

Plant Ecology—plant succession and veld burning.

Veld Types of South Africa.

Utilization of veld by wild ungulates.

The encroachments and eradication of undesirable plants in the veld.

Practicals : Laboratory and field studies.

Course II

Management of veld—terminology, principles and systems.

Cultivated Pastures—plant species, establishment and management.

Land Use—principles of land use and agricultural planning in the Bantu Areas.

Introduction to soil erosion and soil conservation.

Practicals : Laboratory and field studies.

Course III

Radical Veld Improvement—veld reinforcement and replacement.
Re-seeding of natural veld.
Soil erosion and soil conservation in South Africa.
Seminar.

Practicals: Laboratory and field studies.

PLANT PHYSIOLOGY

Diffusion, osmosis and inhibition, water relations of plant cells; evapo-transpiration losses; translocation of water; soil and soilmoisture relationships; water absorption; internal water relations of plants; enzymes; photosynthesis; carbohydrate and lipid metabolism; mineral feeding.

Practicals:

SHEEP AND WOOL SCIENCE

(Temporarily included in Animal Science)

SOIL SCIENCE

Course 1

Brief survey of the most important soil-forming minerals and rocks in South Africa. Weathering of rocks and minerals and the formation of soil. Main physical properties of soils; texture, soil air, moisture, soil temperature.

Chemical properties of soils. Colloidal aspects, pH and soil alkalinity. Soil genesis and elementary classification of the main types.

Practicals: Laboratory and field studies.

Course II

Plant Nutrients: their occurrence and chemical aspects in the soil.

Fertilizers: manufacturing, composition and reactions in the soil. Methods to determine soil fertility.

Organic matter in the soil.

Irrigation water; quality, characteristics and soil interactions.

The brack problem.

Practicals: Analyses of soil and plant materials.

Course III

(Particulars to be supplied later).

SYLLABUS

FOR THE DIPLOMA IN AGRICULTURE

ANIMAL PRODUCTION

Course I

Introduction to Animal Husbandry and the Livestock Industry in South Africa.

Types and Breeds of farm livestock; Evolution, origin, characteristics and usefulness.

Elements of nutrition of Farm Animals: Nutrients and Nutrient requirements; balanced rations, economy, etc.

Feedingstuffs; Roughages; Succulents; Fodder trees and shrubs; concentrates.

Feeding, Care and Management of Farm Animals; Dairy Farming; Breeding, rearing, feeding, management, clean milk production, and the marketing of dairy products; etc.

Course II

Feeding, Care and Management of Farm Animals:

Beef: Beef production; Intensive, semi-intensive and extensive forms of production etc.

Poultry: Rearing, feeding, housing and management; marketing; diseases, etc.

Pig Production: Breeding Feeding, housing and management; marketing; etc.

Horse: Management.

Sheep and Goat Farming: Wool Production and Handling, etc., Goats, Mohair, etc.

The Meat Potential of the Eland, and Related Species; possible future role.

Rabbit farming and the Production of Meat and Pelts.

Reproduction in Farm Animals and Artificial Insemination.

Animal Health; diagnosis and treatment of animal diseases; first-aid treatment; endo and ecto-parasites and their control; poisonous materials and treatment of poisoning; etc.

Animal Breeding Systems and Livestock Improvement.

Animal By-products: Hides and skins, manure, bone-meal; bloodmeal.

Farm Butchery: Meat inspection; hygiene; useful cuts, etc.

Practical Work and Demonstrations.

Carried out in the laboratory and on the University Farms, and visits are made to agricultural institutions and factories during the year.

SHEEP AND WOOL SCIENCE

(The University Institute in Animal Husbandry)

PLANT PRODUCTION

Course I

Role of crop production in South Africa; average gross value of the most important agricultural crops produced in South Africa and in the Bantu homelands; contribution of crops to the national income. Statistics of crop production; production areas and land use. Ecological distribution of natural vegetation and cultivated crops in South Africa.

Factors which play a part in crop production in South Africa:

climate, topography, biological factors, economical factors, historic factors. Agro-ecological studies of the main crop areas. Crop production in the KwaZulu, Transkei as well as other Bantu areas.

Properties of good crop soils. Soil preparation. A good seedbed and soil cultivation implements. Aims of ploughing, roiling, disking, etc.

Soil fertility and crop production. Value of manures and fertilizers. Maintenance of fertility. Fertilizer programmes.

Production systems:—mono culture, crop rotation, green manuring and ley farming.

Agricultural seed. Value of good seed, germinating tests, seeding rate time and method

Weeds and their control.

Conservation farming:—strip cropping, contour farming and terracing.

Practical Work: Laboratory studies and characteristics of cultivated crops. Practical farm work and demonstrations.

Course II

Agricultural climatology.

Elements of climate:—insolation, wind, temperature, frost, precipitation. Climatic regions suitable for crops. Measuring instruments. Daily and seasonal variations in climatic elements and the influence of these factors on crop plants.

South African Weather Bureau.

The Climate of South Africa. The climate of the Bantu Homelands.

The hydrological Cycle. Importance of water. Losses of water. Factors which cause losses. Evapo-transpiration. Droughts in S.A.

Food and Fodder Crops.

Classification of the main crop groups. Summer and winter crops.

Classification of the fodder crops. Drought resistant crops.

Grass crops. Veld types and pastures in South Africa.

Feeding value and management.

Study of the Main crops.—grains, vegetables, fibre, fodder and commercial crops.

Practical Work: Field studies and laboratory work in connection with the main crops grown at Fort Hare.

SOIL SCIENCE

Soil forming minerals and rocks in South Africa. Weathering of rocks and soil genesis. Primary and secondary soils.

Soil constituents. Physical properties of soils: texture, structure etc.

Soil air, soil temperature and soil water.

Physical and chemical composition of soil. Colloids and their properties. Soil reaction. Alkaline and acid soils.

Organic matter in soils. Carbon and nitrogen cycles. Soil organisms.

Soil fertility. Fertilizers and manures.

Pot and field experiments.

Practical laboratory and farm work. Soil analysis.

METHOD OF TEACHING

Agricultural Science as a school subject. Aims of teaching agricultural science.

Place of the subject in the school syllabus.

The syllabus and method of teaching the subject.

The teaching of the subject.

SOIL EROSION AND CONSERVATION

Soil Erosion.

World position of erosion; the different forms of erosion in South Africa.

Causes of erosion:

Climate and erosion; rainfall penetration, infiltration and run-off. Soil losses resulting from cultivating practices and from livestock production on farms. Relationship of erosion to crop yields and changes in normal plant development. General after-effects of the erosion problem.

Soil Conservation:

Basic principles of conservation applied to crop and livestock husbandry. The use of contour, strip-cropping, terracing and dams in soil conservation. Prevention of gully and donga erosion.

The role played by Government Departments and organised agriculture in the prevention of erosion. The use of instruments and machines and the influence of various plants in soil conservation.

Practical Work: Carried out in local surroundings.

AGRICULTURAL ECONOMICS

Course I and Course II Syllabi of the Diploma in Agriculture are the same as those of the degree courses.

FINAL EXAMINATION SUCCESSES AT FORT HARE IN 1969

I. BACCALAUREUS ARTIUM

In Praesentia :

MATTHEW SIBULFLO BONKOLO
 SAMUEL SICILO JWILI
 WESLEY WILLS MADONDA MABUZA
 VERONICA NOMQONDISO MALOLANA
 LIONEL MNCEDI MAQWATHI
 PATRICIA NOGWALI MAYABA
 JOYCE BULLEWA MBANJWA
 LINDO LIZZIE MKENTANE
 FRANKLIN LIZZIE MNIKI
 SHEPPERD MZWANDILE MAU NGCELWANE
 DYKE DUMISA NOKWE
 HARTSLIFF THANDUNOLO SOGONI
 MURIEL NOMFANELO ZEMBE

Major Subjects

English, History.
 Sociology, Xhosa.
 Biblical Studies, History of Philosophy.
 History, Xhosa.
 History, Psychology.
 Sociology, Xhosa.
 Systematic Theology, Xhosa.
 History, Xhosa.
 Geography, Xhosa.
 History of Philosophy, Xhosa.
 History, Psychology.
 History, Xhosa.
 History, Xhosa.

In Absentia :

BOYD MAKOBA

Geography, Sociology.



University of Fort Hare
Together in Excellence

II. BACCALAUREUS ARTIUM IN SOCIAL SCIENCES

In Praesentia :

VIVIAN KHUZIWE HLABI
 ANNA NOMAWETHU JORDAN
 VICTORY MAKENEWE MATELA
 MLUNGISI WASHINGTON MAKALINA
 JAMES NKUTLIWISANG PHAYANE

Social Work, Sociology.
 Social Work Sociology.
 Social Work, Sociology.
 Psychology, Social Work, Sociology.
 Psychology, Social Work, Sociology.

III. BACCALAUREUS SCIENTIAE

In Praesentia :

SIDIMA DANIEL KWANANA
 HERBERT EUSTACE MLAMLI MAGOJO
 JOSEPH TSHOLOFLO MALLHORO
 MOTLATSI MAY
 HOPEWELL GAYTHORN NKQUBELA MNQONYWA
 DANIEL WESLEY SELEBALO MOISI
 SONWABO MSHIMELA
 RAPHAEL MZAMO NJISANI
 ZEPHANIA THEMBA NOMALO
 FERGUSON MLAMLI SABA
 VICTOR MALOISANE SANTHO
 SHADRACK SEFAKO SEKO
 GORDON SANDILE SIBIYA
 LAWRENCE THEMBA ZWANE

Botany, Zoology.
 Chemistry, Zoology.
 Applied Mathematics, Physics.
 Applied Mathematics, Physics.
 Chemistry, Physics.
 Chemistry, Zoology.
 Botany Zoology.
 Botany, Chemistry.
 Chemistry (Distinction), Zoology.
 Botany, Chemistry.
 Chemistry, Physics.
 Botany, Zoology.
 Mathematics, Physics.
 Botany, Zoology.

IV. BACCALAUREUS COMMERCII

In Praesentia :

REGINALD DUMA MIMOPITA Business Economics, Economics,
Industrial Psychology.

In Absentia :

MOSES MAROLE Business Economics, Economics,
Industrial Psychology.

V. BACCALAUREUS IURIS

In Praesentia :

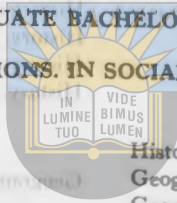
ZACHARIA GARRINE
JOHN FELIX THOLI VILAKAZI

POSTGRADUATE BACHELOR'S DEGREES

VI. BACCALAUREUS ARTIUM HONS. IN SOCIAL SCIENCES

In Praesentia :

MONDLI MAWETHU KUNENE History.
ZOLILE ARCHIBALD MRARA Geography.
NELSON NOGWEBU Geography.



University of Fort Hare
Together in Excellence

VII. BACCALAUREUS ARTIUM HONS. in Excellence

In Praesentia :

NOMATHEMBISO WINIFRED KOYANA Sociology
SINGATA MAFANYA Sociology.

VIII. BACCALAUREUS SCIENTIAE HONS.

In Praesentia :

CHRISTOPHER CUTHBERT POSELA MADIBA Physics.
ALLWORTH MTIMKULU SIPAMLA Chemistry.
CATHERINE FEZEKA TSHABALALA Chemistry.

IX. BACCALAUREUS EDUCATIONIS

In Praesentia :

CHAMBERLAIN ZAMUXOLO GEBEDA
LILIAN NOMVUKE NYATI

X. MAGISTER EDUCATIONIS

In Praesentia :

ELEPHANT PHILIP NDABA

XI. MAGISTER SCIENTIAE

In Praesentia :

JOHN WILLIAM MAKHENE
BENJAMIN RASEROKA

UNIVERSITY OF SOUTH AFRICA PROFESSIONAL CERTIFICATES AND DIPLOMAS

XII. ATTORNEYS' ADMISSION EXAMINATION

In Absentia :

COLBEN DUMEZWENI PAKADE

XIII. PUBLIC SERVICE LAW EXAMINATION

In Praesentia :

CLEMENT TEMBA SANGONI

In Absentia :

JUSTINUS MATTHEWS LEKOLOANE
TIMOTHY DIZE MAKUBALO
ISAIAH KAGISHO MAMABOLO
ELLIOT SIVUKU

XIV. UNIVERSITY EDUCATION DIPLOMA (GRADUATE)

In Praesentia :

CANASSEUS MASILA LAMLA
GLADSTONE VUYANI MQINGWANA (Distinction in Philosophy of Education)
VICTOR JORDAN TEBHO SOU
GIDEON YANTOLO (Distinction in Philosophy of Education)

In Absentia :

EUCLIFFE WYCLIFF M. GIJANA
LINCOLN MZIWANDILE KAKAZA
CYNTHIA THAMIE LOKWE
DORIS ELSPETH NOZIPHO LOKWE
PEARL PAMELA ZIZIKAZI MASHIQA
EUCLID TYELINZIMA MJI
ARCHIBALD NTLANTSANA
ANDILE GOODMAN SEYISI
MARGARET THOZAMA STJADU
KHOLEKA THANDIWE VABAZA

XV. UNIVERSITY EDUCATION DIPLOMA (NON-GRADUATE)

In Praesentia :

MPUMZI PILLY NDIMA

In Absentia :

ANNA KAHUIKA
RADU NGAMBU
ZOLA NYATI
CECIL TSUTSU
KENNETH HUMPHREY MACIKO XOZA



University of Port Harcourt
Together in Excellence

STUDENTS OF THE UNIVERSITY OF SOUTH AFRICA

I. BACCALAUREUS ARTIUM

In Praesentia :

WILBERFORCE NDODIPHELA DANDALA
DOYLE MPUHLE JONGILANGA
PETER SABELO

II. BACCALAUREUS ARTIUM IN SOCIAL SCIENCES

In Praesentia :

THELMA ANN THEMBEKA PINDIE DALAMBA

In Absentia :

MONICA PASCALINA NETSHILINDI

III. BACCALAUREUS SCIENTIAE

In Absentia :

HANDSOME THOKOZANI LANGENI

IV. BACCALAUREUS COMMERCII

In Absentia :

ROBERT GABRIEL MUGABE



V. BACCALAUREUS ARTIUM HONS.

In Praesentia :

SEBBERT SELBY MZIWONKE MEMA *University of Fort Hare*
Together in Excellence Bantu Languages.

VI. BACCALAUREUS ARTIUM HONS. IN SOCIAL SCIENCES

In Absentia :

GOVAN ARCHIBALD MBEKI Economics.

VII. BACCALAUREUS SCIENTIAE HONS.

In Praesentia :

MARJORIE ZONKE MAJODINA Psychology.

In Absentia :

ANDREW MANDLA LEKOTO MASONDO Mathematical Statistics.

VIII. BACCALAUREUS EDUCATIONIS

In Praesentia :

VITALIS AUGUSTINUS LERATA
ADAM MANTAKE MAMOEPA

IX. MAGISTER ARTIUM

In Praesentia :

EDWARD MBUYISELO MAKHANYA
ISAIAH OTHNIEL HENRY MOSEBETSI MAPENA

X. ATTORNEYS' ADMISSION EXAMINATION

In Praesentia :

CECIL MPHOSOMYALO

In Absentia :

ABRAHAM MAGQABI
SEPTIMUS HUDSON LULAMA MATEBESE

XI. PUBLIC SERVICE LAW EXAMINATION

In Praesentia :

OLIVER TEMBA MLUNGISI BIKO

In Absentia :

NTJA JOHN MOKATI

XII. UNIVERSITY EDUCATION DIPLOMA (GRADUATE)

In Praesentia :

GLADWIN VELAPI GUBUZA

UNIVERSITY OF FORT HARE

UNIVERSITY DIPLOMAS

I. SOUTH AFRICAN TEACHERS DIPLOMA

In Praesentia :

NOMALUNGELO FLORENCE BODLANI

✓ MORRIS MZAMELI JACA

NANDIPHA LUNGISWA PERDRIDO KOYANA

✓ FANELE LEONARD MATYUMZA

✓ MESHACK MXOLISI QENGWA



University of Fort Hare
Together in Excellence

In Absentia :

✓ HARVEY LINDA MABUTYANA

✓ MACALLISTER MAKUBALO

NOMSA MGDUSO

✓ HARVEY BOSMAN MGWEHI

✓ MLUNGISI NDIMA

✓ LANGA NDLOVU

NOREEN NOMBULELO PANYANA

EMMERANTIA PUKWANA

✓ KAYA TSHANYELA

✓ BARRINGTON SICELO XOSEKA

(Distinction in School Hygiene)

II. SPECIAL ONE-YEAR DIPLOMA IN AGRICULTURE

In Absentia :

HAMILTON MTHANDEKI GIDI

III. ADVANCED DIPLOMA IN AGRICULTURE

In Absentia :

WILLIAM NKWANE MADITSI



University of Fort Hare
Together in Excellence

1971

**UNIVERSITEIT VAN
FORT HARE**

JAARBOEK



LIVINGSTONE-GEBOU



1971

University of Fort Hare
Together in Excellence

UNIVERSITEIT VAN FORT HARE

JAARBOEK

ROOSTER 1971

JANUARIE:

Vrydag	1	.....	Openbare Vakansie: Nuwejaarsdag.
Vrydag	15	.....	Finansiële Komitee. Finale datum vir aansoeke: Beurse en Lenings.
Donderdag	28	.....	Beursekomitee (Hernuwings).

FEBRUARIE:

Maandag	15	.....	Akademiese Personeel aan te meld vir diens.
Woensdag	17	.....	Eerstejaarstudente meld aan by koshuise.
Donderdag	18	.....	Beursekomitee (Nuwe aansoeke).
Vrydag	19	.....	Finansiële Komitee en Dekane (Besparings).
Maandag	22	.....	Registrasie van Eerstejaarstudente.
Woensdag	24	.....	Senior Studente meld aan by koshuise.
Donderdag	25	.....	Registrasie van Senior Studente.
Vrydag	26	.....	Registrasie van Senior Studente. Sluitingsdatum: aansoeke om Matriek- vrystelling.

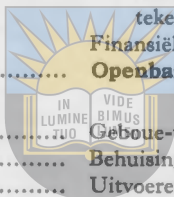
MAART:

Maandag	1	.....	Lesings begin. Koshuisekomitee.
Dinsdag	2	.....	Fakulteit: Vastgestelde punte vir sakelys: (i) Vrystellings (gevorderde ouderdom en voor- waardelik). (ii) Toelating tot graad- en diplomakursusse (buitengewone gevalle). (iii) Voorleggings t.o.v. skepping van nuwe poste: 1972. (iv) Aansoeke om verlof: 1972.
Donderdag	4	.....	Publikasiekomitee. Professorale Komitee. Sluitingsdatum vir laat registrasie.
Maandag	8	.....	Behuisingskomitee.
Dinsdag	9	.....	Biblioteekkomitee.
Maandag	15	.....	Finale datum: Kursusveranderings.
Dinsdag	16	.....	Uitvoerende Komitee van Senaat.
Donderdag	18	.....	Beursekomitee.
Vrydag	19	.....	Finansiële Komitee.
Dinsdag	23	.....	Senaat.
Vrydag	26	.....	Geboue-uitbreidingskomitee.

APRIL:

Maandag	5	.....	Laaste dag van die Eerste Kwartaal.
Dinsdag	6	.....	Openbare Vakansiedag: Van Riebeeck- dag.
Vrydag	9	.....	Openbare Vakansiedag: Goeie Vrydag.
Maandag	12	.....	Openbare Vakansiedag: Paasmaandag.
Donderdag	15	.....	Eerste dag van Tweede Kwartaal.
Vrydag	16	.....	Finansiële Komitee.

	Maandag	19	.....	Behuisingskomitee.
	Dinsdag	20	.....	Uitvoerende Komitee van Senaat.
	Donderdag	22	.....	Adviserende Raad.
	Saterdag	24	.....	Gradeplegtigheid.
	Dinsdag	27	.....	Raad.
				Komitee vir Afrikanistiek.
	Donderdag	29	.....	Publikasiekomitee.
MEI:				
	Maandag	3	.....	Biblioteekkomitee.
	Dinsdag	4	.....	Fakulteite: Vasgestelde punte vir sakelys:
			(i)	Departementele opgawe van Eksaminatore.
			(ii)	Veranderings/wysigings van Graadreëls en Leerplanne.
	Dinsdag	18	.....	Uitvoerende Komitee van die Senaat.
	Donderdag	20	.....	Openbare Vakansiedag: Hemelvaartdag
	Dinsdag	25	.....	Vergrote Senaat.
	Donderdag	27	.....	Beursekomitee.
	Vrydag	28	.....	Eerstejaarstudente: Laaste dag van voorlegging van matrikulasie of gelykwaardige sertifikaat aan die Registrateur vir aantekening.
				Finansiële Komitee.
	Maandag	31	.....	Openbare Vakansiedag: Republiekdag.
JUNIE:				
	Dinsdag	1	.....	Geboue-uitbreidingskomitee.
	Maandag	7	.....	Behuisingskomitee.
	Dinsdag	8	.....	Uitvoerende Komitee van die Senaat.
	Donderdag	10	.....	Adviserende Raad.
	Vrydag	11	.....	Finansiële Komitee.
	Woensdag	16	.....	Raad.
	Donderdag	17	.....	Finale datum vir indiening van Departementele begrotings by Dekane.
	Donderdag	24	.....	Laaste dag van eerste semester.
JULIE:				
	Maandag	12	.....	Openbare Vakansiedag: Gesinsdag.
	Donderdag	22	.....	Eerste dag van Tweede Semester.
				Beursekomitee.
	Vrydag	23	.....	Finansiële Komitee.
	Donderdag	29	.....	Publikasiekomitee.
AUGUSTUS:				
	Maandag	2	.....	Finale datum vir afstuur van konsep- vraestelle aan Eksterne Eksaminatore.
				Koshuiskomitee.
	Dinsdag	3	.....	Fakulteite: Vasgestelde punte vir sakelys:
			(i)	Voorleggings t.o.v. bevordering van personeel 1972 (Departementshoofde van Fakulteite).
			(ii)	Voorleggings t.o.v. Departemente en kursusse: 1973.
	Donderdag	5	.....	Professorale Komitee.
	Maandag	9	.....	Behuisingskomitee.
	Dinsdag	10	.....	Biblioteekkomitee.
	Dinsdag	17	Uitvoerende Komitee van die Senaat.
	Vrydag	20	Finansiële Komitee.
	Dinsdag	24	Senaat.



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SEPTEMBER:

Woensdag	1	Finale datum vir indiening van Eksamen- vraestelle by Eksamenbeampte.
Donderdag	2	.....	Laaste dag van Derde Kwartaal.
Maandag	6	.....	Openbare Vakansiedag: Setlaarsdag.
Donderdag	9	.....	Eerste dag van Vierde Kwartaal. Adviserende Raad.
Donderdag	16	.....	Raad. Geboue-uitbreidingskomitee.
Vrydag	17	.....	Raad. Finansiële Komitee.
Donderdag	23	.....	Beursekomitee.
Dinsdag	28	.....	Komitee vir Afrikanistiek.
Donderdag	30	.....	Inhandiging van Jaarsyfers.

OKTOBER:

Dinsdag	5	.....	Fakulteite.
Sondag	10	.....	Krugerdag.
Maandag	11	.....	Openbare Vakansiedag.
Dinsdag	12	.....	Biblioteekkomitee
Donderdag	14	.....	Publikasiekomitee.
Vrydag	15	.....	Finansiële Komitee. Finale datum vir die staking van lesings.
Dinsdag	19	.....	Uitvoerende Komitee van die Senaat.
Woensdag	20	.....	Eksamens begin.
Maandag	25	.....	Uitsingskomitee.
Dinsdag	26	.....	Senaat.

NOVEMBER:

Dinsdag	1	.....	Geboue-uitbreidingskomitee.
Donderdag	18	.....	Adviserende Raad.
Vrydag	19	.....	Finansiële Komitee.
Dinsdag	23	.....	Raad.

DESEMBER:

Donderdag	2	.....	Finale dag vir indiening van Eksamenpunte by Fakulteitskretaresse.
Maandag	6	.....	Fakulteitsrade (Eksamenuitslae).
Woensdag	8	.....	Uitvoerende Komitee van die Senaat. (Eksamenuitslae).
Donderdag	9	.....	Laaste dag van Tweede Semester.
Donderdag	16	.....	Openbare Vakansiedag: Geloftedag.
Saterdag	25	.....	Openbare Vakansiedag: Kersdag.
Sondag	26	.....	Tweede Kersdag.
Maandag	27	.....	Openbare Vakansiedag.

Administratiewe Kantore sluit: 25 Desember 1971-3 Januarie 1972.



University of Fort Hare
Together in Excellence

NUWE BIBLIOTEEKGEBOU

DIE UNIVERSITEIT VAN FORT HARE, SUID AFRIKA

1. Stigting en geskiedenis

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 versoë deur Dr. Stewart het die Inter-koloniale Naturellesakekommissie, 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 R20,000 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 R10,000 en bydraes is gemaak of belowe.

Gedurende November 1914 is 'n konstitusie vir die Kollege finaal goedgekeur en is 'n beheerraad vir die Kollege in die lewe geroep wat sy eerste vergadering gedurende Januarie 1915 gehou het. Die perseel wat deur die United Free Church of Scotland te Fort Hare aangebied is, is aanvaar en met die belofte van 'n jaarlikse bydrae van die Regering is die Kollege op 8 Februarie 1916 deur Generaal Louis Botha, Eerste Minister van die Unie van Suid-Afrika, geopen.

Dr. A. Kerr was die prinsipaal van die Kollege sedert sy stigting in 1916 en het in hierdie hoedanigheid gedien tot sy aftrede in 1948. Die uitbreiding en groei van die Kollege onder prinsipaal Kerr is 'n paslike huldeblyk aan 'n leeftyd van onbaatsugtige en toegewyde diens in 'n taak wat hy as die doelstelling en strewe 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 33 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.

Nadat Prof. Ross afgetree het, is Prof. J. M. de Wet aangestel as Rektor vanaf 1 Julie 1968.

Soos te begrype, het Fort Hare as 'n Kollege 'n baie klein en tentatiewe begin gehad. Daar is op twee vlakke by die kollege begin. Terwyl 'n paar studente vir universiteitstoegang voorberei is, moes die meerderheid die gebreke in hulle na-primêre studies aanvul of studeer vir Handels-en Landbou-diplomas. Daar was twee voltydse personeellede; lesings is gegee in 'n nederige geboutjie wat as „tuiste” sou dien vir die eerste vyf jaar.

Gedurende 1918 het die Unie-Regering R21,600 voorgeskiet om die middelste gedeelte van die Hoofgebou op te rig wat, volgens 'n eenparig besluit van die beheerraad met die naam van Dr. Stewart verbind sou word. Ten spyte van oorlogsomstandighede is die oprigting van die eerste permanente gebou van die Kollege toe verseker. Gedurende dieselfde jaar het die Wesleyan Methodist Church of South Africa, wat sedert

die aanvang van die skema daarin belanggestel het, besluit om dadelik voort te gaan met die oprigting van 'n koshuis om studente wat lede van die Kerk was, te huisves en om gebruik te maak van geleentheid deur die beheerraad daargestel vir die teologiese opleiding van hulle Bantoepredikante aan Fort Hare.

Gedurende 1919 het die Administrasie van Basoetoland begin met 'n jaarlikse skenking van R600 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 Hoëronderrig 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 funksie van interne eksaminatore opgedra. Aan studente is onder meer die voorregte van interne studente verleë. Fort Hare is erken as goedgekeurde inrigting vir opleiding vir die Universiteitsonderwysdiploma. Alhoewel die Kollege sedert 1924 die dubbele rol van sekondêre skool en Universiteitskollege moes speel, was hy teen 1937 in staat om homself by die Hoëronderrigprogram te bepaal.

Beginnende in 1921 is geboue opgerig vir : Lettere, Wysbegeerte en Natuurwetenskappe ; '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 ontwerp volgens 'n meesterplan van die Departement van Publieke Werke en almal so gebou dat uitbreiding en aanbou moontlik is. Daar is tans sewentig personeelwoning. Alhoewel aansienlike bydraes deur donateurs gelewer is, is die vernaamste geldelike steun, afgesien van Regeringshulp, deur die drie kerke wat saamgewerk het, gebied. Hierbenewens het die Y.M.C.A. van die Verenigde State en Kanada 'n Christelike Unie-saal voorsien.

Ten einde landbou-opleiding te bevorder, is daar gedurende 1926 'n bykomende plaas van 1,250 akker asook melkbeeste aangekoop. Die Kollege se plaasgrond is aldus uitgebrei tot ongeveer 1,600 akker.

Gedurende 1934 het die Kamer van Mynwese 'n bedrag van R150,000 geskenk vir 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 'n natuurwetenskapgebou vir Skeikunde, Fisika en Medisyne. Dit is Livingstone Hall genoem en deur Sy Edele J. H. Hofmeyr, M.A., LL.D., op 24 Maart 1937 geopen.

Op 8 November 1940 is die Welsh vleuel van Stewart Hall wat die Biologie-laboratoria en-lesingskamers bevat het, deur Senator W. T. Welsh geopen. Die Transkei het R2,000 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 het, 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 R400,000 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 huisvesting aan meer as 300 manstudente te verleen. 'n Eetsaal en bykomende slaapkamers by die vrouekoshuis is gedurende 1949 voltooi. Tog is uitbreiding gedurende die jare 1937 tot 1951 vertraag deur die afwesigheid van personeel op oorlogsdienste 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 uitgebrei tot onafhanklike universiteite, het die Regering 'n Kommissie aangestel om verslag te doen oor die toekomstige struktuur van hoër onderwys 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 geaffilieer 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 Fort Hare 1959 (Wet No. 64 van 1959), is die instandhouding en bestuur van en beheer oor die Universiteitskollege Fort Hare oorgedra 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 anomalieë, wat gespruit het uit die stelsel van sogenaamde „ope” universiteite, te verwyder.

Die Universiteitskollege Fort Hare spits hom meer bepaald toe op die Xhosa-sprekende Bantoe-groep. Die Universiteitskolleges by Turfloop (Noord-Transvaal) en Ngoye (Zoeloeland) maak onderskeidelik voorsiening vir die Sotho- en Zoeloepsprekende 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 het bepaal dat die Universiteit van Suid-Afrika as eksaminerende liggaam sou optree in alle vakke waarvoor die leerplanne van daardie universiteit voorsiening maak. Wat die bepaling van kursusse en die afneem van eksamens betref, was daar die nouste samewerking tussen die Universiteitskollege en die Universiteit van Suid-Afrika.

By al die Fakulteite en Departemente wat sedert 1960 in die lewe geroep is, is daar ook nou 'n Departement Landmeetkunde en 'n Fakulteit van Landbou vanaf 1966 ingestel.

Gedurende 1962/63 is 'n begin gemaak met 'n omvattende program vir uitbreiding van geboue. Geboue wat sedertdien voltooi is 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 eerste gedeelte van hierdie werk nader voltooiing. Geboue vir die fakulteit van Landbou is ook byna voltooi en daar is reeds 'n begin gemaak met uitbreiding by Iona koshuis. Planne vir 'n nuwe groot saal word tans voorberei. 'n Indrukwekkende plan vir geboue-uitbreiding vir die volgende paar jaar is reeds goedgekeur.

Bykomende koshuis-akkommodasie, beide vir mans- en vrouestudente, sal verakaf word en daar is ook 'n begin gemaak met die uitbreiding aan Henderson Hall.

Die inskrywings sedert 1960, dit is sedert oorname, was soos volg (die syfers is die amptelike syfers soos op die eerste Dinsdag van Junie) :

	Mans	Vrouens	Totaal
1960	308	52	360
1961	304	40	344
1962	207	35	242
1963	198	41	239
1964	210	62	272
1965	245	72	317
1966	318	84	402
1967	334	102	436
1968	350	101	451
1969	376	111	487
1970	470	143	613

Die daling in die aantal inskrywings gedurende die eerste paar jaar is natuurlik verwag as gevolg van die stigting van twee ander Universiteitskolleges vir die Bantoe, en die Universiteitskollege vir Kleurlinge te Bellville en vir die Indiërs te Durban. Voor die oorsplasing sou die studente wat nou by die nuwe Universiteitskolleges ingeskryf is, normaalweg te Fort Hare ingeskryf het. Die laagwatermerk is in 1963 bereik. Sedertdien was daar 'n aansienlike styging in die rol as gevolg van die feit dat die aantal Xhosa-sprekende studente wat in die hoër skole vir registrasie gekwalifiseer het, baie vinnig vermeerder het. Alles dui daarop dat die aansienlike styging in die aantal inskrywings gedurende die volgende jare gahandhaaf, en selfs oorskrei sal word.

Dit volg dat die program vir die uitbreiding van geboue en akademiese fasiliteite aansienlik versnel sal moet word. In die verband het die Departement van Bantoe-onderwys reeds 'n Beplanningskomitee ingestel sodat vooruit, en op 'n langtermyn-grondslag, beplan kan word vir die nodige uitbreiding.

3. Universiteit van Fort Hare.

Ooreenkomstig Goewermentskennisgewing R. 680 (Staatskoerant van 30 April 1969) het die Wet op die Universiteit van Fort Hare (Wet No. 40, 1969) universiteitstatus verleen aan die Universiteitskollege van Fort Hare en word voorsiening gemaak vir die bestuur en beheer van die sake van die Universiteit, vir die reëling van sy werksaamhede en vir aangeleenthede wat daarmee in verband staan.

Vanaf 1 Januarie 1970 is die Universiteitskollege 'n Universiteit met die naam Universiteit van Fort Hare. Die eerste Kanselier van die Universiteit, Dr. P. E. Rousseau is ingehuldig tydens die 1970 gradeplegtigheid en onafhanklikheidsfunksie gehou op 30 Mei 1970. Kragdens die Wet is die Rektor amfhalwe die Vise-Kanselier, en die Rektor, Prof. J. M. de Wet, het dus die eerste Vise-Kanselier van die selfstandige Universiteit geword.

Die wet lê neer dat die Universiteit die Xhosa-volkseenheid bedien.

Die hoë standaard van die grade van die Universiteit word beskerm deur die aanstelling, as bykomende Senaatslede, van professore van ander universiteite vir solank as wat nodig geag mag word sowel as deur 'n stelsel van eksterne eksaminatore en/of moderatore.

Fort Hare sal dus in die toekoms in staat wees om beide die inhoud van sy leerplanne en die metode van aanbieding meer effektief en meer toereikend aan te pas by die behoeftes van die bevolkingsgroep wat dit bedien sonder om op enige wyse afbreuk te doen aan die hoë standaarde van universiteitsopleiding.

Alles voorspel dus 'n goeie toekoms en daar bestaan alle regverdiging vir die geloof dat Fort Hare, met sy nuwe status, 'n hoogstaande en uiters waardevolle bydrae tot die ontwikkeling van die Xhosavolk sal lewer.

DIE UNIVERSITEIT VAN FORT HARE BIBLIOTEEK

Die biblioteek is gestig in 1916 en het in 1918, 450 bande bevat. Studente het as bibliotekaris opgetree en in 1922 is 'n bibliotekkomitee ingestel. In die vroeë dertigerjare was daar tye dat die biblioteek sonder 'n bibliotekaris moes klaarkom.

In 1934 is die biblioteek vernoem na mnr. Howard Pim, 'n rekenmeester van Johannesburg en lid van die Kollegeraad, wat die grootste deel van sy privaathbiblioteek (2,000 bande) aan Fort Hare bemaak het. Die biblioteek het baie te danke aan milde skenkings deur die publiek en privaat liggame. Die biblioteek is nog steeds dank verskuldig aan baie skenkers en aan die uitgewers van Afrikaans- sowel as Engels-medium koerante vir hulle vrygewigheid.

Die biblioteek bevat 'n waardevolle Africana-versameling bekend as die Howard Pim-versameling van Africana.

In 1935 is die eerste voltydse bibliotekaris aangestel; die eerste ten volle gekwalifiseerde bibliotekaris is aangestel in 1944. In 1958 word die bibliotekaris 'n volle lid van die Senaat en word die bibliotekkomitee vervang deur 'n adviserende bibliotekkomitee.

Op 1 Januarie 1970 het die boekevoorraad 70,000 bande beloop.

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 by 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 voordoene. Die versameling sluit in groot groepe Fingo, Xhosa, Mpondo, Zoeloe, Thembu en Ndebele kraalwerk; tradisionele en outentieke uitrustings en kleredrag van die Mpondo, Thembu en Fingo. Dit sluit o.a. ook 'n *Abakhacetha* kostuum in, sowel as verskeie stelle kostuums van waarskyns 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 gebruikslewe 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 in 1936 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 voltydse die Museum in samewerking met die Museum-Komitee.

XHOSAWOORDEBOEK

Dr. Albert Kropf se *Kafir-English Dictionary* was, sedert sy eerste verskyning in 1899, beskou as die enigste standaardwerk in sy soort in Xhosa. Die tweede uitgawe, voorberei vir die pers deur eerwaarde Robert Godfrey M.A., is in 1915 gepubliseer. Toe dit uitverkoop was in die laat twintiger- of vroeë dertigerjare, is eerw. Godfrey versoek om die woordeboek te hersien en te herskryf in die *Nuwe Ortografie* van 1934. Maar voor dit gedruk kon word in die vyftigerjare is die ortografie by hernuwing aangepas om te word wat nou bekendstaan as die *Standaard Xhosa-ortografie* waarin die drie eksotiese nie-Romeinse simbole van die Nuwe Ortografie uitgelaat is. As gevolg van hierdie verandering in die ortografie kon Godfrey se werk nie gepubliseer word nie.

Aangesien die behoefte aan 'n standaard Xhosawoordeboek dringend gevoel is deur studente van die taal, het Prof. J. A. Louw van die Universiteit van Suid-Afrika, in oorleg met die Xhosataalkommissie van die Departement van Bantoe-onderwys, die Lovedale-pers ooreed om Godfrey se werk te laat herskryf in die standaard ortografie en dit te publiseer. Twee pogings is aangewend om dit te laat doen maar dit het onuitvoerbaar geblyk te wees, totdat, in 1966, die Rektor van die Universiteitskollege Fort Hare besluit het dat Fort Hare die aangewese plek was vir die samestelling van 'n nuwe Xhosawoordeboek en dat die verklarings in beide Afrikaans en Engels gedoen moes word—'n onderneming wat sedertdien uitgebrei is om verklarings ook in Xhosa in te sluit, waardeur dit 'n ten volle drietalige woordeboek geword het, die eerste in sy soort in enige Bantoetaal in Suid-Afrika. Met die goedkeuring van die Minister van Hoër Onderwys het die Nasionale Raad vir Sosiale Navorsing (tans die Raad vir Geesteswetenskaplike Navorsing) 'n jaarlikse toekennning van R6,000 beskikbaar gestel vir die Projek (vermeerder tot R6,600 in 1970).

Die Universiteitskollege Fort Hare het onderneem om die salaris van die Hoofredakteur te betaal, en die Transkeise Regering het aangebied om die indiensneming van drie assistent-redakteurs te subsideer. Die Ciskeise Gebiedsoverheid wat onlangs genader is om hulp, het ingestem om R3,000 per jaar beskikbaar te stel.

Die werk om die woordeboek saam te stel is begin deur die Hoofredakteur alleen in Junie 1967. In 1968 is die personeel uitgebrei deur die aanstelling van vier assistent-redakteurs, 'n Afrikaanse vertaler en 'n tikster.

Die projek word beheer namens die Raad van Fort Hare deur 'n *Xhosawoordeboekkommissie*. Die stigterslede van hierdie kommissie was die Rektor van die Universiteitskollege Fort Hare, Prof. J. J. Ross, as Voorsitter, die Voorsitter van die Raad van Fort Hare, Prof. P. F. D. Weiss, die President van die Nasionale Raad vir Sosiale Navorsing, Dr. P. M. Robbertse, 'n verteenwoordiger van die Universiteit van Suid-Afrika, Prof. J. A. Louw, 'n verteenwoordiger van die Universiteit van Kaapstad, Prof. E. O. J. Westphal, 'n verteenwoordiger van die Lovedale-pers, Mnr. G. Reid, 'n verteenwoordiger van die Transkeise Regering, Mnr. D. M. Ntusi, en die Hoofredakteur, Mnr. H. W. Pahl, as sekretaris.

Xhosa is nie alleen ryk aan 'n woordeskat wat voldoende voorsien in die behoeftes van die tradisionele Xhosakultuur n.e, maar ook in idiomatiese uitdrukkings en beeldspraak wat goeie sprekers in staat stel om tot groot oratoriese hoogtes te styg. Daar word woorde gevind wat in 'n honderd of meer idiomatiese uitdrukkings gebruik kan word. Dit is egter ongelukkig dat die fondse en tyd wat beskikbaar is vir hierdie woordeboekprojek 'n omvattende studie van die taal onmoontlik maak. As gevolg van hierdie beperkende faktore sal die werk op verre na nie volledig kan wees nie.

REGULASIES TEN OPSIGTE VAN DIE TOELATING EN REGISTRASIE VAN STUDENTE

I. TOELATING

1. In hierdie regulasies beteken „toelating” goedkeuring vir aanmelding tot registrasie as student by die Universiteit, afgesien daarvan of die voornemende student voorheen as student by die Universiteit geregistreer was of nie.

2. Aansoek om toelating moet deur die pos op 'n voorgeskrewe vorm, en nie persoonlik nie, gedoen word.

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 voltooide vorm moet aan die Registrateur gestuur word sodat dit hom bereik voor of op die datum op die vorm aangedui.

4. Elke aansoek om toelating moet vergesel gaan van die volgende :—

- (i) Met betrekking tot nuwe studente, 'n getuigskrif van goeie gedrag deur 'n leraar, Bantoesakekommissaris of landdros of skoolhoof van laaste skool bygewoon.
- (ii) 'n Mediese sertifikaat van gesondheid op die voorgeskrewe vorm.
- (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.

5. Aansoekvorms sal per geregisteerde pos vanaf die Universiteit gestuur word. Die voltooide vorms moet per geregisteerde pos teruggestuur word, tesame met die som van R10 wat 'n gedeeltelike betaling is vir gelde betaalbaar deur die student. Indien die applikant nie registreer nie, sal die gelde vir losies gehef word van die bedrag, en die balans aan applikant terugbetaal word.

6. Geen voornemende student mag hom by die Universiteit aanmeld vir registrasie nie, tensy hy skriftelik deur die Registrateur in kennis gestel is dat hy toegelaat is.

7. Toelating soos hierbo omskryf, lê geen verpligting op die Universiteit om 'n voornemende student te registreer nie. Alvorens 'n kandidaat as student geregistreer kan word, moet hy ook voldoen aan die vereistes vir registrasie.

II. REGISTRASIE

Geen applikant word as student geregistreer nie, tensy hy tot tevredenheid van die Registrateur voldoen aan 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 R4 betaal is.
- (2) By aanmelding vir registrasie moet die skriftelike toestemming om aan te meld vir registrasie verstrek 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 Universiteit, 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) Die rekening van elke student aan wie 'n beurs, lening of ander toelae toegeken is, sal kwartaalliks gekrediteer word met 20% van die bedrag van sodanige beurs, lening of toelae.
Die deel van die voorgeskrewe gelde wat betaal moet word na aftrekking van 25% van 'n beurs, lening of ander toelae aan 'n student toegeken, moet op die datum van registrasie betaal word.
Gelde is kwartaalliks vooruitbetaalbaar.
- (5) Elke voornemende student moet 'n goedkeuring van sy voorgename 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 weer 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.

GEDRAGSKODE

1. Die Rektor is die hoof-tugebeampte van die Universiteit (en is in die eerste plek verantwoordelik vir die toepas van tugmaatreëls).

2. Dit word van studente verwag om hulle, hetsy binne of buite die geboue, op of weg van die kampus, op so 'n wyse te gedra dat nóg die goeie naam van die Universiteit, nóg die behoorlike verrigting van die werk van die Universiteit benadeel word of benadeel kan word.

'n Student wat daaraan skuldig bevind word dat hy hierdie regulasie oortree het, kan die regte en voorregte wat hy as student geniet ontnem word, of verdere toelating as student kan hom ontsê word, of sy hertoelating as student kan onderhewig gemaak word aan die betaal van 'n boete van hoogstens R50..

3. Drankmisbruik sal nie gedoog word nie. Studente wat in hierdie verband oortree, hetsy op of weg van die Universiteitskampus, stel hulle bloot aan baie strawwe tugmaatreëls wat selfs so ver kan gaan as onmiddellike uitsetting uit die Universiteit.

Die besit, gebruik of voorsiening van alkoholiese drank deur studente in die koshuise word verbied.

4. Indien 'n student, as gevolg daarvan dat hy aan die oortreding van enige regulasie skuldig bevind word, of tydelik of permanent die regte en voorregte wat hy as student geniet, ontnem word, of hertoelating geweier word hetsy tydelik of permanent, dan ontbeer hy alle reg tot terugbetaling, korting of afslag t.o.v. gelde wat vir die onderhawige kwartaal betaal is of betaalbaar is.

5. Geen tugmaatreëls sal geneem word voordat 'n student die geleentheid gehad het om hom te verdedig nie: Met dien verstande dat waar omstandighede dit vereis 'n student onmiddellik deur die Rektor geskors kan word hangende die ondersoek van sy/haar beweerde oortreding.

Die bostaande gedragskode is ingestel ten einde 'n hoë akademiese en sosiale peil aan die Universiteit van Fort Hare te handhaaf. Studente en ouers word versoek om hul algehele samewerking aan die Universiteit te gee in die uitvoer van hierdie beleid.

Wanneer 'n Student 'n Koshuis moet verlaat

(1) Indien 'n student wat in 'n koshuis inwoon en vanweë swak akademiese vordering gedurende 'n jaar nie tot die eksamens toegelaat word nie, moet hy na afsluiting van die lesings die koshuis verlaat.

(2) 'n Student wat in 'n koshuis inwoon, moet die koshuis nie later nie as drie dae na afloop van sy eksamens verlaat.



GELDE BETAALBAAR AAN DIE UNIVERSITEIT

N.B.—Daar dien op gelet te word dat besonderhede omtrent gelde soos hieronder uiteengesit onderhewig is aan wysiging, en dat daar tans oorweeg word om dit te hersien, en indien moontlik, weer 'n blok stelsel van gelde in te stel.

University of Fort Hare
Together in Excellence

KOS EN INWONING

(1) 'n Voltydse student betaal aan die Universiteit *honderd rand* (R100) per jaar vir kos en inwoning, indien dit van hom vereis word om in 'n koshuis van die Universiteit in te woon.

(2) 'n Geleentheidstudent betaal aan die Universiteit *vyftig sent* (50c) per dag of gedeelte van 'n dag tot 'n maksimum van *veertien rand* (R14) per maand of *vyf-en-twintig rand* (R25) per kwartaal, na gelang van die geval, indien hy in 'n koshuis van die Universiteit inwoon.

Studente wat aanvullingseksamens skryf moet hulleself by die Rekenmeester aanmeld so spoedig moontlik na aankoms. Dieselfde geld vir nagraadse studente wat arriveer voor koshuise amptelik open.

REGISTRASIEGELD

(1) 'n Student betaal *tien rand* (R10) per jaar registrasiegeld.

(2) 'n Bykomende bedrag van *vier rand* (R4) is betaalbaar ten opsigte van 'n laatskrywing.

EKSAMENGELD

(1) 'n Student wat die Suid-Afrikaanse Onderwysdiplomakursus of 'n spesiale eenjarige diplomakursus vir diensdoende onderwysers volg, betaal *vyftien rand* (R15) per jaar eksamengeld aan die Universiteit.

- (2) 'n Student wat 'n studiekursus in enige van die volgende kategorieë volg betaal *nege rand* (R9) per kursus per jaar eksamengeld aan die universiteit:—
- (a) 'n Diploma of sertifikaat vir nie-gegradueerdes, uitgesonderd die studiekursusse in subregulasie (1) genoem,
 - (b) 'n nagraadse diploma of sertifikaat,
 - (c) 'n baccalaureusgraad, en
 - (d) 'n nagraadse baccalaureusgraad, uitgesonderd 'n honneursgraad.
- (3) 'n Student wat vir een van die volgende studiekursusse ingeskryf is, betaal aan die Universiteit die eksamengeld soos aangedui:
- (a) 'n Honneursgraad: R40.
 - (b) 'n Magistergraad: R30.
 - (c) 'n Doktorsgraad: R60.

KLASSELDE

'n Student wat enige van die volgende studiekursusse volg, betaal aan die Universiteit die klasgeld wat teenoor die toepaslike studiekursus verskyn:—

- (a) 'n Diploma vir nie-gegradueerdes [uitgesonderd die studiekursusse in regulasie 6 (1) genoem], 'n sertifikaat vir nie-gegradueerdes, 'n nagraadse diploma of sertifikaat, 'n baccalaureusgraad en 'n nagraadse baccalaureusgraad (uitgesonderd 'n honneurs- en B.Ed.-graad): R42 per jaar.
- (b) 'n Honneurs- of B.Ed.-graad: R42 vir volle kursus.
- (c) 'n Magistergraad: R30 vir volle kursus.
- (d) 'n Doktorsgraad: R60 vir volle kursus.

LABORATORIUMGELD

(1) 'n Student wat 'n studiekursus volg wat laboratoriumwerk vereis, uitgesonderd 'n student wat vir 'n magister- of doktorsgraad ingeskryf is en nie voltyds aan die Universiteit studeer nie, betaal laboratoriumgeld van R5 per kursus in die geval van voorgraadse studente en R20 in die geval van Honneursstudente.

(2) In die geval van 'n student wat 'n magister- of doktorsgraadkursus volg en wat nie voltyds aan die Universiteit studeer nie, is die laboratoriumgeld, indien laboratoriumwerk vereis word en die student van die laboratorium van die Universiteit gebruik maak, *twintig rand* (R20) vir sodanige kursus.

ANDER GELDE

Spesiale, Siekte- of Aanvullingseksamens en Plaaslike Gelde

1. (a) Die gelde vir 'n spesiale, siekte- of aanvullings-eksamen is *tien rand* (R10) per kursus.
- (b) Die gelde vir mediese hulp, sport en ontspanning beloop R10.00 per jaar.
- (c) By koshuise is 'n deposito van R6 betaalbaar vir die gebruik van Universiteits eiendom, insluitende 'n slaapkamerscutel. Hierdie bedrag is terugbetaalbaar indien sodanige eiendom onbeskadig terugbesorg word wanneer die student die Universiteit finaal verlaat.
- (d) Biblioteekgelde beloop R3. p.j.

Herindiening van 'n Verhandeling

2. Die gelde vir die herindiening van 'n verhandeling vir 'n Magistergraad is *dertig rand* (R30) en vir 'n doktorsgraad *sestig rand* (R60).

Voorlopige Verklarings

3. Die gelde vir 'n voorlopige verklaring ten opsigte van 'n voltooide graad, diploma, of sertifikaat is *vyftig sent* (50c).

Gesertifiseerde Verklaring

4. 'n Gesertifiseerde verklaring ten opsigte van kursusse geslaag vir 'n graad, diploma of sertifikaat is op aanvraag en teen betaling van vyftig sent (50c) verkrygbaar.

Duplikate van Diplomas en Sertifikate

5. 'n Duplikaat van 'n diploma of sertifikaat wat deur die Universiteit self toegeken word, word nie uitgereik nie maar 'n gesertifiseerde verklaring met die wapen van die Universiteit en die naam en datum van die diploma of sertifikaat daarop is op aanvraag en teen betaling van *een rand* (R1) verkrygbaar.

Spesiale Studente

6. 'n Student wat 'n studiekursus volg waarvoor geen graad diploma of sertifikaat toegeken word nie betaal benewens die registrasiegeld *twintig rand* (R20) per kursus per jaar.

Promosie-, Vrstellings- en Statusgelde

7. Promosie-, vrstellings- en statusgelde is soos deur die Universiteit bepaal.

ALGEMENE BEPALINGS

Aanspreeklikheid van Studente

1. 'n Student is ten volle aanspreeklik vir alle gelde wat ingevolge hierdie regulasies deur hom betaalbaar is.

Wanneer Gelde Betaal Moet Word

2. (1) Die registrasiegeld is by kennisgewing van toelating betaalbaar.

(2) Gelde vir kos en inwoning, klas-, eksamen-, biblioteek-, koshuideposito en, waar van toepassing, laboratoriumgelde, is vooruitbetaalbaar voordat die student ingeskryf is, maar kan behalwe in die geval van koshuidepositogelde in gelyke paaierente betaal word, en in die geval moet die betaling soos volg geskied:—

Eerste paaierent: Met of voor inskrywing

Tweede paaierent: Voor of op die eerste dag van die tweede kwartaal.

Derde paaierent: Voor of op die eerste dag van die derde kwartaal.

Vierde paaierent: Voor of op die eerste dag van die vierde kwartaal.

(3) Ondanks die bepalings van subregulasie (2), is die klas- en eksamengelde van 'n student in een van die volgende studiekursusse gedurende die eerste jaar van studie betaalbaar:—

(a) B.Ed.-graad.

(b) Honneursgraad.

(c) Magistergraad.

(d) Doktorsgraad.

(4) Alle ander gelde, bo en behalwe die gelde genoem in subregulasies (1) en (2), is betaalbaar op die wyse en tye wat die Raad van die Universiteit bepaal.

Wanbetaling

3. In die geval van 'n student wat versuim om die gelde waarvoor hy aanspreeklik is op die datums te betaal soos in hierdie regulasies voorgeskryf is, kan die Raad sodanige student—

(i) van 'n koshuis uitsluit; of

(ii) van lesings uitsluit; of

(iii) van beide lesings en koshuis uitsluit; of

(iv) toelating tot eksamens weier.

Kwytstelling van Losies- en Ander Gelde

4. (1) In die geval van 'n student wat in 'n koshuis inwoon en wat weens siekte of om enige ander rede wat die Raad goedkeur, verhinder word om sy studies in die betrokke studiejaar te voltooi en die koshuis voor 1 Oktober verlaat, kan die Raad, op

aanbeveling van die rektor die geld betaalbaar vir kos en inwoning verminder op die basis van *honderd rand* (R100) minus *vyftig sent* (50c) vir elke dag wat die student in sodanige koshuis ingewoon het.

(2) Die registrasiegeld word onder geen omstandighede terugbetaal nie.

(3) Indien 'n student gedurende 'n studiejaar sy studies om die een of ander rede wat vir die Raad aanneemlik is, staak en die universiteit verlaat, kan 'n gedeelte van die gelde wat reeds deur hom aan die Universiteit betaal is [uitgesonderd gelde waarvoor in subregulasies (1) en (2) voorsiening gemaak word], aan hom terugbetaal word op 'n basis deur die Sekretaris van Bantoe-anderwys na oorlegpleging met die Tesourie goedgekeur.

BETALING VAN GELDE

Alle gelde wat betaal word deur of ten behoeve van 'n student, word gekrediteer tot sy gelderekening 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 student vir die jaar (Min R10 Registrasiegeld)	R186.00	
Beurstoekennings :—		
Streeksowerheid	R60.00	
Universiteitsbeurs	R60.00	R120.00
		<hr/>
Bedrag deur student betaalbaar		R66.00
+ R10 Registrasiegeld (Deposito by kennisgewing van toelating)		
Die bedrag R66 is op bepaalde datums betaalbaar in paaiemente van		R16.50

Let Wel.—Beurstoekennings word teen die gelde verskuldig vir die *volle jaar verreken.*

Wat Staats- of Universiteitslenings betref moet studente daarop let dat sodanige lenings beskikbaar gestel word eers nadat die leningssooreenkoms voltooi is. Geen krediet word dus ten opsigte van die lening gegee voordat die leningssooreenkoms 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 universiteit 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 Universiteitslening toegestaan is, om die nodige vorms onmiddellik van die Rekenmeester 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 en ouers of voogde word verwag om hulleself op hoogte te stel wat gelde betaalbaar betref. Die Universiteit onderneem nie om in hierdie verband rekenings uit te stuur nie.

Alle gelde behalwe sakgeld en geld vir boeke moet direk aan die Registrateur gestuur word. Sakgeld en geld vir boeke moet aan die student gestuur word.

Studente moet onder geen omstandighede gelde wat vir hulle privaat gebruik bedoel is by die Universiteit deponeer nie. 'n Bank of Opspaarbankrekening moet vir die doel gebruik word.

Die Universiteit 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.

FINANSIËLE HULP AAN STUDENTE

Aansoek om 'n studielening

1. (1) 'n Student of 'n voornemende student kan by die Universiteit om 'n studielening aansoek doen.
- (2) Die aansoek moet gedoen word op 'n vorm wat deur die Universiteit goedgekeur is.
- (3) Die aansoek moet by die Registrateur van die Universiteit ingedien word voor of op 'n datum wat die Raad bepaal.
- (4) Die Raad kan sodanige studielening aan 'n suksesvolle applikant toeken as wat die Minister ingevolge die Wet bepaal.
- (5) Alle studielenings wat kragtens subregulasie (4) toegeken word, is onderworpe aan die volgende voorwaardes:

Voorwaardes Verbonde aan Studielenings

2. (1) 'n Student aan wie 'n studielening toegeken word, gaan 'n studieleningsooreenkoms met die Raad aan op 'n vorm wat deur die Sekretaris van Bantoe-onderwys goedgekeur is.
- (2) Die rekening van 'n leninghouer word jaarliks met die toegekende paaiement van die lening gekrediteer.
- (3) Geen gelde is direk aan 'n leninghouer betaalbaar nie.
- (4) Indien 'n leninghouer—
 - (a) sy studies staak; of
 - (b) in gebreke bly om klasse geteelde by te woon, hom nie met ywer en pliggetrouheid op sy studies toelê nie, of nie bevredigende vordering maak nie, of druipt; of
 - (c) sonder redes wat vir die Raad aanneemlik is, nie die studiekursus binne die bepaalde tydperk voltooi nie; of
 - (d) skuldig bevind word aan 'n kriminele oortreding; of
 - (e) geskors word uit die Universiteit om watter rede ook al; of
 - (f) om watter rede ook al nie die studiekursus voltooi nie,het die Raad die reg om die studieleningsooreenkoms te beëindig, en in dié geval is alle gelde wat ingevolge die studieleningsooreenkoms deur die leninghouer verskuldig is, onmiddellik opeisbaar tesame met rente teen 6 persent per jaar bereken vanaf datum van beëindiging van die studieleningsooreenkoms.
- (5) 'n Studielening is, behoudens die bepalinge van die Wet, terugbetaalbaar aan die Raad van die Universiteit op 1 April van die jaar wat volg op die jaar waarin die studiekursus voltooi is: Met dien verstande dat die Raad kan goedgekeur dat die die studielening oor 'n langer tydperk in paaiemente van minstens *tien rand* (R10) per maand terugbetaal word, en in dié geval word rente teen 6 persent per jaar gehê vanaf die datum waarop die studielening terugbetaalbaar is.
- (6) Sodra die leninghouer, na voltooiing van sy studiekursus, 'n betrekking aanvaar, moet hy die Raad onverwyld in kennis stel van die naam en adres van sy werkgewer.
 - (7) Die leninghouer moet, na voltooiing van sy studiekursus die Raad onmiddellik in kennis stel van veranderings ten opsigte van—
 - (a) sy woon- en werkadres;
 - (b) sy borg se adres;
 - (c) sy werkgewer se naam en adres.
 - (8) Die bepalinge van subregulasies (6) en (7) is ook van toepassing op 'n leninghouer wie se leningsooreenkoms kragtens subregulasie (4) deur die Raad beëindig is.
 - (9) Die leninghouer moet sy werkgewer magtig om die bedrag wat ingevolge die studieleningsooreenkoms aan die Raad verskuldig is, tesame met enige rente daar-

op in maandelikse paaiemente van minstens *tien rand* (R10) per maand te verhaal uit enige salaris wat aan hom betaalbaar is en aan die Raad oor te betaal.

(10) Ondanks andersluidende bepalings in hierdie regulasies, is 'n lening rentevry solank die leninghouer, met of sonder 'n studielening, voltyds aan 'n universiteit studeer, en gedurende sodanige tydperk is die lening nie terugbetaalbaar nie.

Uitstel van Beëindiging van Studieleningsooreenkoms

3. Ondanks andersluidende bepalings in hierdie regulasies, kan die Raad die beëindiging van 'n studieleningsooreenkoms uitstel indien 'n leninghouer—

- (a) in enige studiejaar drup of in sy finale jaar slaag maar nie ten volle kwalifiseer vir die toekenning van 'n graad, diploma of sertifikaat nie, en sodanige leninghouer op eie koste in die daaropvolgende jaar die betrokke studiejaar of die ontbrekende kursusse of vakke aan die Universiteit herhaal;
- (b) sy studies weens finansiële moeilikhede onderbreek en gaan werk met die doel om te spaar sodat hy na die Universiteit kan terugkeer as voltydse student: Met dien verstande dat—
 - (i) die leninghouer vooraf goedkeuring van die Raad vir sodanige onderbreking verkry;
 - (ii) sodanige onderbreking nie langer as 2 jaar is nie; en
 - (iii) die Raad die reg het om die studieleningsooreenkoms met terugwerkende krag te beëindig met ingang van die datum waarop die studies aanvanklik onderbreek is, indien die leninghouer in gebreke bly om sy studies aan die Universiteit voort te sit.
- (c) sy studies weens siekte of om die een of ander rede wat vir die Raad aanneemlik is, onderbreek en hy van voorneme is om na sodanige onderbreking na die Universiteit terug te keer as voltydse student om sy studies voort te sit: Met dien verstande dat—
 - (i) die leninghouer, in die geval van siekte, so gou as moontlik 'n geneeskundige sertifikaat, uitgereik deur 'n geregistreerde geneesheer, aan die Raad moet voorlê;
 - (ii) die leninghouer, in die geval van ander redes, vooraf goedkeuring van die Raad vir sodanige onderbreking moet verkry;
 - (iii) sodanige onderbreking nie langer as 2 jaar is nie; en
 - (iv) die Raad die reg het om die studieleningsooreenkoms met terugwerkende krag te beëindig met ingang van die datum waarop die studies aanvanklik onderbreek is, indien die leninghouer in gebreke bly om sy studies aan die Universiteit voort te sit.

Vrystelling van Borg

4. Indien 'n leninghouer gedurende sy studies of na voltooiing daarvan, maar voordat die lening terugbetaal is, sterf of geestelik verstoord raak, of andersins liggaamlik ongeskik word om sy verpligtinge ingevolge die studieleningsooreenkoms na te kom en die skuld nie uit die boedel van sodanige leninghouer, of op sodanige leninghouer self verhaal kan word nie, kan die Raad die borg van sy kontraktuele verpligting onthef.

Rekenings en Rekords

5. (1) Die Raad moet sodanige rekenings en rekords hou as wat noodsaaklik is vir die behoorlike uitoefening van beheer oor toekennings, uitbetalings en invorderings van studielenings.

(2) Die Sekretaris van Bantoe-onderwys kan te eniger tyd gelas dat die Raad die rekenings en rekords in subregulasie (1) genoem aan hom of aan 'n beampte deur hom aangewys, vir inspeksie voorlê.

Afskrywing van Studielening

6. Geen oninvorderbare lenings mag sonder die goedkeuring van die Sekretaris afgeskryf word nie.

BEURSE EN LENINGS

Die bostaande kan in drie hoofgroepe verdeel word :

- A. Toekennings wat deur die Universiteit of op sy aanbeveling gemaak word.
- B. Toekennings wat deur ander liggame onafhanklik van die Universiteit gemaak word.
- C. Toekennings vir studies in die medisyne.

Alle toekennings is onderhewig aan goeie gedrag en bevredigende vordering. Die Universiteit kan enige toekenning hersien of 'n ander liggaam aanraai om dit te doen indien dit beskou word dat die toekennings wat deur enige student bekom is meer is as wat hy nodig het.

Groep A :

(1) *Staatstudieleninge :*

B.A. en B.Sc.

U.O.D.

S.A.O.D.

R120 p.j. plus R30.00 p.j. vir boeke.

R120 p.j. plus R30.00 p.j. vir boeke.

R80 p.j. plus R20.00 p.j. vir boeke.

Ander Diplomakursusse. Toekennings van nie meer as R100.00 p.j. plus R20.00 vir boeke.

(2) *Toekennings uit die Trustfondse van die Universiteit.*

Hierdie toekennings geskied na goeie dunde van die Raad en word aanbeveel deur sy Beursekomitee en oorskry nie die bedrae onder (1) genoem in die geval van voorgraadse studente nie.

Nic-terugbetaalbare toekennings word slegs in gevalle van buitengewone verdienste gemaak.

'n Aantal sodanige beurse word jaarliks aan nagraadse studente toegeken maar die maksimum bedrag oorskry in geen geval R200 nie.

(3) Op die oomblik word toekennings uit die volgende op aanbeveling van die Universiteit gemaak:

- (a) Uniefeesbeurse: Beurse van R100 elk vir twee jaar word toegestaan deur die Department van Bantoe-onderwys vir nagraadse studie.
- (b) Shell S.A. Edms. Bpk., voorsien drie beurse vir voorgraadse studente van R150.00 elk. Elke beurs strek oor drie jaar. Die Shell My. vereis nie dat die student later vir hulle sal werk nie. Daar is ook 'n Shell Leningsfonds.
- (c) Die Yskor Beurse: Yskor voorsien vyf toekennings van R160 p.j. elk waarvan R80.00 terugbetaalbaar is, geldig vir drie jaar aan voorgraadse studente. Daar is geen verpligting om later vir die Korporasie te werk nie.
- (d) Die Suid-Afrikaanse Uitsaaikorporasie voorsien jaarliks een nie-terugbetaalbare beurs van R160 geldig vir drie jaar aan studente wat 'n loopbaan in diens van die Korporasie wil volg. 'n Leerplan soos voorgeskryf deur die Korporasie moet gevolg word.
- (e) Wetenskaplike en Nywerheidsnavorsingsraad. Sien Groep B.
- (f) Grobbelaars Begrafnisondernemers voorsien jaarliks twee beurse van R50 elk.
- (g) Volkkas Beperk, voorsien op die oomblik R300.00 vir beurse aan studente wat Afrikaans-Nederlands bestudeer.

Groep B.

Toekennings word deur die ondergenoemde liggame gemaak onafhanklik van die Universiteit. 'n Volledige lys kan nie gegee word nie en liggame kom by of onttrek hulleself as donateurs somtyds sonder om die Universiteit daarvan in kennis te stel.

- (1) Die Transkeise Regering en die Streeksowerheid van die Ciskei maak toekennings aan studente van die Universiteit wat varieer van R34.00 tot R200.00.
- (2) Toekennings word gemaak deur 'n aantal Munisipaliteite, o.a. Pretoria, Port Elizabeth, Oos-Londen, ens. Hierdie toekennings is gewoonlik bereken om al die fooie te dek. Studente wat woonagtig is in Munisipale gebiede word aangeraai om by hulle plaaslike Owerhede vas te stel of enige beurse beskikbaar is.
- (3) Verskillende kerklike liggame skenk ook beurse en in hierdie verband moet studente by hulle plaaslike leraars navraag doen.
- (4) Die Wetenskaplike en Nywerheidsnavorsingsraad (W.N.N.R.) skenk waardevolle toekennings vir navorsing tot soveel as R500 p.j. en hiervoor kompeteer nagraadse studente.
- (5) Die Nasionale Raad vir Sosiale en Ekonomiese Navorsing skenk beurse sowel as ad hoc toekennings vir nagraadse navorsing.
- (6) Die University Scholarship Fund, Oos-Londen, doen waardevolle beurskenkings.
- (7) Die Non-European Students Fund, Posbus 4728, Kaapstad, maak sekere toekennings.
- (8) Rotariërklubs skenk soms ook beurse en studente moet by die plaaslike Sekretaris navraag doen.
- (9) Viedge Bros., PK. Viedgeswiel, Kaapstad, maak jaarliks 'n skenking van R180 aan 'n seun van 'n Kaptein.
- (10) Mobil Oil S.A. (Edms.) Bpk., Posbus 35, Kaapstad, skenk 'n aantal voorgraadse beurse gelykstaande aan die blokfooie.
- (11) Die Joint University of Fort Hare and Rhodes, p.a. Rhodes Universiteit, Grahamstad, voorsien 'n aantal beurs-toekennings aan persone wat in Grahamstad en in die Albanie omgewing woonagtig is.
- (12) Die J. H. Hofmeyr Beursfonds (gestig onder die testament wyle Mev. D. C. Hofmeyr) skenk twee beurse van R400 elk geldig vir drie jaar aan voorgraadse studente van Fort Hare. Aansoeke moet gerig word aan Die Trustees, J. H. Hofmeyr Beursfonds, Standard Bank van S.A. Bpk., Trustee Afdeling, Posbus 1330, Pretoria.
- (13) Die Federale Republiek van Duitsland skenk op die oomblik jaarliks twee beurse aan nie-Blanke studente geldig by 'n Duitse Universiteit; sakgeld van DM 400.00 vir twaalf maande, retoer-reisgeld na Duitsland en onderrig en eksamen gelde word betaal.
- (14) Die S.A. Mutual Lewensassuransie maatskappy bied vyf Ou Mutual Beurse van R600 elk aan geldig vir twee jaar by 'n Suid-Afrikaanse Universiteit. Hierdie beurse word slegs aan nagraadse studente toegestaan.
- (15) Die Nasionale Oorlogsfonds, Schoemanstraat 363, Pretoria, oorweeg die toekenning van beurse aan verdienstelike studente wat kinders is van oudgediendes.
- (16) Suid-Afrikaanse Brouery Bpk. skenk 'n aantal waardevolle beurse wat geldig is by enige S.A. Universiteitsinrigting. Voorwaardes kan van die firma self verkry word.
- (17) Die United Tobacco Co. (South) Bpk., skenk vyf beurse van R200 p.j. vir drie jaar vir studies aan Fort Hare vir 'n voorgraadse student wat in die Transkei woonagtig is.
- (18) Die Union of Jewish Women of Southern Africa, Posbus 3622, Johannesburg, bied die Toni Saphra-Beurs (van tot R500 p.j.) aan 'n gegraduateerde dame student „wie se voorgestelde studierigting haar meer geskik sal maak om een of ander vorm van maatskaplike diens aan die Suid-Afrikaanse gemeenskap te lewer.”

- (19) Die Adams College Educational Trust, 7th floor Salisbury House, Weststraat 349, Durban, maak toekennings en gee lenings van verskillende bedrae aan gekeurde studente.
- (20) Die Isaacson Foundation, Posbus 97, Johannesburg, maak toekennings van tot R300.00 vir enige individuele geval.
- (21) Die Suid-Afrikaanse Buro vir Rasse-Aangeleenthede, Posbus 97, Johannesburg, maak verskillende toekennings wat gewoonlik beperk word tot die bedrag van die gelde wat betaalbaar is.
- (22) Die Sir Ernest Oppenheimer Gedenkfonds, Posbus 4902, Johannesburg, maak verskillende toekennings van soms soveel as R300.00 volgens die verdienste in individuele gevalle.
- (23) Die Universitas Boeke van Pretoria gee 'n Biblioteekkunde-beurs van R100.
- (24) Die Fosfaat-Ontwikkelingskorporasie, "FOSKOR," Posbus 1, Phalaborwa, N.O. Transvaal, skenk lenings van tot R180.00 elk aan studente wat die Natuurwetenskappe of Sosiale Wetenskappe bestudeer.
- (25) Die Winifred Wilson Beursfonds: Om die studie van die Engelse taal en letterkunde in die Republiek van Suid-Afrika aan te moedig. Aansoek moet op die voorgeskrewe aansoekvorms geskied en moet voor 15 Desember van elke jaar die Sekretaris van „The Colonial Orphan Chamber and Trust Fund”, Posbus 142, Kaapstad, bereik. Elke aansoek moet ondersteun word deur 'n verslag deur 'n Professor in Engels van die Universiteit waar die applikant studeer.
- (26) Die Suid-Afrikaanse Nasionale Raad vir Kindersorg se beurse in Maatskaplike Werk vir voorgraadse en nagraadse kursusse in Maatskaplike Werk. Verdere besonderhede verkrybaar by die Direktrise, Suid-Afrikaanse Nasionale Raad vir Kindersorg, Posbus 8539, Johannesburg. Sluitingsdatum vir aansoeke is 31 Augustus.

Groep C :

University of Fort Hare
Together in Excellence

'n Beperkte bedrag is beskikbaar vir Mediese Studies deur studente wat aan die vereistes vir die eerste-jaar kursus voldoen het aan Fort Hare en daarna 'n goedgekeurde Mediese Skool in Suid-Afrika bywoon. Lenings word gemaak uit rente van skenkings in die volgende Fondse :—

- (1) Die Greenslade Medical Fund.
- (2) Die W. A. Russell Medical Fund.
- (3) Die W. P. Schreiner Medical Fund vir vroue.
- (4) Die Rev. W. Girdwood Medical Fund.

BIBLIOTEKREGULASIES

Woordbepalings.

1. In hierdie Regulasies, tensy die verband anders aandui, beteken:-
 - (a) „boek”, enige publikasie in kodexvorm, met inbegrip van vlugskrifte maar met uitsluiting van tydskrifte;
 - (b) „lener”, ’n personeellid, student of buitelener, wie deur die Universiteitsbibliotekaris geregistreer is as ’n persoon wat publikasies van die Biblioteek mag leen, onderworpe aan die bepalinge van hierdie Regulasies;
 - (c) „toonbank”, enige van die uitgiftetoonbanke in die Biblioteek, tensy anders aangedui;
 - (d) „buitelener”, ’n lener wat nie ’n student of ’n personeellid is nie maar wat deur die Universiteitsbibliotekaris as ’n lener soos bepaal in hierdie regulasies geregistreer is;
 - (e) „Biblioteek”, die Biblioteek van die Universiteit van Fort Hare met inbegrip van sy takbiblioteek;
 - (f) „publikasie”, enige boek, tydskrif, geskrif, drukwerk, vlugskrif of soortgelyke saak;
 - (g) „personeel”, die akademiese, administratiewe en biblioteekpersoneel van die Universiteit van Fort Hare;
 - (h) „student”, ’n geregistreerde student van die Universiteit van Fort Hare wat behoorlik as ’n lener deur die Universiteitsbibliotekaris geregistreer is;
 - (i) „Universiteitsbibliotekaris”, die Universiteitsbibliotekaris van die Universiteit van Fort Hare of sy behoorlik gemagtigde verteenwoordiger;
 - (j) „gebruiker”, enige persoon wat toegelaat is tot die gebruik van die Biblioteek.
2. Enige gebruiker of lener wat hom teenstrydig met die bepalinge van hierdie Regulasies gedra, kan van die gebruik van, en die toegang tot die Biblioteek deur die Universiteitsbibliotekaris geskors word vir ’n tydperk van nie meer as vyf dae nie. Indien die Universiteitsbibliotekaris van mening is dat die oortreding van sodanige ernstige aard is dat dit ’n skorsing van meer as vyf dae regverdig, moet hy ’n sodanige oortreding onmiddellik aan die Rektor van die Universiteit per brief rapporteer en hy mag ’n sodanige gebruiker of lener slegs weer tot die gebruik van die Biblioteek toelaat op ’n sodanige datum as die Rektor, per skriftelike kennisgewing aan die Universiteitsbibliotekaris, mag besluit.

Gebruik van die Biblioteek.

3. Studente, personeellede en buiteleners is toegelaat tot die gebruik van die Biblioteek en mag publikasies leen op sodanige voorwaardes as wat deur hierdie Regulasies bepaal word: Met dien verstande dat die Universiteitsbibliotekaris, na sy oordeel, ander persone tot die gebruik van die biblioteek kan toelaat.
4. Geen gebruiker mag enige oorjas, boeksak, handsak, of enige sodanige sak of tas in die Biblioteek inbring nie, maar moet dit in die plek laat wat met ’n kennisgewing daartoe aangewys is.
5. (a) Geen gebruiker mag enige publikasie wat nie aan die biblioteek behoort inbring nie, of enige publikasie wat wel aan die Biblioteek behoort, wat op sy naam uitgegee is, daar inbring nie: Met dien verstande, dat ’n lener wel ’n sodanige aan hom uitgeleende boek in die Biblioteek mag inbring met die doel om dit terug te besorg, en hy moet dit aan die toonbank afgee sodra hy die Biblioteek betree.
(b) Studente mag aantekeningboeke in die Biblioteek inbring en moet dit by betreding van die biblioteek aan die beampste by die hooftoonbank ter ondersoek aanbied.

- (e) Alle publikasies en of aantekeningboeke wat deur die gebruiker uit die biblioteek geneem word moet aan die toonbankbeampte vir ondersoek aangebied word as die Biblioteek verlaat word.
- (d) Publikasies wat nie in die biblioteek ingebring mag word nie kan in die plek deur Regulasie 4 bedoel bewaar word.
- (e) Geen gebruiker mag in enige publikasie wat aan die Biblioteek behoort skryf, daar merke in maak of dit beskadig nie.
6. Geen boeke wat gemerk is „In die Library only”, of boeke wat by die toonbank onder direkte beheer gehou word, mag uit die Biblioteek uitgeneem word nie, en sodanige boeke moet in die Biblioteek geraadpleeg word op sodanige voorwaardes as die Universiteitsbibliotekaris mag bepaal, en moet, na gebruik, aan die toonbank teruggee word.
7. Geen gebruiker mag in die biblioteek sy stem verhef tot meer as fluistering, of enige lawaai of verstoring veroorsaak, of rook, eet of drink, of mag in die publieke afdelings enige gesprek voer nie.
8. (a) Tien minute voor sluitingstyd van elke Biblioteekperiode, sal 'n klokkie gelui word om aan te dui dat die gebruiker hom moet voorberei om die Biblioteek te verlaat.
- (b) Vyf minute voor elke sluitingstyd sal 'n klokkie gelui word om aan te dui dat gebruikers die Biblioteek moet verlaat.
- (c) Enige gebruiker wat hom na sodanige sluitingstyd nog in die Biblioteek bevind, is skuldig aan 'n oortreding van hierdie Regulasies.
9. 'n Gebruiker wat 'n boek of tydskrif van 'n spesifieke rak gehaal het vir raadpleging in die Biblioteek, mag sodanige boek of tydskrif terugsit op die rak nie, maar moet dit op die tafel waar die gebruiker is, laat lê.

Leensakkies.

10. (a) Studente wat publikasies van die Biblioteek wil leen moet aan die begin van elke akademiese jaar aan die biblioteek as studente geregistreer is, by die hooftoonbank as lesers registreer.
- (b) Voorgraadse studente en buiteleners is geregtig op drie leensakkies elk.
- (c) Nagraadse studente is geregtig op ses leensakkies elk.
- (d) Elke leensakkie gee die lener op wie se naam dit uitgereik is, die reg om een boek te leen, vir 'n tydperk van hoogstens twee weke. Sodanige boeke mag gelyktydig geleen word.
- (e) Die lening van 'n publikasie kan verleng word vir 'n verdere tydperk soos bepaal deur die Universiteitsbibliotekaris.
- (f) 'n Leensakkie mag nie uitgeleen word, of van iemand geleen word, of op enige manier deur iemand op wie se naam dit nie uitgereik is, gebruik word nie.
- (g) Indien enige student of buitelener 'n leensakkie, wat op sy naam uitgereik is, verloor kan die Universiteit 'n duplikaat leensakkie uitreik teen betaling deur sodanige student of buitelener van die bedrag van 25 sent. Met dien verstande dat 'n sodanige uitreiking die verlore leensakkie kanselleer, en enige student wat 'n sodanig gekanselleerde leensakkie probeer gebruik, is skuldig aan oortreding van hierdie Regulasies. Verder met dien verstande dat niemand daardoor van enige aanspreeklikheid wat mag ontstaan of ontstaan het as gevolg van enige gebruik van die verlore leensakkie, onthef is; verder met dien verstande, dat iemand wat 'n boek leen of probeer leen teen enige leensakkie wat nie op sy naam uitgereik is nie, hom skuldig maak aan 'n oortreding van hierdie Regulasies.

Buiteleners.

11. (a) Persone wat nóg studente nóg personeellede is, kan volgens diskresie van die Universiteitsbibliotekaris as buiteleners toegelaat word en moet

dan as sodanig geregistreer word by vertoning van 'n kwitansie van die Rekenmeester wat lui dat 'n deposito van R2 betaal is. Sodanige deposito sal terugbetaal word by vertoning aan die Rekenmeester van 'n kennisgewing van die Universiteitsbibliotekaris wat aandui dat die registrasie van die buitelener gekanselleer is dat daar geen boeke uitstaande is nie en dat alle leensakkies teruggegee is.

- (b) 'n Boek sal aan 'n buitelener uitgeleen word slegs indien dit nie op die tydstip in aanvraag is nie.
12. Personeellede mag publikasies van die Biblioteek leen, onderworpe aan die bepalings van hierdie Regulasies, en op die volgende voorwaardes:—
- (a) Dat sodanige publikasies aan die Biblioteek terug gegee moet word binne 'n redelike tyd nadat dit deur die Universiteitsbibliotekaris herroep is: Met dien verstande, dat 'n publikasie nie teruggeroep sal word voordat 'n personeellid dit vir minstens 14 dae gehad het nie.
- (b) Die bepalings van hierdie Regulasie prejudiseer nie die bepalings van Regulasies 13-19 nie.

Leners in die algemeen.

13. Die Universiteitsbibliotekaris mag enige publikasie wat van die Biblioteek geleen is op enige tyd herroep vir doeleindes van inwendige biblioteekorganisasie.
14. Geen lener mag enige publikasie wat van die Biblioteek geleen is aan enigiemand uitleen nie.
15. 'n Lener is aanspreeklik vir enige ernstige of beskadiging ten opsigte van enige publikasie wat op sy naam uitgereik is.
16. Enige lener kan versoek dat 'n publikasie wat aan iemand uitgeleen is, vir hom gereserveer sal word, en hy moet daarvan in kennis gestel word sodra die publikasie beskikbaar is.
17. Geen lener mag 'n publikasie van die Biblioteek verwyder voordat die uitreiking daarvan deur die Universiteitsbiblioteek geregistreer is nie.
18. Geen uitreiking van boeke mag geskied gedurende 'n tydperk wat tien minute voor die einde van 'n biblioteekperiode begin nie.
19. (a) Alle publikasies aan leners uitgeleen moet teruggegee word voor die einde van elke Akademiese Semester.
- (b) Enige lener, wat nie aan die einde van die Akademiese Semester enige publikasies wat hy van die Biblioteek geleen het, terug besorg nie, is onderhewig aan 'n boete van R1 per nie-terugbesorgde publikasie, afgesien daarvan of die publikasie later terugbesorg word of nie.
- (c) Indien 'n lener nie 'n publikasie terugbesorg nadat hy onderhewig geword het aan die boete van R1 nie, is hy bowendien aanspreeklik vir die vervangingskoste van die publikasie.
- (d) Enige sodanige lener word, solank hy nie aan die bepalings van hierdie Regulasie voldoen het nie en nadat die boete betaalbaar geword het, geskors van alle gebruik van die Biblioteek, tot hy dit gedoen het.
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Tegniese Assistent: W. NGATKA

Landbou-Ekonomie :

(Sub-departemente: Landbou-ingenieurswese en Biometrie).

Senior Lektor: S. J. DE SWARDI, M.Sc. Agric. (Natal).

Veekunde :

(Sub-departemente: Anatomie en Fisiologie, Veetiesktes, Pluimveekunde en Skaap- en Wolkunde).

*Professor: D. L. BROWS, M.Sc. Agric. (Natal), D.Sc. Agric. (O.V.S.)

Senior Lektor (Veetiesktes): S. STAMPA, Dr. Med. Vet. (Giessen).

Senior Lektor (Veekunde): E. J. B. BISHOP, M.Sc. Agric. (Stell).

Lektor: (Skaap en Wolkunde): Vakant.

Tegniese Assistent: A. M. DLANGAMANDELA.

Skretaresse Tikster: Mqj. C. MACGILLICUDDY.



A. J. D. MHIRING, M.Sc. Ph.D. (O.V.S.).

O. F. RAUM, Ph.D. (Lond.).

University of Fort Hare
Together in Excellence

*Hoof van Departement.

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Mev. D. M. MAKHANYA (Iona)

Mev. G. N. MBADI (Wesley)

Mev. C. KERANA (Assistent-matrone)

BIBLIOTEEKPERSONEEL

Universiteitsbibliotekaris: M. SPRUYT, LL.Drs. (Leiden), L.Dip. Bibl. (Pret.),
H.Dip. Bib. (S.A.)

Onder-Universiteitsbibliotekaris: E. M. MAKHANYA, B.A. (Rand), S.S.A.B.V.

Professionele Assistentte :

1. Vakant
2. Vakant

Biblioteekassistentte :

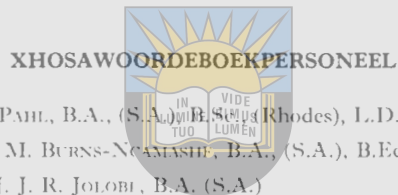
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University of Fort Hare
Together in Excellence

VOORSKRIFTE VIR STUDIE EN EKSAMENS.

ALGEMENE VOORSKRIFTE.

In hierdie voorskrifte beteken „Universiteit” die Universiteit van Fort Hare.

Wetlike krag van voorskrifte.

G1. (1) Al die voorskrifte en leerplanne wat in hierdie Jaarboek verskyn is uitgereik deur die Senaat en die Raad kragtens statutêre magte aan hulle toegeken.

(2) Tensy uitdruklik of by implikasie anders bepaal, geld die Algemene Voorskrifte, waar van toepassing, ook vir individuele fakulteite.

(3) Waar spesiale vereistes gestel word in die voorskrifte van een fakulteit vir die studie van 'n vak of kursus in 'n vak, geld sodanige vereistes ook waar die vak of kursus in 'n ander fakulteit geneem word, behalwe in gevalle waar die teenoorgestelde duidelik is.

Grade, diplomas en sertifikate.

G2. (1) Die Universiteit kan die grade toeken en die diplomas en sertifikate uitreik wat in die voorskrifte vir individuele fakulteite genoem word.

(2) Voordat 'n graad aan hom toegeken is, of 'n diploma of sertifikaat aan hom uitgereik is by 'n kongregasie van die Universiteit is 'n persoon nie geregtig op die voorregte daaraan verbonde nie.

Registrasie.

G3. (1) Enige persoon wat wil inskryf vir 'n graad, diploma of sertifikaat van die Universiteit, moet toelating tot die Universiteit verkry ooreenkomstig die voorskrifte van die Universiteit.

(2) Op die dag wat vir registrasie vasgestel is, moet die student eers 'n leerplankaart kry, dit voltooi, die handtekening van die dekaan van die betrokke fakulteit verkry en moet daarna die studenteregister teken.

(3) Die goedgekeurde leerplan mag daarna gewysig word mits die gewysigde leerplan voldoen aan die voorskrifte wat geldig is ten tye van die wysiging.

(4) Geen persoon sal toegelaat word om in te skryf na die datum wat deur die Senaat bepaal is as die laaste dag vir registrasie nie behalwe met die spesiale vergunning van die Senaat.

(5) 'n Persoon wat nie aan die vereistes voldoen om as gematrikuleerde student in te skryf nie, mag toegelaat word om sodanige kursusse te volg en sodanige eksamens te skryf as wat die Senaat mag bepaal.

Beperkings van inskrywing.

G4. Behalwe met spesiale toestemming van die Senaat word niemand vir twee of meer grade tegelyk ingeskryf nie.

Verlening van Status.

G5. Indien iemand hom wil laat inskryf vir studie waarvoor die besit van 'n graad 'n voorvereiste is, maar hy daardie graad nie aan die Universiteit behaal het nie, kan die Senaat aan hom op grond van 'n graad aan 'n ander universiteit behaal of op grond van ander studie, die status van die vereiste graad verleen, waarna hy vir die doel van die verdere studie geag word daardie graad te besit van die datum af waarop hy die kwalifikasie verwerf het op grond waarvan die status verleen is.

Toelating tot Eksamens.

G6. (1) Behalwe wat betref kandidate vir Meesters- of Doktorsgrade mag geen student toegelaat word tot die eksamen in 'n vak waarvoor hy geregistreer is nie, tensy hy voldoen het aan die vereistes van die departement soos deur die Senaat goedgekeur en 'n jaarpunt van tenminste 40% behaal het in die vak nie.

(2) Onderhewig aan enige uitsondering wat die Senaat mag goedkeur, sal dit nie beskou word dat 'n student die Universiteit bygewoon het gedurende enige akademiese jaar nie tensy hy vir tenminste driekwart van die jaar klasse bygewoon het nie.

Slaagpunt.

G7. Behalwe wat betref kandidate vir Meesters- en Doktorsgrade, mag Fakulteite vereis dat studente 'n sub-minimum in sekere kursusse behaal. Om te slaag in 'n vak moet 'n student 'n minimum van 40% in die eksamen behaal en 'n gemiddelde van 50% in sy jaarpunt en eksamenpunt gesamentlik. Die verskillende Fakulteite mag bepaal tot welke mate die jaarpunt in aanmerking geneem sal word; met dien verstande dat die eksamenpunt nie minder as 50% van die finale punte sal uitmaak nie.

Eksamens.

G8. (1) Eksamen in 'n vak vir 'n graad, diploma of sertifikaat van die Universiteit sal algemeen word soos deur die Senaat bepaal en by die Universiteit of op 'n ander plek as die Senaat so besluit.

(2) Eksaminatore in 'n eksamen vir 'n graad, diploma of sertifikaat van die Universiteit, word aangestel deur die Senaat wat 'n eksamen wat onderrig gegee het in die vak as eerste eksaminator mag aanstel en een of meer dosente van sy eie personeel of die van ander universiteite as tweede en derde eksaminatore; in eksamens vir finale kursusse en vir Honneurs- Meesters- en Doktorsgrade, sal ook dosente wat nie aan die Universiteit verbonde is nie, aangestel word.

Siekte-eksamens.

G9. 'n Spesiale eksamen kan deur die Rektor of sy verteenwoordiger toegestaan word aan 'n student wat verhinder is om eksamen te doen

- (1) as gevolg van siekte op die dag van die eksamen of onmiddellik daarvoor op voorwaarde dat hy op die voorgeskrewe vorm, wat van die Universiteit verkrygbaar is, 'n mediese sertifikaat indien wat die aard en duur van die siekte aangee en waarin verklaar word dat dit om gezondheidsredes onmoontlik of onwenslik was dat hy die eksamen aflê, of
- (2) as gevolg van familie-omstandighede, soos die ernstige siekte of dood van 'n bloedverwant tydens die eksamen, op voorwaarde dat bevreëdigende bewys van sulke omstandighede gelever word;

Met dien verstande verder dat sodanige eksamen nie toegestaan sal word -

- (i) in 'n kursus waarin die student al die vraestelle voltooi het nie;
- (ii) in gevalle waar die student se aansoek nie die registratuur bereik binne een week vanaf die datum van die eksamen nie.

Aanvullende eksamens

G10 (1) Aanvullende eksamens moet elke jaar nie later as Maartmaand gehou word nie.

(2) In grensgevalle mag die Hoor van die Departement in oorleg met die eksaminatore besluit dat 'n bykomende mondelinge eksamen onmiddellik na die eksamen gehou mag word. Dit sluit nie die moontlikheid van 'n geskrewe aanvullende eksamen uit nie. 'n Student mag die Universiteit nie verlaat voor 3 dae nadat sy laaste eksamen afgelê is nie.

(3) Die volgende persone kan aanvullende eksamens toegestaan word:

- (a) 'n kandidaat toegelaat ooreenkomstig voorskrif G9. hierbo;
- (b) 'n kandidaat wat op akademiese gronde daarvoor kwalifiseer soos deur die Senaat bepaal.

(4) 'n Student wat reeds 'n graad, diploma of sertifikaat besit en een kursus kortkom vir toelating tot 'n studiekursus vir 'n ander graad, diploma of sertifikaat, mag, met spesiale toetstemming van die Senaat, toegelaat word om die eksamen in daardie kursus by 'n aanvullende of gewone eksamen af te lê.

Eksamen- en Promosiegelde

G11. Voordat 'n student tot 'n eksamen toegelaat word moet hy die voorgeskrewe gelde betaal.

Tug

G12. Beheer en dissiplinêre maatreëls word gereguleer deur reëls deur die Raad uitgevaardig.

BACCALAUREUSGRADE

Toelating

G13. Niemand word as 'n gematrikuleerde student van die Universiteit geregistreer nie, tensy hy die Matrikulasiesertifikaat van die Gemeenskaplike Matrikulasieraad verwerf het of na die oordeel van die Matrikulasieraad voldoen het aan die voorwaardes van vrystelling van die Matrikulasieëksamen en 'n sertifikaat te dien effekte besit en aan die Universiteit die registrasiegeld wat voorgeskryf is, betaal het.

G14. Elke kandidaat vir 'n graad moet 'n goedgekeurde leergang as ingeskrewe, gematrikuleerde student volg vir die tydperk wat in die fakulteitsreglement vir die betrokke graad voorgeskryf is.

G15. Onderworpe aan die bepalinge van reglement G16 kan die universiteit 'n student wat 'n graad van hierdie Universiteit of van 'n ander vir dié doel erkende universiteit besit en wat kandidaat is vir 'n graad in 'n ander fakulteit as dié waarin daardie graad toegeken is, vrystel van eksamen in kursusse waarin hy reeds vir daardie graad geslaag het.

G16. 'n Gegradueerde of 'n nie-gegradueerde in 'n fakulteit wat kandidaat word vir 'n ander graad in dieselfde of 'n ander fakulteit, kan vrygestel word van kursusse wat hy vir eersbedoelde graad voltooi het en wat deur die universiteit as gelykwaardig beskou word: Met dien verstande dat—

- (1) vrystelling nie verleen word vir meer as die helfte van die voorgeskrewe kursusse vir 'n graad waarvoor 'n persoon 'n kandidaat is nie;
- (2) indien die aantal kursusse wat vir vrystelling in aanmerking kom, die helfte van die aantal kursusse van die graad oorskry, die student vir minstens 'n helfte van die totale aantal kursusse, kursusse moet volg wat hy nie vir 'n vorige graad voltooi het nie;
- (3) waar 'n kursus vir 'n graad verpligtend is en vrystelling daarvan nie verleen word nie, die Senaat bepaal watter ander kursus daardie kursus vervang.

G17. Behalwe waar uitdruklik anders bepaal is, word niemand op grond van 'n reeds behaalde graad of diploma van meer as die helfte van die kursusse van 'n ander graad of diploma vrygestel nie.

G18. Indien 'n student in die jaar waarin hy van kursusse vrygestel is, nie eksamen doen nie, of na sluiting van die eksameninskrywing op vrystelling aanspraak maak en dit verkry, is sy vrystelling, behalwe met spesiale vergunning van die Senaat, onderworpe aan die reglement wat geld in die jaar waarin hy met sy studie voortgaan.

Keuse van hoofvakke en vernaamste vakke

G19. 'n Student kies nie as hoofvak of vernaamste vak vir 'n graadleergang 'n vak wat hy vir 'n vorige graad as hoofvak of vernaamste vak afgelê het nie, maar neem 'n ander vak wat die Senaat goedkeur.

Opeenvolging van kursusse

G20. Behalwe waar in die reglement van 'n fakulteit anders bepaal is, volg 'n student nie die tweede of 'n latere kursus in 'n vak alvorens hy die voorafgaande voltooi het nie.

Erkenning van jaar se studie

G21. Behalwe waar in die reglemente van 'n fakulteit anders bepaal word, sal 'n student krediet behou vir elke kursus waarin hy geslaag het maar 'n student sal nie toegelaat word om aan te gaan met die tweede of derde studiejaar voordat hy geslaag het in die aantal kursusse wat deur die betrokke fakulteit vereis word nie.

Om krediet te ontvang vir sy hoofvakke moet 'n kandidaat die finale kursusse in sy hoofvakke gelyktydig aanbied die eerste keer. Slegs die hoofvak waarin 'n kandidaat nie slaag nie moet herhaal word.

G22. 'n Kursus wat nie vir graaddoelendes geneem word nie, word nie later vir 'n graad erken in plaas van 'n graadkursus waarin gedruip is nie, tensy die student daardie kursus as deel van sy graadleergang kon gekies het toe hy dit geneem het en ook origens aan die vereistes vir die graad voldoen het.

Eksamen

G23. Aan die einde van elke akademiese jaar word 'n eksamen in elke kursus van 'n vak afgeneem of op sodanige ander tye as wat die Senaat mag goedkeur.

G24. 'n Student word nie tot die eksamen in 'n kursus toegelaat voordat een akademiese jaar verloop het sedert die eksamen waaraan hy die bevoegdheid ontleen het om as gematrikuleerde student geregistreer te word nie.

Hertoelatings

- G25. (1) Hertoelating mag aan studente geweier word op akademiese gronde.
- (2) Studente wat tweekeer sak in alle eerste of daaropvolgende jare se kursusse word nie oorweeg vir hertoelating nie.
- (3) 'n Student met slegs twee krediete na twee jaar se studie sal oorweeg word vir hertoelating mits hy bereid is om 'n nuwe studierigting te volg

HONNEURS-BACCALAUREUSGRADE

Vereiste kwalifikasies vir registrasie

G26. Om tot die studie toegelaat te kan word, moet 'n student 'n baccalaureusgraad verwerf het of, indien die Senaat dit goedkeur, kursusse voltooi het op grond waarvan baccalaureusstatus verleen kan word. Geen persoon sal as kandidaat toegelaat word tensy hy die toestemming van die Fakulteitsraad op aanbeveling van die departementshoof verkry het nie.

G27. Behoudens die algemene bevoegdheid van Universiteit om 'n student nie tot die studie toe te laat nie, moet 'n kandidaat, indien hy die baccalaureusgraad verwerf het (a) aan die Universiteit, sonder dat die beoogde vak een van sy hoofvakke was, of (b) aan 'n ander universiteit, die Universiteit aangaande sy bekwaamheid in daardie vak bevredig voordat hy tot die studie toegelaat kan word.

Keuse van fakulteit

G28. Indien die vak waarin 'n student wil studeer, voorkom in die lys vakke vir die honneursgraad in die fakulteit waarin hy die baccalaureusgraad verwerf het, neem hy die honneursgraad nie in 'n ander fakulteit nie.

- G29. (1) Geen student word tot die eksamen toegelaat nie tensy hy 'n goed-gekeurde leergang gedurende minstens een jaar gevolg het.
- (2) In die geval van 'n Honneurs-Baccalaureusgraad wat toegeken word sonder dat die kandidaat eers 'n Baccalaureusgraad verwerf het moet die kandidaat goedgekeurde kursusse voltooi ten minste gedurende die finale twee jaar van sy studie.

Herhaling van eksamen

G30. Sonder spesiale vergunning van die Senaat, mag niemand hom meer as twee maal vir eksamen in dieselfde departement aanmeld nie.

Vertaaltoets

G31. Wanneer 'n vertaaltoets vir die eksamen voorgeskryf is, word die punte in die toets behaal nie in die groot totaal van die eksamen opgeneem nie en kan 'n kandidaat wat tussen 45 en 49 persent in die toets behaal het, toegelaat word om na verloop van 'n tydperk deur die Universiteit bepaal 'n aanvullende eksamen af te lê.

Toelating

G32. Om tot die studie toegelaat te kan word, moet 'n kandidaat, behalwe waar in die fakulteitsreglemente anders bepaal word, die graad honneursbaccalaureus behaal het in die vak waarin hy wil studeer, en tot bevrediging van die Senaat bewys gelewer het aangaande sy bekwaamheid in die vak.

Duur van leergang

G33. Die graad word nie aan 'n kandidaat toegeken voordat minstens een jaar verloop het sedert hy die graad honneurs-baccalaureus of sodanige ander graad as wat voorvereis word, verwerf het nie.

Eksamen

G34. Die eksamen bestaan uit twee of meer skriftelike vraestelle of 'n verhandeling; of uit vraestelle en 'n verhandeling; of uit 'n verhandeling en 'n mondelinge eksamen, soos deur die Senaat bepaal op aanbeveling van die Fakulteitsrade. 'n Skriftelike eksamen, indien vereis, word afgeneem op sodanige tydstip as wat die Senaat mag bepaal.

G35. Sonder spesiale vergunning van die Senaat mag niemand meer as twee maal die eksamen skryf nie.

Verhandeling

G36. Voordat hy tot die studie toegelaat word, moet 'n student die titel van sy voorgestelde verhandeling, tesame met 'n opsomming van sy skema vir goedkeuring deur die Senaat voorlê.

G37. Elke student werk onder die leiding van die hoof van die betrokke departement (of die hoofde van die betrokke departemente) en op voorstel van die hoof van die betrokke departement (of die hoofde van die betrokke departemente) mag die Senaat besluit om hom te plaas onder leiding van een van die lektore in die betrokke departement (of in een van die betrokke departemente).

G38. Die titel van 'n verhandeling word vir 'n tydperk van vyf jaar goedgekeur waarna die student, indien nodig, jaarliks aansoek moet doen om verlenging.

G39. 'n Kandidaat wat die graad by die gradeplegtigheid van die volgende jaar wil ontvang, moet die verhandeling nie later nie as 31 Desember of, met spesiale toestemming van die departementshoof, 31 Januarie indien.

G40. Geen verhandeling word aangeneem nie indien dit voorheen vir 'n graad aan 'n ander universiteit ingedien is, maar materiaal uit publikasies van die kandidaat mag in die verhandeling beliggaam word. Die kandidaat moet saam met sy verhandeling 'n eksemplaar indien van elke verhandeling deur hom vir 'n ander graad aangebied, hetsy dit aanvaar is of nie.

G41. Die verhandeling moet bewys lewer van die kandidaat se vermoë tot akademiese navorsing; die taal moet suiwer wees en die tegniese afwerking in orde.

G42. Vir die doel van eksaminering moet 'n kandidaat drie eksemplare van sy verhandeling indien. Nadat die verhandeling goedgekeur is, en voordat die graad toegeken word, moet hy nog sodanige verdere eksemplare as wat nodig geag mag word indien, tesame met 'n opsomming van ongeveer 800 tot 1000 woorde, tensy spesiale goedkeuring verleen is om 'n kleiner getal in te dien.

G43. 'n Verhandeling moet in die reël in dubbelspasiering getik wees en moet behoorlik ingebind wees.

G44. Die titelblad van 'n verhandeling moet die volgende besonderhede bevat:

1. (die volle titel van die verhandeling).....
2. deur (die volle naam van die kandidaat).....
3. voorgelê ter gedeeltelike vervulling van 'n graad van Magisterin die Fakulteit van..... Van die Universiteit van Fort Hare.
4. Datum van indiening.....

G45. Indien 'n gedeelte van die voorgelegde verhandeling op die datum van indiening nie tot bevrediging van die Universiteit gepubliseer word of is nie het die Universiteit die reg om die werk in sy geheel of gedeeltelik vir navorsingsdoeleindes te reproduseer. Die Universiteit kan van hierdie reg afstand doen, mits die kandidaat bevredigende reëlings tref om die werk te publiseer.

G46. Fakulteite kan by die Senaat aanbeveel dat Meestersgrade toegeken word met lof.

DOKTORSGRADE

Toelating.

G47. Behoudens spesiale bepalinge in die fakulteitsreglemente moet 'n kandidaat, om tot die studie toegelaat te kan word, die graad magister behaal het in die fakulteit waarin hy wil studeer, en tot bevrediging van die Senaat bewys gelewer het aangaande sy bekwaamheid in die gekose studierigting. By registrasie benoem die Senaat 'n promotor of promotors.

Duur van leergang.

G48. Die graad word nie aan 'n kandidaat toegeken voordat twee jaar of sodanige langer tydperk as wat in die fakulteitsreglemente voorgeskryf is, verloop het sedert hy die magistergraad verwerf het nie.

Eksamen.

G49. (1) Die eksamen bestaan uit 'n verhandeling en, indien die Senaat dit voorskryf of die eksamenkommissie dit verlang, 'n mondelinge of skriftelike eksamen oor die onderwerp van die verhandeling en die betrokke vak as geheel.

(2) Die Senaat benoem 'n eksamenkommissie wat bestaan uit die promotor of promotors en ten minste twee eksterne eksaminatore.

G50. Geen kandidaat mag 'n verhandeling indien nie tensy hy die Senaat op aanbeveling van die promotor oortuig het dat hy 'n bevredigende kennis van die vak as geheel besit. Die Senaat kan buitendien 'n program van studie voorskryf waarvoor 'n kandidaat 'n doktorsale eksamen moet aflê voordat hy sy proefskrif mag indien.

G51. Sonder spesiale toestemming van die Senaat mag niemand hom meer as twee maal vir die eksamen aanmeld nie.

Verhandeling.

G52. Voordat hy tot die studie toegelaat word, moet 'n kandidaat die titel van sy voorgename verhandeling tesame met 'n samevatting van sy beoogde skema en navorsingsmetode vir goedkeuring van die Senaat voorlê.

G53. 'n Verhandeling moet bewys lewer van oorspronklike werk en moet 'n beslisse bydrae tot die kennis van en insig in die vak wees.

G54. Voorskrifte G39 en G45 is *mutatis mutandis* van toepassing vir 'n verhandeling. Die naam van die promotor moet op die titelbladsy verskyn. By voorlegging moet die verhandeling vergesel wees van 'n verklaring oor die mate waarin dit, in opset sowel as uitvoering, die kandidaat se eie werk is.

University of Fort Hare
Together in Excellence

FAKULTEIT TEOLOGIE

PERSONEEL

Dekaan :

Professor F. HECHT.

Ou Testamentiese Vakke en Hebreus :

*Professor: F. HECHT, Cand.Phil. (Halle), Cand.Theol. (Halle), Cand.Min. (Berlin),
D.D. (Pret.).

Lektor: N. L. A. TIDWELL, M.A. (Cantab. en Oxon.).

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. (h.c.) (St. Andrews).

Kerkgeskiedenis en Sendingwetenskap :

*Professor: W. D. MAXWELL, B.A. (Toronto), Ph.D., D.Litt. (Edin.), Hon.D.D.
(Glasgow).

Sekretaresse/Tikster: Mevr. E. Wannenburg.



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N.B.—Die volgende regulasies van die Fakulteit moet saam met die algemene regulasies van die Universiteit as basis gelees word.

*Departementshoofde.

FAKULTEIT TEOLOGIE

GRADE EN DIPLOMAS

- Th.1. (i) Die volgende grade word in die Fakulteit uitgereik:
- | | |
|--|----------------|
| Baccalaureus Theologiae | B.Theol. |
| Honneurs-Baccalaureus Theologiae | Hons. B.Theol. |
| Magister Theologiae | M.Theol. |
| Doctor Theologiae | D.Theol. |
- (ii) Die volgende diploma word in die Fakulteit uitgereik: Diploma in Teologie.

Die Graad Baccalaureus Theologiae

Leergang

- Th.2. (i) Die lengte van die leergang is 'n minimum van 3 jaar en die volgende 12 kursusse moet aangebied word:
- Bybelkunde I, II, III.
 - Sistematiese Teologie I, II.
 - Kerkgeskiedenis en Sendingwetenskap I, II.
 - OF Sistematiese Teologie III OF Kerkgeskiedenis III
 - Pastorale Teologie I.
 - Wysbegeerte van die Godsdien en Vergelykende Godsdien I.
 - Klassieke Grieks I of Hellenistiese Grieks I
 - Hebreeus I.

- (ii) Die kursusse moet as volg saamgestel word:

Eerste studiejaar :

Bybelkunde I; Sistematiese Teologie I;
Kerkgeskiedenis en Sendingwetenskap I;
Wysbegeerte van die Godsdien en Vergelykende Godsdien I;
(Vorbereidende Grieks)

Tweede Studiejaar :

Bybelkunde II Sistematiese Teologie II;
Kerkgeskiedenis en Sendingwetenskap II;
Pastorale Teologie I; Grieks I.

Derde Studiejaar :

Bybelkunde III; Sistematiese Teologie III OF
Kerkgeskiedenis en Sendingwetenskap III;
Hebreeus I.

- (iii) Regulasies A4(1), (2), (3); 5, 9, 10, 11 van die Fakulteit van Lettere sal van toepassing wees mutatis mutandis.

- (iv) *Amptelike Tale :*

Alhoewel geen formele taalvereistes gestel word nie, word dit sterk aanbeveel dat 'n student ten minste 12 uur studietyd in die taallaboratorium sal wy aan 'n kursus in een of beide amptelike tale.

Die Graad Honneurs-Baccalaureus Theologiae

- Th.3. Om toegelaat te word tot die studiekursus, moet 'n student in besit wees van:

- (i) Die B.Theol.-graad.

- (ii) Die B.A.-graad met teologiese keusevakke, op voorwaarde-

(a) Dat hy die taalvereistes vir die B.Theol.-graad voltooi het;

(b) dat hy in Kerkgeskiedenis en Sendingwetenskap I en Pastorale Teologie I asook Wysbegeerte van die Godsdien en Vergelykende Godsdien I geslaag het;

(c) dat hy, tesaam met die honneurskursus, Kerkgeskiedenis en Sendingwetenskap II volg en slaag.

Th.4. Taalvereistes vir die Hons.B.Theol.:

Hebraeus II

Gricks II of Hellinistiese Gricks II.

Latin I of Spes ad Latin (virde Prosppektus van Fakulteit Lettere en Wysbegeerte)

'n Student n mag oeklyklyde met sy Hons.B.Theol. kursu, ook aan die taalvereistes voldoen.

Th.5. (i) Die minimum-lengte van die kursu is 2 jaar.

(ii) Die hoofstudierigting sal wees of Bybelkunde of Sistematiese Teologie of Kerkgeskiedenis en Sendingwetenskap. Die vakke wat nie vir die hoofstudierigting gekies is nie, sal tesame met Pastorale Teologie as byvakke geneem word.

(iii) Die eksamen sal uit 9 vraestelle van 3 uur elk bestaan: 6 oor die hoofstudierigting en 3 oor elkeen van die byvakke. Drie van hierdie vraestelle mag mondelings gedoen word.

(iv) Die eksamen mag of as een geheel of in twee dele afgedel word.

(v) Die graad sal met onderskeiding toegeken word aan 'n student wat 'n onderskeidingsgemiddelde van 75% in tenminste die helfte van sy eksamenvraestelle behaal het.

Die Graad Magister Theologiae

Th.6. *Toelating tot die kursu:*

'n Student moet in besit wees van Hons.B.Theol. of 'n graad wat deur die Senaat as van gelyke waarde beskou word.

Th.7. Die graad mag toegeken word vir 'n vak wat as hoofstudierigting vir die honneursgraad gekies was.

Th.8. *Eksamenvereistes:*

(i) Die eksamen sal uit 4 vraestelle van 3 uur elk, tesame met 'n verhandeling, bestaan.

(ii) Die graad mag nie met onderskeiding aan 'n student wat 'n onderskeidingsgemiddelde van 75% in sy eksamen en sy verhandeling behaal het, toegeken word.

Die Graad Doctor Theologiae

Th.9. (i) 'n Student sal in besit moes gewees het van die graad Magister Theologiae vir tenminste 2 jaar (of sal, tot bevreediging van die Fakulteit en goedgekeur deur die Senaat, van sy kwalifikasies tot toelating bewys moet lewer) voordat a an hom die graad van D.Theol. toegeken mag word.

(ii) Die leergang vir die graad bestaan uit hoof-onderwerpe en twee hulp-onderwerpe wat uit die volgende gekies moet word:

Bybelkunde	Ou Testament
Bybelkunde	Nuwe Testament
Sistematiese Teologie	Dogmatiek en Etiek
Kerkgeskiedenis en Sendingwetenskap	
Wysbegeerte van die Godsdien en Vergelykende Godsdien	
Pastorale Teologie	

(iii) 'n Student moet aan die volgende taalvereistes voldoen:

(a) *Ou Testament:*

(1) 'n tweede Semitiese taal op 'n beginnerse basis en 'n leeskennis van Duits.

(2) Hebraeus III indien deur die Senaat vereis.

(b) *Nuwe Testament:*

(1) 'n tweede Klassieke taal op 'n tweelinge basis en 'n leeskennis van Duits.

(2) Gricks III indien deur die Senaat vereis.

- (c) *Sistematiese Teologie* :
- (1) Latyn II tensy die Senaat vrystelling daarvan, op aanbeveling van die Fakulteit, verleen.
 - (2) 'n leeskenmis van Duits.
- (d) *Kerkgeskiedenis en Sendingwetenskap* :
- Latyn II, tensy die Senaat vrystelling daarvan op aanbeveling van die Fakulteit verleen, asook 'n leeskenmis van Duits of Frans.
- (e) *Pastorale Teologie* :
- Latyn II tensy die Senaat vrystelling daarvan op aanbeveling van die Fakulteit verleen, asook 'n leeskenmis van Duits of Frans.
- (f) *Wysbegeerte van die Godsdien en Vergelykende Godsdien* :
- 'n deeglike kennis in die taal wat deur die bepaalde studierigting vereis word.
- (iv) 'n Student sal homself vir 'n mondelinge eksamen voor die Fakulteit in sy hoof-onderwerp en die twee hulponderwerpe aanbied.
- Th.10. (i) 'n Student moet 'n tesis waarvan die onderwerp eers deur die Fakulteit en die Senaat goedgekeur is en wat 'n oorspronklike en belangrike bydrae tot die kennis van die behandelde onderwerp moet wees, voorlê.
- (ii) Die voorgelegde tesis moet ook bewys lewer van 'n deeglike vertrouetheid met die hele studierigting asook met die onderwerpe ten nouste daaraan verbonde.
- (iii) Die graad sal nie toegeken word nie voordat *een* jaar na die mondelinge eksamen verloop het. Die mondelinge eksamen sal afgelê word ten minste *een* jaar voordat die diploma aangebied word.
- Diploma in Teologie**
- Th.11. (i) 'n Kandidaat sal nie tot die kursus toegelaat word nie tensy hy ten minste 'n skooldiploma besit, of die Rard van die Fakulteit tevrede stel ten opsigte van sy rypleid en bevoegdheid om die kursus te onderneem.
- (ii) 'n Kandidaat vir die diploma moet die Universiteit bywoon vir nie minder as drie akademiese jaar nie.
- (iii) 'n Kandidaat moet in al die kursusse soos uiteengesit in die volgende leergang, geslaag het:
- Bybelkunde I, II, III.
Sistematiese Teologie I, II.
Kerkgeskiedenis en Sendingwetenskap I, II.
OF Sistematiese Teologie III OF Kerkgeskiedenis III.
Wysbegeerte van die Godsdien en
Vergelykende Godsdien I.
Hellenistiese Grieks I, of Hebreus I, of
Sosiale Antropologie I, of
Sielkunde I, of Xhosa I.
- (iv) 'n Kandidaat sal erkenning ontvang vir die onderwerpe waarin hy geslaag het, op voorwaarde dat hy homself nie vir eksamen aanmeld in meer as vyf onderwerpe in enige enkele jaar nie.

LEERPLANNE

KLASSIEKE HEBREEU

Kursus I: (2 vraestelle)

Vraestel 1: Taal.

- (a) Beginsels van die Hebreuse grammatika (skrif, klankleer, aksente, naamvalle van die voornaamwoord, sterk selfstandigernaamwoord, onreëlmatige selfstandige naamwoord, lidwoorde, getalle tot 100 en sterk werkwoorde met werkwoordebke byvoegsels).
- (b) Eenvoudige vertalings uit en in Hebreus.

Vraestel 2: Agtergrond.

- (a) Die aard van die Hebraïese taal en denke (Deel I).
- (b) Ou-Testamentiese geskiedenis en die Nabye Oosterse agtergrond daarvan vanaf die begin tot op die verwoesting van die Eerste Tempel.
- (c) Oorsig van Bybelse Aardrykskunde.

Kursus II: (2 vraestelle)

Vraestel 1: Taal.

- (a) Beginsels van die Hebraïese grammatika (swak werkwoorde en daarvan afgeleide selfstandige naamwoorde, vergelyking, lidwoorde) met vertalings uit en in Hebraïes.
- (b) Beginsels van Hebraïese sinsbou, met toepaslike oefeninge.
- (c) Taalkundige studie van 15 hoofstukke uit die historiese en tien hoofstukke uit die profetiese letterkunde van die Ou Testament.

Vraestel 2: Agtergrond en Teks.

- (a) Die aard van die Hebraïese taal en denke (Deel II).
- (b) Die geskiedenis van die Jode vanaf die verwoesting van die Eerste Tempel tot die verwoesting van die Tweede Tempel.
- (c) 'n Oorsig van Bybelse Oudheidskunde.
- (d) Die teks van die Ou Testament.

Kursus III: (2 vraestelle)

Vraestel 1: Taal.

- (a) Kenmerke van die Hebraïese taal en sy plek onder die Semitiese tale.
- (b) Taalkundige studie van tien hoofstukke uit die moeiliker profetiese boeke en tien vanuit die poetiese en wysheid letterkunde van die Ou Testament. Enige tekste uit Jesus Sirach en uit 'n Mishna-tekst.

Vraestel 2: Arameses of Ugarities.

- (a) Inleidende grammatika en in breek trekke die letterkunde van of die Aramese of die Ugaritiese taal.
- (b) Vertaling van voorbereide en onvoorbereide tekste in Engels.

HELLENISTIESE GRIEKS

Toelatingsverste.

Om tot Hellenistiese Grieks I toegelaat te word, moet 'n student

- (a) 'n voorbereidende kursus in Hellenistiese Grieks afgele het wat die volgende omvat:-
 - 'n Studie van die grammatika (vormleer en sintaksis) van Hellenistiese Grieks;
 - Vertaling van sinne en of passasies uit en in Grieks; en 'n Oorsig van Christelike Griekse literatuur.
- (b) Die Hoof van die Departement daarvan oortuig dat hy genoegsame kennis van die taal besit.

Hellenistiese Grieks I

(Twee vraestelle)

1. Formele grammatika van Hellenistiese Grieks.
2. Oefeninge in onvoorbereide vertaling en eenvoudige vertalings uit Engels in Grieks.

3. 'n Studie van hoofstukke uitgesoek uit die volgende voorgeskrewe boeke:
 - (a) Die Griekse Nuwe Testament: *Johannes*.
 - (b) Die *Didache*.
 - (c) Clemens Romanus: *Eerste Brief aan die Korinthiërs*. (Vertaling, grammatiese verklaring, inhoud en agtergrond).
4. 'n Oorsig van die Griekse geskiedenis in die Hellenistiese tydvak (336-31 v. Chr.), met besondere verwysing na die Hellenistiese staatsvorm en na kulturele strominge van die tyd.

Hellenistiese Grieks II

(Drie vraestelle)

1. 'n Studie van die Hellenistiese Griekse grammatika, sistematies en in verband met die geskiedenis van die Griekse taal.
2. Oefeninge in onvoorbereide vertaling en prosa stelwerk.
3. 'n Studie van die volgende voorgeskrewe boeke:
 - (a) Die Griekse Nuwe Testament: *Die Handeling van die Apostels*.
 - (b) Plato: *Die Apologie*.
 - (c) Clemens Romanus: *Eerste Brief aan die Korinthiërs*.
 - (d) Anon.: *Die Brief aan Diognetus*.
 - (e) Clemens Alexandrinus: *Vermanende rede aan die Grieke*.
Vertaling, grammatiese aantekening, uitleg van die verband en inhoud, en vrae van 'n letterkundige aard.
4. 'n Oorsig van die Pratrhistiese Griekse Literatuur.
5. 'n Oorsig van die Griekse geskiedenis van ongeveer 1200 to 323 v. Chr., met besondere verwysing na die *polis*, die godsdiens en die denke.



University of Fort Hare
(A) B.A. EN B. THEOL.
Together in Excellence

I: Bybelkunde.

Kursus I:

Afdeling A: Ou testament.

- (a) 'n Inleidende studie tot die hulpvakke by die bestudering van die Ou Testament.
- (b) 'n Algemene inleiding tot die bestudering van die Ou Testament.
- (c) 'n Oorsig van die geskiedenis van Israel.
- (d) 'n Studie van uitgesoekte gedeeltes van die „R.S.V.” in verband met die opvatting van „Geskiedenis” in Ou Israel.

Afdeling B: Nuwe Testament.

- (a) 'n Inleidende studie tot die hulpvakke by die bestudering van die Nuwe Testament.
- (b) 'n Algemene inleiding tot die bestudering van die Nuwe Testament.
- (c) 'n Oorsig van Nuwe-Testamentiese geskiedenis en inhoud.
- (d) Voorgeskrewe hoofstukke uit die Sinoptiese Evangelies („R.S.V.”) vir verklaring.

Kursus II:

Vraestel 1: Ou Testament.

- (a) 'n Inleiding tot vorms en voorgeskiedenis van die Ou Testamentiese letterkunde.
- (b) 'n Inleiding tot die Ou-Testamentiese letterkunde vanaf sy begin tot aan die Ballingskap.
- (c) Die godsdienslike en toeloesende boodskap van die Ou Testament (Deel D).

Vraestel 2: Nuwe Testament.

- (a) 'n Inleiding tot die Evangelies, Handelingen en die Pauliniese briewe.
- (b) 'n Inleiding tot die kulturele en godsdienstige agtergrond van die vroeë Christendom.
- (c) 'n Sistematiese oorsig van die boodskap van die Sinoptiese Evangelies en die Pauliniese briewe.

Kursus III:

Vraestel 1: Ou Testament.

- (a) 'n Inleiding tot die Ou-Testamentiese letterkunde na die Ballingskap.
- (b) Die godsdienstige en teologiese boodskap van die Ou Testament (Deel II).
- (c) Kanongeskiedenis van die Ou Testament.

Vraestel 2: Nuwe Testament.

- (a) 'n Inleiding tot die nie-Pauliniese briewe en die boek van Openbaring.
- (b) 'n Oorsig van die boodskap van die skrywer van Hebreërs en van Johannes.
- (c) Kanongeskiedenis van die Nuwe Testament.

Vraestel 3: Skriftoelating.

Afdeling A: Ou Testament.

- (a) Die verskeie getuies in verband met die teks van die Ou Testament
- (b) Die Hermeneutiek van die Ou Testament.
- (c) Voorgeskrewe gedeeltes van die „R.S.V.” vir verklaring.

Afdeling B: Nuwe Testament.

- (a) Die verskeie getuies in verband met die teks van die Nuwe Testament.
- (b) Die Hermeneutiek van die Nuwe Testament.
- (c) Voorgeskrewe gedeeltes van die „R.S.V.” vir verklaring.

II. Sistematiese Teologie

Kursus I.

- 1. Algemene inleiding tot die studie van Sistematiese Teologie.
- 2. Verhouding van sistematiese Teologie tot
 - (a) Wetenskap
 - (b) Wysbegeerte.
- 3. Onderzoek in verband met die betekenis van Christelike dogmatiese formules.
- 4. Inleiding tot Christelike etiek.

Kursus II.

Vraestel 1:

- 1. Die Christelike leer van God.
- 2. Die Christelike leer van die Heilige Drie-Eenheid.
- 3. Die Christelike leer van die Persoon van Christus.

Vraestel 2:

- 1. Die Christelike leer van die Heilige Gees.
- 2. Die Christelike leer van die Skepping en Voorsienigheid.
- 3. Christelike Etiek as die Goddelike Opdrag.

Kursus III.

Vraestel 1:

- 1. Die Christelike leer van Versoening en Verlossing.
- 2. Die Christelike leer van die Kerk en die Sakramente.

Vraestel 2:

- 1. Die Christelike leer van die mens en sonde.
- 2. Eskatologie.
- 3. Die Koninkryk van God.

Vraestel 3:

- 1. Christelike Etiek – Die leer van Christus en van Paulus.
- 2. Christelike en Wysgerige onderrig in verband met Etiek.
- 3. Studie in verband met Agape en Fros.
- 4. Hedendaagse Etiese Teorieë.

III. Kerkgeskiedenis en sendingwetenskap

Kursus I:

- (a) Algemene oorsig van die Kerkgeskiedenis.
- (b) 'n Spesiale studie van die na-Reformatoriese Kerkgeskiedenis tot op die moderne tydperk.

Kursus II:

Vraestel 1:

Die Middeleeuse Kerkgeskiedenis.

Vraestel 2:

Die Hervorming en die Teen-Hervorming.

Kursus III:

Vraestel 1:

Die eerste ses eeue tot Gregorius die Grote.

Vraestel 2:

- (a) Die probleem van die betekenis van geskiedenis.
- (b) Die Kerk en Kerkgeskiedenis.
- (c) Geskiedenis van dogmas in die vierde en vyfde eeue.

Vraestel 3:

- (a) Hedendaagse Kerkgeskiedenis met spesiale verwysing na Suid-Afrika.
- (b) 'n Inleiding tot die Teorie van Sendingwerk.

IV. Pastoraal Teologie I.



Afdeling A:

Christus en Sy Kerk:

1. Plek van Praktiese Teologie in die Kerk en die Teologie.
2. Geskiedkundige oorsig.
3. Christus en Sy Kerk.

Afdeling B:

Die Kerk en sy Aanbidding:

1. Die Liggaam van Christus
2. Die Woord en die Sakrament.
3. Die Aanbidding.

V: Vergelykende Godsdiens en Wysbegeerte van die

Godsdiens I

(Een Vraestel)

Afdeling A:

Vergelykende Godsdiens.

1. Inleidend: met spesiale verwysing na
 - (i) Afrika en
 - (ii) Christendom.
2. Uitgesoekte godsdiens-onderwerpe: Primitiewe godsdienste; Magie en Religie; die godsdienste van Afrika, Hinduisme, Judaïsme, Islam.

Afdeling B:

Wysbegeerte van die Godsdiens.

1. Inleidend: Die resultate van hedendaagse navorsing; waarde- en waarheid probleme; die verhouding van Religie, Openbaring en Wysbegeerte.
2. Godsdiens en Godsdienste in die werke van K. Barth en E. Brunner.

(B) HONS. B.THEOL.

I: LEERPLAN VIR HONS. B.THEOL. IN BYBELKUNDE MET
HOOFDRIGTING OU TESTAMENT.

Vraestel 1:

(a) 'n Oorsig van Outydkunde en geskiedenis van die Nabye Ooste, belangrik vir die lewe en instellings van Ou Israel.

(b) 'n Studie van die tussen-Testamentiese tydperk en sy kulturele, letterkundige en ideologiese agtergrond.

(c) Voorbeelde van die beginsels van tekskritiek geneem van die Biblia Hebraica.

Vraestel 2:

Eksegetiese studie (insluitend grammaties-historiese en teologiese gegewens) van ongeveer 15 voorgeskrewe hoofstukke uit verskillende dele van die Ou Testament (met gebruikmaking van die Hebreeuse teks).

Vraestel 3:

'n Geskiedkundige en kritiese bestudering van die toonaangewende skole van die Ou-Testamentiese verklaring.

Vraestel 4:

Teologie van die Ou Testament met besondere verwysing na God, die mens, die offerstelsel, die Messiaanse Hoop.

Vraestel 5:

Ou Testament—Nuwe Testament Tussenverhouding:

(a) die belangrikheid van die Ou Testament vir die verstaan van die Christus gebeure in die Nuwe Testament.

(b) die verskille tussen die opvattinge van die Ou-Testamentiese Kanon in die Sinagoge en die Kerk.

(c) Die aard van Paulus se teologiese kritiek op die Ou Testament.

Vraestel 6:

(a) Eksegetiese studie (insluitend grammaties-historiese en teologiese gegewens) van ongeveer ses voorgeskrewe hoofstukke uit verskillende dele van die Nuwe Testament (met gebruik-making van die Griekse teks).

(b) Die eenheid en die verskeidenheid van die openbaring van God in die Nuwe Testament.

II: LEERPLAN VIR HONS. B.THEOL. IN BYBELKUNDE MET
HOOFDRIGTING NUWE TESTAMENT

Vraestel 1:

(a) Kultuurhistoriese en religieuse agtergrond van die Nuwe Testamentiese tyd.

(b) Oorsig van die tussen-Testamentiese tydperk.

(c) Voorbeelde van die beginsels van tekskritiek geneem uit die Griekse Nuwe Testament.

Vraestel 2:

Eksegetiese studie (insluitend grammaties-historiese en teologiese gegewens) van ongeveer 20 voorgeskrewe hoofstukke uit verskillende dele van die Nuwe Testament (met gebruikmaking van Griekse teks).

Vraestel 3:

'n Geskiedkundige en kritiese bestudering van die toonaangewende skole van Nuwe-Testamentiese verklaring.

Vraestel 4:

Die eenheid en die verskeidenheid van die openbaring van God in die Nuwe Testament.

Vraestel 5:

- (a) Die verwantskap tussen die Nuwe en die Ou Testament.
- (b) Die konsep van 'n Nuwe-Testamentiese Kanon.
- (c) Die Ou Testament en die Messiaanse bewussyn van Jesus.

Vraestel 6:

- (a) Eksegetiese studie (insluitende grammaties-histories en teologiese gegewens) van ongeveer 6 voorgeskrewe hoofstukke uit verskillende dele van die Ou Testament (met gebruikmaking van die Hebreuse teks).
- (b) Teologie van die Ou Testament met besondere verwysing na God, die mens, die offerstelsel, die Messiaanse Hoop.

III: LEERPLAN VIR HONS. B.THEOL. MET HOOFFRIGTING SISTEMATIESE TEOLOGIE.

Vraestel 1:

Oorsig van die Prolegomena tot die Dogmatiek en 'n kort oorsig van die Teologie van die 19de en 20ste eeue wat tot die huidige Dogmatiese situasie gelei het.

Vraestel 2:

Oorsig van die mees belangrike vraagstukke in verband met Kommunikasie, Sending, en die konfrontasie tussen Dogmatiek, Filosofie en die Wetenskap teenswoordig.

Vraestel 3:

'n Keuse van 'n hoofrigting in Dogmatiek uit: die leer van die Woord; OF die leer van God; OF die Skeppingsleer; OF die leer van die Versoening; OF die leer van die Volcinding.

Vraestel 4:

'n Keuse van 'n hoofrigting in die Christelike Etiek.

Vraestel 5:

Spesialisering en bronbestudie:

- (a) Luther en Lutheranisme OF Calvyn en Calvinisme OF die Hervorming in Frankryk OF in Holland OF in Engeland OF in Skotland, OF
- (b) Spesifieke probleme ten opsigte van Ekklesiologie, Pneumatologie, Missiologie en „Oikumene“.

Vraestel 6:

'n Bestudering van 'n eie tydse Teoloog.

IV: LEERPLAN VIR HONS. B.THEOL. MET HOOFFRIGTING KERKGESKIEDENIS EN SENDJINGWETENSKAP.

Vraestel 1:

- (a) Die ontwikkeling en metodes van Kerklike geskiedskrywing.
- (b) Bestudering van 'n belangrike tydvak van kerkstellige ontwikkeling

Vraestel 2:

'n Spesiale studie in Kerkgeskiedenis en die geskiedenis van Kerkstellige vanuit die oorspronklike bronne wat deur een van die volgende tydvakke behandel word:

- (a) die vroeë tydvak tot op Gregorius I
OF
- (b) die Middeleeue
OF
- (c) die Hervorming of die Teen-Hervorming
OF
- (d) Na-Hervormings tydvak.

Vraestel 3:

Die Geskiedenis van die Sending: Een van die volgende onderwerpe:

- a) Kerstening van die Germaanse stamme
OF
- b) Sendingondernemings in die Middel-eeue
OF
- c) Kerstening van Afrika suid van die Sahara
OF
- d) wêreldsending van die Kerk in die 20ste eeu.

Vraestel 4:

Bestudering van die lewe en die werk van:

- (a) 'n Kerkvader.
- (b) Een van die Hervormers.

Vraestel 5:

n Bestudering van die volgende Konsilie:

- a) Trente
- b) Eerste en Tweede Vatikaanse Konsilie.

Vraestel 6:

Torie van die Sending:

- 1. Die Christelike boodskap in 'n nie-Christelike wêreld.
- 2. Sending en Kerk.
- 3. Sending en die „Okumene“.



V: HONS.B.THEOL. LEERPLAN VIR PASTORALE TEOLOGIE.

Vraestel 1:

Vernuwing van die Kerk:

- 1. Die prediking.
- 2. Die liturgie.
- 3. Sang en musiek.
- 4. Die leke-beweging.

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Vraestel 2:

Afdeling A:

Die Nuwe Mens in die Kerk:

- 1. Die grondlegging.
- 2. Die opbouing.
- 3. Die Sending.

Afdeling B:

Pastorale sielkunde.



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LIVINGSTONE-GEBOU

FAKULTEIT REGSGELEERDHEID

Akademiese Personeel

Handelsreg :

Professor: Vakant.

Senior Lektor: G.S. WOOD, B.A., LL.B. (Natal) (Hoof van die Departement)

Privaatreg :

Senior Lektor: F.A. DE VILLIERS, B. Comm., LL.B. (Potch.)
(Hoof van die Departement)

Senior Lektor: W. DE HAAN, B.A., LL.B. (Stell.)

Senior Lektor: M.L. LUPTON, B.A. (Hons), LL.B. (U.O.V.S.)

Lektor: B. S. KOYANA, B.A., LL.B. (S.A.)

Lektor: Vakant.

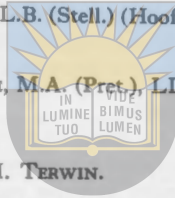
Publiekreg :

Professor: J. B. THOM, B.A., LL.B. (Stell.) (Hoof van die Departement en Dekaan
van die Fakulteit)

Senior Lektor: J. LABUSCHAGNE, M.A. (Pret.), LL.B. (S.A.)

Senior Lektor: Vakant.

Sekretaresse/Tikster: Mev. L. I. TERWIN.



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Grade en Sertifikate in Regsgeleerdheid

L1. Die volgende grade word uitgereik:—

- (1) Baccalaureus Juris (3 jaar).....B.Juris
- (2) Baccalaureus Juris (4 jaar).
- (3) Baccalaureus LegumLL.B.
- (4) Magister LegumLL.M.
- (5) Doctor LegumLL.D.

L2. Die volgende sertifikate word verleen:—

- (1) Prokureurstoelatingsertifikaat
- (2) Staatsdienssertifikaat in die Regte.

Regulasies

(Gelees te word met die Algemene Regulasies in die Jaarboek):

Vrystelling :

L3. 'n Student kan op grond van voorafgaande studie vrystel word van nie meer as helfte van die kursusse vir enige bepaalde graad of sertifikaat voorgeskryf; met dien verstande, egter, dat kandidate wat in besit is van 'n B. Juris.-graadsertifikaat geregtig sal wees tot vrystelling van hoogstens drie kursusse meer as helfte van die kursusse vir die LL.B.-graad voorgeskryf, in welke geval dit van bedoelde kandidate vereis sal word om een bykomende kursus vir elk van die drie kursusse voormeld te neem.

Nie-graad en nie-sertifikaat doeleindes:

L4. Slegs een kursus mag vir nie-graad en nie-sertifikaat doeleindes geneem word. 'n Sodanige kursus mag in enige studiejaar geneem word; met dien verstande dat nie meer as twee bykomende kursusse (ingeslote kursusse wat herhaal word) tot die voorgeskrewe kursusse in enige studie-jaar geneem mag word nie.

Volgorde van kursusse :

L5. Op aanbeveling van die Fakulteit, en met die goedkeuring van die Senaat, mag 'n student 'n ander as die in L11, L15, L20, L22, L23, L31 en L35 voorgeskrewe volgorde van kursusse kies.

Toelating tot eksamens :

L6. 'n Student word nie tot die eksamen in enige kursus toegelaat nie tensy hy 'n jaarsyfer van minstens 40% behaal het.

Slaagsyfer :

L7. Ten einde in enige kursus te slaag, moet 'n kandidaat minstens 40% in die eksamen behaal, en, bykomend daartoe, 'n gemiddeld vir die jaarsyfer en die eksamen van minstens 50%, en vir hierdie doeleindes dra die jaarsyfer en die eksamensyfer gelyke gewig.

Onderskeiding :

L8. 'n Kursus word met onderskeiding geslaag indien 'n kandidaat 'n slaagsyfer van minstens 75% behaal.

Aanvullende eksamens :

L9. 'n Kandidaat word nie tot 'n aanvullende eksamen in enige vak toegelaat nie, behalwe met vergunning van die Senaat op aanbeveling van die Fakulteitsraad vir die Regsgeleerdheid.

Baccalaureus Juris (3 jaar)

Toelating tot studie :

L10. Om tot die studie toegelaat te word, moet 'n student 'n Matrikulasië- of 'n Matrikulasiëvrystellingsertifikaat besit, of 'n sertifikaat van voorwaardelike vrystelling van matrikulasië uitgereik aan studente van die buiteland.

Leergang :

L.11. Die Kursusse is soos volg:

Eerste jaar :

- (i) Inleiding tot die Reg.
- (ii) Privaatreg I.
- (iii) Privaatreg II.
- (iv) Naturelle-administrasie I of Staatsleer I of Latyn (Spesiale kursus) of Latyn I.
- (v) Uitleg van Wette (halwe kursus).

Tweede jaar :

- (i) Strafrege.
- (ii) Bewysrege.
- (iii) Handelsrege I.
- (iv) Staats- en Administratiefrege.
- (v) Strafprosesrege.

Derde jaar :

- (i) Privaatreg III.
- (ii) Handelsrege II.
- (iii) Romeinse Rege.
- (iv) Siviele Prosesrege.
- (v) Internasionale Privaatreg (halwe kursus).

Afsl. van leergang :

L.12. (1) Om tot die tweede jaar van die kursus toegelaat te kan word, moet 'n student minstens drie volle kursusse van die eerste jaar voltooi het; met dien verstande dat indien drie volle kursusse of twee volle kursusse en een halwe kursus van die eerste jaar onvoltooid is, een kursus van die tweede jaar tesame met die onvoltooid eerstejaars kursusse geneem mag word. Om tot die derde jaar toegelaat te kan word, moet 'n student al die kursusse van die eerste jaar en minstens drie kursusse van die tweede jaar voltooi het; met dien verstande dat indien drie kursusse van die tweede jaar onvoltooid is, een kursus van die derde jaar tesame met die onvoltooid kursusse geneem mag word.

(2) 'n Student verkry erkenning vir afsonderlike kursusse waarin hy geslaag het, maar in die derde jaar slegs indien hy minstens twee kursusse van die betrokke jaar gelyktydig geslaag het.

Slaag met lof :

L.13. Om die graad met lof te behaal moet 'n kandidaat in al die kursusse van die finale jaar gelyktydig slaag, drie waarvan met onderskeiding, en 'n gemiddelde van 70% behaal.

Baccalaureus Juris (4 jaar)

Toelating tot studie :

L.14. Om tot die studie toegelaat te word, moet 'n student 'n Matrikulasi- of 'n Matrikulasi-erystellingsertifikaat besit, of 'n sertifikaat van voorwaardelike erystelling van matrikulasi uitgereik aan studente van die buiteland.

Leergang :

L.15. Die kursusse is soos volg:

Eerste jaar :

- (i) Inleiding tot die Reg.
- (ii) Privaatreg I.
- (iii) Privaatreg II.
- (iv) Naturelle-Administrasie I of Staatsleer I of Latyn (Spesiale kursus) of Latyn I of Engels I.
- (v) Uitleg van Wette (halwe kursus).

Tweede jaar :

- (i) en (ii) Engels I en een, of indien Engels I reeds geslaag is, twee van die volgende:
Naturele-Administrasie I of Staatsleer I of Latyn (Spesiale kursus) of Latyn I of Afrikaans-Nederlands I.
- (iii) Strafred.
- (iv) Handelsreg I.

Derde jaar :

- (i) Afrikaans-Nederlands I of, indien reeds geslaag, een van die volgende:
Naturele-Administrasie I of Staatsleer I of Latyn (Spesiale kursus) of Latyn I.
- (ii) Bewysreg.
- (iii) Staats- en Administratiefreg.
- (iv) Strafprosedereg.

Vierde jaar :

Soos in die Derde jaar van die B.Juris (3 jaar).

Aflê van leergang :

L16. (1) Om tot die tweede jaar van die leergang toegelaat te kan word, moet 'n student minstens drie volle kursusse van die eerste jaar voltooi het; met dien verstande dat indien drie volle kursusse of twee volle kursusse en een halwe kursus van die eerste jaar onvoltooid is, een kursus van die tweede jaar tesame met die onvoltooid eerstejaarskursus geneem mag word. Om tot die derde jaar toegelaat te kan word, moet 'n student minstens drie volle kursusse van die tweede jaar voltooi het; met die verstande dat indien drie volle kursusse van die tweede jaar onvoltooid is, een kursus van die derde jaar tesame met die onvoltooid kursusse geneem mag word. Om tot die vierde jaar toegelaat te kan word, moet 'n student al die kursusse van die eerste en tweede jaar en minstens drie volle kursusse van die derde jaar voltooi het; met dien verstande dat indien drie kursusse van die derde jaar onvoltooid is, een kursus van die vierde jaar tesame met die onvoltooid kursusse geneem mag word.

(2) 'n Student verkry erkenning vir afsonderlike kursusse waarin hy geslaag het, maar in die vierde jaar slegs indien hy minstens twee kursusse van die betrokke jaar gelyktydig geslaag het.

(3) 'n Student wat hom vir toelating as prokureur wil kwalifiseer, en nie Latyn by die Matrikulasie-eksamen geslaag het of op grond van 'n ander eksamen van hierdie vereiste vrygestel is nie, moet in ag neem dat die reëls betreffende die toelating van prokureurs vereis dat hy in Latyn (Spesiale kursus) geslaag het indien hy vir Romeinse Reg wil inskryf.

Slaag met lof :

L17. Om die graad met lof te behaal moet 'n kandidaat al die kursusse van die finale jaar gelyktydig slaag, drie waarvan met onderskeiding, en 'n gemiddelde van 70% behaal.

Baccalaureus Legum

Toelating tot studie :

L18. Om tot die studie toegelaat te kan word moet 'n student 'n Baccalaureusgraad besit.

Algemene Leergang :

- L19. (i) Inleiding tot die Reg.
- (ii) Persone- en Familiereg (Privaatreg I).
- (iii) Sake- en Erfreg. (Privaatreg II).
- (iv) Uitleg van Wette (halwe kursus).
- (v) Internasionale Privaatreg (halwe kursus).
- (vi) Strafred.
- (vii) Bewysreg.
- (viii) Maatskappyereg, Vennootskapsreg en Insolvensiereg (Handelsreg I).

- (ix) Staats- en Administratiefreg.
- (x) Romeine Reg.
- (xi) Kontrakte- en Deliktereg (Privaatreg III)
- (xii) Strafprosesreg.
- (xiii) Siviele Prosesreg.
- (xiv) Versekeringsreg, Immaterieelgoederereg en Verhandelbare Dokumente (Handelsreg II).
- (xv) Gevorderde Privaatreg A.
- (xvi) Sosiale en Ekonomiese Wetgewing.
- (xvii) Volkereg.
- (xviii) Gevorderde Staats- en Administratiefreg.
- (xix) Gevorderde Strafrege.
- (xx) Gevorderde Prosesreg.
- (xxi) Gevorderde Privaatreg B (een semester*)
- (xxii) Regsfilosofie.
- (xxiii) Regsvergelyking of Bantoereg.
- (xxiv) Engels I of Engels (Spesiale kursus).
- (xxv) Afrikaans-Nederlands I of Afrikaans (Spesiale kursus).
- (xxvi) Latyn I.

Benewens die voorgaande, moet 'n skripsie van 'n beperkte omvang, goedgekeur deur die Fakulteitsraad, aan die einde van die eerste semester van die finale jaar ingehandig word.

Ooreenkomstig Reglement L3. mag die volgende bykomende kursusse voorgeskryf word:

- (i) Handelsreg III.
- (ii) Welke van Regsvergelyking of Bantoereg nog nie geslaag is nie.
- (iii) Naturelle Administrasie I.

Leergang volgende op Baccalaureus Juris (3 jaar) :

L20. (1) Die kursusse is soos volg

Eerste jaar (vierde studiejaar)

- (i) Gevorderde Privaatreg A.
- (ii) Sosiale en Ekonomiese Wetgewing.
- (iii) Volkereg.
- (iv) en (v) Twee van Engels I (of Engels Spesiale kursus), Afrikaans-Nederlands I (of Afrikaans Spesiale kursus), of Latyn I.
- (vi) Regsvergelyking of Bantoereg.

Tweede jaar (vyfde studiejaar) :

- (i) Gevorderde Staats- en Administratiefreg.
- (ii) Gevorderde Strafrege.
- (iii) Gevorderde Privaatreg B (een semester*)
- (iv) Gevorderde Prosesreg.
- (v) Regsfilosofie.
- (vi) Welke van Engels I (of Engels Spesiale kursus), Afrikaans-Nederlands I (of Afrikaans Spesiale kursus), of Latyn I nog nie geslaag is nie.
- (vii) Skripsie.

*Die eksamen in hierdie kursus sal aan die einde van die eerste semester afgeneem word.

(2) Om tot die tweede jaar van die leergang toegelaat te kan word, moet 'n student minstens drie volle kursusse van die eerste jaar voltooi het; met dien verstande dat indien drie volle kursusse van die eerste jaar onvoltooid is, een kursus van die tweede jaar tesame met die onvoltooid eerstejaarskursusse geneem mag word.

(3) 'n Student verkry erkenning vir afsonderlike kursusse waarin hy geslaag het, maar in die tweede jaar slegs indien hy gelyktydig in minstens vier kursusse van die betrokke jaar geslaag het (waarvan die skripsie een mag wees).

Leergang volgende op Baccalaureus Juris (4 jaar) :

L21. (1) Die kursusse is soos volg:

Eerste jaar (vyfde studiejaar) :

- (i) Gevorderde Privaatreg A.
- (ii) Sosiale en Ekonomiese Wetgewing.
- (iii) Volkereg.
- (iv) Regsvergelyking of Bantoereg.
- (v) Handelsreg III.
- (vi) Latyn I of Naturelle-administrasie I.

Tweede jaar (sesde studiejaar) :

- (i) Gevorderde Staats- en Administratiefreg.
 - (ii) Gevorderde Strafrege.
 - (iii) Gevorderde Prosesreg.
 - (iv) Gevorderde Privaatreg B (een semester*)
 - (v) Regsfilosofie.
 - (vi) Bantoereg of Regsvergelyking (welke een nog nie geslaag is nie).
 - (vii) Skripsie.
- (2) Soos in L20. (2).
- (3) Soos in L20. (3).

*Die eksamen in hierdie kursus sal aan die einde van die eerste semester afgeneem word.

Leergang volgende op Baccalaureus Artium (met agt krediete) :

L22. (1) Die kursusse is soos volg:

Eerste jaar (vierde studiejaar) :

- (i) Uitleg van Wette (halwe kursus).
- (ii) Internasionale Privaatreg (halwe kursus).
- (iii) Strafrege.
- (iv) Bewysreg.
- (v) Handelsreg I.
- (vi) Welke van Engels I (of Engels Spesiale kursus), Afrikaans-Nederlands I (of Afrikaans Spesiale Kursus), Latyn I, of Staats- en Administratiefreg nog nie geslaag is nie.

Tweede jaar (vyfde studiejaar) :

- (i) Gevorderde Privaatreg A.
- (ii) Handelsreg II.
- (iii) Strafprosesreg.
- (iv) Siviele Prosesreg.
- (v) Sosiale en Ekonomiese Wetgewing.
- (vi) Volkereg.

Derde jaar (sesde studiejaar) :

Soos vir die tweede jaar Baccalaureus Legum volgende op Baccalaureus Juris (3 jaar).

(2) Soos in L12. (1).

(3) 'n Student verkry erkenning vir afsonderlike kursusse waarin hy geslaag het, maar in die derde jaar slegs indien hy in minstens vier kursusse van die betrokke jaar gelyktydig geslaag het (waarvan die skripsie een mag wees).

Leergang volgende op Baccalaureus Commercii (met agte krediete) :

L23. (1) Die kursus is soos volg:

Eerste jaar (vierde studiejaar) :

- (i) Persone- en Familiereg.
- (ii) Uitleg van Wette (halwe kursus).
- (iii) Internasionale Privaatreg (halwe kursus).
- (iv) Strafrege.

- (v) Romeinse Reg.
- (vi) Welke van Engels I (of Engels Spesiale kursus), Afrikaans-Nederlands I (of Afrikaans Spesiale kursus), of Latyn I nog nie geslaag is nie.

Tweede jaar (vyfde studiejaar) :

- (i) Gevorderde Privaatreg A.
- (ii) Bewysreg.
- (iii) Staats- en Administratietreg.
- (iv) Strafprosesreg.
- (v) Siviele Prosesreg.
- (vi) Volkereg.

Derde jaar (sesde studiejaar) :

Soos vir die tweede jaar Baccalaureus Legum volgende op Baccalaureus Juris (drie jaar).

- (2) Soos in L.12. (1).
- (3) Soos in L.22. (3).

Slaag met lof :

L.24. Om die graad met lof te verwerf moet 'n kandidaat 'n gemiddelde van 70% vir al die regskursusse behaal het en daarbenewens 'n onderskeidingspunt in vyf van die finale jaarkursusse behaal (waaraan die skripsie een mag wees).



Toelating tot studie :

L.25. Die graad word nie toegeken nie voordat ten minste een jaar verloop het sedert verwerwing van die Baccalaureus Legum of gelykwaardige graad.

Voorsies :

- L.26. (1) 'n Verhandeling oor 'n goedgekeurde onderwerp.
- (2) 'n Mondelinge eksamen oor die bepaalde gebied van die verhandeling voordat die verhandeling vir beoordeling ingedien word.
- (3) Die Algemene Reglemente betreffende Magistersgrade is *mutatis mutandis* van toepassing.

Slaag met lof :

- L.27. Die graad mag met lof verwerf word.

Doctor Legum

Toelating tot studie :

L.28. Die graad word nie toegeken nie voordat ten minste drie jaar verloop het sedert verwerwing van die Baccalaureus Legum of gelykwaardige graad.

Voorsies :

- L.29. (1) (i) 'n Profskrif oor 'n goedgekeurde onderwerp.
- (ii) 'n Mondelinge eksamen oor die bepaalde vakgebied van die profskrif voordat die profskrif vir beoordeling ingedien word.
- (iii) Die Algemene Reglemente betreffende Doktorsgrade is *mutatis mutandis* van toepassing.
- (2) Die graad Doctor Legum mag ook op grond van verdienstelike gepubliseerde werk toegeken word.

Staatsdienssertifikaat in die Regte

Toelating tot studie :

L.30. Slegs houers van 'n Senior- of Matrikulasi- of 'n Matrikulasierystelling- sertifikaat of 'n sertifikaat van voorwaardelike vrystelling van matrikulasië, soos uitgereik aan studente van die buiteland, word tot die kursus toegelaat.

Leergang :

L31. Die kursusse is soos volg:

Eerste jaar :

- (i) Inleiding tot die Reg.
- (ii) Privaatreg I
- (iii) Privaatreg II.
- (iv) Uitleg van Wetten (halwe kursus).

Tweede jaar :

- (i) Strafrege
- (ii) Bewysrege
- (iii) Handelsrege I
- (iv) Strafproseurege.

Derde jaar :

- (i) Privaatreg III.
- (ii) Handelsrege II.
- (iii) Romeinse Rege.
- (iv) Siviele Proseurege.

Afsluiting van leergang :

L32. (1) Om tot die tweede jaar van die leergang toegelaat te kan word, moet 'n student minstens twee volle kursusse van die eerste jaar voltooi het; met dien verstand dat indien twee volle kursusse of twee volle kursusse en een halwe kursus van die eerste jaar onvoltooid is, een kursus van die tweede jaar tesame met die onvoltooid eerstejaarskursusse geneem mag word. Om tot die derde jaar toegelaat te kan word, moet 'n student al die kursusse van die eerste jaar en minstens twee kursusse van die tweede jaar voltooi het; met dien verstand dat indien drie kursusse van die tweede jaar onvoltooid is, een kursus van die derde jaar tesame met die onvoltooid kursusse geneem mag word.

(2) Soos in L12. (2).

Slaag met lof :

L33. Soos in L13.

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Die Prokureurstoelatingsertifikaat*

Toelating tot studie :

L34. Slegs houers van 'n Senior- of Matrikulasie- of 'n Matrikulasievystelling-sertifikaat of 'n sertifikaat van voorwaardelike vystelling van matrikulasie, soos uitgereik aan studente van die buiteland, word tot die kursus toegelaat.

Leergang :

L35. Die kursusse is soos volg:

Eerste jaar :

- (i) Inleiding tot die Reg

*Die aandag van voornemende prokureurs word daarop gevestig dat niemand as prokureur toegelaat word nie tensy hy die vereiste Matrikulasie-eksamen in albei amptelike tale geslaag het.

- (ii) Privaatreg I.
- (iii) Privaatreg II.
- (iv) Uitleg van Wetten (halwe kursus).
- (v) Latyn (Spesiale kursus).

Tweede jaar :

- (i) Strafrege.
- (ii) Bewysrege.
- (iii) Handelsrege I.
- (iv) Staats- en Administratiewege.

Derde jaar :

- (i) Privaatreg III.
- (ii) Handelsreg II.
- (iii) Romeinse Reg.
- (iv) Strafproesereg.
- (v) Siviele Proesereg.

Afê van leergang :

L36. (1) Om tot die tweede jaar van die leergang toegelaat te kan word, moet 'n student minstens twee volle kursusse van die eerste jaar voltooi het (uitsluitend Latyn, Spesiale kursus); met dien verstande dat indien twee volle kursusse of twee volle kursusse en een halwe kursus van die eerste jaar onvoltooid is, een kursus van die tweede jaar tesame met die onvoltooid eerstejaarskursusse geneem mag word. Om tot die derde jaar toegelaat te kan word, moet 'n student al die kursusse van die eerste jaar en minstens drie kursusse van die tweede jaar voltooi het; met dien verstande dat indien drie kursusse van die tweede jaar onvoltooid is, een kursus van die derde jaar tesame met die onvoltooid kursusse geneem mag word.

(2) Om Romeinse Reg te kan neem moet 'n student die matrikulasiestandaard in Latyn behaal het of 'n eksamen in Latyn geslaag het wat deur die Gemeenskaplike Matrikulasieraad as gelykstaande met Matrikulasielatyn gesertifiseer is (bv. Latyn Spesiale kursus).

- (3) Soos in L12. (2).

Slaag met lof :

- L37. Soos in L13.



LEERPLANNE
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Departement Privaatreg

A. *Inleiding tot die Reg :*

(Een vraestel)

- (i) Inleiding tot die regstudie.
 - (ii) Filosofiese inleiding tot die reg.
 - (iii) Geskiedenis van die Suid-Afrikaanse reg (beide Suid-Afrikaanse Romeins-Hollandse reg en Suid-Afrikaanse Bantoereg).
 - (iv) Inleiding tot die Suid-Afrikaanse regsadministrasie (beide regstelsels).
 - (v) Inleiding tot die Suid-Afrikaanse positiewe reg (beide regstelsels).
- B. *Privaatreg (Suid-Afrikaanse Romeins-Hollandse reg en Suid-Afrikaanse Bantoereg.)*

Kursus I (Persone- en Familiereg)

(Twee vraestelle)

- (1) Personereg:

Die totstandkoming en beëindiging van regs persoonlikheid en die verskillende omstandighede wat regstatus beïnvloed. (Een vraestel van 1½ uur).

- (2) Familiereg:

Huweliksreg, Voogdy en Kuratele. (Een vraestel van 3 uur)

Kursus II (Sake- en Erfreg)

(Twee vraestelle)

- (1) Sakereg, insluitende 'n oorsig van Grondregistrasie en Waterreg. (Een vraestel)
- (2) Erfreg en Boedeladministrasie. (Een vraestel)

Kursus III (Kontrakte- en Deliktereg)

(Twee vraestelle)

(1) Kontraktereg:

Algemene beginsels en besondere kontrakte (vernaamlik koop, huurkoop, huur, en die dienskontrak). (Een vraestel)

(2) Deliktereg:

Algemene beginsels en besondere delikte. (Een vraestel)

C. *Geworde Privaatreg (Beide regstelsels):*

Kursus A

(Twee vraestelle)

1. (a) Regspersone en ander samelewingsverbande.

(b) Besondere skenkings en bewakings, o.a. fideicommissum, stipulation alteri, trust en stigting. (Een vraestel).

2. (a) Besondere kontrakte soos verteenwoordiging, lasgewing, borgtog, pand en verband, vervoerkontrakte, ens., en sessie.

(b) Die aard en toepassing van Estoppel. (Een Vraestel)

(Twee vraestelle)

1. (a) Capita selecta van deliktuele en quasi-deliktuele aanspreeklikheid.

(b) Verrykingsaanspreeklikheid. (Een vraestel van 3 uur).

2. Die jongste gewysdes op die hele gebied van die Privaatreg.

(Een vraestel van 1½ uur)

D. *Regsfilosofie*

1. Historiese studie van regsfilosofiese stelsels. (Een vraestel van 1½ uur)

2. (a) Algemene regsbeginsels en -begrippe.

(b) Besondere regswetenskaplike vraagstukke. (Een vraestel van 3 uur).

E. *Romeinse Reg.*

(Twee vraestelle)

1. (a) Oorsig van die Romeinse regsgeeskiedenis.

(b) Oorsig van Prosesreg.

2. Privaatreg.

F. *Regsvergelyking.*

(Een vraestel)

(1) Aard en geskiedenis van Regsvergelyking.

(2) 'n Regsvergelykende studie van enkele regstelsels as voorbeelde van die Anglo-Amerikaanse en Kontinentaal-Europese regstelselgroepe.

(3) 'n Regsvergelykende studie van enkele Afrika-regstelsels, met besondere verwysing na die ander regstelsels in Suider-Afrika.

G. *Internasionale Privaatreg.*

(Een vraestel)

(1) Internasionale Privaatreg (insluitende die geskiedkundige ontwikkeling daarvan), Volkereg, Jus Gentium en die toepassing van Bantoereg in Suid-Afrika.

(2) Suid-Afrikaanse Internasionale Privaatreg.

H. *Bantoereg.*

(Een vraestel)

(1) Die belangrikste Bantoeregstelsels van Suider-Afrika.

(2) Algemene kenmerke van Bantoereg in teenstelling met dié van Suid-Afrikaanse Romeins-Hollandse reg.

- (3) Die erkenning en toepassing van Bantoereg in Suider-Afrika.
- (4) Ontstaan- en kenbronne van Bantoereg.
- (5) Die botsing tussen Romeins-Hollandse reg en Bantoereg aan die een kant en tussen die verskillende Bantoeregatsels aan die ander kant.
- (6) Die Administrasie van Bantoereg in Suider-Afrika.
- (7) Persone- en Familiereg.
- (8) Sakereg.
- (9) Erfreg.
- (10) Kontrakte- en Quasi-kontraktereg.
- (11) Delikte- en Quasi-deliktereg.
- (12) Strafreg.
- (13) Prosesreg en Bewysreg.

Departement Publikereg.

A. *Strafreg.*

(Een vraestel)

(1) Inleiding tot die Strafstudie:

die afbakening van die Strafreg en ander gebiede van die reg; die evolusie van die Strafreg; Strafregteorieë; 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 misdaadelemente; poging; daderskap en medepligtigheid; begunstiging; uitlokking en sameswering.

(3) Die belangrikste gemeenregtelike en statutêre misdade onder die volgende hoofde: misdade teen die Staat; misdade teen die slewe; misdade teen die liggaamlike integriteit, eer, waardigheid, goeie naam en vryheid; misdade teen die vermoë; misdade teen die geslagslewe; misdade teen die huwelik, godsdiens en sedelikheid; misdade teen die regspleging.

B. *Strafprosesreg.*

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(Een vraestel)

(1) Inleiding tot die studie van die Strafprosesreg: die funksie van die Strafprosesreg die plek van die Strafprosesreg in die sistematiek van die reg; die afbakening van die Strafprosesreg van ander gebiede van die reg.

(2) Die beginsels van die Suid-Afrikaanse Strafprosesreg in sowel die Hoër- as die Laerhowe (insluitende Bantohowe) onder die volgende hoofde:

die verskillende strafhowe; die jurisdiksie van die strafhowe, uitlewering van misdadigers; die vervolging van misdade; metodes van verkryging van die beskuldigde se teenwoordigheid by strafverhoor; visentering; huissoeking; inbeslagneming van goedere; bevryding van vroue aangehou vir onsedelike doeleindes; borg; voorlopige ondersoek; aktes van beskuldiging; voorbrenging van die beskuldigde; die verloop van die verhoor na voorbrenging tot en met vonnis; spesiale inskrywings en voorbehoud van regspraak; hersiening en appèlle.

C. *Siviele Prosesreg.*

D. *Gevorderde Strafreg.*

(Een vraestel)

Capita selecta uit die Strafreg.

E. *Gevorderde Prosesreg.*

(Een vraestel)

(1) *Capita selecta* uit die Straf- en Siviele Prosesreg.

(2) *Medicina Forensis.*

F. *Bewysreg*

(Een vraestel)

Die bewysreg in straf- en siviele gedinge (Bantohowe ingeslote).

G. *Uitleg van Wette.*

(Een vraestel van 1½ uur)

Die beginsels van die Uitleg van Wette.

H. *Staats- en Administratiefreg.*

(Een vraestel)

(1) Die ontwikkeling van die Britse Parlementêre stelsel, die "Rule of Law" en fundamentele vryhede.

(2) Staatsreg van die Republiek van Suid-Afrika:

Die uitvoerende, wetgewende en regsprekende gesag; die Provinsies, Suidwes-Afrika en die Transkei; Bantoe, Kleurlinge en Asiatic in Suid-Afrika.

(3) Burgerskap.

(4) Inleiding tot die Administratiefreg.

I. *Gevorderde Staats- en Administratiefreg.*

(Twee vraestelle)

(1) (a) *Capita selecta* uit die Staatsreg.

(b) Vergelykende Staatsreg.

(2) 'n Gedetailleerde studie van die Administratiefreg.

J. *Volkereg.*

(Een vraestel)

Algemene beginsels van die Volkereg.

Die vredesreg en die elementêre beginsels van die oorlogsreg.

Die reg betreffende die belangrikste volkereregtelike organisasies.

Die internasionale status van Suidwes-Afrika.

A. *Handelsreg.*

Departement Handelsreg

Kursus I

(Twee vraestelle)

1. Maatskappyereg.

2. (a) Vennootskapsreg.

(b) Insolvensiereg.

Kursus II

(Twee vraestelle)

1. (a) Oorsig van die elementêre beginsels van Verhandelbare dokumente.

(b) Versekeringereg.

2. Immateriële goederereg.

Kursus III

Soos vir Kommersiele Reg III.

B. *Kommersiele reg (en B.Comm.-studente)*

Kursus I

(Twee vraestelle)

1. (a) Inleiding tot die reg.

(b) Algemene beginsels van die Kontrakereg.

2. Besondere kontrakte, insluitende:

Koop, huurkoop, huur, dienskontrak, verteenwoordiging en vervoerkontrakte.

3. Saaklike en persoonlike sekerheidstelling, insluitende: verband, pand, borgtog

en retensieregte.

Kursus II

(Twee vraestelle)

1. (a) Versekeringereg.

(b) Verhandelbare dokumente.

(c) Immateriële goederereg

2. (a) Vennootskapsreg.

(b) Maatskappyereg.

Kursus III

(Twee vraestelle)

1. Gevorderde studie van sekere *capita selecta* uit die Maatskappyereg.
 2. Die bereddering van insolvente en bestorwe boedels.
- C. *Sosiale en Ekonomiese Wetgewing.*

(Twee vraestelle)

Die kursus sluit die belangrike- aspekte van die volgende wetgewing in:

- (1) Kinderwet;
Wet op Groepsgebiede;
Wet op Gemeenskapsontwikkeling;
Belastingwetgewing;
Sekere ander Welsynswetgewing;
Wet op Fisiese Beplanning;
Wetgewing betreffende Staatsbeheerde Korporasies;
- (2) Wet op Vakleerlinge;
Wet op Fabriek, Masjinerie en Bouwerk;
Ongevalwet;
Wet op Nywerheidsaansoek;
Loonwet;
Wet op Bantoe-arbeid;
Wet op Bantoeboerwerkers;
Wet op Bantoe-arbeid (Beslegting van geskille).



BEROEPSMOONTLIKHEDE VIR STUDENTE IN DIE VERSKEIE STUDIERIG- TINGS

1. Die Staatsdienssertifikaat in die Regte stel hoërs daarvan in staat om as Publieke Aanklaers of Liddroste aangestel te word.
2. Voornemende prokureur, wat nie in graadstudie belangstel nie, kan vir die Prokureurstoelating sertifikaat inskryf.
3. Die B.Juris-graad bevat die kursusse wat vir die Staatsdienssertifikaat in die Regte en die Prokureurstoelatingsertifikaat voorgeskryf is. Die LL.B.-graad kan na verloop van 'n verdere twee jaar studie verwerf word.
4. Studente wat nie in suiwer regstudie belangstel nie, of 'n handelsagtergrond verlang, word aanbeveel om vir die B.A. of B.Comm. in te skryf, in welke geval die LL.B.-graad na verloop van drie verdere studiejaar verwerf mag word.
5. Om toegelaat te word tot die LL.B. studie, moet 'n student 'n baccalaureus-graad besit. Die LL.B.-graadkwalifikasie is voldoende akademiese kwalifikasie vir toelating as Advokaat. Regters word gewoonlik uit die advokatelus aangestel.
6. Die vereiste tydspan van ingeskrewe klerkskap vir toelating as prokureur word bepaal deur die voornemende kandidaat se akademiese kwalifikasies, wat normaalweg soos volg is:
 - (a) Matrikulasievrystelling (en Prokureurstoelatingsertifikaat) vyf jaar
 - (b) Baccalaureus-graad (B.Juris, B.A., B.Comm.) drie jaar.
 - (c) LL.B.-graad twee jaar.

FAKULTEIT LETTERE EN WYSBEGEERTE

1. Inleiding

Die Fakulteit Lettere en Wysbegeerte is een van die twee oudste fakulteite aan Fort Hare. Dit bied opleiding in die geesteswetenskappe en verskaf elementêre en gevorderde onderrig in 'n verskeidenheid van studierigtings en spesialiteite. Studente word in die Fakulteit voorberei vir loopbane as maar-kaplike werkers, onderwysers, bibliotekaris, sielkundiges en ander rigtings. Daar is ook beperkte maar toenemende geleentehede in navorsing en akademiese rigtings vir studente wat hulle studies op nagraadse vlak voortsit. 'n Graad in Lettere en Wysbegeerte is ook die sleutel tot werk in die administrasie en bestuur van die ontlukende Staatsdienste van die Transkei en Ciskei, sowel as in plaaslike en ander bestuursliggame en ook in sommige vertakkinge van die handel en die nywerheid.

Alhoewel die Fakulteit beslis geen professionele opleidingskool is nie, is die vakke wat aangebied word grondliggend vir 'n begrip van die lewe en kultuur van die mens, en verskaf derhalwe die fondament vir beroepsmense en ander persone wat op 'n groot verskeidenheid van gebiede leiding gee en 'n toonaangewende rol speel.

2. Ampsdraers van die Fakulteit

Dekaan	:	Prof. T. M. D. KRUGER, M.A. (Pret.), D.Litt. et Phil. (S.A.)
Vise-voorsitter van Fakulteit	:	Prof. E. J. DE JAGER, M.A., D.Phil. (Potch.)
Sekretaris	:	Mr. J. B. VAN SCHARWYK, M.A. (Stell.) II.Dip.Lib. (S.A.)
Sekretaresse-Tikster	:	Mev. J. A. SMITH, B.A. (Rhodes).

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REGLEMENT VAN DIE FAKULTEIT LETTERE EN WYSBEGEERTE

Grade en Diplomas

A1. Die volgende grade word in die Fakulteit Lettere en Wysbegeerte toegeken:

I. In die Lettere en Wysbegeerte:

- Baccalaureus Artium.....B.A.
- Honneurs-Baccalaureus ArtiumHons.B.A
- Magister Artium.....M.A.
- Doctor Litterarum et Philosophiae.....D.Litt et Phil.

II. In Biblioteekwetenskap:

- Baccalaureus BibliothecologiaeB.Bibl.
- Honneurs-Baccalaureus Bibliothecologiae.....Hons. B.Bibl.

III. In Maatskaplike Werk:

- Baccalaureus Artium in Maatskaplike Werk.....B.A. (M.W.)
- Honneurs-Baccalaureus in Maatskaplike WerkHons. B.A. (M.W.)
- Magister Artium in Maatskaplike Werk.....M.A. (M.W.)
- Doctor Philosophiae.....D.Phil.

A2. Die volgende diplomas word in die Fakulteit toegeken:

- Laer Diploma in Biblioteekwetenskap
- Hoër Diploma in Biblioteekwetenskap
- Universiteitsdiploma in Maatskaplike Werk.

Die Graad Baccalaureus Artium

Duur van leergang en vakke :

A3. Die leergang duur minstens drie jaar en word uit kursusse in die volgende vakke saamgestel:

Groep A (Lettere en Wysbegeerte-vakke wat op drie jaar-vlak geneem word tensy andersins aangedui)

- | | |
|--------------------------------------|------------------------------------|
| (1) Afrikaans-Nederlands | (2) Antropologie |
| Xhosa of 'n ander Bantoetaal | Ekonomie |
| Engels | Wysbegeerte |
| 'n Tweede Bantoetaal* | Wiskunde |
| Grieks | Staatsleer |
| Hebreeus | Sielkunde |
| Hellenistiese Grieks (twee kursusse) | Sosiologie |
| Latyn | Aardrykskunde. |
| | Geskiedenis |
| | Argeologie (twee kursusse hoofvak) |
| | Naturelle-administrasie |
| | Publieke Administrasie. |

*Onderworpe aan Regulasie A.6 (i)(i) en A.6 (i)(ii).

Groep B (Lettere en Wysbegeerte-vakke wat slegs as eerste-jaarvakke geneem kan word, tensy andersins aangedui)

- | | |
|---------------------------|---------------------------------------|
| (1) Bantoetaal (spesiaal) | (2) Beginsels van die Griekse Kultuur |
| Duits (spesiaal) | Krummologie |
| Latyn (spesiaal) | Opvoedkunde |
| | Statistiek |
| | Biblioteekwetenskap |

Groep C (Regswetenskaplike vakke)

- Romeinse Reg
- Privaatreg (drie kursusse hoofvak)
- Inleiding tot die Regswetenskap
- Konstitusionele Reg en Administratiewe Reg of Bantoeteg.

Groep D (Teologiese vakke)

- Sistematiese Teologie (drie kursusse hoofvak)
- Vergelykende Godsdienswetenskap en -filosofie
- Bybelkunde (drie kursusse hoofvak)
- Kerkgeskiedenis en Sendingwetenskap.

Groep E (Natuurwetenskap-vakke)

- Plantkunde
- Chemie
- Fisika
- Dierkunde.

Samestelling van die leergang :

A4. 'n Leergang bestaan uit hoogstens 12 en minstens 10 kursusse wat soos volg verdeel word:

- Eerste studiejaar : nie meer as 5 kursusse nie
- Tweede studiejaar : nie meer as 4 kursusse nie
- Derde studiejaar : nie meer as 3 kursusse nie
- Die verspreiding 4 : 4 : 2 word by studente sterk aanbeveel, met dien verstande dat:

- (1) 'n Student in sy tweede en/of derde jaar een kursus bo en behalwe die bogenelde maksimum mag neem indien dit 'n kursus is waarin hy vantevore gedruip het,
- (2) 'n Student by die eerste poging die finale kursusse gelyktydig moet aanbied om erkenning van sy hoofvakke te kry. Slegs die hoofvak waarin hy druipt, moet herhaal word.
- (3) die eindeksamen nie geskryf mag word voor die derde studiejaar nie.

Bepaling van studiejaar :

A5. (1) Elke kursus waarin 'n student slaag, word erken, maar 'n student sal nie toegelaat word om voort te gaan met tweedejaarkursusse nie tensy hy in minstens twee eerstejaarkursusse geslaag het.

(2) 'n Student word geag in sy eerste studiejaar te wees totdat hy erkenning vir twee kursusse ontvang het; hy word geag in sy finale studiejaar te wees wanneer hy besig is met die eindkursusse van sy hoof-vakke; andersins word hy geag in die tweede studiejaar te wees.

Beperking op keuse van kursusse :

A6. Tensy die Senaat anders toelaat, kies 'n student die kursusse vir die graad onderhewig aan die volgende bepalings:

(a) Elke leergang bevat:

- (1) Twee hoofvakke* gekies uit Groep A of Groep D, of een uit Groep A en een uit Groep C of D.
- (2) minstens vyf kursusse uit Groep A.,
- (3) minstens een kursus in een van die amptelike tale, en 'n verdere taalkursus uit A(1) of B(1). Dit mag ook 'n tweede kursus in die taal wees wat uit Groep A(1) gekies is,
- (4) minstens een kursus uit Groep A(2), B(2) of D.,
- (5) minstens nog een kwalifiserende kursus uit A(2), B(2), of C en D. Hierdie kursus mag 'n tweede kursus wees in 'n vak wat ingevolge (3) hierbo gekies is, met dien verstande dat kursusse nie uit meer as een van die groepe C, D. en E gekies word nie.
- (6) minstens vier nie-aanvangkursusse.

(b) Erkenning word nie verleen nie vir:

- (1) meer as twee kursusse uit Groep C, behalwe wanneer Privaatreg as hoofvak geneem word—dan word die maksimum aantal erkenninge uit Groep C tot ses kursusse beperk;

* (Hoofvakke is vakke waarin drie kwalifiserende kursusse geneem word, tensy andersins aangedui)

- (2) meer as ses kursusse uit Groep D;
- (3) meer as een kursus uit Groep E;
- (4) sowel Statistiek as 'n kursus in Wiskunde;
- (5) sowel Beginsels van die Griekse Kultuur as Grieks I of Hellenistiese Grieks; sowel Beginsels van die Griekse Kultuur as Grieks II of Hellenistiese Grieks II;
- (6) sowel Grieks I as Hellenistiese Grieks I; of sowel Grieks II as Hellenistiese Grieks II.

(c) Hellenistiese Grieks I verleen nie toelating tot Grieks II nie. Met spesiale toestemming van die hoof van die departement, en onderworpe aan sodanige voorwaardes as wat gestel mag word, mag 'n student wat in Hellenistiese Grieks II geslaag het, toegelaat word om Grieks III aan te bied.

(d) Om tot die eerste kursus in Fisika en Wiskunde toegelaat te word, moet, 'n student minstens 33 $\frac{1}{3}$ % in Wiskunde by die Matrikulasie of 'n gelykwaardige eksamen behaal het.

(e) Behalwe enige uitsonderings wat deur die Senaat goedgekeur mag word, moet 'n student 'n slaagsyfer in Engels, Duits en Latyn op die Matrikulasie-vlak of 'n ander eksamen wat deur die Senaat gelykwaardig geag word, behaal het, ten einde vir toelating tot Engels I, Duits I of Latyn I te kwalifiseer.

(f) Publieke Administrasie I kan alleen ná of gelyktydig met Staatsleer I geneem word.

(g) Argeologie I kan alleen ná of gelyktydig met Antropologie I geneem word.

(h) Spesiale kursusse in Duits, Latyn en 'n Bantoetaal (waar 'n tweede Bantoetaal, nie uit dieselfde taalgroep nie, as hoofvak geneem word) word as volwaardige kursusse erken, met dien verstaande dat:

- (1) die bogenelde vakke alleen deur studente geneem kan word wat nie in hierdie vakke gematrikuleer het nie; en
- (2) slegs een spesiale kursus vir graaddoelendes erken word.

(i) Tensy die Senaat spesiale toestemming verleen, sal die onderstaande van toepassing wees:

- (1) Erkenning word nie vir kursusse in meer as een Bantoetaal uit dieselfde groep verleen nie.

Die groepering is soos volg:

- (1) Nguni-tale (Zulu, Xhosa)
- (2) Sotho-tale (Suid-Sotho, Noord-Sotho, Tswana)
- (3) Venda
- (4) Tsonga.

- (2) Erkenning word nie vir meer as vyf kwalifiserende kursusse in Bantoetaal verleen nie, en hierdie kursusse mag in slegs twee Bantoetaal geneem word.

*Regstudente wat verplig word om Latyn (Spesiaal) te neem, registreer vir hierdie kursus in hulle tweede studiejaar maar dit word verwag dat hulle gedurende die voorafgaande jaar inleidende klasse sal bywoon.

A7. 'n Student wat een van die onderstaande hoofvakke volg, moet die kursusse volg wat daarteenoor vermeld word:

Nguni-tale	Een kursus in Suid-Sotho en Antropologie I
Sotho-tale	Een kursus in Xhosa en Antropologie I
Antropologie	Argeologie I
Argeologie	Antropologie I
Sielkunde	Minstens een kursus in een van die volgende vakke: Antropologie Sosiologie Wysbegeerte

Sosiologie	Minstens een kursus in een van die volgende vakke: Antropologie Sielkunde
Latyn	Beginsels van die Griekse Kultuur, maar dit moet saam met Latyn II of Latyn III geneem word.
Naturelle-Administrasie Ekonomie	Minstens een kursus in Antropologie Ekonomiese Geskiedenis.

A8. 'n Student moet in die byvak of byvakke wat in A7 vermeld word, slaag voor of gelyktydig met die eindeksamen in 'n hoofvak, met dien verstande dat indien hy in die eindeksamen gelyktydig in twee hoofvakke geslaag het, maar in een of meer van die byvakke gedruip het, hy in daardie hoofvakke nie weer eksamen hoef te doen nie, maar vir graad-doelendes erkenning vir die hoofvakke sal ontvang wanneer hy in die byvak of byvakke geslaag het.

Slaagpunt

A9. (1) 'n Student moet 'n jaarpunt van minstens 40% behaal om vir die aflegging van die eksamen in enige kursus te kwalifiseer.

(2) 'n Student moet minstens 40% in die eksamen behaal, en 'n gemiddeld van 50% vir sy jaarpunt en eksamenpunt. Vir hierdie doel is die jaarpunt en die eksamenpunt gelykwaardig.

(3) 'n Sub-minimum van minstens 35% word in elke vraestel vereis.

Aanvullingsksamen

A.10. 'n Kandidaat word nie tot 'n aanvullende eksamen in enige vak toegelaat nie, behalwe met vergunning van die Senaat op aanbeveling van die Fakulteitsraad vir Lettere en Wysbegeerte.



University of Fort Hare
Together in Excellence

Slaag met onderskeiding

A11. 'n Student slaag met onderskeiding in 'n hoofvak indien hy 'n slaagpunt van 75% in die eindkursus behaal.

Die Graad Honneurs Baccalaureus Artium

Vir besonderhede aangaande kwalifisering vir registrasie, keuse van Fakulteit, duur van kursus, herhaling van eksamen en vertaaltoets, kyk G 26-31.

A12. Departemente

Die graad word in die volgende departemente toegeken:

Mrikaans-Nederlands	Latyn
Antropologie	Naturelle-Administrasie
Bant betale	Wiskunde
Ekonomie	Wysbegeerte
Engels	Staatsleer
Geografie	Sielkunde
Grieks	Publieke Administrasie
Geskiedenis	Sosiologie

Toelating tot kursus / eksamen:

A13. (1) Waar besondere toelatingsvereistes by taam word hulle in die betrokke leerplan aangedui.

(2) Vir slaagpunt kyk A9 (1) en (2), dog 'n subminimum van 40% in elke vraestel word vereis.

(3) 'n Kandidaat moet 'n gemiddeld van 75% behaal om die graad met onderskeiding te ontvang.

Die Graad Magister Artium

Departemente

A14. Die graad word toegeken in dieselfde departemente as die graad Honneurs-Baccalaureus Artium.

Toelating tot kursus : eksamen :

Vir besonderhed aangaande kwalifisering vir registrasie, duur van kursus, eksamen en verhandeling, kyk G36-46.

- A15. (1) 'n Student moet in besit van die graad Honneurs-Baccalaureus Artium wees.
(2) Die graad word nie voor minstens twee jaar na behaling van die Baccalaureus Artium toegeken nie.
(3) Die eksamenvereistes word in die leerplanne uiteengesit.
(4) Die graad kan met onderskeiding toegeken word.

Die Graad Doctor Litterarum et Philosophiae

Vir besonderhede aangaande kwalifisering vir registrasie, duur van kursus, mondelinge eksamen en proefskrif, kyk G47-54.

A16. 'n Proefskrif handel oor 'n onderwerp in die vak waarin 'n Magister-grad geneem kan word en mag slegs vir eksaminering voorgelê word twee jaar nadat die Magister Artium behaal is.

Die Graad Baccalaureus Bibliothecologiae

L.S.1 Die leergang strek oor vier jaar en bestaan uit minstens veertien kursusse, soos volg:

Eerste jaar	—	hoogstens 5
Tweede jaar	—	hoogstens 4
Derde jaar	—	hoogstens 3
Vierde jaar	—	hoogstens 3

met dien verstande dat 'n student in sy tweede, derde en vierde jaar een kursus waarin hy vantevore gedruip het, mag herhaal.

L.S.2 Die leergang bestaan uit die volgende:

'n Goedgekeurde B.A. leerplan wat drie kursusse in elk van minstens twee vakke insluit, waarvan die een einkursus gelyktydig met Biblioteekwetenskap IV aangebied moet word.

Vrystellings

- L.S.3. (1) Aan 'n student wat die eksamen van die Suid-Afrikaanse Biblioteekvereniging afgelê het, kan die volgende vrystellings toegestaan word:
Elementêre eksamen: Biblioteekwetenskap I
Sekondêre eksamen: Biblioteekwetenskap II
- (2) 'n Student wat die Laer Diploma in Biblioteekwetenskap besit, mag van hoogstens vyf kursusse vrygestel word indien hy met 'n graadkursus wil voortgaan.

Die Graad Honneurs-Baccalaureus Bibliothecologiae

- L.S.4 (1) 'n Student moet in besit wees van
(a) 'n vierjarige Baccalaureusgraad in Biblioteekwetenskap of
(b) enige ander Baccalaureusgraad en 'n Hoër Diploma in Biblioteekwetenskap.
- (2) Die eksamen sal uit vyf drie-uur vraestelle bestaan.

Die Hoër Diploma in Biblioteekwetenskap

- L.S.5 (1) 'n Student moet in besit wees van 'n goedgekeurde Baccalaureusgraad.
(2) Die leergang sal uit vier kursusse in Biblioteekwetenskap bestaan, en 'n student sal toegelaat word om die kursus in een jaar te voltooi.

Die Laer Diploma in Biblioteekwetenskap

- L.S.6 (1) 'n Student moet in besit van 'n Matrikulasie of Matrikulasie Vrstelling sertifikaat wees.
(2) Die leergang sal bestaan uit 7 kursusse, soos volg:
(a) Biblioteekwetenskap I en II.
(b) Vyf eerstejaar B.A. vakke gekies in ooreenstemming met die B.A. regulasies.
(3) 'n Student sal toegelaat word om met Biblioteekwetenskap I of in sy eerste jaar of in sy tweede jaar te begin, en ook om Biblioteekwetenskap I en II gelyktydig in sy tweede jaar te neem.

Die Graad Baccalaureus Artium in Maatskaplike Werk

S.W.1 'n Student moet reëlings kan tref om aan die vereistes in verband met praktiese werk te voldoen.

S.W.2 Die leergang strek oor 'n tydperk van drie jaar.

S.W.3 Die leergang bestaan uit minstens 10 kursusse en nie meer as 12 kursusse nie.

S.W.4 Die leergang bestaan uit:

- (a) Drie kursusse in Maatskaplike Werk en drie kursusse in Sosiologie of Sielkunde.
(b) Minstens drie kursusse in Sosiologie en twee kursusse in Sielkunde, of twee kursusse in Sosiologie en drie kursusse in Sielkunde.
(c) Kursusse uit die volgende gekies:

Sielkunde III, Sosiologie III, Ekonomie I, Ekonomie II en III, Kriminologie, Antropologie I en II, Privaatreg I, Staatsleer I, Filosofie I, Naturelle-Administrasie I.

'n Taal uit die volgende gekies:-

Afrikaans-Nederlands I, 'n Bantoetaal I, Duits I of 'n spesiale kursus in Duits, Engels.

L.W. Studente word sterk aangeraai om Sielkunde III as een van die kursusse uit Groep C te neem, of om dit na die voltooiing van die graad te neem.

S.W.5 Kandidate wat Duits vir matriek het sal nie vir graaddoeleindes erkenning vir die spesiale kursus in Duits kry nie.

S.W.6 'n Student moet praktiese maatskaplike werk doen by 'n plaaslike liggaam of organisasie wat 'n opgeleide maatskaplike werker in diens het, en wat deur die Senaat erken word. 'n Student moet self sy reëlings tref met die organisasie waarby hy praktiese werk gaan doen. Die finale reëlings is onderhewig van die goedkeuring van die Hoof van die Departement. Die Hoof van die Departement behou hom die reg voor om enige reëling namens die student te tref.

S.W.7. 'n Student moet in die praktiese maatskaplike werk van 'n bepaalde jaar slaag voordat hy tot die studie van die teoretiese werk van die volgende jaar toegelaat sal word.

Die Universiteitsdiploma in Maatskaplike werk

Toelating en voorwaardes van studie

S.W.8 (1) 'n Kandidaat moet in die Senior Sertifikaateksamen van die Gemeenskaplike Matrikulasie-raad geslaag het, of in 'n ander eksamen wat deur die Senaat as gelykwaardig geag word. of

(2) die kandidaat moet minstens 25 jaar oud wees en die Senaat tevrede stel dat hy 'n standaard van opleiding en ondervinding bereik het wat aan die Senior Sertifikaat gelykgestel kan word.

S.W.9 Die vereistes ten opsigte van praktiese maatskaplike werk is dieselfde as vir die graad.

S.W.10 Die leergang vir die Diploma bestaan uit 10 kursusse, alhoewel 12 kursusse geneem mag word, en die samestelling is dieselfde as vir die graad.

S.W.11 Die uitslae van alle eksamens sal op die kandidaat se sertifikaat aangebring word.

S.W.12 'n Kandidaat wat die Diploma verwerf het, mag hom aanmeld vir 'n eksamen in enige kursus wat in S.W. 4(c) genoem word en waarin hy nog nie 'n eksamen afgelê het nie. Indien hy slaag, sal erkenning van daardie vak op die diploma aangebring word.

S.W.13. Kandidate moet die ooreenstemmende kursusse in praktiese en teoretiese Maatskaplike Werk in dieselfde jaar aflê.



Die Graad Honneurs-Baccalaureus Artium in Maatskaplike Werk

Besonderhede aangaande die Hons-B.A. (M.W.) kan op aanvraag by die Hoof van die Departement verkry word.

Vir besonderhede aangaande kwalifisering vir registrasie, keuse van Fakulteit, duur van leergang, herhaling van eksamen en vertaaltoets, kyk G26-31.

Die Graad Magister Artium in Maatskaplike Werk

Besonderhede aangaande die M.A. in Maatskaplike Werk kan op aanvraag by die Hoof van die Departement verkry word.

Vir besonderhede aangaande kwalifisering vir registrasie, duur van leergang, eksamen en verhandeling kyk G36-46.

Die Graad Doctor Philosophiae in Maatskaplike Werk

Besonderhede aangaande D. Phil. in Maatskaplike Werk kan op aanvraag by die Hoof van die Departement verkry word.

Vir besonderhede aangaande kwalifisering vir registrasie, duur van leergang, mondelinge eksamen en verhandeling, kyk G47-54.

DEPARTEMENT AFRIKAANS-NEDERLANDS EN DUIJS

(a) Personeel

- *Professor : A. COETZER, Cand.Theol. (Stell.), M.A. (S.A.), D.Litt. (O.V.S.)
Senior Lektor : J. VORSTER, B.A.Hons. (Rand), M.A. (Rhodes).
Lektor (Duits) : Mev. M. A. DE VOS, B.A. (Stell.), H.O.D.
Lektor : Vakant.

(b) Leerplanne :

AFRIKAANS-NEDERLANDS

Kursus I

Eerste Vraestel (Taalkunde)

1. Taalverwantskap en taalindeling. 'n Skematiese aanduiding met kort toeligting van die plek van Afrikaans en Nederlands in die Germaanse verband.
2. Inleiding tot die Afrikaanse klank-, woord- en sinsleer.
3. Taalkundige begrippe en taalverskrynsels.

Handboeke :

- Afrikaanse Klankleer* : MEYER DE VILLIERS
Inleiding tot die Taalkunde : VAN DER MERWE, e.a.
Taal en Taalverskrynsels : SCHOLTZ

Tweede Vraestel (Letterkunde)

1. Geskiedenis en geskrifte van die Afrikaanse Beweging.
2. Hoofmomente uit die Afrikaanse Literatuurgeskiedenis van die Twintigste Eeu.
3. Voorgeskrewe werke: 1 Prosawerk, 1 digbundel, 1 drama,
1 Nederlandse werk.

Groot Verseboek : D. J. OPPERMAN.

Kwartet : M.E.R. e.a.

Raka : N. P. VAN WYK LOUW

Die Jelder in Exil : N. P. VAN WYK LOUW

Handboek :

Afrikaanse Literatuurgeskiedenis : G DEKKER

De Stille Plantage : A HELMAN

Kursus II

Vraestel 1 (Taalkunde)

1. Fonologie.
2. Morfologie.
3. Sintaksis.

Handboeke :

- Afrikaanse Klankleer* : MEYER DE VILLIERS.
Woordvorming en Funksiewisseling : KEMPEN
Grondtrekke van die Afrikaanse Sintaksis : F. PONELIS.

Vraestel 2 (Taalkunde)

1. Die Ontwikkelingsgeskiedenis van Nederlands tot by Afrikaans.
2. Die Ontstaan van Afrikaans.
3. Hoofverskilpunte tussen Afrikaans en Nederlands.

Handboeke :

- Inleiding tot die Taalkunde* : VAN DER MERWE, e.a.
Nederlands en Afrikaans : MEYER DE VILLIERS.

Vraestel 3 (Afrikaanse Letterkunde)

1. Literatuurteorie: Poësie.
2. Die Afrikaanse poësie met toespitsing op 'n aantal digters en bundels.

Voorgeskrewe werke:

Trekke van die Trekkerswee : TOTIUS.

Eugene en ander gedigte : TOON VAN DEN HEEVER.

Gestaltes en Diere : N. P. VAN WYK LOUW.

Helder Halfjaar : ELIZABETH EYBERS.
 Negester oor Nineve : D. J. OPPERMAN.
 Journaal van Jorik : D. J. OPPERMAN.
 Steenbok tot Poolsee : P. BLUM.
 Die Ysterkoei moet sweet : BREYTEN BREYTENBACH.

Handboeke : Handleiding by die Studie van die Letterkunde : GROVE en BOTHA.

Fyn net van die Woord

Vraestel 4 (Nederlandse Letterkunde)

1. Oorsig oor die Nederlandse Letterkunde met toespitsing op die Beweging van Tagtig.
2. Voorgeskrewe werke.

Handboek : *Beknopte Geskiedenis van die Nederlandse Letterkunde* : RIJPMAN (vertaling)

Voorgeskrewe werke :

Bloemlesing uit die Gedigte van Guido Gezelle (Prisma-Boeken)
 Gedichten : JACQUES PERK.
 Verzen : WILLEM KLOOS.
 Mei : HERMAN GORTER.
 Eline Vere : LOUIS COUPERUS.



Vraestel 1 (Taalkunde)

1. Morfologie.
2. Sintaksis.
3. Semantiek.

Handboeke : *Woordvorming en Funkstewisseling* : W. W. KEMPEN.
Grondtrekke van die Afrikaanse Sintaksis : F. PONELIS.
Inleiding tot die Semantiek : C. VAN HEERDEN.

Vraestel 3 (Middelnederlandse en Sewentiende-Eeuuse Letterkunde)

Hoofmomente uit die Middelnederlandse letterkunde.

Die Nederlandse Goue Eeu.

Voorgeskrewe werke : *Beatrijs* (Afrikaanse uitgawe)
Van Hooft tot Luyken : G. DEKKER.
Gebroeders : Vondel (nuwe Afrikaanse uitgawe)
De Spaanse Brabander : G. BREDERO.

Vraestel 2 (Afrikaanse Letterkunde)

Literatuurteorie: 1. *Prosa*
 Skets, kortverhaal, novelle, roman.
 2. *Drama*
 Hoorspeel, eenbedryf, versdrama, drama.

Voorgeskrewe werke : *Kruger breek die pad oop* : N. P. VAN WYK LOUW.
Drie Vroue : W. A. DE KLERK.
Periandros van Korinthe : D. J. OPPERMAN.
As die Tuig Skawe : J. F. W. GROSSKOPF.
Sketsboek : BOERNEEF.
Kernbeeld van die Afrikaanse Kortverhaal : F. V. LATEGAN.
Somer : C. M. VAN DEN HEEVER.
Lobola vir die Lewe : A. P. BRINK.

Vraestel 4 (Nederlandse Letterkunde)

Die Nederlandse Letterkunde van 1900 tot hede.

Voorgeskrewe werke : *Digters uit die Lae Lande* : GROVE en BUNING.
Een Winter aan Zee : A. ROLAND HOLST.

Lees maar, er staat niet wat er staat : M. NIJHOLT.
Tempel en Kruis : H. MARSMAN.
Voorbij de laatste stad : G. ACHTERBERG.
Joachim van Babylon : MARNIX GIJSIN.
Dense : G. WAELSCHAP.

Honneurs

Vir besonderhede omtrent hierdie kursus moet die hoof van die Departement geraadpleeg word.

DUITS

Beginnerskursus (Een vraestel) 5 lesings per week

Die kursus (eenjarig) word aangebied om studente wat geen Duits ken nie in staat te stel om 'n leeskennis en elementêre praatkennis van die taal te verkry. Dit dien ook as inleiding tot die Spesiale Kursus wat 'n vereiste is vir Duits I. Taallaboratoriumwerk sal aangebied word.

Handboeke : H. KESTLER: (die reeks) Deutsch für Ausländer (Verlag für Sprachmethodik Königswinter).

Plaatopnames met bygaande tekste : SCHULZ-GRIESBACH:
Leichtes Deutsch, Aussprache Schallplatten
und Text; Interpretation Deutsch (Visaphone).

Spesiale Kursus. (Twee vraestelle) 5 lesings per week

Van kandidate word verwag om Duits teêrfek-sien en korrek te kan lees en om aan taallaboratoriumwerk deel te neem.

Vraestel 1. Taalkunde

(a) Vormleer en sintaksis, getoets deur die toepassing van die taalverskynsels in die lewende taal.

(b) Idioom en spreekwoord.

(c) Vertaling op sig uit Duits in Engels of Afrikaans en omgekeerd.

(d) Stelwerk van beperkte omvang.

(e) Begripstoets wat in Engels of Afrikaans beantwoord mag word.

Voorgeskrewe handboeke : Schulz-Griesbach: Deutsche Sprachlehre für Ausländer.
Schulz-Griesbach Leseheft für Ausländer (Hueber).
Cassell's Compact E.G. G-E Dictionary (Cassell, London).

P. H. Langenhoven : Duitse Begripstoetse en Idiomatiese Wendinge vir Sts. 9 en 10 (Nasionale Boekhandel).

Aanbevole handboeke : P. F. DORING: Colloquial German; (McMillan, S.A.)
E. COCHRAN: Eine Praktische Wiederholungsgrammatik; (Prentice Hall, Inc.)

Vraestel 2. Literatuur

Vrae wat in Engels of Afrikaans beantwoord mag word oor 4 voorgeskrewe Duitse boeke (prosa en poësie).

Voorgeskrewe boeke :

Trümpelmann : Vom Blütenbaum der deutschen Dichtung (7. Auflage,
Van Schaik) (hiervan 14-16 gedigte)

Moderne Erzähler Nr. 10 (Schöningh, Paderborn): Aichinger:
Seegister en/Das Plakat: Böll:
Die ungezählte Geliebte;
Langgässer; Glück haben.

Zuckmayer : Three Stories (Oxford Univ. Press): Die Geschichte eines Bauern aus
dem Taunus.

Trümpelmann : Vom deutschen Leben (Van Schaik): hieruit/
Das Felsenbildnis (P. Rossegger);
Der Töpfer von Kandern (H. Villinger);
Die Spitzin (M. von Ebner-Eschenbach)

Kursus I (Twee vraestelle)

Vir studente wat die Spesiale Kursus voltooi het of Duits op matrikulasievlak geslaag het.

Dit word van studente verwag om aan taal-laboratoriumwerk deel te neem.

Vraestel 1—Taal.

Voorsetting van die studie van vormleer en sintaksis.

Oefening in lees grammatika, praat en opstelskrif.

Vertaling op sig uit Duits in Engels / Afrikaans en omgekeerd.

Voorgeskrewe handboeke: *Schulz-Griesbach*: Deutsche Sprachlehre für Ausländer.
Mittelstufe (Max Hueber)

Wanstall : Tests in German Composition and Grammar
(Harrap).

Wanstall : German Passages for unseen Translation. (Harrap).

Vraestel 2: Letterkunde en Kultuur

Minstens die helfte van die vrae in hierdie vraestel moet in Duits beantwoord word

(a) Oorsig van die Duitse Kultuur- en literatuurgeskiedenis.

Voorgeskrewe handboeke : Vogelpohl: Geschichte der deutschen Dichtung.

A. und W. van Rinsum : Dichtung und Deutung

Eine Geschichte der deutschen Literatur in Beispielen (Bayerischer
Schulbuch-Verlag).

Aanbevole naslaanwerk : *W. Grabert/A. Mulot* :

Geschichte der deutschen Literatur.

(Bayerischer Schulbuch-Verlag).

(b) Besondere Studie van voorgeskrewe werke (prosa, poesie en drama)

Voorgeskrewe werke (prosa, poesie, drama).

Trümpelmann : Deutsche Balladen (Nas Pers). (Hieruit 16 uitgesoekte ballades)

Schiller : Maria Stuart (Reclam)

Lessing : Minna von Barnhelm (Reclam).

Moderne Erzähler Nr. 3 (Schöningh, Paderborn). (Hieruit 'n aantal uitgesoekte
verhale)

S. Lenz : Das Feuerschiff (Deutscher Taschenbuch Verlag, München).

DEPARTEMENT AFRIKANISTIEK

(Antropologie, Argeologie en Naturelle-Administrasie)

(a) Personeel

*Professor: E. J. DE JAGER, M.A., D.Phil. (Potch.)

Senior Lektor: Vakant

Lektor: P. D. BANGHART, M.A. (Stell.)

Lektor: P. D. VAN LILL, B.A..Hons. (Stell.)

Lektor: Vakant.

F. S. Malan Antropologiese Museum en A. J. D. Meiring Kunsgallery:

Kurator: V. Z. GITYWA, B.A. Hons (S.A.)

Ass.-Kurator C. M. LAMLA,

(b) Leerplanne

ANTROPOLOGIE

Kursus I

(Twee Vraestelle)

Vraestel 1.

- (a) Die gebied en taak van die vak.
- (b) Die begrippe kultuur, samelewing en volk.
- (c) Behandeling van die basiese Antropologiese verskynsels en beginsels i.v.m. Ekonomiese en Sosiale Organisasie, Godsdiens, Regerings en Regstelsels.
- (d) Inleiding tot die Fisiese Antropologie.
 - (1) Inleiding tot die gebied van die studie.
 - (2) Antropometrie: die hantering en gebruik van instrumente.
 - (3) Inleiding tot die biologiese geskiedenis van die mens.
 - (4) Die begrip ras en die verspreiding en indeling van die rasse van die wêreld.

Vraestel 2.

- (a) Etniese samestelling en klassifikasie van die volke van Afrika.
- (b) 'n Algemene Etnografiese oorsig van die Hottentotte en Boesmans in die algemeen.
- (c) 'n Intensiewe Etnografiese studie van een Nguni groep (Mpondo) en een Sotho groep (Suid-Sotho of Bapedi).
- (d) Inleidende studie tot die kontak tussen Blank en Bantoe en Antropologiese probleme wat hieruit voortspruit.

Kursus II

(Twee vraestelle)

Vraestel 1.

- (a) 'n Intensiewe studie van die begrippe kultuur en samelewing.
- (b) Antropologiese teorieë i.v.m. Sosiale organisasie, Politieke organisasie, Ekonomiese organisasie, Godsdiens. ('n lys van leesstof sal deur die dosent aan studente verskaf word.)

Vraestel 2.

- (a) Etnografie van Afrika.
 - (1) 'n Intensiewe studie van een kultuur buite Suid-Afrika:
Die Azande of Nuer.
 - (2) 'n Intensiewe studie van of die Politieke stelsels of die stelsels van Verwantskap en Huwelik in Afrika.
- (b) Geselekteerde studies van volke en kulture van Oseanië.

Kursus III
(Drie vraestelle)

Vraestel 1.

- (a) 'n Studie van die verskillende Antropologiese strominge en benaderings, met besondere aandag aan die 20ste eeu.
- (b) Inleiding tot die metodes en tegnieke van veldwerk in die Antropologie.

Vraestel 2.

- (a) 'n Intensiewe studie van die prosesse van kultuurverandering in die algemeen, en van akkulturasie in 'n besondere gebied, of gebiede, by 'n besondere volk of volke.
- (b) Toepassing van die Antropologie in Naturelle-Administrasie, Sending, Opvoeding en Ekonomiese ontwikkeling in Afrika.

Vraestel 3.

Geselekteerde studie van volke en kulture uit twee van die volgende gebiede:

- (1) Noord—en Suid-Amerika.
- (2) Australië.
- (3) Asië.

Honneurs
(Vier vraestelle en 'n Opstel)

Vraestel 1.

- (a) Intensiewe studie van die metodes en tegnieke van veldwerk in die Antropologie.
- (b) 'n Studie van die verskillende benaderings tot die bestudering van primitiewe gemeenskappe.

Vraestel 2.

- (a) Die geskiedenis van die Antropologie met spesiale verwysing na moderne tendense.
- (b) Geselekteerde teoretiese probleme uit die veld van die Antropologie.

Vraestel 3.

Geselekteerde intensiewe studie van sekere aspekte van die S.A. Etnografie.

Vraestel 4.

- (a) Inleiding tot Stedelike Sosiologie en Antropologie.
- (b) Intensiewe studie van die Bantoe se stedelike lewe in S.A. met 'n vergelyking van Wes-Afrika.

'n Opstel van 20-30 getikte folio-bladsye (10.000—15.000 woorde) oor 'n onderwerp op die gebied van die Antropologie, goedgekeur deur die Departementshoof, word vereis. Die opstel moet aantoon dat die student in staat is om selfstandig te werk. Die gehalte moet sodanig wees dat die stuk gepubliseer kan word.

Die Honneurseksamen sal in twee dele plaasvind; deel 1 bestaan uit die vraestelle en deel 2 uit die opstel.

ARGELOGIE

- (1) Argeologie is 'n twee-jarige hoofvak.
- (2) Die klem in kursus I val op die teoretiese aspekte en die kursus behoort dus saam met Antropologie I geneem te word.
- (3) Die klem val hoofsaaklik op Afrika met aandag aan ander gebiede vir die doeleindes van vergelyking.
- (4) Praktiese werk word vir beide kursusse voorgeskryf.
- (5) Baie materiaal en belangrike bydraes verskyn in tydskrifte Die dosent sal dit onder die aandag van studente bring. Studente kan ook raadpleeg: Holm, S.E.: Bibliography of S.A. Pre-and Protohistoric Archaeology.

Kursus I

(Twee vraestelle)

Vraestel 1.

- (a) (1) Die gebied en taak van die vak.
(2) Die verhouding van Argeologie tot ander wetenskappe.
(3) Die basiese metodes en tegnieke van die Argeologie in die algemeen en die van *uitgrawings* in besonder.
Die basiese begrippe in die Argeologie: kultuur, beskawing, tegnologie, tipologie, stratigrafie, kronologie, omgewing, habitat en ekologie.
- (b) (1) Fisiese Antropologie: metodes en tegnieke in die bestudering van skelet-materiaal.
(2) Palaeantropologie:
(i) 'n Kort inleiding tot die konsep van die evolusie van die mens.
(ii) Prehistoriese menslike tipes in Suid-Afrika en hulle kulturele assosiasie.

Vraestel 2.

- (a) Inleiding tot die geologiese en palaeontologiese agtergrond van die vroeë mens en sy kultuur.
- (b) 'n Breë behandeling van die hoofafdelings van die Argeologie van Afrika, Europa, Asië en Amerika.
- (c) 'n Intensiewe studie van die Argeologie en voorgeskiedenis van Suidelike Afrika met inbegrip van die Ystertydperk.
(Hoofsaaklik Suid-Afrika met verwysing na Angola en Rhodesië.)

Kursus II

(Drie vraestelle)

Vraestel 1.

- (a) Die geskiedenis en ontwikkeling van die Argeologie.
- (b) Gevorderde studie van metodologiese vraagstukke insluitende die gebruik van statistieke, metodes van datering, ens.
- (c) Prehistoriese kuns in Europa en Afrika.

Vraestel 2.

- (a) Verdere studie m.b.t. die geologiese en palaeontologiese agtergrond van die vroeë mens en sy kultuur.
- (b) Inleiding tot die studie van die Primate.
- (c) Palaeantropologie: 'n Gevorderde studie van die oorsprong en ontwikkeling van die mens.

Vraestel 3.

Die Argeologie en voorgeskiedenis van Afrika (met spesiale verwysing na Oos-Afrika.)

NATURELLE-ADMINISTRASIE

Kursus I

(Twee vraestelle)

'n Algemene oorsig van die ontwikkeling van Naturellebeleid en -Administrasie in Suid-Afrika (Insluitende Suidwes-Afrika).

Vraestel 1.

- (a) 'n Inleiding tot die studie van die vak Naturelle-administrasie.
(b) Die rassasamestelling en -verspreiding van die Suid-Afrikaanse bevolking.
- Die historiese ontwikkeling van naturellebeleid en -administrasie in die Suid-Afrikaanse kolonies en republieke voor unifikasie in 1910.
- Die ontwikkeling van naturellebeleid en -administrasie in Suid-Afrika gedurende die historiese tydperk 1910 tot 1950.

Vraestel 2.

1. 'n Algemene oorsig van die struktuur en funksies van die hedendaagse natuurle-administrasie in Suid-Afrika.
2. 'n Kort oorsig van die hedendaagse beleidsrigtings, met betrekking tot natuurle in Suid-Afrika.

Kursus II

(Twee vraestelle)

In Gevorderde en Intensiewe studie van hedendaagse Naturellebeleid en -Administrasie in Suid-Afrika (Insluitende Suidwes-Afrika).

Vraestel 1.

Aspekte van die Hedendaagse Naturelle-Administrasie wat Hoofsaaklik op die Bantoe in die Bantoegebiede Betrekking het :

1. 'n Omskrywing van die vak Naturelle-administrasie; sy inhoud, omvang, doel- en metodes.
2. Die spesiale administratiewe struktuur vir die Bantoe in Suid-Afrika: sentrale, streeks- en distriksadministrasie; hulpinstellings; die administrasie van selfbesturende Bantoegebiede; en Bantoe-owerhede.
3. Die Bantoe-gebiede van Suid-Afrika: die resevering van Bantoegebiede en die regte van die Bantoe op grond in Suid-Afrika; algemene ekonomiese toestande; stelsels van grondbesit, administrasie, herwinning en ontwikkeling.
4. Algemene burgerlike en politieke regte van die Bantoe in Suid-Afrika: stemreg en verteenwoordiging in wettgewende liggame; staatkundige ontwikkeling in die Bantoegebiede; die ontwikkeling van politieke partye; plaaslike bestuur in die Bantoegebiede, en die erkenning van inheemse regs- en staatsinstellings.
5. Bantoe-onderwys en belasting: die beheer oor en finansiering van Bantoe-onderwys; differensiasie, administratiewe implikasies; en Bantoe-universiteitsopleiding.
6. Gemeenskapsontwikkeling: beginsels, beleid en toepassing.

Vraestel 2.

Aspekte van die Hedendaagse Naturelle-Administrasie wat Hoofsaaklik op die Bantoe in die Nie-Bantoegebiede betrekking het.

1. Die Bantoe in die stedelike nie-Bantoegebiede: die proses van verstedeliking; sosiale en ekonomiese toestande; groepsgebiede en woonbuurtskeiding; beplanning en ontwikkeling van Bantoe-woongebiede; Bantoebehuising; etniese groepering; administrasie van stedelike Bantoesake; finansiering; die verskaffing van drank aan die Bantoe; hervestiging; natuurle-administrasie in die buite-stedelike gebiede; Bantoeverteenvoordinging in die administrasie; skakeling tussen stad en tuisland.
2. Beheer oor beweging in Suid-Afrika: toestromingsbeheer in die stedelike en plattelandse nie-Bantoegebiede; bevolkingsregistrasie; die vreemde-Bantoe-probleem.
3. Bantoe-arbeid: die vraag en aanbod vir Bantoe arbeid; die stelsel van trek-arbeid; werwing; arbeidsburo's en die kanalisering van arbeid; Bantoe-plaasarbeid.
4. Industriële wetgewing wat betrekking het op die Bantoe: die kleurskeidslyn in betrekking; loonvasstellings; arbeidsorganisasies en kollektiewe optrede; beskerming, welsyn en pensioene.

Kursus III

(Drie vraestelle)

Naturellebeleid en -administrasie en Staatkundige ontwikkeling in Afrika, met spesiale verwysing na die gebied Suid van die Sahara; en Rasseverhoudinge in 'n Wereldperspektief.

Vraestel 1.

Britse beleid in Afrika, met spesiale verwysing na die buurstate van Suid-Afrika.

1. Naturellebeleid en -administrasie in die voormalige Hoë Kommissarisgebiede, Botswana, Lesotho en Swaziland; die vraagstuk van insluiting in Suid-Afrika; ekonomiese afhanklikheid van en verhouding tot Suid-Afrika.
2. Die ontwikkeling van naturellebeleid en administrasie in Rhodesië; 'n vergelyking met Suid-Afrika.
3. Die voormalige koloniale en hedendaagse beleid van Britanje in Afrika in die algemeen; direkte en indirekte bewind; plaaslike bestuur die ontwikkeling tot selfregering en onafhanklikheid; Britse hulp aan Afrikagebiede.

Vraestel 2.

Staatkundige ontwikkeling en internasionale belangstelling in Afrika; Die voormalige en hedendaagse beleid van koloniale moontlike (voormalige Brittanje) in Afrika.

1. Staatkundige ontwikkeling in Afrika; onafhanklikheid; konstitusionele ontwikkeling; Afrika-nasionalisme en Pan-Afrikanisme; internasionale groeperings; die ontwikkeling van inheemse administratiewe apparate; probleme met sosio-ekonomiese ontwikkeling.
2. Internasionale belangstelling in Afrika; die ontwikkeling van internasionale beheer oor naturelle-administrasie in Afrika; die mandaat- en trusteestelsels; kolonialisme en neo-kolonialisme; die strategiese belangrikheid van Afrika; buitelandse hulp; die rol van Suid-Afrika in Afrika suid van die Sahara.
3. 'n Studie van die voormalige en hedendaagse beleid van Frankryk, Spanje, België en Portugal in Afrika; 'n vergelyking van beleidsrigtings, ook met dié van Brittanje en Suid-Afrika.

Vraestel 3.

Rasseverhoudinge, -probleme en -beleid in 'n Wereld-perspektief.

1. 'n Gevorderde ontleding van die disipline Naturelle-administrasie; 'n definisie van rassekontak en -konflik; die formulering van beleid vir die regulering van die kontaksituasie en die oplossing van rasseprobleme; die toepassing van beleid en die effek daarvan op rasseverhoudinge.
2. Probleme in meerrassige gemeenskappe; ontleding van beleids- en administratiewe probleme in meerrassige gemeenskappe in die wêreld, met spesiale verwysing na toestande in die V.S.A., Britanje en ander gekose lande.
3. Rasseverhoudinge: 'n vergelykende studie van teorie oor rasseverhoudinge, en hulle toepassing in Afrika (insluitende Suid-Afrika) en ander dele van die wêreld. Internasionale gedagterigtings betreffende rasseverhoudinge.
4. 'n Gevorderde studie van verskillende natuurellebeleids- rigtings met spesiale verwysing na alternatiewe beleidsrigtings in Suid-Afrika; afsonderlike ontwikkeling of integrasie; hulle oogmerke, praktiese programme en implikasies; 'n vergelykende studie.

Honneurs

Die eksamen bestaan uit vyf vraestelle en kan in twee dele afgelê word. Deel I bestaan uit vraestelle 1, 2 en 5, en deel II uit vraestelle 3 en 4.

Vraestel 1

Gevorderde studie van die beginsels van die Naturelle-Administrasie.

- (a) *Oorsprong en gebied van die vak*: Bepaling van die grondbegrippe „Naturelle-beleid” en „Naturelle-administrasie”; geskiedenis van Naturelle-administrasie; gebied en omvang van die vak; aard, grondslae en metodes van die vakrigting en sy verhouding tot verwante (veral sosiale) vakwetenskappe; kritiese studie van die verskillende gedagterigtings en opvattinge t.o.v. die behoefte aan, benadering, praktiese waarde en die probleme van die vak.
- (b) *Bronne van die vak* en ’n sistematisering daarvan; studie van standaardwerke oor die vernaamste aspekte van die Naturelle-administrasie.
- (c) Verskillende *Onderzoekmetodes* en besondere vraagstukke m.b.t. objektiewe bronnestudie en individuele en groepsveldwerk, ook in ekonomies minder-ontwikkelde gebiede; tegniese versorging en wetenskaplike sistematisering van ingesamelde gewens.

Vraestel 2.

Suid-Afrikaanse Naturellebeleidsrigtings.

’n Voortgesette, intensiewe studie van die verskeie naturelle-beleidsrigtings voor en na unifikasie en hulle ontwikkeling. ’n Kritiese vergelyking van beleidsrigtings gevolg in die Kaapkolonie (Ciskei en Transkei), Natal en die republieke voor 1910. Persone soos bv. Sir George Grey, Sir Theophilus Shepstone, Cecil John Rhodes, J. H. Hofmeyr (eertydse minister in Uniekabinette) en genl. J. B. M. Hertzog, organisasies (bv. die I.C.U., A.N.C., S.A. Instituut vir Rasseverhoudings en die S.A. Buro vir Rasse-aangeleenthede) en ander faktore (bv. ekonomiese faktore, die internasionale mening en verslae van regerings-kommissies) wat die ontwikkeling van naturellebeleid in Suid-Afrika beïnvloed het.

Vraestel 3.

Naturelle-Ontwikkelingsprobleme in Ekonomies Minder-ontwikkelde streke.

’n Intensiewe studie van naturelle-ontwikkelingsprobleme in ekonomies minder-ontwikkelde streke, met spesiale verwysing na Afrika suid van die Sahara. Aandag word gewy aan o.a. naturellebestuurs-, -administratiewe, en verwante sosio-ekonomiese ontwikkelingsprobleme.

Vraestel 4.

Probleme t.o.v. beleidsrigtings vir die administrasie van inboorlingvolke :

- (a) ’n Vergelykende studie van die beleidsrigtings in lande en gebiede bewoon deur verskillende rasse of meervoudige gemeenskappe. Aandag moet geskenk word aan Afrika (insluitende die Republiek van Suid-Afrika), die V.S.A., Brasilië, Hawaii-eilande Australië, die Wes-Indiese Eilande en Indonesië.

EN

- (b) ’n Studie ten opsigte van ’n naturelle-administrasie-probleem soos voorgeskryf. (Tot nadere kennisgewing: Naturelle-administratiewe vraagstukke wat uit stadwaartse naturellemigrasie in Afrika suid van die Sahara spruit; stedelike naturelle-administrasie).

OF

- (c) Enige goedgekeurde naturelle-administrasieprobleem, gekies in oorlegpleging met die Hoof van die Departement.

Vraestel 5.

Akkulturasië en Transkulturasie.

Teorië en probleme in verband met akkulturasie en transkulturasie, met verwysing na toestande in Suidelike Afrika en Amerika; beleidsrigtings op die terrein van natuurle-administrasie vir sover dit van belang is in verband met kultuurverandering.

(Studente wat Antropologie as 'n hoofvak vir die B.A.-graad geneem het, hoef nie hierdie vraestel te doen nie. In sulke gevalle sal alternatiewe studiemateriaal vir hierdie vraestel deur die Hoof van die Departement voorgeskryf word).

DEPARTEMENT BANTOETALE

(Xhosa, Zoeloe, Noord- en Suid-Sotho, Tswana en Venda).

(a) *Personeel*

- *Professor : G. I. M. MZAMANE, M.A. (S.A.)
Professor : Vakant
Lektor : L. M. MBADI, B.A. (Rhodes), B.A.Hons. (S.A.)
Lektor : Mej. D. N. JAFTA, B.A. (Rhodes), B.Ed. (S.A.), B.A.Hons. (S.A.)



(b) *Leerplanne*

Die volgende kursusse word deur die Departement aangebied:

- (a) Drie kursusse in Xhosa
(b) Drie kursusse in Suid-Sotho
(c) Een kursus in Zoeloe
(d) Spesiale kursusse in Xhosa, Zoeloe en Suid-Sotho.

N.B.—Spesiale kursusse word slegs deur studente geneem wat nie in 'n Bantoetaal gematrikuleer het nie.

Spesiale Kursus

(Twee vraestelle)

Vraestel 1.

Afdeling A.

Die beginsels van fonetiek en fonologie van die taal. (25%)

Afdeling B.

'n Eenvoudige verduidelikende studie van die morfologie en sintaksis van die taal; oefeninge in die praktiese gebruik van die taal (75%)

Vraestel 2.

Afdeling A.

Vertalings (30%)

Afdeling B.

Opstel (30%)

Afdeling C.

Literatuur. Voorgeskrewe werke. (40%)

Kursus I

(Twee vraestelle)

N.B.—Kan slegs deur studente geneem word wat Matrikulasie of 'n spesiale kursus in die betrokke taal geslaag het of wat 'n tweede kursus in 'n ander Bantoetaal geslaag het.

Vraestel 1.

Afdeling A.

Beginsels van die fonetiek en fonologie, van die taal. (40%)

Afdeling B.

Morfologie en sintaksis van die taal. (60%)

Vraestel 2.

(a) 'n Letterkundige studie van die voorgeskrewe werke. (80%)

(b) Praktiese kritiek. (20%)

Kursus II

(Drie vraestelle)

Vraestel 1.

Vergelykende taalkunde van die hooftaal en 'n ander taal uit dieselfde groep. (11%)

Vraestel 2.

Afdeling A.

Tradisionale literatuur van die taal. Dit sluit mondelinge oorlewering in. (40%)

Afdeling B.

Moderne literatuur. 'n studie van die geskiedenis en ontwikkeling van moderne literatuur (drama, roman, digkuns ens. van die taal). (60%)

Vraestel 3.

Literatuur. Voorgeskrewe werke met meer klem op letterkundige kritiek. (100%)

Kursus III

(Drie vraestelle)

Vraestel 1.

Vergelykende taalkunde van die groep van die hooftaal. (100%)

Vraestel 2.

Vergelykende Bantoe taalkunde met verwysing na:-

(a) Die algemene beginsels wat ten grondslag van die rekonstruksie van Oertale lê; Oer-Bantoe; klankverskuiwing van Oer-Bantoe na die hooftaal.

(b) Die kenmerke van die Bantoetaalfamilie.

(c) Die klassifikasie van die tale van die gebied en die kenmerke van die gebied waaraan die hooftaal behoort.

(d) Die klassifikasie van die dialekte en die kenmerke van die groep waaraan die hooftaal behoort.

(e) Enkele aspekte van vergelykende Bantoetaalkunde met betrekking tot die betrokke gebied, bv. fonologiese wette, klasseooreenstemming. (100%)

Vraestel 3.

Gevorderde letterkundige kritiek. Voorgeskrewe werke. (100%)

Honneurs

Taal en Letterkunde :

- (a) Vir die Honneurs B.A. word 'n hooftaal en 'n bykomende taal uit 'n ander groep vereis.
- (b) 'n Driejarige kursus vir B.A. is die voorvereiste vir die hooftaal.
- (c) Ten minste 'n eenjarige B.A. kursus in die bykomende taal uit 'n ander groep word vereis.
- (d) Antropologie I word gestel as 'n vereiste en dit mag aangebied word voor of gelyktydig met die Honneurs-eksamen.
- (e) Dit word van kandidate verwag om 'n lees kennis van Duits te hê.
- (f) 'n kandidaat kies vier vraestelle uit ses met dien verstande dat hy 'n geskrewe artikel van 25-30 bladsye getik in dubbelspasiëring, oor 'n goedgekeurde onderwerp inlewer voordat hy die geskrewe deel van die eksamen aflê. Hierdie artikel neem die plek van 'n vyfde vraestel en punte sal toegeken word asof dit 'n eksamenvraestel is.

Die eksamen behels die volgende geskrewe vraestelle:

Vier uit die ses vraestelle moet gekies word:

Vraestel 1: Algemene fonetiek.

Vraestel 2: (a) Klassifikasie van die tale van Afrika.
(b) Bantoe taalkunde.

Vraestel 3: Vergelykende Bantoe morfologie, sintaksis en semantiek.

Vraestel 4: Tradisionele Bantoe literatuur.

Vraestel 5: Geskiedenis van Bantoe literatuur.

Vraestel 6. Moderne Bantoe literatuur.

Vir voorgeskrewe werke moet die Hoof van die Departement geraadpleeg word.

University of Fort Hare

Together in Excellence

Spesiale Kursus

Voorgeskrewe Werke:

Ntloko :	<i>UNgodongwana</i> (Oxford Univ. Press)
Pahl:	<i>Incwadi zesiXhosa zaseOxford, Ibanga 3</i> (Oxford Univ. Press)
Louw & Jubase:	<i>Handbook of Xhosa</i> (A.P.B.)

Kursus I

Vraestel 2.

Afdeling A.

Madala:	<i>Amavo amafutshane</i> (Oxford Univ. Press)
Mmango:	<i>Law'ilahle</i> (Lovedale Press)
Ngcwabe:	<i>Khala Zome</i> (A.P.B.)
Tamsanqa:	<i>Inzala kaMlungisi</i> (Oxford Univ. Press)
	<i>Buzani kuBawo</i> (Oxford Univ. Press)
	<i>Imitha yelanga</i> (Oxford Univ. Press)
	<i>Ukuba ndandazile</i> (Oxford Univ. Press)

Vraestel 2.

Afdeling B.

Madala:	<i>Amavo amafutshane</i> (Oxford Univ. Press)
Ndovela:	<i>Siko ndini</i> (Lovedale Press)
Tshaka:	<i>Iintsika zentlambo yeTyhume</i> (Lovedale Press)

Kursus II

Jongilanga:	<i>Ukuqhawuka Kwembeleko</i> (Lovedale Press)
Mzamane:	<i>Izinto zodidi</i> (A.P.B.)
Sinxo:	<i>Umzali wolahleko</i> (Lovedale Press)
	<i>UNomsa</i> (Lovedale Press)
	<i>Isakhono somfazi</i> (A.P.B.)
	<i>Umfundisi waseMthuwasi</i> (Lovedale Press)
	<i>Imfene kaDebeza</i> (Oxford Univ. Press)
	<i>Imbadu</i> (A.P.B.)
	<i>Isitiya</i> (Lovedale Press)
	<i>UNojayiti wam</i> (Lovedale Press)
Nyembezi:	<i>Inkinsela yaseMgungundlovu</i> (Shuter & Shooter).

Kursus III

<i>Drama</i>	
Mtingane:	<i>Inene nase Isibhozo</i> (Oxford Univ. Press)
Mbulawa:	<i>MaMfene</i> (Shuter & Shooter)
Blose:	<i>Uqomisa mina nhe uqomisa iliba</i> (A.P.B.)
<i>Digkuns</i> :	
Nkuhl u:	<i>Imvaba</i> (A.P.B.)
Nyoka:	<i>Uhadi</i> (Lovedale Press)
Yako:	<i>Ikhwezi</i> (Lovedale Press)
<i>Prosa</i> :	
Ngani:	<i>Abantwana beInu</i> (Lovedale Press)
Qabaka:	<i>Izanzulwana</i> (Lovedale Press)
Mqhayi:	<i>Ityala lamawele</i> (Lovedale Press)
	<i>UMqhayi waseNtabozuko</i> (Lovedale Press)
	<i>U-Don Jadu</i> (Lovedale Press)
	<i>U-Adomisi waseNilango</i> (Lovedale Press)
	<i>Imuzo</i> (Wits. U.P.)
	<i>U-Aggrey umAfrika</i> (Londen & Sheldon Press)
	<i>Ikusasa alaziwa</i> (A.P.B.)
Nxumalo:	
<i>Moet vir Vraestel 1 bestudeer word:</i>	
Ziervogel:	Swazi Texts, met 'n Engelse vertaling, notas, ens.

ZOELOE

Voorgeskrewe Werke:

	Spesiale Kursus
Nyembezi:	<i>Igoda, Ibinga 2</i> (Shuter & Shooter)
Bhengu:	<i>UNyambose noZimitha</i> (Shuter & Shooter)
Ziervogel et al:	<i>Handbook of the Zulu Language</i> (Van Schaik).

Kursus I

Vraestel 2

Afdeling A

Mdluli:	<i>UBhekizwe namadodana akhe</i> (Voortrekkerpers)
Ntuli:	<i>UBheka</i> (Shuter & Shooter)
Nyembezi:	<i>Inkinsela yaseMgungundlovu</i> (Shuter & Shooter)
Dhlomo:	<i>UShaka</i> (Shuter & Shooter)
	<i>UDingane</i> (Shuter & Shooter)
	<i>UMpande</i> (Shuter & Shooter)
	<i>UNomalanga kaNdengezi</i> (Shuter & Shooter)
	<i>UCetshwayo</i> (Shuter & Shooter)
	<i>UDinixulu</i> (Shuter & Shooter)

SUID-SOTHO
Spesial Kursus

Voorgeskrewe Werke:

Mofokeng: *Prelong ya ka* (Wits. U.P.)
Engelbrecht *et al*: *Matima lenyora* (Bona Press)
Ferreira: 'n *Leerboek vir Suid-Sotho* (Met die oog op vertaling)
(Van Schaik)

Kursus I

Vraestel 2

Afdeling A.
Motsieloa: *Thabiso le Dirontsho* (Bona Press)
Moiloa: *Mohahlala dithota* (Via Afrika)
Matlosa: *Mopheme* (Willem Gouws)
Machobane: *Mphatlalatsane* (Moriya)
Mahaheng a matsho (Moirja)
Senate, Shweshwe a Moshweshwe (Bona Press)

Vraestel 2

Afdeling B.
Maboec: *Menyetsi ya maswabi* (Bona Press)
Lesoro: *Mathe-malodi* (Bona Press)
Malefane: *Maru* (Bona Press)

DEPARTEMENT BIBLIOTEEKWETENSKAP

- (a) *Personel*
*Senior Lektor : P. B. VAN SCHALKWYK, M.A. (Stell.), H.Dip.
Libr. (S.A.)
Universiteitsbibliotekaris : M. SPRUYT, LL.Drs. (Leiden), L.Dip.Lib.
(Pret.), H.Dip.Lib. (S.A.)

- (b) *Leerplanne*

Kursus I

(Twee drie-uur vraestelle)

Vraestel 1.

Katalografie.

- (a) Klassifikasie: Teorie van klassifikasie, die Dewey-stelsel, praktiese werk.
(b) Katalogisering: Teorie van katalogisering, die Anglo-Amerikaanse kode, praktiese werk.

Vraestel 2.

Biblioteek-organisasie.

- (a) Intern: Departementalisasie, leensisteme, biblioteekstandaarde.
(b) Ekstern: Nasionale biblioteek, provinsiale biblioteekdienste, spesiale biblioteke, skoolbiblioteke. Biblioteekwetgewing en Departementele instruksies. Biblioteekverenigings.

Kursus II

(Twee drie-uur vraestelle)

Vraestel 1.

- (a) Bibliografie
(b) Dokumentasie
(c) Naslaanwerk: Bronne en metodes van naslaanwerk.
Die belangrikste naslaanwerke.

Vraestel 2.

- a) Boekvoorraad.
- b) Boekseleksie.
- c) Leserkunde.

Kursus III

(Drie drie-uur vraestelle)

Vraestel 1.

Geskiedenis van skrif, van die boek, en van die ontwikkeling van die drukpers.

Vraestel 2.

Gevorderde Katalografie.

- a) Klassifikasie: Bibliografiese klassifikasie, klassifikasiesisteme – Universale Desimale klassifikasie, “Library of Congress”, kolon klassifikasie. Praktiese werk.
- b) Katalogisering: Vervolguitgawes en periodieke uitgawes. Die trefwoordkatalogus. Keuse van trefwoorde (Sears). Praktiese werk.

Vraestel 3.

Ooreenkomste en verskille tussen Biblioteke en Museums en Argiewe. Organisasie, Funksie, Materiaal, Gebruik.



(Drie drie-uur vraestelle)

Vraestel 1.

Biblioteekgeskiedenis.

Vraestel 2.

Ontsluiting van inligtingsbronne, outomatiese.

Vraestel 3.

Biblioteekbestuur.

- a) Keuse en beheer van personeel
- b) Organisasie
- c) Komitee-werk.

University of Fort Hare
Together in Excellence

Honneurs

Na raadpleging met die Hoof van die departement kies kandidate onderwerpe uit elk van die volgende vraestelle:

Vraestel 1.: Filosofie en historiografie van die Biblioteekwetenskap, en historiese biblioteekwese.

Vraestel 2.: Biblioteekbestuur.

Vraestel 3.: Katalografie.

Vraestel 4.: Dokumentasie.

Vraestel 5.: Leserkunde.

DEPARTEMENT ENGELS

- (a) *Personeel*
*Professor : J. T. GREEN, B.A. (Stell.), M.A. (S.A.), Ph.D. (Leeds).
Senior Lektor: Mej. V. W. HENLEY, M.A., U.O.D. (Rhodes).
Lektor : Mev. E. N. E. VERSCHOOR, B.A. (U.C.T.), S.T.D., B.A.Hons. (S.A.)
Lektor : R. L. PETENI, B.A.Hons. (S.A.), U.O.D. (S.A.).
- (b) *Leerplanne* : Kyk die Engelse uitgawe.

DEPARTEMENT GESKIEDENIS

- (a) *Personeel*
*Professor : C. G. COETZEE, M.A., D.Phil. (Stell.)
Lektor : J. C. VISAGIE, B.A.Hons. (S.A.).
- (b) *Leerplanne*

Kursus I

- Vraestel 1.: 'n Oorsig van die geskiedenis van die Westerse beskawing vanaf sy ontstaan tot aan die einde van die 18de eeu.
- Vraestel 2.: Die geskiedenis van Suid-Afrika sedert die ontdekkingstogte.

Kursus II

- Vraestel 1.: Europese Geskiedenis, 1556-1815.
- Vraestel 2.: Geskiedenis van Suid-Afrika, 1795-1881, met insluiting van die Britse koloniale beleid in die tydperk 1795-1881.
- 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.
- 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.
- Vraestel 3.: Geskiedenis van Suid-Afrika na 1881, met inbegrip van die plek van Suid-Afrika in die Statebond (tot 1961).

Daar word van studente verwag om breedvoerig in die gedrukte bronne te lees, veral m.b.t. vraestel 3. Nadere inligting sal gedurende die loop van die jaar verstrekkend word.

Honneurs

Die eksamen bestaan uit die volgende vyf vraestelle:

1. Metode, Tegniek en Teorie.
2. Historiografie en die Filosofie van die Geskiedenis.
3. EEN van die volgende:
 - (a) Die rewolusionêre tydperk in Europa en Amerika, 1760-1800, met dokumente-studie oor temas uit die Amerikaanse Rewolusie.
 - (b) Die ontdekkingstydperk tot by die stigting van die Kaapse volksplanting, met dokumente-studie oor die Van Riebeecktydperk.
 - (c) Die tydperk 1778-1820 in die Suid-Afrikaanse Geskiedenis, met dokumente-studie oor die Patriotte-beweging en die Kaapse Oosgrens.
 - (d) Bevolkingsverskuiwings in Suid-Afrika, 1820-1854, met dokumente-studie oor die Groot Trek.
 - (e) Die verenigings- en federasiestrewe in Suid-Afrika, 1854-1910, met dokumente-studie oor die totstandkoming van Unie, 1910.
 - (f) 'n Opsie deur die Departementshoof gekies.

4. EEN van die Volgende:

- (a) Die Middeleeuse ryk en die opkoms van die nasionale staat in Europa tydens die Middeleeue.
- (b) Die Renaissance en Hervorming.
- (c) Die Republiek in Suid-Afrika, 1852-1902.
- (d) Die Unie van Suid-Afrika, 1910-1961.
- (e) 'n *Opsie* deur die Departementshoof gekies.

5. EEN van die volgende:

- (a) Die V.S.A. in die 19de en 20ste eeue.
- (b) Die plek van Afrika in die wêreldgeskiedenis in die 19de en 20ste eeue.
- (c) Kommunistiese Rusland en China in die moderne wêreld.
- (d) Internasionale betrekkinge, 1890-1945.

Een vraestel uit die Suid-Afrikaanse Geskiedenis is verpligtend. *Opsies* 3(e) en 4(c) mag nie albei geneem word nie.

L.W.—Alle *opsies* word nie doseer nie en die Departementshoof moet vooraf geraadpleeg word.

Dit word aanvaar dat voornemende studente op hoogte is met die taalvereistes soos in Kursus II uiteengesit.

Magisterekssamen

Die eksamen bestaan uit:

'n Verhandeling, waarvan die onderwerp deur die Senaat goedgekeur moet word minstens ses maande voordat dit ingelewer word. Dit moet vergesel word van 'n verklaring dat dit die kandidaat se eie werk is. Dit moet bewys lewer van oorspronklike navorsing deur die kandidaat, moet dubbelspasiëring (dubbele spasiering) en behoorlik gebind.

DEPARTEMENT GRIEKS

(met insluiting van Hellenistiese Grieks en Beginsels van Griekse Kultuur).

(a) *Personeel*

*Senior Lektor: J. M. Ellis, M.A. (Perth)

(b) *Leerplanne*

Hellenistiese Grieks

Toelatingsvereiste.

Om tot Hellenistiese Grieks I toegelaat te word, moet 'n student

- (a) 'n Voorbereidende kursus in Hellenistiese Grieks afgelê het wat die volgende omvat:—
 - 'n Studie van die grammatika (vormleer en sintaksis) van Hellenistiese Grieks;
 - Vertaling van sinne en/of passasies uit en in Grieks; en 'n Oorsig van Christelike Griekse literatuur

OF

- (b) Die Hoof van die Departement daarvan oortuig dat hy genoegsame kennis van die taal besit.

Hellenistiese Grieks I

(Twee vraestelle)

1. Formele grammatika van Hellenistiese Grieks.
2. Oefeninge in onvoorbereide vertaling en eenvoudige vertalings uit Engels in Grieks.
3. 'n Studie van hoofstukke uitgesoek uit die volgende voorgeskrewe boeke:
 - (a) Die Griekse Nuwe Testament: *Johannes*.
 - (b) Die *Didache*.
 - (c) Clemens Romanus: *Eerste Brief aan die Korinthiërs*. (Vertaling, grammatiese verklaring, inhoud en agtergrond).

4. 'n Oorsig van die Griekse geskiedenis in die Hellenistiese tydvak (336-31 v.Chr.), met besondere verwysing na die Hellenistiese staatsvorm en na kulturele strominge van die tyd.

Hellenistiese Grieks II

(Drie vraestelle)

1. 'n Studie van die Hellenistiese Griekse grammatika, sistematies en in verband met die geskiedenis van die Griekse taal.
2. Oefeninge in onvoorbereide vertaling en prosa stelwerk.
3. 'n Studie van die volgende voorgeskrewe boeke:
 - (a) Die Griekse Nuwe Testament: *Die Handeling van die Apostels*.
 - (b) Plato: *Die Apologie*.
 - (c) Clemens Romanus: *Eerste Brief aan die Korinthiërs*.
 - (d) Anon.: *Die Brief aan Diognetus*.
 - (e) Clemens Alexandrinus: *Vermanende rede aan die Grieke*.Vertaling, grammatiese aantekening, uitleg van die verband en inhoud, en vrae van 'n letterkundige aard).
4. 'n Oorsig van die Patristiese Griekse Literatuur.
5. 'n Oorsig van die Griekse geskiedenis van ongeveer 1200 tot 323 v.Chr., met besondere verwysing na die polis, die godsdiens en die denke.

Toelatingsvereiste.

- Om tot Grieks I toegelaat te word, moet 'n student
- (a) die voorbereidende kursus in Attiese Grieks afgelê het wat die volgende omvat: 'n Studie van die grammatika (vormleer en sintaksis) van Attiese Grieks; Vertaling van sinne en/of passasies uit en in Grieks; 'n Oorsig van die Griekse kultuur.
 - (b) Die Hoof van die Departement daarvan oortuig dat hy genoegsame kennis van die taal besit.

Grieks I

(Twee vraestelle)

1. Formele grammatika van Attiese Grieks.
2. Oefeninge in onvoorbereide vertaling en eenvoudige vertalings in Grieks.
3. 'n Studie van hoofstukke uitgesoek uit die volgende voorgeskrewe boeke:
 - (a) 'n Griekse Leesboek.
 - (b) Xenophon: *Anabasis*.
 - (c) Die Griekse Nuwe Testament: *Johannes*.(Vertaling, grammatiese verklaring, inhoud en agtergrond).
4. 'n Oorsig van die Griekse geskiedenis (ongeveer 1200-404 v.Chr.)

Grieks II

(Drie vraestelle)

1. 'n Studie van die Attiese Griekse grammatika, sistematies en in verband met die geskiedenis van die Griekse taal.
2. Oefeninge in onvoorbereide vertaling en prosa stelwerk.
3. 'n Studie van die volgende voorgeskrewe boeke:
 - (a) Plato : *Die Apologie*.
 - (b) Euripides : *Medea*.
 - (c) Herodotus : Boek II of Clemens Alexandrinus: *Vermanende rede aan die Grieke*.
 - (d) Homeros : *Odyssee*(Vertaling, grammatiese aantekening, uitleg van die verband en inhoud, en vrae van 'n letterkundige aard).

4. 'n Oorsig van die Griekse literatuur, met besondere verwysing na die bogenoemde boeke.
5. 'n Oorsig van die Griekse geskiedenis (ongeveer 404—31 v.Chr.)

Grieks III

(Vier vraestelle)

1. 'n Gedetailleerde studie van die Griekse grammatika beide diachronies en synchronies.
2. Gevorderde prosa-stelwerk en onvoorbereide vertalings.
3. 'n Gedetailleerde studie van die volgende voorgeskrewe boeke:
 - (a) Sophocles : *Antigone*.
 - (b) Thukydides : *Boek VII*.
 - (c) Aristophanes : *Die Paddas*.
 - (d) Plato : *Phaedo*.
 - (e) Homeros : *Ilias XII*.

(Vertaling, kommentaar op die grammatika en versmaat, tekskritiek, uitleg van die verband en inhoud en vrae van 'n literêre aard).
4. 'n Studie van 'n spesiale periode uit die Griekse geskiedenis insluitende die bestudering van primêre bronne.
5. 'n Besondere studie van 'n bepaalde genre van die Griekse letterkunde.

BEGINSELS VAN DIE GRIEKSE KULTUUR

(Twee vraestelle)

'n Oorsig van die volgende aspekte van die Griekse Kultuur (soos blyk uit Griekse skrywers wie se werke in vertaling gelees moet word):—

- (a) Mitologie en godsdiens.
- (b) Letterkunde met spesiale studie van 'n gespesifiseerde vertakking van die letterkunde.
- (c) Die politieke, sosiale en konstitusionele geskiedenis in die Klassieke Tydvak.
- (d) Die beeldhoukuns en argitektuur van die Perikleaanse Tydvak.

KLASSIEKE HEBREEUS

(Kyk Departement Ou Testamentiese Vakke en Hebreeus in die prospektus van die Fakulteit Godgeleerdheid.)

Kursus I

(2 vraestelle)

Vraestel 1: Taal.

- (a) Beginsels van die Hebreuse grammatika (skrif, klankleer, aksente, naamvalle van die voornaamwoord, sterk selfstandige-naamwoord, onreëlmatige selfstandige naamwoord, lidwoorde, getalle tot 100 en sterk werkwoorde met werkwoordelike byvoegsels).
- (b) Eenvoudige vertalings uit en in Hebreeus.

Vraestel 2: Agtergrond.

- (a) Die aard van die Hebreuse taal (Deel I)
- (b) Ou-Testamentiese geskiedenis en die Nabye Oosterse agtergrond daarvan vanaf die begin tot op die verwoesting van die Eerste Tempel.
- (c) Oorsig van Bybelse Aardrykskunde.

Kursus II

(2 vraestelle)

Vraestel 1: Taal.

- (a) Beginsels van die Hebreuse grammatika (swak werkwoorde en daarvan afgeleide selfstandige naamwoorde, vergelyking, lidwoorde) met vertalings uit en in Hebreeus.
- (b) Beginsels van Hebreuse sinsbou, met toepaslike oefeninge.
- (c) Taalkundige studie van 15 hoofstukke uit die historiese en tien hoofstukke uit die profetiese letterkunde van die Ou Testament.

Vraestel 2: Agtergrond en Teks.

- (a) Die aard van die Hebreuse taal (Deel II).
- (b) Die geskiedenis van die Jode vanaf die verwoesting van die Eerste Tempel tot aan die verwoesting van die Tweede Tempel.
- (c) 'n Oorsig van Bybelse Oudheidkunde.
- (d) Die teks van die Ou Testament.

Kursus III

(2 vraestelle)

Vraestel 1: Taal.

- (a) Kenmerke van die Hebreuse taal en sy plek onder die Semitiese tale.
- (b) Taalkundige studie van tien hoofstukke uit die moeiliker profetiese boeke en tien vanuit die poëtiese en wysheidsletterkunde van die Ou Testament. Enige tekste uit Jesus Sirach en uit 'n Mishna traktaat.

Vraestel 2: Aramees of Ugarities.

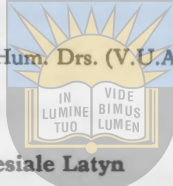
- (a) Inleidende grammatika en in breë trekke die letterkunde van of die Aramese of die Ugaritiese taal.
- (b) Vertaling van voorbereide en onvoorbereide tekste in Engels.

DEPARTEMENT LATYN

(a) *Personeel*

*Professor: K. JACOBS, Lit. Hum. Drs. (V.U.Amst.), D.Litt et Phil. (Leiden).

(b) *Leerplanne*



Spesiale Latyn

(Een vraestel).

- (a) Vrae oor Latynse sintaksis en vormleer.
- (b) Engelse sinne vir vertaling in Latyn.
- (c) Eenvoudige sinne vir vertaling in Engels, waarvan tenminste een passasie gemeen sal word uit 'n voorgeskrewe aantal passasies.

Kursus I

(Twee vraestelle)

- 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 die voorgeskrewe werke. Wat die versmaat beref, moet studente die elegeiese koeplet ken.)
- B. Stelwerk en vertaling op sig.
- C. Oorsig van die Romeinse geskiedenis tot die dood van Augustus.

Voorgeskrewe boeke

Cicero: Oratio Philippica II.

Vergilius: Aeneis II

Kursus II

(Drie vraestelle)

- A. VIER voorgeskrewe boeke, waarvan TWEE 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 beref, moet studente slegs van Horatius die Sapphiese en Alcaïese stansas bestudeer).

- B. Meer gevorderde stelwerk en vertaling op sig.
 C. 'n Oorsig van die Romeinse geskiedenis van 14 N.C.-337 N.C.

Voorgeskrewe boeke

Horatius:	Carmina.
Livius:	Lib. XXX.
Terentius:	Heauton timorume nos.
Plinius:	Selected Letters (Prichard).

Kursus III

(Vier vraestelle)

- A. SEWE voorgeskrewe boeke, waarvan VIER vir noukeurige studie (Die vroe sluit in passasies vir vertaling, taalkundige en tekskritiese kommentaar, kommentaar op die inhoud en verband, en vroe van 'n literêre aard oor die betrokke outeurs en in die algemeen en met besondere verwysing na die voorgeskrewe werke).
- B. Meer gevorderde stelwerk en vertaling op sig.
- C. Die studie van 'n bepaalde genre van die Latynse letterkunde.
- D. Die studie van 'n spesiale periode uit die Romeinse geskiedenis insluitende bestudering van die epigrafiese bronne.



Voorgeskrewe boeke

Tacitus: Annales I	Lucretius: De Rerum Natura III
Cicero: De Finibus I	Vergilius: Aeneis VI
Horatius: Sermones	Propertius: Elgiae I
Juvenalis: Saturae.	

Voorgeskrewe letterkundige genre:

Romeinse Satire

University of Port Harcourt

Spesiale Periode uit die Romeinse geskiedenis:

70 v.C. tot 14 n.C.

('n Studie van epigrafiese bronne word hierby ingesluit)

DEPARTEMENT SIELKUNDE

(a) *Personeel*

*Professor	: T. M. D. KRUGER, M.A. (Pret.), D.Litt. et Phil. (S.A.).
Senior Lektor in Bedryfsielkunde	: W. BACKER, M.A., D.Phil. (Potch.).
Senior Lektor	: W. G. VAN DER MERWE, M.A. (O.V.S.).
Lektor	: J. W. CUMES, M.A. (Rand).
Junior Lektor	: Vakant.
Navorsingsassistent	: Q. T. MJOLI, B.A. (S.A.), B.A.Hons. (F.H.).
Navorsingsassistent	: Mej. E. MAKWETU, B.Sc. (Rhodes), B.Sc. Hons. (F.H.).

(Hoewel Bedryfsielkunde deur die Departement Sielkunde aangebied word, kan dit alleen onder die Fakulteit Handel en Administrasie geneem word).

(b) *Leerplanne*

SIELKUNDE

Die teoretiese werk van elke kursus sal met gepaste praktiese werk aangevul word.

Kursus I

(Een Vraestel)

1. (a) Historiese inleiding: Sielkunde as 'n teoretiese en toegepaste wetenskap.
 (b) Inleiding tot die navorsingsmetodiek.

2. Psigofisiologie.
3. Individuele en groepsverskille en die invloed van oorerwing en omgewing.
4. Intelligensie.
5. Emosie, motivering, persoonlikheid, frustrasie en konflik.
6. Rypwording en die leerproses, geheue en denke.
7. Aandag, waarneming, visie en die ander sinthue.
8. Hedendaagse skole in die Sielkunde.
9. Beginsels van ontwikkeling en lewensfasas.

Kursus II

Persoonlikheid en Ontwikkeling sielkunde

Vraestel 1 :

Afdeling A—Persoonlikheid

Determinante in die vorming van persoonlikheid, persoonlikheidsteorië en meting van persoonlikheid.

Afdeling B.—Ontwikkeling

1. Die aard van ontwikkeling, rypwording en leer.
2. Voorgeboortelike ontwikkeling.
3. Sosialisasie.
4. Wisselwerking tussen ouer en kind.
5. Ontwikkelingsstadia insluitende Babajare, Yroeë- en Latere Kinderjare, Adolesensie, Volwassenheid en Bejaardheid; met verwysing na emosionele, sosiale, intellektuele, fisiese en etiese ontwikkeling en die bereiking van volwassenheid.

Vraestel 2 : Sosiale en Differensiële sielkunde

Afdeling A.—Sosiale Sielkunde :

1. Kognisie: ontwikkeling, interpersoonlike waarneming.
2. Motivering: teorië en navorsing.
3. Interpersoonlike reaksie-eienskappe.
4. Houding: aard, ontwikkeling, verandering en propaganda; vooroordeel.
5. Taal, kommunikasie, massa-media.
6. Sosiale en kulturele determinante van gedrag; sosiale rolle, rolverwagtings, stratifikasie, gesinstelsels, waardes, oortuigings.
7. Die individu in die groep; leierskap.
8. Spesifieke aanpassingsprobleme wat voortvloei uit rolspanning, botsende waardestelsels, tegnologiese ontwikkeling en die gevolge daarvan: jeugmisdaad, die vrou se posisie in die gemeenskap, en so meer.

Afdeling B.—Differensiële Sielkunde :

1. Individuele verskille.
2. Geslagsverskille.
3. Rasseverskille.

Afdeling C.—Wetenskaplike Navorsing:

1. Navorsingsmetodologie.
2. Beskrywende statistiek: Frekwensie-verspreidings, grafieke, mate van sentrale neiging, betroubaarheid en normale verspreiding.

Kursus III

(Drie Vraestelle)

Vraestel 1 :—Psigopatologie

1. Oorsprong en ontwikkeling van die Psigopatologie .
2. Normaliteit en abnormaliteit in die Psigopatologie.
3. Organiese en kulturele faktore in die disorganisasie van die persoonlikheid.
4. Psigoanalitiese en leerproses-benaderings tot persoonlikheids-disorganisasie.
5. Psigoneurotiese, psigofisiologiese, psigopatiese en psigotiese toestande
6. Serebrale versteurings; swaksinnigheid.
7. Eksperimentele psigopatologie.

Vraestel 2.

Afdeling A.

'n Beknopte inleiding tot berading en Psigoterapie.

Die kursus word in 4 afdelings aangebied:—

1. Historiese inleiding.
2. Teorië en Tegnieke:—
 - 2-1. Die Freudse teorië en afgeleide tegnieke.
 - 2-2. Die neo-Freudse teorië en afgeleide tegnieke.
 - 2-3. Rogers se teorië en afgeleide tegnieke.
 - 2-4. „Daseins”—teorië en afgeleide tegnieke.
 - 2-5. Leerteorieë en afgeleide tegnieke.

Elkeen van hierdie teorië word onder die volgende hoofde aangebied:—

- Teoretiese oorwegings
 - Doel van terapie
 - Terapeutiese tegnieke
 - Evaluasie
3. 'n Algemene inleiding tot die psigodiagnostiek.
 - 4-1. Beroepsberading.
 - 4-2. Rahabilitasieberading.
 - 4-3. Terapie/berading met kinders en volwassenes.

Afdeling B.

1. Historiese agtergrond en huidige terrein.
2. Personeelsielkunde: Keuring, opleiding, motivering en menslike verhoudings.
3. Verdienstelikeheidsbepaling.
4. Sielkundige ontleding van koops- en verkoopsprosesse.
5. Beroepsveiligheid.

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 navorsingsgewens.
- B. Navorsingstegnieke.
 - (i) Veld- en laboratoriumeksperimentering.
 - (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 verspreidings-waardes, korrelasie en die beduidenheid van verskille.

Honneurs

Die kursus is saamgestel uit 3 studiebane; die student moet EEN kies. Die studiebane is:

- Voorligtingsielkunde.
- Kliniese Sielkunde.
- Bedryfsielkunde.

Elke studiebaan bestaan uit VVF vraestelle. Vraestel 2 is verpligtend. Ander velde, wat by die verkose studiebaan aanpas, behoort in oorleg met die Hoof van die Departement gekies te word.

Die vraestelle behels die volgende:

Vraestel 1 : Psigopatologie en Sosiale Patologie.

Vraestel 2 : Navorsingsmetodiek.

Vraestel 3 : Persoonlikheids- en Ontwikkelingsielkunde.

Vraestel 4 : Sosiale Sielkunde.

Vraestel 5 : Voorligtingsielkunde.

Vraestel 6 : Kliniese Sielkunde.

Vraestel 7 : Bedryfsielkunde.

Studente vir die Magistergraad moet die Hoof van die Departement raadpleeg.

BEDRYFSIELKUNDE

Kursus I

(Een vraestel)

Die inhoud is dieselfde as vir Sielkunde I behalwe dat items 8 en 4 deur die volgende vervang word:—

- (a) Die oorsprong en ontwikkeling, grondslag en doel van en neigings in die Bedryfsielkunde.
- (b) Die funksies, taak en plek van die Bedryfsielkundige.

Kursus II

(Twee vraestelle)

Vraestel 1 :

Inleiding tot Personeelsielkunde.

1. Personeelkeuring: beginsels en tegnieke.
2. Industriële opleiding.
3. Meriete-aanslag en werksbeoordeling.
4. Menseverhoudings.
5. Ongelukke en veiligheid.



Vraestel 2 :

(a) *Beginsels van Ergonomika.*

1. Die fisiese werksomgewing.
 2. Sielkundige komponente van die mens-masjien-sistiem.
 3. Werkstudie.
- (b) *Teoretiese Grondslae van die ekonomiese sielkunde.*
1. Oorredende kommunikasie en die wysiging van opinies.
 2. Sielkundige beginsels van advertensies en verkoopsprosesse.
 3. Sielkundige aspekte van ekonomiese gedrag en motiveringsnavorsing.

Kursus III

(Drie vraestelle)

Vraestel I

Psigopatologie en industriële geestesgesondheid.

1. Inleiding tot psigopatologie en aanpassingsielkunde.
2. Neurotiese, psigosomatiese, psigotiese en ander afwykings.
3. Wanaanpassing as personeelprobleem.

Vraestel II

Beginsels van Bedryfsielkundige Navorsing.

1. Algemene beginsels van wetenskaplike navorsing.
2. Opnames en laboratorium-eksperimentering.
3. Navorsingsmetodes in ergonomika.
4. Basiese begrippe in die konstruksie, interpretasie en administrasie van personeel-toetse.

Vraestel III

Groepdinamika en grondslae van personeelsielkunde.

1. Persoonlikheid, interpersoonlike en groepverhoudings en interaksie.
2. Houdings, moraal en bedryfsleiding.
3. Sielkundige beginsels van personeelbestuur.

Studente vir die Honneurs- en Meestersgrade moet die Hoof van die Departement raadpleeg.

Honneurs

Skriftelike Eksamen :

Die kursus bestaan uit die volgende VYF vraestelle en kan in twee dele afgelê word. Deel I bestaan uit enige twee vraestelle en deel II uit die oorblywende vraestelle.

Vraestel 1.

Bedryfsielkundige navorsingsmetodes.

Vraestel 2.

Geestesgesondheid in die bedryf.

Vraestel 3.

Ergonomika.

Vraestel 4.

Personeelsielkunde.

Vraestel 5.

EEN van die volgende:

(i) Gevorderde personeelvraagstukke.

(ii) Marknavorsing.

(iii) Advertensiewese.

(iv) 'n Goedgekeurde vraestel uit die Staatsadministrasie.

(Vraestel 5 is die verantwoordelikheid van die Departement Bedryfs ekonomie of Staatsleer en Publieke Administrasie en 'n student moet voldoen aan die vereistes wat deur die betrokke departement gestel word vir toelating tot die vraestel).

Praktiese Werk

'n Verslag wat handel oor die voorgeskrewe praktiese werk wat die kandidaat uitgevoer het, moet ingehandig word ten einde te kwalifiseer vir die honneurseksamen. Die verslag neem die vorm aan van een of meer gevalle-studies en/of -opnames, geskies in oorleg met die Departementshoof.

University of Fort Hare
Departement Sosiologie en Maatskaplike Werk
Together in Excellence
(Ook Kriminologie)

(a) *Personeel*

*Professor	: P. J. DE VOS, M.A., D.Phil. (Pret.)
Senior Lektor	: J. J. F. C. HEYDENRYCH, M.A. (Sos.), B.A.Hons. (M.W.) (Stell.)
Lektor	: W. D. VICTOR, B.A.Hons. (O.V.S.)
Lektor	: T. N. V. MAQASHALALA, B.A. (S.S.) (S.A.)
Lektor	: Vakant.
Navorsingsassistent	: S. MAFANYA, B.A. (M.W.) (S.A.)
Navorsingsassistent	: M. W. MAKALIMA, B.A. (S.S.) (S.A.)

(b) *Leerplanne*

SOSIOLOGIE

Kursus I

Vraestel 1.

1. Die gebied van die Sosiologie en sy verhouding tot die ander sosiale wetenskappe.
2. Die biologiese, psigologiese en kulturele basisse van die gemeenskap. Geografiese en tegniese invloede op die gemeenskap.
3. Teoretiese uitgangspunte en basisse begrippe: Aksie en die aksiesisteme, norme, institusieanaliseering strukture en funksies van die sosiale sisteme, instellings en organisasies

Vraestel 2.

1. Die sosiale prosesse en groepsbeheer. Maatskaplike beheer en die funksie daarvan, sosiale norme, stratifikasie, differensiasie en mobiliteit.
2. Inleiding tot die sosiale denke: Plato tot by die Humanisme.

Kursus II

Vraestel 1.

1. Basiese benaderings tot die analise van die maatskaplike struktuur met besondere verwysing na die burokrasie en ekonomiese instellings.
2. 'n Gedetailleerde ontleding van die maatskaplike subsysteme die gesin, die skool, die staat, die Godsdiens, vryetydsbesteding en ouderdomsgroepe in die huidige gemeenskap.

Vraestel 2.

1. Maatskaplike verandering, die ontwikkeling daarvan in die probleme.
2. Sosiale Patologie: Studie van die oorsprong van sosiaal-patologiese verskynsels met spesiale verwysing na Suid-Afrikaanse toestande.

Vraestel 3.

1. Industriële sosiologie.
2. Die ontwikkeling van die maatskaplike denke met besondere verwysing na die 19de eeu.
3. Bywoningskursus Inleiding tot die maatskaplike navorsing. Statistiese metodes.

Kursus III

Vraestel 1.

1. (a) Die geskiedenis van maatskaplike denke. Die bestudering van die maatskaplike denke van die 20ste eeu se bydraes.
(b) Huidige ontwikkelings in die Sosiologie.

Vraestel 2.

- (a) Maatskaplike Navorsing: Basiese teoretiese probleme.
- (b) Demografie.

Vraestel 3.

Groepsdinamika

Vraestel 4.

Een van die volgende onderwerpe met die goedkeuring van die Hoof van die Departement:

- (a) Landelik/stedelike Sosiologie
- (b) Rasseverhoudings.

Honneurs

Vraestel 1.

Sistematiese sosiologie en metodes van sosiale navorsing.

Vraestel 2.

Die geskiedenis van die Sosiologie met spesiale verwysing na standpunte, metodes en gebeure in die huidige Sosiologie.

Vraestel 3.

Enige drie van die volgende:

- Groepsdinamika,
- Opvoedkundige Sosiologie,
- Misdaad Sosiologie,
- Sosiale Sielkunde,
- Landelik/Stedelik Sosiologie,
- Rasseverhoudings,
- Demografie en Industriële 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.

Afdeling C.

Maatskaplike Werk-Administrasie.

Kursus II

(Twee vraestelle)

Vraestel 1.

Die gevallestudiemetode.

Vraestel 2.

1. Die groepwerkm metode.
2. Maatskaplike Werk op sekere gespesialiseerde gebiede.

Kursus III

(Drie vraestelle)

Vraestel 1.

- (a) Maatskaplike werk en persoonlikheids groei.
- (b) Maatskaplike werk met die 1980 sosial verstoorde.

Vraestel 2.

- (a) Die filosofie van Maatskaplike Werk en aandag aan spesiale aspekte van die gevallestudiemetode.
- (b) (i) Gesinsorg, kindersorg en jeugsorg, met 'n intensiewe bestudering van die Kinderwet (Wet No. 33 van 1960, soos gewysig).
(ii) Maatskaplike werk met besondere probleme. Pleegsorg, inregtingsorg, vir bejaardes, die ongehude moeder en die alkoholis.

Vraestel 3.

1. Gemeenskapsorganisasie.
2. Maatskaplike beleid in Suid-Afrika, met intensiewe bestudering van die Wet op Welsynsorganisasies (Wet No. 40 van 1947, soos gewysig deur Wet No. 75 van 1961).
3. Maatskaplike Werknavorsing.

PRAKTIES

Kursus I

- (a) Studente moet by 'n welsynsorganisasie wat deur die Senaat goedgekeur is, of by 'n streekskantoor van die Departemente Volkswelsyn en Pensioene of 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, 'n kinderinrigting, '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) Studente 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 aflu by organisasies wat groep-werk 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.

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 werkbeleid.

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) Psigiatriese maatskaplike werk.

(f) Huweliksvoorligting en -beraad.

(g) Sorg en nasorg vir die misdadiger en jeugmisdadiger.

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.



University of Fort Hare
Together in Excellence

Universiteitsdiploma in Maatskaplike Werk

Kursus

Die kursusse vir die Diploma is dieselfde as die vir die graadkursus.

KRIMINOLOGIE I

1. Inleiding tot die Kriminologie as Vakwetenskap: Die gebied, taak en metodes; die verband tussen Kriminologie en die aanverwante wetenskappe.
2. Ontleding van die Misdaadverskynsel: Die begrip misdaad; persoonlike en omstandighedsaspekte van die misdaadverskynsel.
3. Inleiding tot die Penologie.
4. Jeugmisdaad: Definisie, omvang; die verband tussen kinderverwaarlosing en jeugwangedrag; die jeugmisdadiger—fisiese en geestelike aspekte van jeugmisdadigers; huislike omstandighede en jeugmisdaad; buitehuislike faktore en jeugmisdadigheid; misdadige jeuggroepe; ontleding van die jeugaanhoudingsentrum.
5. Die verband tussen misdaad en sommige sosiaal-patologiese verskynsels.

DEPARTEMENT STAATSLEER EN PUBLIEKE ADMINISTRASIE

(a) Personeel

*Senior Lektor : M. C. EKSTEEN, M.A., D.Phil. (O.V.S.)

Senior Lektor : J. C. VAN DER WALT, M.A. (Pret.)

Lektor : Vakant.

(b) Leerplanne



Kursus I

University of Port Hare

(Twee vraestelle)

Together in Excellence

Vraestel 1.

Eerste capita selecta uit die grondbeginsels, strominge, tydperke en denkers op die gebied van die Staatsleer.

1. Algemene inleiding tot die studie van die vak Staatsleer.
2. Eerste seleksie van basiese begrippe in die Staatsleer.
3. Eerste seleksie van bepaalde tydperke en strominge in die Staatsleer met besondere verwysing na die betrokke denkers.

Vraestel 2.

Staatsinstellings en Staatspraktyke

1. Eerste seleksieván bepaalde staatsinstellings en -opvattinge as ook die betrokke denkers.
2. 'n Volledige ontleding en evaluering van moderne Westerse staatsinstellings en -praktyke met besondere verwysing na hedendaagse Suid-Afrika.

Kursus II

(Twee vraestelle)

Vraestel 1.

Tweede capita selecta uit die grondbeginsels, strominge, tydperke en denkers op die gebied van die Staatsleer.

1. Tweede seleksie van basiese begrippe in die Staatsleer.
2. Tweede seleksie van bepaalde tydperke en strominge in die Staatsleer met besondere verwysing na die betrokke denkers.
3. Prinsipiële aspekte in die studie van die Staatsleer.

Vraestel 2.

Derde capita selecta uit die grondbeginsels, strominge, tydperke en denkers op die gebied van die Staatsleer.

1. Tweede seleksie van bepaalde staatsinstellings en -opvattinge asook die betrokke denkers.
2. Moderne totalitariese staatsopvattinge.
3. Die Westerse demokrasie en sy filosofiese grondslae.

Kursus III (Drie vraestelle)

Vraestel 1.

Eerste capita selecta uit die internasionale verhoudings en instellings.

1. Die staat in die internasionale samelewing (nie gemeenskap nie).
2. Die statestelsel en die 'Gemeenskap' van Nasies.
3. Die oorsprong en ontwikkeling van die volkereg.
4. Nasionalisme, internasionalisme en imperialisme.
5. Kolonialisme.
6. Die bestaan en probleme van nasionale minderhede.

Vraestel 2.

Tweede capita selecta uit die internasionale verhoudings, verskynsels en instellings.

1. Reëlins vir internasionale samewerking: die begin van internasionale instellings.
2. Mag en magspolitiiek.
3. Diplomatie as werktuig in diens van nasionale beleid.
4. 'n Vergelykende studie van die samestelling, oogmerke en optredes van die Volkebond en die Verenigde Volke.

Vraestel 3.

Derde capita selecta uit die internasionale verhoudings, verskynsels en instellings.

1. Oorlog en vrede.
2. Die mandaat- en trusteeskapstelsel as vorme van internasionale beheer oor afhanklike gebiede.
3. Internasionale vraagstukke van oorbevolking, voedselkorte en grondstowwe.
4. Die rol van Afrika in die wêreldpolitiiek.

Honneurs

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), wat van tyd tot tyd voorgeskryf word.
5. 'n Gevorderde studie van die samestelling en funksionering van die Veiligheidsraad van die Bond van Verenigde Volke. (Een vraestel oor elke hoof van (1) tot (5)).
6. 'n 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.

Universiteitsdiploma in Maatskaplike Werk

Kursus

Die kursusse vir die Diploma is dieselfde as die vir die graadkursus.

KRIMINOLOGIE I

1. Inleiding tot die Kriminologie as Vakwetenskap: Die gebied, taak en metodes; die verband tussen Kriminologie en die aanverwante wetenskappe.
2. Ontleding van die Misdaderverskynsel: Die begrip misdaad; persoonlike en omstandighedsaspekte van die misdaderverskynsel.
3. Inleiding tot die Penologie.
4. Jeugmisdad: Definisie, omvang; die verband tussen kinderverwaarlosing en jeugwangedrag; die jeugmisdadiger—fisiese en geestelike aspekte van jeugmisdadigers; huislike omstandighede en jeugmisdad; buitehuislike faktore en jeugmisdadigheid; misdadige jeuggroepe; ontleding van die jeugaanhoudingsentrum.
5. Die verband tussen misdaad en sommige sosiaal-patologiese verskynsels.

DEPARTEMENT STAATSLEER EN PUBLIEKE ADMINISTRASIE

(a) Personeel

*Senior Lektor : M. C. EKSTEEN, M.A., D.Phil. (O.V.S.)
Senior Lektor : J. C. VAN DER WALT, M.A. (Pret.)
Lektor : Vakant.

(b) Leerplanne



Kursus I

University of Port Harare
(Twee vraestelle)

Together in Excellence

Vraestel 1.

Eerste capita selecta uit die grondbeginsels, strominge, tydperke en denkers op die gebied van die Staatsleer.

1. Algemene inleiding tot die studie van die vak Staatsleer.
2. Eerste seleksie van basiese begrippe in die Staatsleer.
3. Eerste seleksie van bepaalde tydperke en strominge in die Staatsleer met besondere verwysing na die betrokke denkers.

Vraestel 2.

Staatsinstellings en Staatspraktyke

1. Eerste seleksie van bepaalde staatsinstellings en -opvattinge as ook die betrokke denkers.
2. 'n Volledige ontleding en evaluering van moderne Westerse staatsinstellings en -praktyke met besondere verwysing na hedendaagse Suid-Afrika.

Kursus II

(Twee vraestelle)

Vraestel 1.

Tweede capita selecta uit die grondbeginsels, strominge, tydperke en denkers op die gebied van die Staatsleer.

1. Tweede seleksie van basiese begrippe in die Staatsleer.
2. Tweede seleksie van bepaalde tydperke en strominge in die Staatsleer met besondere verwysing na die betrokke denkers.
3. Prinsipiële aspekte in die studie van die Staatsleer.

Vraestel 2.

Derde capita selecta uit die grondbeginsels, strominge, tydperke en denkers op die gebied van die Staatsleer.

1. Tweede seleksie van bepaalde staatsinstellings en -opvattinge asook die betrokke denkers.
2. Moderne totalitariese staatsopvattinge.
3. Die Westerse demokrasie en sy filosofiese grondslae.

Kursus III (Drie vraestelle)

Vraestel 1.

Eerste capita selecta uit die internasionale verhoudings en instellings.

1. Die staat in die internasionale samelewing (nie gemeenskap nie).
2. Die statetelsel en die 'Gemeenskap' van Nasies.
3. Die oorsprong en ontwikkeling van die volkereg.
4. Nasionalisme, internasionalisme en imperialisme.
5. Kolonialisme.
6. Die bestaan en probleme van nasionale minderhede.

Vraestel 2.

Tweede capita selecta uit die internasionale verhoudings, verskynsels en instellings.

1. Reëlins vir internasionale samewerking: die begin van internasionale instellings.
2. Mag en magspolitiëk.
3. Diplomatie as werktuig in diens van nasionale beleid.
4. 'n Vergelykende studie van die samestelling, oogmerke en optredes van die Volkebond en die Verenigde Volke.

Vraestel 3.

Derde capita selecta uit die internasionale verhoudings, verskynsels en instellings.

1. Oorlog en vrede.
2. Die mandaat- en trusteeenskapstelsel as vorme van internasionale beheer oor afhanklike gebiede.
3. Internasionale vraagstukke van vortbevolking, voedseltekorte en grondstowwe.
4. Die rol van Afrika in die wêreldpolitiëk.

Honneurs

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), wat van tyd tot tyd voorgeskryf word.
5. 'n Gevorderde studie van die samestelling en funksionering van die Veiligheidsraad van die Bond van Verenigde Volke. (Een vrastel 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 verstrekk word.

Magistereksamen

Die eksamen bestaan uit 'n verhandelwing, wat oor 'n onderwerp uit die Staat-keur 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 verhandelwing.

PUBLIEKE ADMINISTRASIE

Kursus I

Vraestel 1.

Algemene inleiding tot die studie van Publieke Administrasie.

Vraestel 2.

Beskywend: en historiese aspekte van die institusionele raamwerk (owerheidsmasjinerie) van publieke administrasie.

Kursus II

Vraestel 1.

Die openbare dienste met besondere verwysing na die Republiek van Suid-Afrika.

- (a) Beleidbepaling in die openbare sektor.
- (b) Organisasie
- (c) Administratiewe prosedure.

Vraestel 2.

1. Openbare finansiële administrasie (sentrale, regionaal en plaaslik).
2. Openbare personeeladministrasie (sentrale, regionaal en plaaslik) met besondere verwysing na die Republiek van Suid-Afrika (sentrale, regionaal en plaaslik).
3. Die ontleding van die werksamhede en administratiewe instellings van 'n munisipaliteit.
4. 'n Ontleding van die owerheidsreëlings in die Transkei en die besondere reëlings wat daar toegepas is.

Kursus III

Vraestel 1.

1. Staatshandelsonderneming.
2. Beheer oor regionale en munisipale owerhede.
3. 'n Vergelykende studie van die stelsels van twee of meer lande.

Vraestel 2.

1. Beheer oor die uitvoerende instellings: parlementêre Beheer.
2. Georganiseerde belangegroeppe en publieke administrasie: Insakeling van belangegroeppe deur middel van raad en Kommissies.

Vraestel 3.

- (1) Publieke administrasie in nuwe state.
- (2) Internasionale publieke administrasie.
- (3) Nuwe ontwikkelinge op die gebied van publieke administrasie.

Honneurs

Die hele eksamen bestaan uit vyf vraestelle, naamlik drie vraestelle in Deel I en twee vraestelle in Deel II. Deel I en II kan gesamentlik of afsonderlik afgeleë word. In ooreenkoms met die Departementshoof kies 'n kandidaat sy vraestelle uit die volgende:

Deel I: Vraestelle 1, 2 en 3 is respektiewelik (a) en (b) hieronder plus een van (c) tot (e).

- (a) Gevorderde teorie en waardegrondslae van Publieke Administrasie: *capita selecta* van benaderings, skrywers en skole.
- (b) Die teorie en administratiewe praktyk van owerheidsbeplanning.
- (c) Gevorderde finansiële administrasie in die openbare sektor (*slens indien die kandidaat in Ekonomie III geslaag het*).

- (d) Gevorderde internasionale publieke administrasie (*slegs indien die kandidaat in Staatsleer III geslaag het*).
- (e) Spesiale besluitvormingsprobleme binne die ekologie van publieke administrasie *Deel II: Vraestelle 4 en 5 is repektiewelik (f) plus enigen van (g) tot (i).*
- (f) Gevorderde studie van besondere setrale en plaaslike bestuursvraagstukke van die moderne tyd: *capita selecta.*
- (g) Gevorderde vergelykende plaaslike bestuur.
- (h) 'n Gevorderde studie van moderne interowerheidsverhoudings met spesiale verwysing na Suid-Afrika.
- (i) 'n Honneursvraestel uit 'n verwante vak waarvan die kandidaat in die derdejaarskursus vir sy baccalaureus geslaag het, *met die goedkeuring van die betrokke Departementshoofde.*

DEPARTEMENT WYSBEGEERTE

(a) Personeel

*Professor:

E. J. MARAIS, B.A. (Stell.), M.A. (S.A.), B.D. (V.U.Amst.),
D.Th. (S.A.).

Senior Lektor:

B. J. VAN DER WALT, M.A., Th.B. (Potch.)

(b) Leerplanne



A. Inleiding tot:

1. Die aard van die wysbegeerte.
2. Die vertakkinge van die wysbegeerte.
3. Die vernaamste wysgerige probleme.
4. Toegepaste wysbegeerte.

B. Griekse wysbegeerte (met spesiale verwysing na Plato en Aristoteles).

Kursus II

(2 vraestelle)

Vraestel 1

- A. Middeleeuse wysbegeerte (met spesiale verwysing na Augustinus en Aquino).
- B. Moderne wysbegeerte tot Hume (bv., Descartes, Leibniz, Locke, Hume).
- C. Kant (met spesiale verwysing na die *Kritik der reinen Vernunft*).

Vraestel 2

A. Metodologic:

1. Tradisionele logika: Die kategoriese sillogisme.
2. Simboliese logika: Propositionele en predikaatlogika.
3. Wetenskapmetodes: Induksie, waarskynlikheid, hipotese, teorie, w.t.

B. Kennisleer: Die oorsprong en omvang van kennis met spesiale verwysing na die teorie van verskynsels en die fenomenologie.

Kursus III

(3 vraestelle)

Vraestel 1

- A. 19de eeuse wysbegeerte (bv., Hegel, Comte, Nietzsche).
- B. 20ste eeuse wysbegeerte (bv., Husserl, Ryle, Sartre).
- C. Inleiding tot:
 1. Oosterse wysbegeerte.
 2. Wysbegeerte van Afrika.
 3. Bydraes van Suid-Afrikaanse wysgere.

Vraestel 2

- A. Wysbegeerte van die geskiedenis (bv., Dilthey, Toynbee, Collingwood).
- B. Wetenskapsfilosofie (bv., Eddington, Planck, Heisenberg).
- C. Godsdiensfilosofie (bv., Barth, Bultmann, Tillich).

Vraestel 3

- A. Metafisika: 'n kritiese bespreking van tradisionele spekulatiewe metafisika in vergelyking met hedendaagse immanente of beskrywende metafisika.
- B. Waardefilosofie:
 - 1. Etiek: Die vernaamste benaderings, vraagstukke en begrippe.
 - 2. Estetika: Die vernaamste benaderings, vraagstukke en begrippe.
- C. Staatsfilosofie: Die vernaamste benaderings, vraagstukke en begrippe.

Honneurs

(4 vraestelle)

Vraestel 1

'n Uitgebreide studie van 'n hedendaagse wysgeer of groep hedendaagse wysgere.

Vraestel 2

'n Uitgebreide studie van 'n wysgerige vraagstuk.

Vraestel 3

'n Uitgebreide studie van 'n periode in die geskiedenis van die wysbegeerte.

Vraestel 4

'n Kritiese ontleding van 'n erkende wysgerige werk.

Magisterkursus

'n Verhandeling oor 'n goedgekeurde wysgerige onderwerp wat bewys lewer van onafhanklike en kritiese oordeelsvermoë.

TAALLABORATORIUM

*Direkteur: L. PROCTOR, M.A. (Cantab.), T.T.D.

Bywoning van die taallaboratoriumwerk vir Engels I en Afrikaans I studente is verpligtend vir mondelinge werk. . Kursusse vir Beginners-Afrikaans is ook beskikbaar.

Studente mag die taallaboratorium vir hul eie studiewerk in moderne tale gebruik.

Taallaboratorium

Behalwe die vakke wat in hierdie prospektus genoem word, kan sekere ander vakke wat deur ander fakulteite aangebied word, ook onder die Fakulteit Lettere en Wysbegeerte as hoofvakke of aanvullende vakke geneem word. Hierdie vakke word in die lys van vakke in paragraaf A.3 van die reglement van die Fakulteit Lettere en Wysbegeerte aangegee. Studente word aangeraai om die prospektusse van die betrokke fakulteite te raadpleeg vir die inhoud van hierdie vakke.

FAKULTEIT NATUURWETENSAPPE

Dekaan van die Fakulteit : Professor G. J. J. VAN RENSBURG, M.Sc. (Pret.), Ph.D. (S.A.), H.O.D.

Toegepaste Wiskunde en Statistiek :

- *Professor : S. LINDE, M.Sc. (O.V.S.)
- Senior Lektor : Vakant
- Lektor : P. C. WAGENER, M.Sc. (Pret.), B.Sc.Hons. (S.A.)
- Lektor : P. C. N. GROENEWALD, M.Sc. (O.V.S.)

Planthkunde :

- *Professor : Vakant
- Senior Lektor : D. N. BOSHOFF, M.Sc. (Potch.)
- Lektor : R. L. VERHOEVEN, M.Sc. (Pret.)
- Lektor : O. H. D. MAKUNGA, B.Sc.Hons. (S.A.), U.O.D.
- Lektor : D. P. FERREIRA, B.Sc.Hons. (Potch.)
- Demonstrateur-Tegnikus: B. B. BALA, B.Sc.Hons. (S.A.), U.O.D. (Rhodes)

Chemie :

- *Professor : A. S. GALLOWAY, Ph.D. (St. Andrews), F.R.I.C., L.S.A. Chem. I.
- Professor : D. H. MEIRING, D.Sc. (O.V.S.), L.S.A. Chem. I.
- Senior Lektor : E. W. GIESEKKE, Ph.D. (Rand)
- Lektor : I. C. DU PREEZ, M.Sc. (O.V.S.)
- Junior Lektor : P. D. D. GOOLAM, M.Sc. (Hons.) (S.A.)
- Tegnikus : M. WALTON.

Aardrykskunde en Geologie :

- *Professor : W. C. Els, M.A., M.Ed. (O.V.S.), D.Litt. et Phil. (S.A.)
- Senior Lektor : N. C. TAIT, M.A. (Stell.)
- Lektor : C. J. UYS, B.A.Hons. (S.A.),
- Lektor : E. M. MAKHANYA, M.A. (S.A.) B.O.D.
- Senior Lektor (Geologie) : J. C. THERON, D.Sc. (O.V.S.)
- Lektor (Geologie) : C. S. KINGSLEY, M.Sc. (O.V.S.)

Landmeetkunde :

- *Professor : L. EEKHOUT, B.Sc. (Ing.) (Rand), B.Sc. (Fotogram Ing.) (Delft.)
- Senior Lektor : G. C. OLIVIER, B.Sc. (S.A.), Dip. L.S. (J.C.P.E.), L. (S.A.) M.I.G.L.S.

Natuurkunde :

- *Professor : J. T. DAVIDSON, M.Sc. (S.A.)
- Senior Lektor : P. H. PIETERS, M.Sc. (Stell.)
- Senior Lektor : S. J. BURGER, M.Sc. (Stell.)
- Junior Lektor : J. R. SERETLO, M.Sc. (S.A.)
- Junior Lektor : M. C. RADEBE, M.Sc. (S.A.)
- Senior Tegnikus vir Wetenskap departemente: M. H. W. THIELEMANN.
- Assistent Tegnikus : N. E. SCHAEFFER.

Wiskunde :

- *Professor : G. J. J. VAN RENSBURG, M.Sc. (Pret.), Ph.D. (S.A.) H.O.D.
- Senior Lektor : S. F. G. WESSELS, M.Sc. (Potch.), Ph.D. (U.P.E.), U.O.D.
- Tydlike Lektrise : Mev. J. UYS, B.Sc. (Stell.)

Dierkunde :

- *Professor : R. A. VAN DEN BERG, M.Sc. (Natal), D.Sc. (Potch.)
- Senior Lektor : J. E. SAAYMAN, M.Sc. (Stell.), Ph.D. (S.A.)
- Senior Lektor : T. G. GAIGHER, M.Sc. (Pret.), Ph.D. (R.A.U.)
- Lektrise : Mej. J. P. F. WILLIAMS, B.Sc.Hons. (Rhodes) B.A. (S.A.)
- Lektor : J. E. MAKHENE, B.Sc.(Hons.) (S.A.)
- Lab. Tegnikus Graad A : P. KEKANA
- Fakulteitsekretaresse/Tikster: Mev. E. WANNENBURG.

*Departementshoofde.

REGLEMENT

Die Statutere, Algemene en Gemeenskaplike Regulasies is ook van krag waar hulle van toepassing is.

Grade in die Fakulteit van Natuurwetenskappe

Sc.1. In die Fakulteit Natuurwetenskappe word die volgende vyf grade toegeken:

- Baccalaureus Scientiae.....B.Sc.
- Baccalaureus Scientiae (Landmeetkunde)....B.Sc. (Landmeetkunde)
- Honneurs Baccalaureus Scientiae.....Hons. B.Sc.
- Magister Scientiae.....M.Sc.
- Doctor Scientiae.....D.Sc.



Die Graad Baccalaureus Scientiae

Duur van Leergang en Vakke :

Sc.2. Die leergang duur minstens drie jaar en word uit kursusse in die volgende vakke saamgestel:

University of Port Harcourt GROEP I

- | | |
|--------------|-----------------------|
| Aardrykkunde | Plantkunde |
| Biologie I | Sielkunde |
| Chemie | Toegepaste Wiskunde |
| Dierkunde | Wiskunde |
| Fisika | Wiskundige Statistiek |
| Geologie | Statistiek |

GROEP II

- | | |
|----------------------|------------------------------|
| Afrikaans-Nederlands | Xhosa of 'n ander Bantoetaal |
| Engels | Wysbegeerte I |

Samestelling van Leergang :

Sc.3. 'n Leergang bestaan uit minstens nege graadkursusse wat soos volg verdeel word:

- | | |
|--------------|----------------|
| Eerste jaar | hoogstens vier |
| Tweede jaar | hoogstens vier |
| Derdert jaar | hoogstens drie |

Met dien verstande dat:

- (1) Wiskunde IA en Wiskunde IB word vir die doel van bostaande maksima as volle kursusse beskou, behalwe as hulle saam geneem word;
- (2) 'n Student wat in sy eerste of tweede jaar in een of meer kursusse druipe, een sodanige kursus in 'n daar-opvolgende jaar kan herhaal en erkenning daarvoor kan verkry bo en behalwe bostaande maksimum;
- (3) 'n Student hoogstens twee kursusse bo en behalwe die minimum van nege kursusse voorgeskryf vir die graad, vir nie-graaddoeleindes mag neem;
- (4) aan 'n student nie erkenning vir meer as elf kursusse vir die graad verleen word nie.

Herhaling van Kursusse :

Sc.4. Kursusse wat herhaal kan word sluit in:

- (a) 'n kursus waarin voorheen vir 'n graad van die Universiteit, of vir 'n graad van 'n ander Universiteit, gedruip is;
- (b) 'n kursus waarin voorheen geslaag is sonder erkenning vir die graad.

Bepaling van die Studiejaar :

Sc.5. (1) 'n Student ontvang erkenning vir elke kursus waarin hy slaag, maar word nie toegelaat tot die kursusse van die tweede jaar alvorens hy nie in minstens drie eerstejaar kursusse geslaag het nie.

(2) 'n Student word geag in sy eerste studiejaar te wees totdat hy erkenning verkry het in drie kursusse; hy word geag in sy finale studiejaar te wees wanneer hy vir die eindakursusse in sy hoofvakke ingeskryf het, of wanneer hy erkenning verkry het vir die eindakursusse van sy hoofvakke, maar moet nog in ander kursusse slaag om aan die vereistes van die graad te voldoen; andersins sal hy geag word in sy tweede studiejaar te wees.

Beperkinge op Keuse van Kursusse :

Sc.6. (1) (a) Geen student sal toegelaat word om te registreer vir die B.Sc. graad indien hy nie in Wiskunde by die Matrikulasie- of gelykstaande eksamen geslaag het nie.

(b) 'n Student neem Toegepaste Wiskunde II slegs na Wiskunde I; en Toegepaste Wiskunde III slegs na Wiskunde II.

(c) Om tot die eksamen in Chemie II toegelaat te word, moet 'n student Wiskunde IA afgelê het of minstens tot die eksamen in Wiskunde I of Statistiek I toegelaat gewees het: Met dien verstande dat geen erkenning vir Chemie II gegee word voordat hy in Wiskunde I of Statistiek I geslaag het nie.

(d) Om tot die eksamen in Fisika II toegelaat te word, moet 'n student Wiskunde IA afgelê het of minstens tot die eksamen in Wiskunde I toegelaat gewees het: Met dien verstande dat geen erkenning vir Fisika II gegee word voordat hy in Wiskunde I geslaag het nie.

(e) 'n Student neem Plantkunde III slegs na by Chemie I geslaag het.

(f) 'n Student neem Dierkunde III slegs na by Chemie I geslaag het.

(g) 'n Student neem Wiskundige Statistiek II slegs na Wiskunde I; en Wiskundige Statistiek III slegs na Wiskunde II.

(h) Wiskunde I bestaan uit twee halwe kursusse, IA en IB. Graaderkenning word nie vir IA verleen nie, en om erkenning vir kursus I te verkry, moet 'n student in beide IA en IB slaag. Kursus IB kan slegs na IA geneem word. 'n Student kan of vir die volle kursus I inskryf of slegs vir IA: met dien verstande dat die Hoof van die Departement sal bepaal of 'n student met die volle kursus mag voortgaan of slegs met IA: verder met dien verstande dat 'n student wat in kursus I gedruip het verplig kan word om by 'n volgende registrasie slegs vir IA in te skrywe. Vir 'n kandidaat wat die volle kursus skryf is die twee vraestelle die vir IA en IB, maar die eksamen word in die geheel geslaag of gedruip.

(i) 'n Student mag Statistiek I alleenlik neem indien Wiskunde I nie in die kursusse vir die graad ingesluit is nie.

(2) 'n Student ontvang nie vir meer as een kursus uit Groep II erkenning vir die graad nie.

(3) 'n Student ontvang nie vir Biologie I en òf Plantkunde I òf Dierkunde I erkenning vir die graad nie.

Hoofvakke :

Sc.7. Elke leergang moet minstens twee hoofvakke bevat.

Sc.8. Die eindeksamen in 'n hoofvak word nie voor die derde studiejaar afgelê nie.

Sc.9. Die hoofvakke word uit die volgende gekies:

Aardrykskunde	Plantkunde
Chemie	Sielkunde
Dierkunde	Toegepaste Wiskunde
Fisika	Wiskunde
Geologie	Wiskundige Statistiek
	Statistiek

Sc.10. 'n Student wat een van die onderstaande hoofvakke neem, moet die kursusse daarteenoor vermeld, neem:

Hoofvakke.

Chemie
Dierkunde
Fisika
Geologie
Plantkunde
Toegepaste Wiskunde
Wiskundige Statistiek

Byvakke.

Minstens Fisika I en Wiskunde I of Stat. I
Minstens een kursus in Chemie
Minstens twee kursusse in Wiskunde
Minstens een kursus in Chemie
Minstens een kursus in Chemie
Minstens twee kursusse in Wiskunde
Minstens twee kursusse in Wiskunde.

Sc.11. 'n Student moet voor of gelyktydig met die eksamen in 'n hoofvak slaag in die byvak of byvakke in Sc.10. vermeld: Met dien verstande dat indien hy gelyktydig in twee hoofvakke, of ooreenkomstig G.21. in een hoofvak, geslaag het maar in een of meer van die verpligte byvakke gedruip het, hy in daardie hoofvak(ke) nie weer eksamen hoef te doen nie dog vir die graad erkenning vir die hoofvak(ke) ontvang wanneer hy in die byvak(ke) slaag.

Jaarpunt :

Sc.12. In alle vakke is die persentasie toegeken aan die jaar punt 50%.

Hereksamen :

Sc.13. 'n Kandidaat word nie tot 'n aanvullende eksamen in enige vak toegelaat nie, behalwe met vergunning van die Senaat op aanbeveling van die Fakulteitsraad vir die Natuurwetenskappe.

Slaag met Onderskeiding :

Sc.14. 'n Student slaag 'n hoofvak met onderskeiding as hy 'n slaagpunt van 75% in die finale eksamen behaal het.

Die Graad Honneurs Baccalaureus Scientiae

Sc.15. Elke kandidaat vir die graad Honneurs Baccalaureus Scientiae moet die graad van Baccalaureus Scientiae van die Universiteit behaal h.t. of moet tot die status van daardie graad toegelaat gewees het. As die graad Baccalaureus verwerf is (a) aan die Universiteit 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.

Sc.16. Die Hons.B.Sc.-graad word in die volgende departemente verleen:—

Wiskunde, Toegepaste Wiskunde, Fisika, Chemie, Plantkunde, Dierkunde, Aardrykskunde, Sielkunde, Wiskundige Statistiek en Geologie.

Sc.17. Die Hons.B.Sc.-eksamen word afgeneem deur middel van eksamenvrastelle en/of praktika, plus sodanige mondeling of vertaaltoets as wat in 'n afsonderlike departement voorgeskryf word, wat gewoonlik almal in die tydperk November—Desember van elke jaar afgeneem word.

Sc.18. Kandidate vir die Hons.B.Sc.-eksamens in Fisika, Chemie en Plantkunde moet 'n aantekeningboek van praktiese werk bevattende 'n rekord van die praktiese werk uitvoer, by die praktiese eksamen inlewer. Die rekord moet deur die persoon onder wie se toesig hulle gewerk het, onderteken word.

Slaag met Onderskeiding :

Sc.19. 'n Student slaag met onderskeiding as hy 'n gemiddelde slaagpunt van 70% in al die vraestelle behaal het.

Die Graad Magister Scientiae

Sc.20. Die departemente waarin die graad M.Sc. toegeken kan word, is dieselfde as die soos in reglement Sc.16 uiteengeait.

Sc.21. Elke kandidaat vir die graad Magister Scientiae moet eers die graad Honneurs Baccalaureus Scientiae van die Universiteit in die betrokke departement behaal het of moet tot die status van die graad Hons.B.Sc. aan die Universiteit 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.

Sc.22. Die eksamen vir die graad bestaan uit eksamenvraestelle of 'n verhandeling; of 'n samestelling van eksamenvraestelle en 'n verhandeling, na gelang afsonderlike departemente voorskryf.

Sc.23. 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.

Sc.24. 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.

Die Graad Doctor Scientiae

Sien reëls G.47-G.54.

Vir verdere inligting raadpleeg die Dekaan van die Fakulteit van Natuurwetenskappe.

Leergang vir die Graad B.Sc. (Landmeetkunde).

Die kursusse is soos volg :

Eerste Jaar :

Wiskunde I
Fisika I
Toegepaste Wiskunde I of Aardrykskunde I
Landmeetkunde I
Meetkundige Tekene.

Tweede Jaar :

Wiskunde II
Optika
Boldriehoeksmeting
Landmeetkunde II
Topografiese Tekene
Geologie I



University of Fort Hare
Together in Excellence

Derde Jaar :

Landmeetkunde III
Praktiese Sterrekunde
Fotogrammetrie
Kaartprojeksies
Die Teorie van Kleinste Kwadrate

Vierde Jaar :

Landmeetkunde IV
Geodesie
Professionele Praktijk
Die uitvoering van 'n voorgeskrewe praktiese projek
Stad-en Streeksbeplanning.

Afsluiting van Leergang :

1. Om tot die kursusse van die tweede studie jaar toegelaat te word, moet 'n kandidaat Wiskunde I, Fisika I en Landmeetkunde I geslaag het.
2. Om tot die kursusse van die derde studiejaar toegelaat te word, moet 'n kandidaat Wiskunde II, Optika en Landmeetkunde II geslaag het en ook al die kursusse van die eerste jaar voltooi het.
3. Om tot die kursusse van die vierde studiejaar toegelaat te word, moet 'n kandidaat geslaag het in Landmeetkunde III en enige ander twee vakke van die derde jaar en ook alle eerste-en tweedejaarskursusse voltooi het.
4. Voor toekenning van die graad moet kandidate bewys lewer van:
 - (a) Minstens 26 weke praktiese veldwerk onder toesig van 'n goedgekeurde geregistreerde landmeter of ander bevoegde werkgewer, en
 - (b) Verwerwing van 'n erkende sertifikaat in noodhulp.

LEERPLANNE

TOEGEPASTE WISKUNDE

Kursus I (Een vraestel)

Spoed, snelheid en versnelling. Krag, momentum en die wette van beweging. Arbeid, arbeidstempo en energie. Impulsiewe kragte en die botsing van elastiese voorwerpe. Projektiële. Beweging in 'n sirkel. Enkelvoudige harmoniese beweging.

Statika van 'n partikel en die van die starre liggaam. Voorwaardes vir ewewig. Dinamika van 'n starre liggaam.

Wrywing. Massamiddelpunte.
Elemente van die hidrostatika.

Kursus II (Twee vraestelle)

Vlakke kinematika; Kinematika van 'n partikel en die beweging van die starre liggaam ewewydig aan 'n vaste platvlak.

Metodes van die dinamika in die platvlak: beweging van 'n partikel en 'n sisteem. Bewegende referensiestelsels. Projektiële met weerstand, harmoniese ossillatore, algemene beweging onder invloed van 'n sentrale krag en planetebeweging.

Algemene teorie van die impulsiewe krag.

Statika in die ruimte.

Ruimtelike kinematika van die partikel en die starre liggaam.

Traagheidsmomente en produkte.

Kinetiese energie en hoekmomentum.

Bewegende referensiestelsels in die ruimte en die beweging van die starre liggaam.

Lagrange se vergelykings.

Virtuele arbeid.

Die kettinglyn. University of Fort Hare

Together in Excellence

Kursus III (Twee vraestelle)

Ruimtelike beweging van 'n starre liggaam. Lagrange se vergelykings.

Hamilton-Jacobi teorie. Klein trillings.

Tensor analise en die relativiteitsteorie.

Elektrostatika en elektrodinamika met die gebruik van sekere spesiale funksies.

Nagraadse Kursusse

'n Goeie slaagsyfer in Wiskunde III is 'n noodsaaklike voorvereiste vir toelating tot die honneurs-studie. Bespreek met die hoof van die Departement.

WISKUNDIGE STATISTIEK

N.B.—Hierdie vak mag alleen deur B.Sc. Studente geneem word.

Kursus I (Een vraestel)

Waarskynlikheidsleer: Permutasies en kombinasies. Binomiaal en hypergeometriese waarskynlikheidswette, steekproewe en toevalsifers. Gebruik van die normaalkromme. Steekproefverdelings en standaard foute. Rangorde korrelasie, tekentoets en U-toets. Hipotesetoetsing.

Statistiek: Diagrammatiese en grafiese voorstelling van waarnemings. Betekenis en berekening van gemiddeldes, koëffisiente van verspreiding en skeefheid, momente. Tweeveranderlike waarnemings; verspreidingsdiagram, korrelasie en regressie. Aanpassing van reglynige en eksponensiële krommes en die metode van kleinste kwadrate. Tydreeks en indekssifers.

Kursus II (Twee vraestelle)

Waarskynlikheidsrekening: Aksiomatiese waarskynlikheidsleer, toevalsveranderlikes, standaard eenveranderlike verdelings. Gesamentlikverdeelde toevalsveranderlikes, verdelings van funksies van gesamentlikverdeelde toevalsveranderlikes, voorwaardelikes, voorwaardelike verdelings. Momente, momentevoortbringende en karakteristieke funksies; korrelasie, regressie en die korrelasie verhoudings. Eenveranderlike normaal steekproefteorie.

Statistiek: Elementêre puntskatting, intervalskatting en hipotesetoetsing. Passing van frekwensie krommes.

Numerieke Wiskunde: Differensierekening, intepolasie formules. Oplossing van lineêre stelsels.

Kursus III (Drie vraestelle)

Waarskynlikheidsrekening: Distribusieleer; Limietstellings; Elementêre stogastiese prosesse.

Statistiek: Normaal steekproefteorie. Skattingsteorie. Hipotesetoetsing, analise van variansie en kovariansie, probitontleding, verdelingsvrye metodes. Steekproefneming, steekproef inspeksie en kwaliteitskontrolle. Meerveranderlike verdelings, meervoudige en parsieële korrelasie.

Numerieke Wiskunde: Aanpassingsmetodes, ortogonale polinome, differensievergelykings.

Nagraadse Kursusse

Voorvereiste: Goeie slaagsyfers in Wiskunde III en Wiskundige Statistiek III. Bespreek met die hoof van die Departement.

STATISTIEK

Kursus I (Twee vraestelle)

Wiskunde: Boogmaat. Inverse funksies. Permutasies en kombinasies. Die binomium vir positiewe, heeltallige eksponente. Die limietsbegrip. Differensiasie van elementêre funksies. Afgeleides van hoër orde. Ekstreem waardes. Eenvoudige integrasie deur substitusie. Eenvoudige bepaalde integrale en die bepaling van oppervlaktes.

Statistiek: Versamelings van statistiese data, klassifikasie en tabulasie. Frekwensieverdelings en diagrammatiese voorstelling daarvan. Berekening van gemiddeldes en verspreidingsmate. Indeksifers en tydreekse. Lineêre regressie en korrelasie.

Waarskynlikheidsrekening: Kombinasies van waarskynlikhede. Binomiaal-verspreiding met toepassing in steekproefteorie.

Samegestelde rente en anuiteite.

Praktiese werk.

Kursus II (Twee vraestelle)

Wiskunde: Determinante van tweede en derde orde. Oplossing van gelyktydige vergelykings. Standaard integrale, bepaalde integrale, dubbel integrale en benaderde integrasie. Parsieële integrasie.

Numeriese wiskunde: Differensietabelle en differensieoperatore. Faktoriaal magte. Interpolasie formules vir gelyke intervalle.

Statistiek: Passing van frekwensiekrommes. Steekproewe van standaard foute en toepassings. Normale steekproefteorie.

Groot steekproefteorie.

Waarskynlikheidsrekening: Waarskynlikhede en toevalsyfers. Eienskappe van waarskynlikheidsverdelings.

Praktiese werk.

Kursus III (Drie vraestelle)

Wiskunde: Onbepaalde vorme. Stelling van Taylor en reeksontwikkeling van funksies. Beta- en Gammafunksies. Differensiaalvergelykings.

Numeriese Wiskunde: Differensierekene van ongelyke intervale. Interpolasieformules van Lagrange en Newton. Inverse interpolasie. Determinante en matrikse Numeriese metodes vir rekenmasjiene.

Statistiek: Nie-lineêre korrelasie en regressie. Meervoudige en parsieële korrelasie. Hipotese-toetsing. Toepassing van t, F en χ^2 toetse. Enkele parametervryetoetse. Steekproefmetodes en toepassing.

Waarskynlikheidsreken: Die stelling van Bayes. Limietstellings.

Wet van grootgetalle.

Praktiese werk.

PLANTKUNDE

Kursus I

1. Inleiding tot sitologie en plantbiochemie.
 2. Bou, voortplanting en lewensgeskiedenis van uitgesoekte tipes van die Bacteriophyta, Phycophyta, Mycophyta, Bryophyta, Pteridophyta, Gymnospermae en Angiospermae.
 3. Die grondbeginsels van plantfisiologie.
 4. Genetika.
 5. Die ekologie van Suid-Afrikaanse saadplante.
 6. Ekonomiese plantkunde toegeelig aan die hand van plante wat tot die bestudeerde families behoort.
- Die praktiese werk sal oor al die afdelings gaan.

Kursus II en III

Die kursus sal oor al die belangrikste afdelings van plante gaan en behandel die sitologie, plantbiochemie, uitwendige en inwendige bou, klassifikasie, fisiologie, erflikheidsleer en ekologie.

Honneurskursus

Hierdie kursus strek oor 2 jaar en dek al die belangrikste afdelings van plantkunde.

BIOLOGIE I

1. Inleiding tot sitologie en biochemie.
 2. 'n Oorsigtelike studie van die bou en lewensgeskiedenis van die belangrikste groepe in beide die planteryk en diereryk.
 3. Die grondbeginsels van plantfisiologie.
 4. Die algemene bou en funksies van die belangrikste sisteme, organe en weefsels in die soogdier.
 5. Erflikheidsleer.
 6. Ekologie.
- Die praktiese werk sal oor al die afdelings gaan.

CHEMIE

Kursus I

Teorie:

- A. *Fisiese Chemie* :
Inleidende studie van fisies-chemiese onderwerpe.
- B. *Anorganiese Chemie* :
Die periodieke tabel, en die chemie van bekende elemente in die hoofgroepe.
- C. *Organiese Chemie* :
Chemie van eenvoudige alifatiese verbindings; inleiding tot die studie van aromatiese verbindings.
- D. *Analitiese Chemie* :
Elementêre beginsels van kwalitatiewe en kwantitatiewe analise.

Prakties:

Eenvoudige bereidings; kwalitatiewe toetse; titrimetriese en gravimetriese analise.

Kursus IA (Vir B.Agric. kandidate)

Teorie:

- A. *Fisiese, Anorganiese en Analitiese Chemie* :
'n Studie van grondbeginsels van fisiese, anorganiese en analitiese chemie met klem op die wat van besonder belang in die landbou is.
- B. *Organiese Chemie* :
Inleidende studie van alifatiese, aromatiese en heterosikliese verbindings; vette, koolhidrate, en stikstof-bevattende verbindings.

Prakties:

Elementêre kwalitatiewe en kwantitatiewe analise; eenvoudige bereidings en fisies-chemiese bepalinge.

University of Fort Hare

Kursus II

Together in Excellence

Vraestel 1: *Analitiese en Anorganiese Chemie* :

- A. *Analitiese Chemie* :
Teorie en toepassings van titrimetrie; foute in kwantitatiewe analise.
- B. *Anorganiese Chemie* :
Inleiding tot die studie van chemiese strukture; periodieke indeling van die elemente; die chemie van die tipiese elemente.

Vraestel 2: *Fisiese Chemie* :

Termodinamika; kinetiese teorie van gasse; elementêre kwantum meganika.

Vraestel 3: *Organiese Chemie* :

Studie van alifatiese verbindings en monosikliese aromatiese verbindings; reaksiesiemechanismes.

Prakties:

'n Laboratoriumstudie van verteenwoordigende elemente en sommige van hulle verbindings; gevorderde titrimetriese bepalinge; fisies-chemiese eksperimente; die bereiding en reaksies van uitgesoekte alifatiese en aromatiese verbindings.

Kursus III

Teorie:

- Vraestel 1: *Analitiese en Anorganiese Chemie* :
- A. *Analitiese Chemie* : Gravimetriese en instrumentele metodes van analise.
- B. *Anorganiese Chemie* : Atoomstruktuur; kernchemie; komplekse verbindings; oorgangselemente en inneroorgangselemente.

Vraestel 2: *Fisiese Chemie* :

Reaksie kineties; termodinamika van nie-ideale sisteme; elektrochemie; die vaste toestand; oppervlakte-chemie.

Vraestel 3: Organiese Chemie:

Aromatiese, heterosikliese en alisikliese verbindings; fisiese tegnieke in die struktuurbeplanning van organiese verbindings.

Prakties:

'n Laboratorium studie van die oorgangselemente en sommige van hulle verbindings; fisies-chemiese eksperimente in fase-ewewig, oppervlakte-chemie, reaksie kinetiek, elektriese meting, termodinamika; gevorderde analitiese en preparatiewe metodes van organiese chemie.

Honneurs

Teorie:

Vraestel 1: Analitiese Chemie:

Die teorie en toepassings van skeidingsmetodes en van instrumentele metodes van analise; die statistiese behandeling van analitiese resultate.

Vraestel 2: Anorganiese Chemie:

Nuwe ontwikkelinge in gevorderde anorganiese chemie; bereiding, eienskappe en strukture van uitgesoekte elemente en verbindings.

Vraestel 3: Fisiese Chemie:

Kwantum meganika; molekuleêre spektroskopie; statistiese meganika; teorie van absolute reaksiesnelhede.

Vraestel 4: Organiese Chemie:

Reaksie meganismes; karbosikliese en heterosikliese verbindings; aromatisiteit; natuurprodukte; sintetiese harse.

Prakties:

Analise van minder bekende elemente en komplekse materiale; fisieschemiese eksperimente in onderwerpe soos elektriese en magnetiese eienskappe, spektroskopie, kalorimetrie, reaksie-kinetiek, oppervlakte verskynsels; bepaling van funksionele groepe in organiese verbindings; skeiding en identifikasie van die komponente van mengsels van organiese verbindings; bereiding van uitgesoekte organiese verbindings.



AARDRYKSKUNDE

Die berekening van die jaarpunt vir praktiese werk word gebaseer op 'n waarde-bepaling van elke kandidaat se laboratorium- en veldwerk (tot 'n maksimum van 50% van die totale jaarpunt); die orige deel word bepaal deur werkopdragte, studiekeuse, seminare en toetse.

Die Departement beskik oor die mees moderne optiese en kartografiese toerusting wat tot die beskikking van studente in die voorbereiding van hulle praktiese en akademiese werk gestel word.

Kursus I

Hersieningslesings oor die vorm van die aarde, sy planetêre verwantskappe en die voorstelling daarvan op bolle en kaarte. Inleidende lesings oor sommige gekose basiese begrippe in die aardrykskunde. Die elemente van fisiese en kulturele aardrykskunde. Praktiese werk behels, o.a., tegnieke van tekening en meting; van vergroting en verkleining; van die diagrammatiese en kartografiese voorstelling van statistiese gegewens. Bekendstelling van vertikale lugfotos en herkenning van aardrykskunde verskynsels; eenvoudige kaartvertolking. Weerkundige waarnemings by die Departement se weerstasie.

Kursus II

Kursus II is 'n uitbreiding, beide in diepte en omvang van die inleidende eerstejaarkursus en 'n sistematiese benadering word gevolg, nl. Ekonomiese Aardrykskunde, Sosiale Aardrykskunde, Geomorfologie en seminare oor die strekkundige, funksionele en onderwerp-benaderings met voorbeelde uit verskeie kontinente en onderwerpe vir

B.A. -studente. Voorts volg B.Sc.-studente ook 'n kursus in klimatologie en weerkunde. Die praktiese werk behels, o.a., tegnieke met betrekking tot kaartsamestelling, kaartontleding, metodes van navorsing in Sosiale Aardrykskunde; tegnieke met betrekking tot Geomorfologie—terrein evaluering en blokdiagramme; aardrykskundige interpretasie van lugfotos; statistiese tegnieke; kaartprojeksies.

Kursus III

Die derde studiejaar is 'n streekkundige en sistematiese toepassing van al die werk van die vorige jare en omsluit, behalwe vir die streekkundige studies van Suid-Afrika oor geomorfologie, klimaat, sosiale en ekonomiese aardrykskunde, ook 'n inleiding tot die politiese geografie en biogeografie. Praktiese werk sluit o.a. in gevorderde lugfoto-ontwikkeling, konstruksie van modelle van fisiese sisteme, sosio-ekonomiese sisteme, demografiese modelle, ekonomiese modelle, stedelike modelle en vestigings lokalisasie.

Honneurskursus

Die honneurskursus strek oor twee akademiese jare en sluit in die ontwikkeling van Aardrykskunde as Wetenskap, moderne neigings in die aardrykskunde; metodes en tegnieke van geografiese navorsing, en besondere studies oor gekose vertakkinge van die Aardrykskunde, nl. Geomorfologie, Klimatologie, Sosiale Geografie, Ekonomiese Geografie, Politieke Geografie.

N.B.—'n Gedifferensieerde kursus word vanaf Kursus II aangebied vir B.A.- en B.Sc.-studente.

Meesters- en Doktorsgrade: 'n Dissertasie of verhandeling word, o.a. vereis.

GEOLOGIE

Geologie word by Fort Hare aangebied met die aanvraag van die Ciskei en Transkei in gedagte. Aandag word verleen aan kursusse soos Sedimentologie en Sedimentere Petrologie, terwyl Geofisika en Ingenieurs-geologie ook as belangrike beskou word tesame met mineralogie en petrologie. 'n Opsomming van die kursusse word hieronder gegee.

Geologie I

'n Inleiding tot geologie verskaf die agtergrond tot verdere studie in geologie. Dit sluit in die hooftrekke van geologie, die omvang en die posisie daarvan in die moderne samelewing. Dit handel oor die heelal, die aarde, die rotse en algemene geologiese beginsels en prosesse.

'n Inleidende kursus van stratigrafiese beginsels word aangebied en die stratigrafie van Suidelike Afrika word vlugtig behandel. Hierdie gedeelte verskaf die verhouding van Suid-Afrikaanse rotse met mekaar en met tyd.

'n Kursus in die studie van landvorme word aangebied sowel as beginsels van fotogeologie en die interpretasie van lugfotos.

Die eerstejaarskursus word afgesluit met 'n kursus in geofisika. Die magnetiese-, elektriese-, gravimetrisiese- en seismiese metodes word behandel, sowel as boorgatbeskrywing, hidrologie en petroleumgeologie.

Die praktiese werk sluit kartografie, en oefeninge in geologiese kaarte, fotogeologie en geofisika in.

Geologie II

Hierdie jaar se studie word hoofsaaklik bestee aan kristallografie (die studie van kristalle), mineralogie (die studie van minerale) en petrologie (die studie van rotse).

'n Kursus in geochemie word ingesluit, met spesiale verwysing na spoorelemente. Geochemiese opnames word kortliks behandel.

Die praktiese kursus behels kristallografie, mineralogie en petrologie—baie tyd word afgestaan aan die studie van minerale en rotse en hul optiese eienskappe. Geofisiese en fotogeologiese studies is meer gevorderd.

Geologie III

Ekonomiese Geologie met spesiale verwysing na mineraalafsettings in Suid-Afrika word bestudeer. Die kursus sluit die ontstaan-prosesse, die klassifikasie van mineraalafsettings en mineraalokkasie in.

Verdere kursusse in Geofisika, Geochemie en Petrologie word aangebied.

Die kursus in Ingenieursgeologie behels die geologiese benadering van padkonstruksie, damterreine en -fondamente, terwyl kleinmineralogie ook kortliks behandel word.

Die praktiese werk sluit petrologie, geofisika en geochemie in, terwyl spesiale aandag gegee word aan sedimentêre analise en tegniese.



Eerste jaar :

Landmeetkunde I :

Die meettafel, direkte—en barometrisse nivellering, eenvoudige trekmeting, tagimetrie, eenvoudige handinstrumente, planimeter, tekenaar.

Meetkundige Tekene : Together in Excellence

Beskrywende meetkunde, insluitende snykrommes. Keëlsnedes. Ontwikkeling van vlakke. Ruimtelyne en vlakke, hul spore en ware inklinasie met projeksievlakke. Isometrisse—en skuinsprojeksies.

Wiskunde I :

Fisika I :

Toegepaste Wiskunde I :

Aardrykskunde I :

} Soos voorgeskryf vir B.Sc.

Tweede Jaar :

Wiskunde II :

Geologie I :

} Soos voorgeskryf vir B.Sc.

Optika :

Dik lense, lenskombinasies, aberrasie, ongstukke, objektieflense. Interferensie, Newton-effek. Skeidingsvermoë van teleskope.

Boldriehoeksmeting :

Boldriehoeke, formules van die boldriehoek. Die pooldriehoek. Oplossing van boldriehoeke. Klein veranderings. Die stelling van Legendre.

Landmeetkunde II :

Regstelling van nivelleerinstrumente, teodoliete en ander opmeetinstrumente. Basismeting en toepassing van korreksies, triangulasie, trekmeting. Trigonometrisse nivellering, voorbereiding van topografiese kaarte.

Topografiese tekene :

Tekeninstrumente, letterwerk (vryhand), lynwerk, waterverfwerk. Skale en stip van punte met gegewe koördinate. Kompilasie van kadastrale kaarte, topografiese kaarte en werkplanne.

Derde Jaar :

Landmeetskunde III :

Primêre, sekondêre en tersiêre triangulasie. Presiese trekmeting. Presiese nivellering. Ortometriese en dinamiese hoogtes. Seksies, gradiënt en volumes. Sirkelboë, oorgangsboë en vertikale boë. Aansuiwering van trekmetings, triangulasie—en nivelleernette.

Praktiese Sterrekunde :

Definisie van astronomiese terme. Middelbare tyd en sterretyd. Eenvoudige en meer akkurate metodes vir die bepaling van breedtegraad, lengtegraad en asimut vanaf son-en sterwaarnemings. Die astrolabium, posisielyne, metode van Talcott. Jaarlikse parallaks, preessie, nutasie, aberrasie en Bessel se dagwaardes.

Fotogrammetrie :

Vlak-perspektief. Die fototeodoliet. Kartering vanaf landfotos. Fotogrammetriese Optika. Lugopmeetkameras. Geometriese eienskappe van lugfoto's. Ontkanteling van lugfoto's. Radiaaltriangulasie. Mosaieke. Stereoakopie. Kartering vanaf lugfoto's. Fotogrammetriese karteermasjiene.

Kaartprojeksies :

Die algemene teorie van kaartprojeksies, beskouend die aarde as 'n sfeer. Distorsies van skaal, hoek, oppervlakte en vorm. Koniese projeksies. Die projeksie van Bonne, silindriese projeksies insluitende Mercator, die transversale Mercator, senitprojeksies, perspektiefprojeksies en projeksie van die internasionale kaart.

Die Teorie van Kleinste Kwadrate *rather in Excellence*

Toevallige en sistematiese foute. Foutfrekwensies, veral die normale frekwensie. Maatstawwe van presisie. Beswaarde waarnemings. Foutvoortplantingswette. Die aansuiwering van direkte en indirekte waarnemings. Die aansuiwering van voorwaardevergelings. Die nie-lineêre funksie. Streng en benaderde metodes van koördinaat-aansuiwering. Die fout-ellips.

Vierde Jaar :

Landmeetskunde IV :

Geodetiese basislyne, basisverlenging, standaard verkenningmetodes vir primêre, sekondêre en tersiêre triangulasie. Trilaterasie insluitend elektroniese metodes van afstandmeting. Aansuiwering van reekse van geodetiese driehoeke en presisie-bepaling van die resultate. Bepaling van sirkel-graduasiefoute, kalibrasie van nivelleerstawe. Loodlynafwykings en die Laplace asimut-vergelyking.

Geodesie :

Referensie-sferoïede. Geodetiese konstante. Drie-dimensionele koördinaat-en differensiaalmeetskunde van die sferoïed. Konforme transformasie van 'n vlak na enige ander vlak. Sferoïdale koördinate. Algemene teorie van die Gauss konforme projeksie. 'n Beskrywende behandeling van die basiese beginsels van fisiese geodesie. Bepaling van "g" met slinger en gravimeter, die gravitasieveld, vry lug, Bouguer en Isostatiese anomalieë.

Professionele Praktijk :

Opmetingswette en administratiewe prosedures van toepassing op bantoegebiede. Waardasie van terreine, geboue, landbou-en ander grond.

Stad- en Streeksbeplanning :

Opname en analise van grondgebruik, terrein-analise, standaard van dorpsontwikkeling, munisipale dienste inluitende gesondheid- en institusionele dienste, dorpsuitleg, statutêre regulasies en prosedures.

Praktiese take: 'n nywerheidsgebied,
'n volledige dorp,
'n landbou-nedersetting.

FISIKA

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. Swaartekragwette. 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. Weerkasting, breking, dispersie. Spieëls en lense: 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. Doppler effek.

Elektrisiteit en Magnetisme.

Elektrostatika.—Kragwette, velde en induksie. Kondensatore en diëlektrikums. Energie van gestoorde ladings.

Magnetostatika.—Kragwette, velde. Koppel op magneet in 'n veld. Magnetometrie. Aardmagnetisme. Ferromagnetisme.

Stroomelektrisiteit.—Wet van Ohm. Verhittingsverskynsels. Stroombane en wette van Kirchhoff. 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 'n bewegende lading. Elektron lading en Avogadro se wet. Termioniese buise. X-strale. Radio-aktiwiteit en die vervaldeeltjies. Atoomkerne. Isotope. $E = mc^2$ en toepassings.

Kursus II

Meganika.—Roterende liggame. Enkelvoudige harmoniese beweging. Botsings. Skalaar en vektor produkte, gradiënt.

Eienskappe van Materie.—Elastisiteit. Oppervlaktespanning. Viskositeit.

Warmteleer.—Termometrie. Geleiding. 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 in magnetiese en elektriese velde. Stroombane wat induktansies, kapasiteite en weerstande bevat. Galvanometers. Stromingsmeters. Elementêre Dia-, Para-, en Ferromagnetisme. Curie se wet. Wisselstroom-teorie. Eenvoudige wisselstroom-brûe.

Atoom- en Kernfisika.—Vervaldeeltjies en hulle identifikasie. Botsings. Verstrooiing 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 gasteorie. Gemiddelde vrye pad-verskynsels. Brown se beweging. Toestandsvergelykings. Teorie van Soortlike Warmtes. Stralingswette.

Meganika.—Sentrale kragte. Verdere vektor-teorie. Lagrange se vergelykings.

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. Elektroniese buis stroombane, gelykrichting en versterking, ossilator en tel-stroombane.

Atoom- en Kernfisika.—Atoomspektra. X-strale. Kern-oorgang. Inleiding tot Kwantum-meganika. Vaste-toestand-Fisika. Statistiese Termodinamika.

Relatiwiteit—Spesiale Teorie.

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, kwadрупoolmoment en magnetiese moment van kerne.

Magister Scientiae

Vier vraestelle oor goedgekeurde onderwerpe, of twee vraestelle en 'n dissertasie.

WISKUNDE

Kursus I

Vraestel 1. (Wiskunde I A)

Versameling en funksies. Reekse. Binomiaalstelling. Determinante van die tweede en derde orde. Vektoralgebra. Polinome. Limiete. Differensiasie en integrasie van polinome. Maksima, minima en buigpunte.

Vraestel 2. (Wiskunde IB)

Trigonometriese funksies. Optellingsteoremas. Inverse trigonometriese funksies en oplossing van trigonometriese vergelykings. Differensiasie en integrasie van die elementêre funksies. Die bepaalde integraal in toepassings. Differensiasie van vektore.

Kursus II

Vraestel 1.

Eindig-dimensionale reële vektorruimtes; lineêre deelruimtes en lineêre variëteite; basisse; dimensie van 'n vektorruimte; lyne en vlakke; lineêre afbeeldings (homomorfismes); homomorfismes en matrikse; determinante; Kompleks-getalle.

Vraestel 2.

Topologie vir reële getalle.
Differensieerbare funksies.
Veelvoudige integrasie.

Gewone differensiaal vergelykings:

Eksistensiële stellings. Oplos van vergelykings van die eerste orde en eerste graad. Teorie van lineêre vergelykings en oplos van lineêre vergelykings met konstante koëffisiënte en homogene vergelykings.

Vektoranalise: Vektor algebra, Differensiaal Meetkunde, Differensiaal vektorrekening en integrasie.



Vraestel 1.

Matriksalgebra. Transformasie van basis-vektore van 'n n-dimensionale vektorruimte. Eiewaardes en eievektore van 'n lineêre afbeelding. Bilineêre en kwadratiese vorme. Elementêre teorie van groepe, ringe en liggame.

Vraestel 2.

Analise—'n Streng behandeling van die stelsel van reële getalle as 'n volledige Archimediese ten volle geordende liggaam. Metriese ruimtes. Kontinuiteit in metriese ruimtes. Uniforme kontinuïteit. Uniforme konvergensie. Differensieerbaarheid in genormeerde ruimtes. Die Riemann-Stieltjes integraal. Elementêre differensiaalmeetkunde.

Vraestel 3.

Gelykmatige konvergensie en voldoende voorwaardes vir die termsgewyse integrasie en differensiasie van 'n reeks van funksies van 'n reële of komplekse veranderlike. Eienskappe van magreke. Die logaritmiëse, eksponensiële en trigonometriese funksies van reële en komplekse veranderlikes. Lynintegrale in die reële en komplekse vlak. Differensieerbaarheid van funksies van 'n komplekse veranderlike, analitiese funksies en die Cauchy-Riemann-vergelykinge. Die stelling van Cauchy. Taylor en Laurent se ontwikkelinge, residue, kontoer-integrasie. Konforme afbeelding en Analitiese voortsetting.

Honneurs-Baccalaureuseksamen

Vier vraestelle oor goedgekeurde onderwerpe

Magisterseksamen

Die eksamen bestaan uit òf twee vraestelle oor goedgekeurde onderwerpe en 'n verhandeling oor 'n goedgekeurde onderwerp, òf slegs 'n verhandeling.

DIERKUNDE

Kursus I

Die finale eksamen van die kursus sal bestaan uit een teorie vraestel van drie uur.

Die promosie-syfer van elke student word soos volg saamgestel:

1. Teorie-vraestel ... 300 punte
2. Jaarpunt ... 300 punte

Die jaarpunt word gebaseer op praktiese werk en teoretiese werk wat die student gedurende die jaar doen.

Die algemene bou, fisiologie, voortplanting, lewensloop en verspreiding van diere-voorbeelde word behandel as 'n inleidende studie tot Dierkunde.

Kursus II

Die eindeksamen bestaan uit twee vraestelle van 3 uur elk. Die promosie-syfer van die student word as volg bereken:

1. Teorie vraestel 1 ... 250 punte
Teorie vraestel 2 ... 250 punte
2. Jaarsyfer ... 500 punte

Die jaarsyfer word bepaal deur die teoretiese en praktiese eksamens en projekte wat die student deur die jaar doen.

A. Die grondbeginsels van Klassifikasie.

B. Oorsig van die Invertebrata.

Die klassifikasie, verspreiding, anatomie, fisiologie, voortplanting, embriologie, en lewensgeskiedenis van tiperende voorbeelde van die Invertebrata.

C. Spesiale verhoudings in Diere-gemeenskappe.

Kursus III

Die eindeksamen bestaan uit twee teoretiese vraestelle van 3 uur elk.

Die promosie-syfer sal as volg bereken word:

1. Teoretiese vraestel 1 ... 250 punte
Teoretiese vraestel 2 ... 250 punte
2. Jaarsyfer ... 500 punte

Die jaarsyfer sal saamgestel word oor praktiese en teoretiese werk wat gedurende die jaar gedoen word.

A. 'n Oorsig van die Chordata.

1. 'n Studie van die filogenie, klassifikasie, anatomie, voortplanting, lewensgeskiedenis en verspreiding van die verskillende groepe.

2. Teorie en veralgemenings.

B. Selleer en Molekulêre Biologie.

C. Vertebrata Fisiologie.

D. Ekologie.

E. Gedragsleer van diere.

F. Embriologie van Chordata.

Honneurs.

Die eksamen gedeele van die kursus sal bestaan uit die volgende:

- (i) Drie drie-uur-vraestele in die finale eksamen;
- (ii) 'n mondelinge vraestel, nie langer as een uur nie, en
- (iii) 'n rapport oor 'n projek, wat gedurende die tydperk van studie afgehandel word en wat ingehandig moet word voor die finale skriftelike eksamen geskryf word.

Hierdie is 'n eenjarige kursus maar dit sal verwag word van deelydse studente om dit in 'n minimum van twee jaar te voltooi.

Die promosie-punte van studente word as volg saamgestel:

- | | | |
|---|-----|------------|
| (i) Drie drie-uur-vraestelle (3×250) | ... | 750 punte |
| (ii) Mondelinge eksamen | ... | 250 punte |
| (iii) Jaarpunt: | | |
| (a) Projek gedeelte | ... | 500 punte |
| (b) Seminare | ... | 500 punte |
| | ... | 1000 punte |

Hierdie kursus moet beskou word as 'n basiese opleiding in navorsing in 'n dierkundige rigting en die feitlike inhoud sal meestal in verband staan met parasitologie, ekologie en natuurbewaring. Dit sal verwag word van die studente om seminare uit te werk oor die onderwerpe wat hulle gegee sal word.



University of Fort Hare
Together in Excellence

FAKULTEIT OPVOEDKUNDE

Ampsdraers:

Dekaan: Prof. B. de V. van der Merwe, M.A., D.Ed., (O.V.S.)

Waarnemende Dekaan sedert 1971:

Prof. D. F. van Dyk, B.A., D.Ed., (O.V.S.)

Vise-Dekaan:

Prof. M. O. M. Sebong, B.A., D.Ed., (S.A.)

Sekretaris:

Dr. J. A. T. Wenzel, B.Sc., (Prct.), M.Ed., (S.A.), D.Ed. (Potch).

Tekst- Sekretaris: Mev. M. M. van der Merwe.



University of Fort Hare
Together in Excellence

FAKULTEIT OPVOEDKUNDE

1. Die Fakulteit Opvoedkunde is hoofsaaklik verantwoordelik vir die professionele opleiding van onderwysers.
 - 1.1. Die Sekondêre Onderwysdiploma is bedoel vir studente wat nie matrikulasie-vrystelling verkry het nie.
 - 1.2. Die Sekondêre Onderwysdiploma (Skone Kunste) kan op die hoër of laer vlak geneem word en berei studente voor as kunstonderwysers vir hoër- en opleidingskole. Dit sluit 'n belangrike hoeveelheid praktiese kunstwerk in.
 - 1.3. Die Universiteits-onderwysdiploma is 'n nagraadse diploma. Studente moet egter hulle graadkursusse in ooreenstemming met Regulasie E.9 gekies het om toegelaat te word tot die U.O.D. Dit is dus van besondere belang dat voornemende onderwysstudente hulle graadleergang met sorg moet kies.
 - 1.4. Die Universiteits-onderwysdiploma (Nie-gegraduateerd) maak as hulp-reëling voorsiening vir studente wat met een jaar verdere studie 'n graad kan voltooi. Die graadkursusse moet egter skoolgerig wees.
2. Voornemende onderwysers word aangeraai om 'n studie te maak van die tipe poste wat beskikbaar is. Hoewel daar 'n groot tekort aan gekwalifiseerde onderwysers is, moet daarop gelet word dat sekere vakke besonder skaars is. Verder moet in gedagte gehou word dat Biologie as vak in die sekondêre skole afgeskaf word. Dit is van belang om 'n studie van die graadvereistes te maak voordat 'n leergang vir 'n graad aangestel word. Die sogenaamde „laatkommers” vind dikwels dat hulle graad hul nie toelating tot die onderwysdiplomas verleen nie.
3. Praktiese en proefonderwys vorm 'n integrale deel van onderwysersopleiding. Voornemende studente moet hul aan die einde van die studiejaar wat hul professionele jaaf voorstaan by die Fakulteit Opvoedkunde aanmeld om die nodige reëlings vir hul skoolbesoek aan die begin van die volgende skooljaar te tref.
4. Die Fakulteit Opvoedkunde bied ook gespesialiseerde opleiding in die Opvoedkunde op nagraadse vlak aan. Om diensdoende onderwysers te help, word die B.Ed.—klasse op Saterdag gehou en word die kursus oor twee jaar versprei. Daar bestaan 'n groot behoefte aan opgeleide opvoedkundiges.
5. Spesiale beurse en lenings vir verdienstelike studente is beskikbaar.

REGLEMENT VIR DIE FAKULTEIT OPVOEDKUNDE

Grade en Diplomas

E1. Die volgende grade word in die Fakulteit uitgereik :—

Baccalaureus Educationis	..	..	..	B.Ed.
Magister Educationis	..	..	..	M.Ed.
Doctor Educationis	..	..	..	D.Ed.

E2. Die volgende diplomas word in die Fakulteit uitgereik :—

Die Universiteitsonderwysdiploma	..	..	U.O.D.
Die Universiteitsonderwysdiploma	..	..	U.O.D.
(Nie-gegradueerd)			
Die Sekondêre Onderwysdiploma (Junior Sekondêr)	..	..	S.O.D.
Die Sekondêre Onderwysdiploma (Skone Kuns)	..	..	S.O.D. (Skone Kuns)

Die Graad Baccalaureus Educationis

(Vir B.Ed.-kandidate is 'n *deeglike* lees kennis van Afrikaans verpligtend)

Toelating tot studie.

E3. '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 gegradeerde wat nie die U.O.D. besit nie, op die volgende voorwaardes tot die studie toegelaat kan word :—

- (a) indien hy na-matrikulasie-opleiding gehad het, moet hy of
- bewys lewer van vyf jaar bevredigende onderwys; of
 - by een en dieselfde eksamen in 'n toets in die vier vakke Filosofie van die Opvoeding, Empiriese Opvoedkunde, Historiese Opvoedkunde en Didaktiek en Administrasie slaag;
- (b) indien hy voor-matrikulasie-opleiding gehad het, moet hy
- bewys lewer van vyf jaar bevredigende onderwys; en
 - by een en dieselfde eksamen in 'n toets in die vier vakke Filosofie van die Opvoeding, Empiriese Opvoedkunde, Historiese Opvoedkunde en Didaktiek en Administrasie slaag;

Met dien verstande 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.

E4. Die leergang duur minstens een jaar en bestaan uit die volgende vakke :—

- Filosofie van die Opvoeding.
 - Algemene Empiriese Opvoedkunde.
 - Spesiale Empiriese Opvoedkunde.
 - Historiese Opvoedkunde.
 - Didaktiek.
 - Onderwysadministrasie en Vergelykende Opvoedkunde.
- Om te slaag moet 'n kandidaat 'n gemiddeld van 50% in elke vraestel behaal. Die jaarpunt en die eksamenpunt het gelyke waarde.

Die Graad Magister Educationis

E.5(a) *Toelating.*

Vir toelating tot die kursus vir die M.Ed.-graad moet 'n student :

- in besit wees van B.Ed. of gelykwaardige kwalifikasie;
- bewys lewer van minstens een jaar bevredigende ondervinding as onderwyser, en
- die hoof van die betrokke departement oortuig dat hy genoegsame kennis van die vak besit om die studie te kan onderneem.

(b) *Eksamen.*

Die eksamen bestaan uit 'n verhandeling oor 'n onderwerp uit die Opvoedkunde.

Die titel van 'n verhandeling word goedgekeur vir 'n periode van 5 jaar waarna die student, indien nodig, jaarliks aansoek moet doen om 'n verlenging van tyd.

Die Graad Doctor Educationis

Duur van studie.

E6. 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 :

Proefskrif.

E7. 'n Proefskrif wat handel oor 'n onderwerp in verband met die Opvoedkunde. (Kyk ook Algemene Reëls.)

Die Universiteitsonderwysdiploma (U.O.D.)

Toelating tot studie.

E8. 'n Student moet—

(a) 'n graad besit ;

(b) graadkursusse voltooi het, hetsy 'n verhandeling van 'n graad, hetsy nie vir graad-doeleindes nie, ooreenkomstig die bepalings van E9 hieronder.

Graadkursusse.

E9. Die graadkursusse waarin 'n voornemende student moet geslaag het is, soos volg, waarby 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.

of Afrikaans

Engels

Enige derde taal.

Gekiedenis.

Aardrykskunde of Geologie

Bybelkunde of Kerkgeskiedenis.

Sielkunde.

Biblioteekkunde

Opvoedkunde.

Wiskunde.

Toegepaste Wiskunde.

Chemie.

Natuurkunde.

Plantkunde } of Biologie.

Dierkunde }

Rekeningkunde.

Ekonomie.

Bedryfsekonomie.

Wysbegeerte

Volkekunde.

Natuurlike-administrasie of
enige ander skoolvak.

Met dien verstande dat volgens goeddunke van die Dekaan erkenning vir enige twee tale behalwe amptelike tale gegee kan word.

Indien Sielkunde en Volkekunde as hoofvak aangebied word moet ten minste 'n bykomstige tweede kursus in 'n skoolvak aangebied word as 'n onderwysvak vir die spesiale metodiek.

(b) 'n Eerste kursus in 'n vierde vak wat uit (a) of uit die volgende lys gekies word :

Duits (Spesiale Kursus)

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 geneen van Ekonomiese Geskiedenis II, Naturelle-administrasie II, Wysbegeerte II, Biblioteekkunde II, Sosiologie II en Sistematiese Teologie 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. (Wiskunde en Toegepaste Wiskunde III vir B.Sc. (Ing.) word beskou as Wiskunde III).
- (e) Behoudens die bepalings 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 graadkurse in die ander een van hierdie twee vakke :

Met dien verstande voorts dat geen student wat Biologie as 'n hoofonderwysvak kies, of Plantkunde of Dierkunde as 'n verdere hoofonderwysvak neem nie.

- (iii) Die vak Natuur- en Skeikunde mag as hoof onderwysvak gekies word indien student se vaksamestelling soos volg was :

of Fisika of Chemie as hoofvak met minstens twee graadkursusse in die ander een :

Met dien verstande voorts dat geen student wat Natuur- en Skeikunde as hoofonderwysvak aanbied of Fisika of Chemie as 'n ander hoofonderwysvak aanbied nie.

- (f) 'n Student wat 'n Bantoetaal as hoofonderwysvak aanbied, skryf die eksamen in die Metodiek van daardie bepaalde Bantoetaal.

Duur van leergang.

- E10. (1) Die leergang duur minstens een jaar en die kursusse is soos volg:—

Hoofvakke :

- (i) Filosofie van Opvoeding.
 (ii) Empiriese Opvoedkunde.
 (iii) Historiese Opvoedkunde.
 (iv) Didaktiek.
 (v) Administrasie en Vergelykende Opvoedkunde.
 (vi) en (vii) Metodiek van die twee hoofonderwysvakke vir die middelbare skool.
 (Twee vraestelle.)
 (viii) en (ix) Praktiese Onderwys ('n toets in elkeen van die twee hoofonderwysvakke)

- (2) Verdere verpligte vakke :—

Verpligte Byvakke :

- (x) Teorie van praktiese onderwys (insluitende Onderwys hulpmiddele, swartbordwerk en Skoolhigiëne). 'n Kandidaat kan vrygestel word van die praktiese vereistes in Skoolhigiëne indien hy in besit is van 'n erkende sertifikaat van die Rooikruis of "St. John's Ambulance" beweging.
- (xi) en (xii) 'n Skriftelike, mondelinge en praktiese toets in albei die amptelike tale en die moedertaal. Minstens een van die drie tale moet in die hoër graad aangebied word.

Addisionele Byvakke :—

- (xiii) Liggaamlike Opvoeding.
- (xiv) Musiek en Skoolsang.

E11. 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 Natuurlike-Kollege, word vrygestel van die vraestelle in (vi) en (vii), Metodiek van die twee hoofvakke, en as bewys van twee jaar bevreëligende ervaring as onderwyser ingedien word, ook van (viii) en (ix), (Praktiese Onderwys).

Enige kandidaat word vrygestel van vakke (viii) en (ix), Praktiese Onderwys, as bewys van vyf jaar bevredigende ervaring as onderwyser ingedien word.

Affê van Kursus.

E12. 'n Student kan in 'n vak waarin hy gedruip het, tot 'n aanvullende eksamen toegelaat word op die voorwaardes wat die Senaat, op aanbeveling van die Fakulteitsraad vir Opvoedkunde, bepaal.

Eksamen.

E13. (1) 'n Student wat een byvak kort om aan regulasie E.9. te voldoen, mag die eksamen in die byvak en die diploma gelyktydig affê, 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 E.10. (2) 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 drie taaltoetse '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 Hoer Medium.

(3) As kandidate in een van die twee onderwystoetse drup, 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.

E14. 'n Kandidaat kan onderskeiding (75%) in elkeen van die hoofvakke onder E10 behaal, en hy verwerf die Diploma met onderskeiding deur in vier van genoemde hoofvakke onderskeiding te behaal.

Die Universiteitsonderwysdiploma (Nie-gegradueerd)

E15. '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.	..	..	..	..	7
vir B.Se.	..	..	..	..	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 ooreenkomstig regulasie E9.

E16. 'n Kandidaat moet andersins aan dieselfde vereistes voldoen as wat in die regulasies vir die gewone Universiteitsonderwysdiploma (U.O.D.) voorgeskrywe is.

Enige houer van die U.O.D. (Nie-Gegradueerd) kan dit verander kry in 'n U.O.D. (gegradueerd) deur die akademiese vereistes vir laasgenoemde te voltooi.

Die Sekondêre Onderwysdiploma

E17. *Doel.* –Die doel van die kursus is om onderwysers(esse) vir die eerste drie jaar van die sekondêre skool op te lei.

E18. *Duur.* Die kursus sal twee jaar duur.

E19. *Toelatingsvereistes.* Voordat 'n kandidaat vir hierdie diploma toegelaat sal word, moet aan die volgende vereistes voldoen word:

(a) *Aansoek om toelating.* Die aansoek om toelating moet behoorlik voltooi by die Registrateur ingedien word. (Verg. G3).

(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) *Akademie vereistes.* 'n Kandidaat moet die Senaat van die Universiteit tevrede stel ten opsigte van Matrikulasie of ander voldoende toelatingssertifikaat, maar nie laer as S2 nie (Tweede klas, Skooleind).

E20. *Lys van vakke:*

I. Eerste Jaar :

Gedurende die eerste studiejaar moet die kandidaat een van die volgende kursusse volg:

(a) *B.A.:* Vyf eerstejaarskursusse vir die B.A.-graad, waarvan 'n taal en Opvoedkunde I verpligtend is.

(b) *B.Sc.:* Vier eerstejaarskursusse waarvan minstens drie natuur-wetenskapvakke moet wees en die vierde Opvoedkunde I.

(c) *B.Com.:* 'n Eerstejaarsgraadkursus deur die Universiteit van Suid-Afrika voorgeskryf is, maar insluitende Opvoedkunde I.

(d) 'n Diploma in Handel en Administrasie (wat verwerf is na Matrikulasie) en wat Opvoedkunde I insluit.

(e) 'n Diploma in Landbou (wat verwerf is na Matrikulasie) en wat Opvoedkunde I insluit.

Let Wel: Kandidate wat nie Matrikulasie of vystelling behaal het nie verkry nie graaderkenning nie.

II. Tweede Jaar :

1. Filosofie van Opvoeding.
2. Historiese Opvoedkunde.
3. Empiriese Opvoedkunde.
4. Algemene Didaktiek.
5. Administrasie.
6. Praktiese Onderwys: Demonstrasie en kritieklesse.
7. Metodiek en Inhoud:

Die metodiek en inhoud van minstens *drie* van die volgende vakke:

Algemene Wetenskap	Skei-Nat
Biologie	Landbou
Rekenkunde	Wiskunde
Handel	Boekhou
Tjiskrif	Snelkriif Shorthand
Afrikaans	Engels
Moedertaal	Latyn
Sosiale Studie	Biblioteekwese of Godsdiensonderwys.

of

enige ander vak vir die Junior Sertifikaatkursus, met dien verstande dat

(a) Biologie en Skei-Nat aangebied word as aparte vakke en nie saam met Algemene Wetenskap nie

(b) Nie meer as *drie* tale ingesluit word nie.

8. *Verpligte Praktiese Vakke:*

- (a) Teorie van praktiese onderwys (insluitende Onderwys hulpmiddels, Bordwerk en Skoolhigiëne).
- (b) Liggaamlike Opvoeding.
- (c) Musiek en sang.

Opmerking—Van 'n kandidaat word vereis dat hy/sy aan minstens twee georganiseerde sportsoorte moet deelneem.

Eksamens: Algemene Regulasies:

- E21. (1) Om tot die professionele kursus van hierdie diploma toegelaat te word, moet 'n kandidaat in tenminste *drie* van die eerstejaarskursusse, een waarvan Opvoedkunde I moet wees, geslaag het, *of* in staat wees om die Diploma in Handel en Administrasie of Landbou te verwerf deur nog een kursus te voltooi.
- (2) Hertoelating van 'n kandidaat wat nie daarin geslaag het om aan die minimumvereistes vir enige studiejaar te voldoen nie, mag geweier word.
- (3) Elke eksamen of kwalifiserende toets moet deur tenminste twee eksaminatore afgeneem word.

Vereistes om die diploma te verwerf:

- (4) (a) *Eerste Jaar:* Die kandidaat moet in minstens vier graadkursusse geslaag het of die Diploma in Handel en Administrasie of die diploma in Landbou voltooi het.
- (b) *Tweede Jaar:* 'n Kandidaat moet minstens 50 persent van die maksimumpunte vir elke vak behaal met 'n minimum van 40% in die eksamen. Gelyk waarde word aan die jaarsyfer en die eksamenpunt toegeken.
- (c) 'n Kandidaat wat in die professionele deel van die eksamen 'n onderskeiding (75%) in 5 van die vakke van E.20.2. behaal, verwerf die diploma met onderskeiding.
- (d) *Bekwaamheid in Taal:* Bedrewenheid van 'n kandidaat om die verskillende tale te gebruik as voertaal, sal bepaal word deur die volgende toetse:
- (i) 'n Skriftelike taaltoets.
 - (ii) 'n Mondelinge taaltoets.
 - (iii) 'n Praktiese onderwystaaltoets.

'n Kandidaat sal 'n spesifieke taal in die Hoër Graad (Medium) slaag, indien hy 'n gemiddelde van 60 persent met 'n sub-minimum van 50 persent in elk van die drie afdelings behaal, en in die Laer Graad (Medium) indien hy 'n gemiddelde van 50 persent met 'n sub-minimum van 40 persent in elk van die drie afdelings behaal. 'n Endossement op die sertifikaat sal die taal of tale aandui waarin die onderwyser bedrewe is.

- (e) *Praktiese Onderwys:* Minstens vier weke gedurende die professionele jaar, benewens drie weke aan die begin van die professionele jaar aan 'n skool in die tuisomgewing van die student, sal aan praktiese onderwys bestee word.

Elke student moet tenminste agt proeflesse gee, waarvan een in die moedertaal en 'n ander in 'n amptelike taal moet wees.

- (f) Kandidate wat nie aan al die vereistes van hierdie diploma voldoen het nie, sal slegs 'n verklaring van eksamenresultate ontvang.

Aanvullingsksamens :

(5) (a) *Akademiese Kursusse :*

- (i) '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 al die registrasie- en eksemensgelyde wettige opsigte van daardie vakke betaal moet word, betaal en verder met dien verstande dat geen voorsiening vir die bywoning van klasse op die rooster vir die tweede studiejaar gemaak sal word nie.
- (ii) Indien 'n kandidaat nie gedurende sy kursus aan die vereistes van regulasie 5(a) (i) voldoen nie, mag hy sodanige eksamen afleë soos deur die Senaat bepaal.

Met dien verstande dat die eksaminator in grensgevalle onmiddellik 'n mondelinge eksamen mag afneem en dat hierdie punt saam met die eksamenpunt aan die tweede eksaminator voorgelê word.

(b) *Professionele Vakke :*

Aanvullingsksamens in professionele kursusse sal slegs soos deur die Senaat bepaal, afgeneem word.



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DEPARTEMENT VAN FILOSOFIE VAN DIE OPVOEDING

Professor: Dr. B. DE V. VAN DER MERWE, M.A., D.Ed., (O.V.S.)

Lektor: Mnr. P. J. VAN ZYL, B.A., M.Ed. (Potch.)

Baccalaureuseksamen (B.Ed.)

(Een vraestel)

1. Kennis van die inhoud van die U.O.D.—leerplan is 'n voorvereiste met spesiale verwysing na die opvoedkunde as wetenskap:

- 1.1. Definisie van wetenskap.
- 1.2. Pedagogiek as wetenskap:
 - 1.2.1. Deel-dissiplines.
 - 1.2.2. Navorsingsmetodes.
- 1.3. „Grens-wetenskappe”.
- 1.4. Kritiese evaluering.
2. Kosmologie en opvoeding:
 - 2.1. Die oorsprong, wese en bestemming van die kosmiese totaliteit.
 - 2.2. Die verband tussen kosmologie en opvoedingsteorie.
 - 2.3. Kritiese evaluering.
3. Wysgerige antropologie en opvoeding:
 - 3.1. Die oorsprong, wese en bestemming van die mens.
 - 3.2. Opvoedkundige implikasies met besondere verwysing na die betekenis en doel van opvoeding, die opvoeder en die opvoedeling.
 - 3.3. Kritiese evaluering.
4. Wysgerige aksiologie en opvoeding:
 - 4.1. Die oorsprong, gesag en hiërargie van waardes.
 - 4.2. Opvoedkundige implikasies met besondere verwysing na die doelstellings van opvoeding.
 - 4.3. Kritiese evaluering.
5. Opvoedkundige etiek: *Together in Excellence*
 - 5.1. Die verskil tussen etiek en morele norme.
 - 5.2. Die oorsprong en gesag van morele waardes.
 - 5.3. Karakter as opvoedingsdoel.
6. Opvoeding en die waarheidsprobleem:
 - 6.1. Die wese van waarheid.
 - 6.2. Die verband tussen kennis, geloof en waarheid.
 - 6.3. Opvoedkundige implikasies.
7. Die probleem van verskeidenheid van standpunte en die probleme van die regverdiging van die besondere:
 - 7.1. Die verskeidenheid van opvoedingsteorieë.
 - 7.2. Die oorsprong van die verskeidenheid.
 - 7.3. Die regverdiging van besondere beskouings.
 - 7.4. Die opvoedkunde en die verskeidenheid.
8. Sisteme in die filosofie van die opvoeding met tipiese verteenwoordigers van elk:
 - 8.1. Die oorsprong en eienskappe van 'n lewensbeskouing.
 - 8.2. Die verhouding tussen lewensbeskouing en opvoedingsteorie.
 - 8.3. Theïsme: Rooms-katoliek, Protestant en nie-christelik.
 - 8.4. Idealisme.
 - 8.5. Scientisme: Realisme, naturalisme, pragmatisme,
 - 8.6. Eksistensie—filosofie en fenomenologie.
9. Die probleem van wetenskaplike kritiek in die filosofie van die opvoeding:
 - 9.1. Subjektiewe kritiek.
 - 9.2. Objektiewe norme.
 - 9.3. Kritiese evaluering.

Universiteitsonderwysdiploma (U.O.D. en U.O.D. nie-gegradeer)

(Een vraestel)

1. Inleiding: Die veld en metode van ondersoek in opvoedkunde:
 - 1.1. Verskil tussen natuur- en menswetenskappe.
 - 1.2. Die wetenskaplikheid van die opvoedkunde.
 - 1.3. Deel- dissiplines van die opvoedkunde en hul verhouding tot mekaar.
 - 1.4. Metodologiese benadering in opvoedkundige navorsing.
 - 1.5. Verhouding tot grenswetenskappe: wysbegeerte, sielkunde, sosiologie, etiek en teologie.
 - 1.6. Die selfstandigheid van die opvoedkunde as mens-wetenskap.
2. Die opvoedingsverskynsel:
 - 2.1. Dressuur, onderwys, opvoeding en opvoedkunde.
 - 2.2. Voorwaardes vir opvoeding.
 - 2.3. Eienskappe van opvoeding.
3. Aksiologiese aspekte: Doelstelling in die opvoeding:
 - 3.1. Kriteria vir opvoedingsdoeleindes.
 - 3.2. Klassifikasie van doelstellings.
 - 3.3. Middellike doeleindes:
 - 3.3.1. Fisies.
 - 3.3.2. Gevoel.
 - 3.3.3. Intellektueel.
 - 3.3.4. Sosiaal (insluitende taal)
 - 3.3.5. Histories (met besondere verwysing na kultuur)
 - 3.3.6. Ekonomies
 - 3.3.7. Esteties.
 - 3.3.8. Eties.
 - 3.3.9. Religieus.
 - 3.4. Uiteindelike doel: Volwassenheid as normatiewe aspek.
 - 3.5. Die verband tussen lewensbeskouing en opvoedingsdoel.
4. Die opvoedeling:
 - 4.1. 'n Pedagogiese kindbeeld.
 - 4.2. Opvoeding as hulpverlening en as leiding.
5. Die opvoeder en opvoedingsinstelling:
 - 5.1. Die ouer (Huis)
 - 5.2. Die onderwyser (Skool).
 - 5.3. Die predikant (Kerk).
 - 5.4. Die koshuisouers (Die Koshuis).
 - 5.5. Sport en verenigings.
6. Die noodsaaklikheid, moontlikheid en grense van opvoeding:
 - 6.1. Die noodsaaklikheid van fisiese opvoeding.
 - 6.2. Die noodsaaklikheid van sosiale opvoeding.
 - 6.3. Die noodsaaklikheid van religieuse opvoeding.
 - 6.4. Die opvoedbaarheid van die mens.
 - 6.5. Grense in tyd, aanleg, omgewing en menslike natuur.
7. Opvoedingsmiddele:
 - 7.1. Middele en hul toepassing.
 - 7.2. Gesaghandelinge.
 - 7.3. Straf.
 - 7.4. Kultuurnorme.
 - 7.5. Die verband tussen middele en doelstellinge in opvoeding.
8. Vryheid en gesag in opvoeding:
 - 8.1. 'n Inleiding in die probleem van menslike vryheid, met besondere verwysing na die kind.



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- 8.2. Die wese en oorsprong van geag en die verband met dissipline.
- 8.3. Opvoedkundige straf.
- 9. 'n Algemene oorsig oor die rigtings in die opvoedkunde:
 - 9.1. Scientisme (Realisme, naturalisme, pragmatisme)
 - 9.2. Idealisme
 - 9.3. Teïstiese (Rooms-Katoliek, Protestant en nie-christelik)
 - 9.4. Eksistensie-filosofie en fenomenologie.

Sekondêre Onderwysersdiploma (S.O.D. II.)

(Een vraestel)

- 1. Die verband tussen lewensbeskouing en opvoeding:
 - 1.1. Die fundering van 'n lewensbeskouing.
 - 1.2. Kosmologie, antropologie, aksiologie en etiek.
 - 1.3. Die teorie van opvoeding
 - 1.4. Opvoedingspraktyk.
- 2. Opvoeders, opvoedingsinstellings en hul verantwoordelikhede:
 - 2.1. Die ouer (Huis)
 - 2.2. Die onderwyser (Skool)
 - 2.3. Die predikant (Kerk)
 - 2.4. Koshuispersoneel (Koshuis)
 - 2.5. Sport en verenigings.
- 3. Sedelike en sosiale opvoeding:
 - 3.1. Sedelike norme en etiek.
 - 3.2. Karakter as opvoedingsdoel.
 - 3.3. Die normatiewe aspek van kultuur.
 - 3.4. Kultuur as opvoeding-doel.
 - 3.5. Norme, kultuur en lewenswyse.
- 4. Gesag en vryheid in opvoeding:
 - 4.1. 'n Inleiding in die probleem van menslike vryheid met besondere verwysing na die kind.
 - 4.2. Die wese en oorsprong van gesag en die verband met dissipline.
 - 4.3. Opvoeding en vryheid.
 - 5. Dissipline en straf:
 - 5.1. Kriteria vir opvoedkundige straf.
 - 5.2. Voorwaardes vir toepassing.
 - 5.3. Verskillende vorme van straf.



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Opvoedkunde I

(Halwe vraestel)

- 1. Inleiding: Die veld en metode van ondersoek in opvoedkunde:
 - 1.1. Die verskil tussen natuur- en menswetenskappe.
 - 1.2. Deel-dissiplines van die opvoedkunde en hul onderlinge verband.
 - 1.3. Metodologiese benadering in opvoedkundige navorsing.
 - 1.4. Die verband met grenswetenskappe: wysgeerte, sielkunde, sosiologie, etiek en teologie
- 2. Die opvoedingsverskynsel.
 - 2.1. Dressuur, onderrig, opvoeding en opvoedkunde.
 - 2.2. Voorwaardes vir opvoeding
 - 2.3. Een kappe van opvoeding.
- 3. Opvoeding doelstelling:
 - 3.1. Kriteria vir opvoedingsdoelendes.
 - 3.2. Klassifikasie van doelstellings
 - 3.3. Middellike doelendes.

- 3.3.1. Fisies.
- 3.3.2. Gevoel.
- 3.3.3. Intellektueel.
- 3.3.4. Sosiaal (Insluitende taal)
- 3.3.5. Histories (met besondere verwysing na kultuur)
- 3.3.6. Ekonomies.
- 3.3.7. Esteties.
- 3.3.8. Eties.
- 3.3.9. Religieus.
- 3.4. Uiteindelike doel: Volwassenheid as normatiewe aspek.
- 3.5. Die verband tussen lewensbeskouing en opvoedingsdoel.
- 4. Die opvoeding:
- 4.1. 'n Pedagogiese kindbeeld.
- 4.2. Opvoeding as hulpverlening en as leiding.
- 5. Die opvoeder en opvoedingsinstelling:
- 5.1. Die ouer (Huis).
- 5.2. Die onderwyser (Skool).
- 5.3. Die predikant (Kerk)
- 5.4. Koshuispersoneel (Koshuis)
- 5.5. Sport en verenigings.
- 6. Die noodsaaklikheid, moontlikheid en grense van opvoeding:
- 6.1. Die noodsaaklikheid van fisiese opvoeding.
- 6.2. Die noodsaaklikheid van sosiale opvoeding.
- 6.3. Die noodsaaklikheid van religieuse opvoeding.
- 6.4. Die opvoedbaarheid van die mens.
- 6.5. Grense in tyd, aanleg, omgewing en menslike natuur.
- 7. Opvoedingsmiddele:
- 7.1. Middele en hul toepassing.
- 7.2. Gesagshandelinge.
- 7.3. Straf.
- 7.4. Kultuurnorme.
- 7.5. Die verband tussen middele en doelstelling in opvoeding.

DEPARTEMENT HISTORIESE OPVOEDKUNDE

Prof. D. F. VAN DYK, B.A., D.Ed., (O.V.S.)

Baccalaureuseksamen (B.Ed.)

(Fen Vraestel)

Afdeling 1

DIE TEORETIESE EN METODOLOGIESE GRONDSLAE VAN DIE HISTORIESE OPVOEDKUNDE

- 1.1. Die betekenis, sin, wese, waarde, plek, perke en geskiedenis van die Historiese Opvoedkunde.
- 1.2. Die metode van ondersoek van die Historiese Opvoedkunde.
 - 1.2.1. Formulering van die probleem
 - 1.2.2. Versameling van die bronne-materiaal:
 - 1.2.2.1. Primêre bronne.
 - 1.2.2.2. Sekondêre bronne.
 - 1.2.3. Beoordeling van die bronne-materiaal:
 - 1.2.3.1. Interne kritiek
 - 1.2.3.2. Eksterne kritiek.
 - 1.2.4. Formulering van 'n hipotese.
 - 1.2.5. Die skryf van die verslag.
- 1.3. Teorie van die Historiese Opvoedkunde:
 - 1.3.1. Die probleme van seleksie, rangskikking en benadrukking.
 - 1.3.2. Die probleme van kousaliteit, motief en invloed.
 - 1.3.3. Die probleme van die hede: veralgemening, voorspelling, historiese analogie, die verlede in die lig van die hede, verskillende opvattinge ten opsigte van die geskiedenis.



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Afdeling 2

TYDPERKE IN DIE GESKIEDENIS VAN DIE OPVOEDING

- 2.1. *Die Piëtisme* (c. 1675-1750).
 - 2.1.1. Oorsake van die beweging.
 - 2.1.2. Grondbeginsels van die beweging.
 - 2.1.3. Verteenwoordigers van die beweging:
 - 2.1.3.1. Op kerklike gebied – Philipp Jakob Spener (1635-1705) en Nikolaus Ludwig von Zinzendorf (1700-1760)
 - 2.1.3.2. Op onderwysgebied – August Hermann Francke (1663-1727)
 - 2.1.4. Betekenis van die beweging.
- 2.2. *Die Aufklärungsperiode* (18de eeu)
 - 2.2.1. Algemene karakteristiek van die tydperk.
 - 2.2.2. Die Rasionalisme en Empirisme:
 - 2.2.2.1. Ontstaan en grondbeginsels van die beweging.
 - 2.2.2.2. John Locke (1632-1704) – psigologie en opvoedkundige denkbegrippe (met spesiale verwysing na sy „Some Thoughts Concerning Education” invloed.)
 - 2.2.3. Die Naturalisme:
 - 2.2.3.1. Die Naturalisme as lewens- en wêreldbeskouing:
 - 2.2.3.2.1. Kenteoretiese uitgangspunt.
 - 2.2.3.2.1.2. Ontologie en kosmologie.
 - 2.2.3.2.1.3. Antropologie.
 - 2.2.3.2. Die Naturalisme as opvoedingsleer.
 - 2.2.3.2.1. Grondslae van die opvoedingsleer.

- 2.2.3.2.2. Jean Jacques Rousseau (1712-1778) as verteenwoordiger van die Naturalistiese opvoedingsleer—politieke en maatskaplike teorieë, opvoedkundige beginsels en—praktyk (met spesiale verwysing na sy *Emile*), betekenis van sy opvoedkundige gedagtes
- 2.2.3.3. Bydraes van die Naturalistiese denkrigting tot die toerie en praktyk van die opvoeding
- 2.2.4. Die Filantropinisme:
 - 2.2.4.1. Grondbeginsels van die rigting.
 - 2.2.4.2. Johann Bernhard Basedow (1724-1790)
 - 2.2.4.3. Christian Heinrich Salzmann (1744-1811)
 - 2.2.4.4. Betekenis van die opvoedingswerk van die Filantropie.
 - 2.2.5. Algemene invloed van die Aufklärung op die skoolwese.

Afdeling 3

'n Tydperk in die geskiedenis van die onderwys in Suid-Afrika: Staats- en Sending-Onderwys gedurende die 19de Eeu in een van die vier Provinsies (Waar moontlik moet die studie geskied aan die hand van gedrukte dokumente.).

- 3.1. *Die Kaapprovinsie*
 - 3.1.1. Die ontwikkeling van blanke staatsonderwys gedurende die 19de eeu:
 - 3.1.1.1. Die Mist-periode, 1803-1806.
 - 3.1.1.2. Verengelsingperiode, 1806-1839.
 - 3.1.1.3. Tydperk van staatsondersteunde skole, 1839-1859.
 - 3.1.1.4. Langham Dale as S.G.O., 1859-1892.
 - 3.1.2. Die ontwikkeling van staats- en sendingonderwys aan nie-blankes gedurende die 19de eeu
 - 3.1.3. Die ontwikkeling en invloed van die Liberalisme in die onderwys in Kaapland gedurende die 19de eeu.
 - 3.1.4. Die invloed van die Britse onderwysbeginsels op die Kaapse onderwys gedurende die 19de eeu.
 - 3.1.5. Die taalvraagstuk in die Kaapprovinsie gedurende die 19de eeu met spesiale verwysing na die onderwys.
 - 3.1.6. Die betekenis van hierdie tydperk vir die 20ste-eeuse onderwys in die provinsie.
- 3.2. *Transvaal*
 - 3.2.1. Die ontwikkeling van blanke staatsonderwys gedurende die 19de eeu
 - 3.2.1.1. Die pioniersjare, 1838-1858.
 - 3.2.1.2. Onderwys onder die Algemene Onderwyskommissie, 1859-1867.
 - 3.2.1.3. Onderwys onder die Uitvoerende Raad, 1868-1871.
 - 3.2.1.4. Die Burgerstydperk, 1872-1877.
 - 3.2.1.5. Die besettingstydperk, 1877-1891.
 - 3.2.1.6. Ds. S. J. du Toit as Superintendent, 1882-1887
 - 3.2.1.7. Onderwys onder H. Stiemens, 1888-1891.
 - 3.2.1.8. Prof. N. Mansvelt as Superintendent, 1891-1899.
 - 3.2.2. Die ontwikkeling van staats- en sendingonderwys aan nie-blankes gedurende die 19de eeu
 - 3.2.3. Die invloed van die Britse onderwysbeginsels op die Transvaalse onderwysstelsel gedurende die 19de eeu.
 - 3.2.5. Teenkating van Hollandsprekende kant teen die Transvaalse onderwys en onderwysbeleid.
 - 3.2.6. Die betekenis van hierdie tydperk vir die 20ste-eeuse onderwys in die provinsie.
- 3.3. *Die Orange-Vrystaat.*
 - 3.3.1. Die ontwikkeling van blanke staatsonderwys gedurende die 19de eeu.
 - 3.3.1.1. Onderwys gedurende die Soewereiniteitsperiode, 1848-1853.
 - 3.3.1.2. Grondlegging van 'n Republikeinse onderwysstelsel, 1854-1872.

- 3.3.1.3. Die onderwys op 'n hegte geondslag geplaas deur onderwyswette nr. 5 van 1872 en nr. 1 van 1874.
- 3.3.1.4. Die Brebneronderwysstelsel, 1874-1899.
 - 3.3.1.4.1. Daarstelling van 'n Onderwysdepartement
 - 3.3.1.4.2. Grondslae en probleme van die Brebnerstelsel.
 - 3.3.1.4.3. Konsolidering en ontplooiing van die stelsel.
 - 3.3.1.4.4. Onderwyspraktyk in Bloemfontein en die platteland.
 - 3.3.1.4.5. Dr. Johannes Brill en die Greykollege
 - 3.3.1.4.6. Die Damesinstituut Eunice.
- 3.3.2. Die ontwikkeling van sending- en staatsonderwys aan nie-blankes gedurende die 19de eeu.
- 3.3.3. Die taal- en taal mediumvraagstuk gedurende die 19de eeu.
- 3.3.4. Betekenis van hierdie tydperk vir die onderwys in die Vrystaat gedurende die 20ste eeu.

- 3.4. *Natal*
 - 3.4.1. Die ontwikkeling van blanke staatsonderwys gedurende die 19de eeu.
 - 3.4.1.1. Onderwys gedurende die Voortrekkerperiode, 1835-1838.
 - 3.4.1.2. Die republiek Natalia en die Onderwys, 1839-1845.
 - 3.4.1.3. Eerste jare onder die Engelse bewind, 1846-1858.
 - 3.4.1.4. Onderwys onder Superintendente dr. R. J. Mann (1859-1870) en T. W. Brooks (1870-1877).
 - 3.4.1.5. Onderwys op 'n hegte grondslag geplaas deur onderwyswette nrs. 15 en 16 van 1877.
 - 3.4.1.6. Snelle ontwikkeling onder R. R. Rossel.
 - 3.4.1.6.1. Vanaf 1878-1894 as Superintendent-Inspekteur in samewerking met die Raad van Onderwys.
 - 3.4.1.6.2. Vanaf 1894-1900 as Superintendent van Onderwys in samewerking met die eerste Onderwys-departement.
 - 3.4.2. Die ontwikkeling van sending- en staatsonderwys aan nie-blankes gedurende die 19de eeu.
 - 3.4.3. Die taal- en die taalmediumvraagstuk gedurende die 19de eeu.
 - 3.4.4. Die betekenis van hierdie tydperk vir die onderwys in Natal gedurende die 20ste eeu.

UNIVERSITEITSONDERWYSDIPLOMA (U.O.D.)

(Een Vraestel)

Afdeling 1

- 1.1. *Inleiding*: Historiese opvoedkunde as 'n wetenskap.
Die oudste beskawings.
- 1.2. *Griekse Onderwys*: Die Griekse opvoedingsideaal en onderwysstelsel in sy ewolusie:
 - 1.2.1. Homerus periode (100-776 B.C.)
 - 1.2.2. Spartaanse opvoeding en onderwys (850-338 B.C.)
 - 1.2.3. Atheense-opvoeding en onderwys (776-146 B.C.)
 - 1.2.3.1. Ou Griekse periode
 - 1.2.3.2. Nuwe Griekse periode
 - 1.2.3.3. Algemene waardebeplanning (die Sofiste—Sokrates—Plato—Aristoteles)
- 1.3. *Algemene oorsig van die historiese of Romeinse opvoeding, 753 tot ±100 B.C.:*
Historiese agtergrond en algemene kenmerke van die Romeinse volk.
 - 1.3.1. Vroeë Romeinse opvoeding en onderwys, 753 tot ±100 B.C.

- 1.3.1.1. Vroeë suiwer Romeinse onderwys, 753 tot ± 250 B.C.
- 1.3.1.2. Die oorgangs periode, van ± 250 tot ± 100 B.C.
- 1.3.2. Latere Romeinse opvoeding en onderwys, van ± 100 B.C. tot 476 A.D.
- 1.3.2.1. Die imperiale periode van kosmopolitiese vergriekse Romeinse onderwys, van ± 100 A.D. - 200 A.D.
- 1.3.2.2. Die periode van verval van ± 200 tot 476 A.D.
- 1.3.3. Algemene waardebeplating (Seneca, Cicero, Quintilianus)

- 1.4. *Vroeë Christelike opvoeding en onderwys :*
 - Historiese agtergrond in bree trekke:
 - 1.4.1. Christus as opvoeder
 - 1.4.2. Christelike opvoeding en onderwys:
 - 1.4.2.1. Katkisasieskole
 - 1.4.2.2. Kategetiese skole
 - 1.4.2.3. Biskoplike en Katedraalse skole
 - 1.4.2.4. Kloosterskole
 - 1.4.2.5. Heidense skole
 - 1.4.3. Uitstaande figure in die Christelike opvoeding en onderwys (Apostel Paulus—Aurelius Augustinus).

- 1.5. *Algemene oorsig van die ontwikkeling van onderwys in die middel eue :*
 - Historiese agtergrond
 - 1.5.1. Opvoeding en onderwys gedurende die vroeë Middel- eue (van ± 500 tot ± 1100)
 - 1.5.1.1. Kloosterlewe en—wese.
 - 1.5.1.2. Die herlewing van geleerdheid onder Karel die Grote.
 - 1.5.1.3. Ridderwese en- skole.
 - 1.5.1.4. Saraseense opvoeding en onderwys.
 - 1.5.2. Opvoeding en onderwys gedurende die latere Middeleeue (van ± 1100 tot ± 1500)
 - 1.5.2.1. Skolastiek.
 - 1.5.2.2. Mistiek.
 - 1.5.2.3. Die opkoms van die stede, handel en industrie, en van die middel klasse.
 - 1.5.2.4. Die mediaeval universiteite.
 - 1.5.2.5. Die Renaissance van die twaalfde eeu.

- 1.6. *Die Renaissance en Humanisme :*
 - Algemene kenmerke—histories:
 - 1.6.1. Die Renaissance in die suide.
 - 1.6.2. Die Renaissance in noordelike Europa.
 - 1.6.3. Opvoedkundige betekenis van die Renaissance.
 - 1.6.4. Uitstaande figure, o.a. Vittorino da Feltre en ander Humanistiese onderwysers.

- 1.7. *Die Hervorming en teen—Hervorming :*
 - Die Hervorming en sy betekenis vir die volksoopvoeding—Katolieke reaksies:
 - 1.7.1. Die Protestantse Hervorming.
 - 1.7.2. Lutheranisme.
 - 1.7.3. Calvinisme.
 - 1.7.4. Die Katolieke teen-hervorming.
 - 1.7.5. Die opvoedkundige betekenis van die Hervorming.

- 1.8. *Realisme en Pietisme (16de en 17de eue) :*
 - 1.8.1. Humanistiese realisme—Rabelais
 - 1.8.2. Sosiale realisme—Montaigne.
 - 1.8.3. Sintuiglike realisme—Comenius, Ratke.
 - 1.8.4. Die Pietisme.

- 1.9. *Die Dissiplinêre regting (19de en 18de eeu)*.
Opsomming – John Locke
- 1.9.1. Formele dissiplinê.
- 1.9.2. Die Rasionalisme.
- 1.10. *Die Naturalistiese Regting (18de en 19de eeu)*:
Opsomming.
- 1.10.1. Jean Jacques Rousseau.
- 1.10.2. Johann B. Basedow en die filantropinisme.
- 1.10.2. Johann B. Basedow en die filantropinisme.
- 1.10.3. Christian E. Salzmann.
- 1.11. *Die Sielkundige Rigting (19de eeu)*.
Opsomming.
- 1.11.1. Johann Heinrich Pestalozzi.
- 1.11.2. Johann Friedrich Herbart
- 1.11.3. Friedrich Wilhelm August Frobel.
- 1.12. *Die Natuurwetenskaplike Rigting*:
Opsomming.
Herbert Spencer.
- 1.13. *Die Sosiologiese Rigting*:
Opsomming.
- 1.13.1. Die tydperk van Filantropie.
- 1.13.2. Die oorgangstadium.
- 1.13.3. Die politieke tydperk.
- 1.14. *Tegenwoordige Strominge in die Onderwys*:
Opsomming.
- 1.14.1. John Dewey (1859-1951).
- 1.14.2. Georg Kerschensteiner (1855-1932).
- 1.14.3. Die Jena plan.
- 1.14.4. William James (1812-1910)
- 1.14.5. Die Projekstelsel.
- 1.14.6. Die Individuele omring van die Onderwys:
 - 1.14.6.1. Die Montessori-stelsel
 - 1.14.6.2. Die Dalton Plan.
 - 1.14.6.3. Die Decroly-metode.
 - 1.14.6.4. Die Winnetka-tegniek.
 - 1.14.6.5. Die Morrison-plan.



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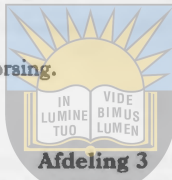
Afdeling 2

OORSIG VAN EUROPESE ONDERWYS IN SUID-AFRIKA

- 2.1. *Onderwys onder die Nederlandse Oos-Indiese Kompanie (1652-1795)*:
 - 2.1.1. Die begynjare aan die Kaap, (1652-1714).
 - 2.1.2. Tydperk van Hervorming en vooruitgang, 1714-1782.
 - 2.1.3. Verdere ontwikkeling onder die Skolarie, 1782-1795.
 - 2.1.4. Opsomming.
- 2.2. *Onderwys onder die Bataalse Republiek, 1803-1806*:
 - 2.2.1. Die Mist se memorie en die eerste reëlings.
 - 2.2.2. Die Skoolorder van de Mist.
 - 2.2.3. Samestelling van die Raad van Skolarie.
 - 2.2.4. Die Dames Instituut
 - 2.2.5. Die Latynse Skool
 - 2.2.6. Openbare Laer Skole.
 - 2.2.7. Kerkskole.
 - 2.2.8. Die Onderwysfonds.
 - 2.2.9. Die "Tot Nut van't Algemeen"

- 2.2.10. Onderwys in die buiteland.
- 2.2.11. Onderwys aan die Nie-Blankes.
- 2.2.12. Opsomming.
- 2.3. *Oorsig van die Ontwikkeling van die Onderwys in Engeland gedurende die 19de eeu :*
- 2.3.1. Filantropie in die Engelse onderwys, 1806-1839.
- 2.3.2. Die begin van staatsinmenging in die onderwys 1839-1865.
- 2.3.3. Toenemende staatsinmenging en die ontstaan van 'n nasionale onderwysstelsel, 1865-1902.
- 3.2.4. Invloed van die Britse Onderwysstelsel op die Kaapse onderwys gedurende die 19de eeu.
- 2.4. *Onderwys in Kaapland, 1806-1838 :*
- 2.4.1. Onderwys onder Graaf Caledon.
- 2.4.2. Onderwys onder sir John Cradock
- 2.4.3. Verengelsing onder Lord Charles Somerset.
- 2.4.4. Ontwikkeling van plaaslike onderwysbeheer.
- 2.4.5. Mislukking van die Somerset-skole en die opkoms van private skole.
- 2.4.6. Die "Zuid-Afrikaansche Athenaeum".
- 2.4.7. Onderwys aan nie-blankes.
- 2.4.8. Opleiding van onderwysers.
- 2.5. *Onderwys gedurende die Periode 1839-1859 :*
- 2.5.1. Die aanstelling van 'n Superintendent van Onderwys, 1839.
- 2.5.2. Onderwys onder James Rose-Innes, 1839-1859.
- 2.6. *Onderwys onder Langham Dal, 1859-1892 :*
- 2.6.1. Voorgeskiedenis.
- 2.6.2. Die Watermeyer-Onderwyskommissie, 1861-1863.
- 2.6.3. Die Onderwyswet van 1865.
- 2.6.4. Uitbreiding van staatsondersteunde Onderwys
- 2.6.5. Die Taal- en Taalmediumvraagstuk
- 2.6.6. Gevorderde Onderwys.
- 2.6.7. Hoër Onderwys.
- 2.6.8. Opleiding van Onderwysers.
- 2.6.9. Samevatting.
- 2.7. *Onderwys onder Thomas Muir, 1892-1915.*
- 2.7.1. Voorgeskiedenis.
- 2.7.2. Reorganisasie van die onderwysdepartement
- 2.7.3. Reorganisasie van die inspeksiestelsel.
- 2.7.4. Opleiding van onderwys.
- 2.7.5. Verruiming van die leerplan.
- 2.7.6. Instelling van skoolrade.
- 2.7.7. Verpligte onderwys.
- 2.7.8. Oprigting van skoolgeboue.
- 2.7.9. Hoër onderwys.
- 2.7.10. Die taalvraagstuk.
- 2.7.11. Samevatting.
- 2.8. *Onderwys Onder Dr. W. J. Viljoen, 1918-1929:*
- 2.8.1. Voorgeskiedenis.
- 2.8.2. Onderwysbeheer.
- 2.8.3. Inspeksie.
- 2.8.4. Demokratisering van die onderwys.
- 2.8.5. Klassifikasie van skole.
- 2.8.6. Sekondêre onderwys.
- 2.8.7. Sentralisasie.
- 2.8.8. Leergange en leerplanne.

- 2.8.9. Medium van onderwys.
- 2.8.10. Eksamens.
- 2.8.11. Verhoging van skoolinskrywing.
- 2.8.12. Onderwyspersoneel.
- 2.8.13. Onderwys aan nie-blankes.
- 2.9. *Onderwys onder Prof. M. C. Botha en Dr. W. de Vos Malan, 1929-1953 :*
 - 2.9.1. Inleiding.
 - 2.9.2. Mediese Inspeksie.
 - 2.9.3. Liggaamsopvoeding.
 - 2.9.4. Afwykende leerlinge.
 - 2.9.5. Die Skoolradiodiens.
 - 2.9.6. Aanskouingsonderwys.
 - 2.9.7. Landbou-onderwys.
 - 2.9.8. Gratis en verpligte onderwys.
 - 2.9.9. Leergange.
 - 2.9.10. Eksamens
 - 2.9.11. Onderwysers.
 - 2.9.12. Toelatingsouderdom en kleuterskole.
 - 2.9.13. Beroepsvoorligting.
 - 2.9.14. Verhoging van tweetaligheid.
 - 2.9.15. Godsdiensonderwys.
 - 2.9.16. Skoolvoeding.
 - 2.9.17. Opvoedkundige navorsing.
 - 2.9.18. Kleurlingonderwys.



BANTOE-ONDERWYS IN SUID-AFRIKA

- 3.1. *Die Tradisionele Onderwys van die Bantoe voor die koms van die Blankes :*
 - 3.1.1. Inleiding.
 - 3.1.2. Ou Bantu Kultuur.
 - 3.1.3. Tradisionele onderwys voor die aankoms van sendelinge :
 - 3.1.3.1. Informele onderwys.
 - 3.1.3.2. Formele onderwys.
 - 3.1.3.3. Samevatting.
 - 3.2. *Aankoms van sendelinge en sendingonderwys :*
 - 3.2.1. *Die vestiging van sendingstasies en die verskillende genootskappe :*
 - 3.2.1.1. Inleiding
 - 3.2.1.2. Vestiging van sendingstasies.
 - 3.2.1.2.1. Die Londense Sendinggenootskap.
 - 3.2.1.2.2. Metodiste Sendinggenootskap.
 - 3.2.1.2.3. Anglikaanse Sendinggenootskap.
 - 3.2.1.2.4. Presbiteriaanse Sendinggenootskap.
 - 3.2.1.2.5. Paryse Sendinggenootskap.
 - 3.2.1.2.6. Roomse Sendinggenootskap.
 - 3.2.1.2.7. Ned. Geref. Kerk Sendinggenootskap.
 - 3.2.1.2.8. Ander.
 - 3.2.2. *Sendingonderwys :*
 - 3.2.2.1. Stigting van Sendingskole.
 - 3.2.2.2. Katkisasieklasse.
 - 3.2.2.3. Studie van die Bybel.
 - 3.2.2.4. Taalprobleme.
 - 3.2.2.5. Leerplanne.
 - 3.2.2.6. Invloed van Sendingonderwys op Bantoe Tradisionele onderwys.
 - 3.2.2.7. Gevolge.

- 3.3. *Bantoe-Onderwys in Kaapland :*
- 3.3.1. *Oorplasing van Bantoe Sendingonderwys na staatsbeheer :*
- 3.3.1.1. Inleiding.
- 3.3.1.2. Sir George Grey en Bantoe-onderwys.
- 3.3.1.3. Stigting van Industriële skole.
- 3.3.2. *Bantoe-onderwys onder leiding van sir Langham Dale, 1865-1892 :*
- 3.3.2.1. Veroordeling van die Bantoe Tradisionele onderwys en die invoering van 'n Westerse Onderwysstelsel in Bantoeskole.
- 3.3.2.2. Staatsteun vir Bantoe-onderwys.
- 3.3.2.3. Industriële Onderwys.
- 3.3.2.4. Onderwyswet van 1865.
- 3.3.2.5. Leerplan.
- 3.3.2.6. Onderwyspersoneel.
- 3.3.2.7. Onderrig.
- 3.3.2.8. Inspeksie.
- 3.3.3. *Dr. Thos Muir en Bantoe-onderwys, 1892-1915 :*
- 3.3.3.1. Aangeleentheid van onderwysers in skole.
- 3.3.3.2. Toelatingsouderdomme van leerlinge.
- 3.3.3.3. Moedertaalonderwys.
- 3.3.3.4. Industriële onderwys.
- 3.4. *Bantoe-Onderwys in Natal, Transvaal en Oranje-Vrystaat in die Negentiende eeu :*
- 3.4.1. Inleiding.
- 3.4.2. Natal.
- 3.4.2.1. Sendingonderwys.
- 3.4.2.2. Beleid van die Voortrekkers insake Bantoe-onderwys.
- 3.4.2.3. Subsidies aan sendingskole, 1856.
- 3.4.2.4. Staatsbeheer, 1884.
- 3.4.2.5. Opleiding van onderwysers, 1886.
- 3.4.2.6. Aanstelling van 'n inspekteur.
- 3.4.2.7. Stigting van 'n industriële skool.
- 3.4.2.8. Bantoe-onderwys onder beheer van die Direkteur van Onderwys, 1894.
- 3.4.2.9. Stigting van 'n adviesraad, 1907.
- 3.4.3. *Transvaal :*
- 3.4.3.1. Werk van sendinggenootskappe in Transvaal teen 1842.
- 3.4.3.2. Tydperk voor die Anglo-Boereoorlog.
- 3.4.3.3. Die Kroonkolonie periode.
- 3.4.3.4. Onderwyseropleiding.
- 3.4.4. *Orange-Vrystaat :*
- 3.4.4.1. Stigting van 'n sendingstasie te Philippolis, 1823.
- 3.4.4.2. Werksaamhede van die Paryse, Berlynse en Wesleyaanse sendinggenootskappe.
- 3.4.4.3. Toelae van die Republiekeïse Regering aan Sendingskole
- 3.4.4.4. Uitbreek van die Tweede Vryheidsoorlog.
- 3.5. *Bantoe-Onderwys in Suid-Afrika gedurende die volgende periodes :*
- 3.5.1. 1910-1917 :
- 3.5.1.1. Opleiding van onderwysers.
- 3.5.1.2. Primêre skole.
- 3.5.1.3. Aanstelling van addisionele skoolinspekteurs.
- 3.5.1.4. Stigting van 'n biblioteek vir onderwysers in diens.
- 3.5.2. 1918-1920
- 3.5.2.1. Hersiende kursus vir opleiding van onderwysers.
- 3.5.2.2. Klassifikasie van skole.
- 3.5.3. 1921-1925 :
- 3.5.3.1. Progressiewe maatreëls.



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- 3.5.3.2. Invoering van primere skoolksamens.
- 3.5.3.3. Aanstelling van Bantoetoeseighouers in Bantoe-onderwys, 1923.
- 3.5.3.4. Besoldiging van onderwysers volgens 'n vooropgestelde skaal.
- 3.5.3.5. Ontwikkeling van die Regerings-skoolstelsel.
- 3.5.3.6. Hersiening van die skoolleerplanne met nadruk op moedertaalonderwys.
- 3.5.3.7. Stigting van landbou-demonstrasiesentrums.
- 3.5.4. 1925-1936:
 - 3.5.4.1. Hersiening van leerplanne.
 - 3.5.4.2. Onderwyseropleiding.
 - 3.5.4.3. Liggaamlike opvoeding.
 - 3.5.4.4. Industriële opleiding.
 - 3.5.4.5. Afsonderlike inspektorate.
 - 3.5.4.6. Verslag van die Interdepartementele Kommissie insake Bantoe-onderwys 1935-1936.
- 3.5.5. 1939-1949:
 - Ontwikkeling in Bantoe-onderwys in die oorlogsjare.
- 3.6. *Die Eiselen-Kommissie verslag, 1951-1953.*



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SEKONDÊRE ONDERWYSDIPLOMA (S.O.D. II.)

(Een vraestel)

Afdeling I

- 1.1. *Naturalisme (18de en 19de eeue) :*
 - 1.1.1. Algemene karakteristiek van die tydperk.
 - 1.1.2. Jean Jacques Rousseau as verteenwoordiger van Naturalisme.
 - 1.1.3. Opvoedkundige betekenis van Naturalisme.
- 1.2. *Die Sielkundige Rigting (19de eeue) :*

Opsomming: verteenwoordigers van die sielkundige rigting:

 - 1.2.1. Johann Heinrich Pestalozzi.
 - 1.2.2. Johann Friedrich Herbart.
 - 1.2.3. Friedrich Wilhelm August Fröbel.

Afdeling II

OORSIG VAN ONDERWYS IN SUID-AFRIKA AAN BLANKES EN NIE-BLANKES (BANTOE-ONDERWYS IS UITGESLUIT IN HIERDIE AFDELING).

- 2.1. *Onderwys aan die Kaap van 1652-1839:*
 - 2.1.1. Onderwys onder die Nederlandse Oos-Indiese Kompanje (1652-1714).
 - 2.1.1.1. Vroeë jare aan die Kaap (1652-1795)
 - 2.1.1.2. Tydperk van hervorming en vooruitgang, (1714-1782):
 - 2.1.1.3. Verdere ontwikkeling onder die skolarge, (1782-1795):
 - 2.1.1.4. Opsomming.
 - 2.2.1. Onderwys onder die Bataafse Republiek (1803-1806):
 - 2.1.2.1. De Mist se liberale onderwys ordinansie.
 - 2.1.2.2. Die Raad van Skolarge.
 - 2.1.2.3. Openbare- en Kerkskole.
 - 2.1.2.4. Onderwys aan Nie-Blankes
 - 2.1.3. Onderwys onder Britse Bestuur (1806-1839):
 - 2.1.3.1. Inleiding.
 - 2.1.3.2. Verengelsingsbeleid van:
Graaf Caledon
Sir John Cradock
Lord Charles Somerset.
 - 2.2.1. Ontwikkeling van onderwys aan die Kaap 1839-1910:
 - 2.2.1.1. Stigting van 'n Departement van Onderwys en die aanstelling van 'n Superintendent van Onderwys.
 - 2.2.1.2. Ontwikkeling van onderwys onder:
James Rose—Innes.
Langham Dale
Thomas Muir.
 - 2.2.2. Ontwikkeling van onderwys in die Oranje-Vrystaat:
 - 2.2.2.1. Die invloed van die Groot Trek.
 - 2.2.2.2. Die vestiging van die Voortrekkers en hulle moeilikhede in die beginjare.
 - 2.2.2.3. Die aandeel van Ds. Andrew Murray en Brebner in die onderwys.
 - 2.2.2.4. Sir George Grey.
 - 2.2.2.5. Waardebepaling van die ontwikkeling van onderwys.
 - 2.2.3. 'n Kort oorsig van die ontwikkeling van onderwys:
 - 2.2.3.1. in die Unie, 1910-1960
 - 2.2.3.2. in die Republiek van 1961.

Afdeling III

- 3.1. *Bantoe-onderwys in Suid-Afrika :*
- 3.1.1. Historiese oorsig van Bantoe-Tradisionele-onderwys.
- 3.1.2. Kontak tussen die tradisionele-onderwys en die stelsel van 'n westerse van Sending-onderwys.
- 3.1.3. Enkele-sendelinge en sendinggenootskappe en hulle betekenis vir die onderwys van die Bantoe:
- 3.1.3.1. Londense Sendinggenootskap.
- 3.1.3.2. Glasgow Sendinggenootskap.
- 3.1.3.3. Rhyense Sendinggenootskap.
- 3.1.3.4. Wesleyaanse Sendinggenootskap.
- 3.1.3.5. Anglikaanse Sendinggenootskap.
- 3.1.4. Staatsteun in die verskillende Bantoegebiede tot 1910.
- 3.1.5.1. Beheer oor en finansiële steun aan Bantoe-onderwys voor 1953 en na 1953.
- 3.1.5.2. Leerplanne, medium van onderwys personeel en inspeksie, soorte van skole in enige twee van die vier provinsies.
- 3.1.5.3. Stappe tot nasionalisering van Bantoe-onderwys.
- 3.1.5.4. 'n Kort oorsig van die ontwikkeling van hoër onderwys vir die Bantoe.



1. *Historiese Opvoedkunde as Wetenskap :*

- 1.1. Inleiding.
- 1.2. Veld van ondersoek.
- 1.3. Plek van Historiese Opvoedkunde.
- 1.4. Omvang van Historiese Opvoedkunde.
- 1.5. Die waarde van Historiese Opvoedkunde.

2. *Die Vroegste Beskawings :*

- 2.1. Egipte.
- 2.2. Assirie en Babilon
- 2.3. Mede en Perse (\pm 8ste eeu V.C.)
- 2.4. Helleense kultuur (333 V.C.)
- 2.5. Hebreese kultuur (\pm 1500 V.C.)
- 2.6. Romeinse kultuur (3de eeu V.C.)

3. *Griekse Opvoeding :*

- 3.1. Inleiding.
- 3.2. Spartaanse opvoeding.
- 3.3. Atheense opvoeding
- 3.4. Die Sofiste.
- 3.5. Die Griekse filosowe.

4. *Romeinse Opvoeding :*

- 4.1. Historiese agtergrond
- 4.2. Verskille tussen die Griekse en Romeinse nasionale karakter en opvoeding.
- 4.3. Tydperke, in Romeinse opvoeding:
- 4.3.1. Vroeë Romeinse opvoeding (753-146 V.C.)
- 4.3.2. Grieks-Romeinse Opvoeding (146 V.C.-530 A.D.)
- 4.3.3. 'n Paar uitstaande persone in die Romeinse opvoeding (Cicero—Quintilianus)

5. *Vroeë Christelike Opvoeding ('n kort oorsig):*

- 5.1. Kort historiese agtergrond.
- 5.2. Christus as opvoeder.

- 5.3. Die uitbreiding van die Christelike opvoeding:
- 5.3.1. Kategetiese skole.
- 5.3.2. Katkisasieskole.
- 5.3.3. Katedraalse en biskoplike skole.
- 5.3.4. Uitstaande figure in die Christelike opvoeding.
(Apostel Paulus—Arelus Augustinus).
6. *Die Onderwys gedurende die Middel Eeue* ('n algemene oorsig):
- 6.1. Historiese agtergrond.
- 6.2. *Die vroeë middel Eeue* (± 1500 — ± 1100):
- 6.2.1. Die opvoedkundige stelsel van die monastiese skole.
- 6.2.2. Die herlewing van geleerdheid onder Karel die Grote.
- 6.2.3. Ridderwese en—skole.
- 6.2.4. Saraseense opvoeding en onderwys.
- 6.3. *Die latere Middel Eeue* (± 1100 — ± 1500):
- 6.3.1. Skolastiek.
- 6.3.2. Mistiek.
- 6.3.3. Die opkoms van die stede, handel en industrie.
- 6.3.4. Die mediaeval universiteite.
7. *Die Renaissance en Humanisme*:
- 7.1. Oorsake en kenmerke van die Renaissance en Humanisme:
- 7.1.1. Kruistogte.
- 7.1.2. Skolastiek en Universiteite.
- 7.1.3. Veld van die wetenskap.
- 7.1.4. Drukkuns.
- 7.2. *Rigting in die Renaissance-Humanisme*:
- 7.2.1. Die moraliste van die Renaissance.
- 7.2.2. Naturalistiese Humanisme.
- 7.2.3. Stylhistiese Humanisme.
- 7.3. *Verteenwoordigers van die verskillende Humanistiese skole*:
- 7.3.1. Vittorino da Feltre.
- 7.3.2. Desiderius Erasmus.
- 7.3.3. Juan Luis Vives.
- 7.3.4. Johann Sturm.
- 7.4. Die opvoedkundige betekenis van die Renaissance—Humanisme.
8. *Die Hervorming en Teen-Hervorming*:
- 8.1.1. *Die Hervorming*:
- 8.1.1.1. Oorsprong van die Hervorming.
- 8.1.1.2. Kenmerke van die Hervorming.
- 8.1.1.3. Opvoedkundige hervormers:
- 8.1.1.3.1. Martin Luther.
- 8.1.1.3.2. Philipp Melancthon.
- 8.1.1.3.3. Maturin Cordier.
- 8.1.1.3.4. Johan Calvyn
- 8.1.2. Opvoedkundige betekenis van die Hervorming.
- 8.2. *Die Teen-Hervorming*:
- 8.2.1. Inleiding.
- 8.2.2. Jesuitiese orde van onderwys.
- 8.2.3. Opsomming.

DEPARTEMENT EMPIRIESE OPVOEDKUNDE

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

BACCALAUREUSEKSAMEN (B.Ed.)

Algemene Empiriese Opvoedkunde

(Een vraestel)

1. 'n Algemene vraestel van gevorderde aard omvattende:
 - 1.1. Die terrein en metodes van ondersoek van die Empiriese Opvoedkunde.
 - 1.2. Kritiese bespreking van die doel, grondbeginsels, metodes en bevindinge van verskillende psigologiese rigtinge en hul waarde vir die Empiriese Opvoedkunde
 - 1.3. Individuele en rasseverskille.
 - 1.4. Oorerwing en omg. wing
 - 1.5. Studies oor die emosies en die toepassing van bevindinge in die praktyk.
 - 1.6. Die leerwette en die verskillende leersoorte.
 - 1.7. Die sentimente, temperament en karakter.
 - 1.8. Psigologie van die kind en van die adolescent.
 - 1.9. Sielkundige vraagstukke en verskynsels en hul toepassing in die opvoeding en onderwys.



Spesiale Empiriese Opvoedkunde

(Een vraestel)

1. Verskynsels wat eksperimenteel ondersoek is: Leer, vermoeidheid, intelligensie kennis en ontwikkeling van geestesvermoens.
2. Besondere vraagstukke soos: swaksinnigheid, agterlikheid, begaafdheid, genialiteit, delinkwensie en skolastiese vertraging.
3. Meting van persoonlike ontwikkeling, die verskillende aspekte daarvan, bv. houdinge, belanstelling, aanleg, e.s.m.
- 4.1. Onderskeid tussen neuroses en psigosies.
- 4.2. '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 leerresultat.,
- Vermoeidheid, ans.

Universiteitsonderwysdiploma (U.O.D.)

(Een vraestel)

1. Die terrein en metodes van die empiriese opvoedkunde.
- 2.1. Ontwikkeling van die psigologie voor 1900
- 2.2. 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. Drage en motivering by gedrag.
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.
9. Die Leersielkunde:
 - 9.1. Leerwette en leermetodes.
10. Meting van leerresultate.
11. Vergeet, vermoedheid, oordrag van opleiding.
12. Abnormale verskynsels (slegs op skool).

Sekondêre Onderwysdiploma (S.O.D.)

(Een Vraestel)

1. Empiriese Opvoedkunde as wetenskap.
2. Die mens as psigo-fisiese wese.
3. Die gedrag van kinders.
4. Ontwikkeling van die Persoonlikheid.
5. Die leerproses.
6. Die Verstand.
7. Beroepsvoerligting.

OPVOEDKUNDE I

- 1.1. Die aard en wese van die Empiriese Opvoedkunde
- 1.2. Die verband tussen die psigologie en die opvoedkunde
- 1.3. Die probleem van 'n opvoedkundige psigologie en sy terrein.
2. Inleiding tot die metode van ondersoek van die Empiriese Opvoedkunde.
- 3.1. Kursuoriese oorsig van die vernaamste sielkundige strominge met spesiale klem op die opvoedkundige bydraes
- 3.2. Wysgerige grondslae van die Empiriese Opvoedkunde.
4. Inleiding tot die rol van die opvoeding by kinderontwikkeling.
5. Inleiding tot die leerproses.
- 6.1. Motivering.
- 6.2. Houdinge.

DEPARTEMENT DIDAKTIEK EN ADMINISTRASIE

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

Dr. J. A. T. WENTZEL, B.Sc. (Pret.), M.Ed. (S.A.), D.Ed. (Potch.)

N. KATIYA, B.A. (Rhodes), B.A., B.Ed. (S.A.)

Baccalaureuseksamen (B.Ed.)

Didaktiek

(Een vraestel)

- 1.1. Die didaktiek as deeldisipline van die opvoedkunde.
- 1.2. Onderskeid tussen algemene en besondere didaktiek.
- 2.1. 'n Ontleding van die didaktiese situasie as:
 - 2.1.1. Onderwysituasie.
 - 2.1.2. Leersituasie—Die leerproses.
 - 2.1.3. Gepreformeerde pedagogiese veld.
- 2.2. Die pedagogiese as moontlikheid in die didaktiese situasie. Die vraagstuk van die vormende waarde.
- 2.3. Die komponente van die didaktiese situasie as pedagogiese moontlikheid:
 - 2.3.1. Die onderwyser as opvoeder.
 - 2.3.2. Die lerende kind as opvoeding met inagneming van die beginsels van die ontwikkelingspsigologie.
 - 2.3.3. Die leerstof as kultuurbesit verteenwoordigend van die gehuldigde waarderangordening.
3. Taal as medium en die gebruik van hulpmiddels as onderwys- en leermiddels.
4. Opvoedkundige beginsels en hulle toepassing in die onderwys: Die totaliteits-, individualiteits-, sosialiteits-, aktiwiteits-, aanskouings-, ontwikkelings-, outoriteits- en vryheidsbeginsels.
5. Die „Nuwe Onderwysbeweging“ Meer in besonderhede as vir U.O.D.
 - 5.1. Die ontstaan en kenmerke daarvan.
 - 5.2. Die beginsels van die „Nuwe Metodiek.“
 - 5.3. Moderne onderwysstelsene:
 - 5.3.1. Die Montessori-stelsel.
 - 5.3.2. Die Dalton-plan.
 - 5.3.3. Die Projek-metode.
 - 5.3.4. Die Jena-plan.
 - 5.3.5. Die Decroly-skool.
 - 5.4. Proefneming daarmee en hulle invloed in Suid-Afrika.
 - 5.5. Toepassingsmoontlikhede in die tradisionele Suid-Afrikaanse skool.
- 6.1. Die didaktiese implikasies van die moderne Duitse denkpsigologie. Verwys ook na ondersoek in Suid-Afrika.
- 6.2. Die pedagogiese implikasies van verintellektualisering van die onderwys.
- 6.3. Gevoelsopvoeding op skool.
7. Recente beskouinge oor didaktiese aangeleenthede.
 - 7.1. In Amerika
 - 7.2. In Engeland.
 - 7.3. Op die Vasteland van Europa (veral die Nederlande en Duitsland).
 - 7.4. In Rusland.
 - 7.5. In Suid-Afrika.
8. Die vraagstuk van eksaminering: druiwing en bevordering (skool en universiteit).
9. Inleiding tot en die terrein van die ortodidaktiek.

N.B.—Waar 'n mate van oorfleueling met die werk vir die U.O.D. kursus voorkom, word vir die B.Ed. -graad 'n intensiewer wetenskaplike studie verwag.

Administrasie en Vergelykende Opvoedkunde

(Een vraestel)

1. Vergelykende opvoedkunde:
 - 1.1. Geskiedenis.
 - 1.2. Terminologie.
 - 1.3. Doelstellings.
 - 1.4. Omvang.
 - 1.5. Metodes.
 - 1.6. Waarde.
 - 1.7. Instellinge.
2. Die samehang van kultuur- en waardesisteme en opvoedingsisteme:
 - 2.1. Faktore wat opvoedingsisteme beïnvloed:
 - 2.1.1. Natuurlike faktore.
 - 2.1.2. Historiese faktore.
 - 2.1.3. Ekonomiese faktore.
 - 2.1.4. Politieke faktore.
 - 2.2. Kultuur- en waardesisteme:
 - 2.2.1. Religie.
 - 2.2.2. Nasionale karakter.
 - 2.2.3. Taal.
 - 2.2.4. Filosofiese standpunt.
 - 2.2.5. Tradisies en fundamentele beginsels.
 - 2.2.6. Status van opvoedkundige verkeer.
3. Opvoedkundige beleid en kontrole:
 - 3.1. Die opvoedkundige beleid en kontrole in die Republiek van Suid-Afrika:
 - 3.1.1. Provinsiale Onderwysdepartemente.
 - 3.1.2. Departement van Nasionale Onderwys.
 - 3.1.3. Departement van Bantoeonderwys.
 - 3.1.3.1. In die tuislande.
 - 3.1.3.2. In die Blankegebiede.
 - 3.2. Opvoedkundige beleid en kontrole in ander Afrika-state.
 - 3.3. Opvoedkundige beleid en kontrole:
 - 3.3.1. In Engeland en Wallis.
 - 3.3.2. Frankryk.
 - 3.3.3. V.S.A.
 - 3.3.4. V.S.S.R.
4. Onderwys in die Republiek en in 'n paar ander lande. 'n Vergelykende studie:
 - 4.1. Primêre onderwys.
 - 4.2. Sekondêre en hoër onderwys.
 - 4.3. Tegnieë en beroepsopleiding.
5. Differensiasie in die onderwys:
 - 5.1. Die grondslag van differensiasie in die onderwys.
 - 5.2. Differensiasie in 'n paar lande.
 - 5.3. Die komprehensiewe skool.
 - 5.3.1. Definisie en beskrywing van die komprehensiewe skool.
 - 5.3.2. Hoe die komprehensiewe skool in die praktyk funksioneer.
 - 5.3.3. Die voor- en nadele van die komprehensiewe skool.
 - 5.3.4. Die betekenis en die moontlike toepassing in Bantoe-onderwys.
6. Onderwysersopleiding:
 - 6.1. Opleiding van onderwysers in Europa, die V.S.A. en U.S.S.R.
 - 6.2. Opleiding van blanke onderwysers in Suid-Afrika.
 - 6.3. Opleiding van Bantoeonderwysers in Suid-Afrika.
 - 6.5. Vergelyking van die verskillende maniere waarvolgens onderwysers opgelei word.

7. 'n Vergelykende studie van die doelstellings met onderwys in die verskillende lande:
 - 7.1. Doelstellings met die onderwys in Frankryk, Engeland, V.S.A. en V.S.S.R.
 - 7.2. Doelstellings met die onderwys in Afrika-state.
 - 7.3. Doelstellings van Bantoeonderwys in Suid-Afrika.

Universiteitsonderwys Diploma (U.O.D.)

Didaktiek

(Een vraestel)

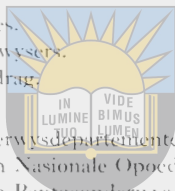
1. Die plek en aandeel van die didaktiek in die geheelstruktuur van die studie van die opvoedkunde.
 - 2.1. Begripsverklaring.
 - 2.2. Die verband tussen onderwys en opvoeding.
 - 2.3. Leerling, leermeester en leerstof as die komponente van die onderwys-situasie.
 - 3.1. Algemene didaktiese beginsels en die toepassing daarvan in onderwys-situasies.
 - 3.2. Metodes:
 - 3.2.1. Waarom 'n verskeidenheid van onderwysmetodes?
 - 3.2.2. Faktore wat die keuse van metodes beïnvloed.
 - 3.3. Algemene onderwysmetodes en -middels:
 - 3.3.1. Taal as onderwys- en opvoedingmedium.
 - 3.3.2. Hulpmiddels as onderwys- en as leermiddels.
 - 3.3.3. Deduktiewe en induktiewe, analitiese en sintetiese denkvorme.
 - 3.3.4. Mondelinge mededeling in die onderwys.
 - 3.3.5. Die gebruik van leesstof. Die voorgeskrewe handleiding en die gebruik van die biblioteek.
 - 3.3.6. Die probleemstellingmetode.
 - 3.3.7. Die aktiwiteitsmetode.
 - 3.3.8. Klasbesprekings.
 - 3.3.9. Studieprosedures. Die betekenis van die leergesprek.
 - 3.3.10. Skooltug.
 - 3.3.11. Eksamens en toetse.
 - 3.3.12. Promosie.
 - 3.4. Lesstipes:
 - 3.4.1. Informasieles: Verwysing na informasiebronne en die invloed daarvan op die keuse van die lesmetode.
 - 3.4.2. Hersieningsles. Beklemtoning van die totaliteitsiening.
 - 3.4.3. Drilles. Onderskeid tussen dressuur, gewoonte en onderwys.
 - 3.4.4. Waarderingsles. Die ontwikkeling van die estetiese en die etiese sin.
4. Onderwysvernuwing:
 - 4.1. Die algemene beginsels van die „Nuwe Onderwysbeweging.”
 - 4.2. Onderwysstelsels van die progressivistiese rigting:
 - 4.2.1. Die Montessori-stelsel.
 - 4.2.2. Die Dalton-plan.
 - 4.2.3. Die Projek-metode.
 - 4.2.4. Die Decroly-skool.
 - 4.2.5. Die Jena-plan.
 - 4.2.6. Die Winnetka-tegniek.
 - 4.3. Invloed van die Duitse denksigologie op didaktiese aangeleenthede.
 - 4.4. Resente ondersoeke en benaderings op die terrein van die didaktiek.

L.W.—In hierdie kursus sal veral gepoog word om die toepassingsmoontlikhede van die beginsels en die metodes in die tradisionele Suid-Afrikaanse skole te ondersoek.

Administrasie

(Een vraestel)

1. Sentrale en Provinsiale onderwysstelsse vir die Blankes:
 - 1.1. Organisasie.
 - 1.2. Kontrole.
2. Bantoe-onderwys: Organisasie en kontrole:
 - 2.1. In die Transkei.
 - 2.2. In die Ciskei.
 - 2.3. In die Blankegebiede.
 - 2.4. In ander ontwikkelende lande in Afrika.
3. Onderwys vir die Kleurlinge.
4. Onderwys vir die Indiërs.
5. Die skool:
 - 5.1. Stigting van nuwe skole.
 - 5.2. Klassifikasie van skole.
 - 5.3. Die skool as 'n opvoedingsinstelling.
6. Die onderwyspersoneel:
 - 6.1. Opleiding van onderwysers.
 - 6.2. Voorsiening.
 - 6.3. Diensvoorwaardes.
 - 6.4. Pligte van onderwysers.
 - 6.5. Professionele gedrag.
7. Inspeksiestelsel:
 - 7.1. Provinsiale Onderwysdepartemente.
 - 7.2. Departement van Nasionale Opvoeding.
 - 7.3. Departement van Bantoe-onderwys:
 - 7.3.1. In die Tuiskunde.
 - 7.3.2. In die Blankegebiede.
8. Die leerlinge:
 - 8.1. Toelating.
 - 8.2. Verpligte en nie-verpligte onderwys.
 - 8.3. Uitsetting van leerlinge.
 - 8.4. Klassifikasie.
 - 8.5. Eksaminering, promosies en drauprag.
 - 8.6. Vertraging.
 - 8.7. Versnelling.
 - 8.8. Verskillende groep-rings in die klaskamer om vir individuele verskille voorsiening te maak.
9. Fasiuteite:
 - 9.1. Geboue.
 - 9.2. Meubels.
 - 9.3. Voorraad in uitrusting.
 - 9.4. Skoolfondse.
10. Leergange en leerplanne:
 - 10.1. Werkskemas.
 - 10.2. Voorbereiding van lesse.
 - 10.3. Huiswerk.
 - 10.4. Roosters.
 - 10.5. Verslae.
 - 10.6. Registers.
11. Kalender:
 - 11.1. Die skool-week.
 - 11.2. Daaglikse rooster.
 - 11.3. Skoolfunksies.



University of Fort Hare
Together in Excellence

12. Voertaal:
 - 12.1. Enkel-medium skole.
 - 12.2. Dubbel-medium skole.
 - 12.3. Parallel-medium skole.
 - 12.4. Moedertaal-onderrig.
13. Buitemuurse aktiwiteite.

Metodiek van Onderwysvakke

(Een 2 uur-vraestel elk)

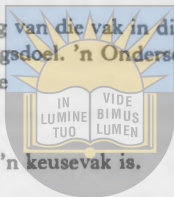
1. Die verband tussen besondere didaktiek en algemene didaktiek.
2. Die leerling; verskillende tipes.
3. Die vakonderwyser:
 - 3.1. Sy opleiding.
 - 3.2. Sy persoonlikheid.
 - 3.3. Sy pligte en verantwoordelikhede.
4. Die besondere vak:

Geskiedenis van die onderwys daarvan; terrein; metode van navorsing of beoefening; plek en betekenis binne die raamwerk van menslike aktiwiteite.
5. Die doel:

Regverdiging vir die insluiting van die vak in die skool-program gesien in die lig van die uiteindelijke opvoedingsdoel. 'n Onderzoek van veral:

 - 5.1. die instrumentele waarde
 - 5.2. die praktiese waarde
 - 5.3. die vormende waarde.

Waarom dit 'n kern- of 'n keusevak is.
6. Die leerinhoud:
 - 6.1. Die plek van die vak binne die raamwerk van die skool-program as geheel.
 - 6.2. Die aandeel van die kind met betrekking tot die seleksie van die leerstof in die lig van die uiteindelijke opvoedings-ideaal.
 - 6.3. Beplanning van die leerinhoud:
 - 6.3.1. Onderskeid tussen die begrippe *leerplan* (curriculum) en leergang (syllabus)
 - 6.3.2. Die beginsels wat in ag geneem word by die opstel van die leerplan en die gradering van die leergang vir die besondere vak.
 - 6.3.3. 'n Krities-waarderende ontleding van die leerplan met die leergang-gradering vir die besondere vak in een van die provinsies.
7. Metode:
 - 7.1. Die aandeel van die komponente van die didaktiese situasie in die lig van die opvoedingsdoel.
 - 7.2. Die toepassing van die algemene didaktiese beginsels in die betrokke vak.
 - 7.3. Die toepassing van spesifieke metodes of kombinasies van metodes in die betrokke vak, met inagneming van die aard van die vak maar met besondere aandag aan die betekenis en die moontlikhede van klasbesprekings, die gebruik van lees-stof, eksperimente, die toepassingsmoontlikhede van enkele beginsels en praktyke van sommige van die „nuwe onderwys-stelsels”
 - 7.4. Hulpmiddels en hulle gebruik in die besondere vak
 - 7.5. Die lesvoorbereiding en die uitvoering daarvan – klas- kamerdisipline
 - 7.6. Die aard van werkopdragte aan leerlinge. Die huiswerkprogram.
 - 7.7. Leerprobleme van leerlinge, met besondere aandag aan ortodidaktiese hulp in die besondere vak.
8. Meting en evaluering:
 - 8.1. As diagnostiseringsmiddel
 - 8.2. As siftingsmiddel
 - 8.3. Die opstel van toetse en eksamenvrae in die besondere vak.



9. Differensiasie:
- 9.1. Die noodsaaklikheid al dan nie van differensiasie in die betrokke vak.
- 9.2. Differensiasie met betrekking tot doelstelling, leerinhoud, onderwysmetode, werkopdragte, eksaminering.
10. Organisasie:
- 10.1. Werkskemas: Verdeling van die jaarprogram.
- 10.2. Voorbereiding en verslag.
- 10.3. Roosterbeplanning
- 10.4. Die lokaal
- 10.5. Toetse en eksamens.
- 10.6. Puntestate en rapporte.
11. Enige aspek van besondere betekenis in die bepaalde vak wat nie deur die voorafgaande gedek word nie.

Teorie van Praktiese onderwys

(Een vraestel)

1. Tegniese Hulpmiddelle in die Moderne Onderwys:
 - 1.1. Die verskeidenheid van hulpmiddels
 - 1.2. Die funksies van hulpmiddels
 - 1.3. Die beginsels wat die suksesvolle aanwending van hulpmiddels onderlê.
 - 1.4. Klassifikasie en gebruik van hulpmiddels:
 - 1.4.1. Voorwerpe, voorbeelde en modelle
 - 1.4.2. Grafiese materiaal—kaarte, grafieke, voorstellings, plakkate, prente en tekeninge.
 - 1.4.3. Nie-geprojekteerde prente—die tipe, keuring en gebruik.
 - 1.4.4. Geprojekteerde stilprente—die projektor—die keuse, gebruik en versorging. Skyfies—keuring, gebruik en bewaring
 - 1.4.5. Films—die voor- en nadele
 - 1.4.6. Skoolreise en toere: Die doel en die tipes.
 - 1.4.7. Hulpmiddels.
 - Radio—doelstellings en wenke vir die gebruik van die uitsendings.
 - Bandopneemer
 - Draaitafel
 - Geprogrammeerde onderwys.
2. Bordwerk:
 - 2.1. Geskiedenis van die skryfbord
 - 2.2. Die skryfbord as onderwys-hulpmiddel
 - 2.3. Voordele van die skryfbord bo ander hulpmiddels
 - 2.4. Soorte skryfborde
 - 2.5. Die onderwyser en die skryfbord
 - 2.6. Posisie en onderhoud van die skryfbord
 - 2.7. Metodes en tegnieke by die gebrek van die skryfbord.
 - 2.8. Kryt en uitveër.
3. Skoolhigiëne:
 - 3.1. Funksie van die Menslike liggaam:
 - 3.1.1. Spier-skeletstelsel.
 - 3.1.2. Sirkulasiestelsel.
 - 3.1.3. Asemhalingstelsel
 - 3.1.4. Spysverteringstelsel
 - 3.1.5. Uitskeidingstelsel.
 - 3.1.6. Endokrinestelsel.
 - 3.1.7. Senuweestelsel met betrekking tot die gesonde liggaam.

- 3.2. Dieëtkunde:
 - 3.2.1. Voedselbestanddele, Proteïene, Koolhidrate, Vette, Minerale Soute, Vitamines.
 - 3.2.2. Geaardheid van die bestanddele.
 - 3.2.3. Voedselbronne
 - 3.2.4. Uitwerking van tekorte in dieët.
- 3.3. Higiëne.
 - 3.3.1. Persoonlike Higiëne.
 - 3.3.2. Higiëne van die Gemeenskap.
 - 3.3.3. Aansteeklike siektes:
 - 3.3.3.1. Kindersiektes.
 - 3.3.3.2. Afsondering
 - 3.3.4. Watervoorsiening.
 - 3.3.5. Organisering van Skool-gesondheidsdienste.
- 3.4. Eerstehulp:
 - 3.4.1. Wonde en Wondebehandeling.
 - 3.4.2. Beenbreke en Ontwrigtings
 - 3.4.3. Brandwonde.
 - 3.4.4. Kunsmatige asemhaling.
- 3.5. Departementele Regulasies aangaande Aansteeklike Siekte.



- 1. Proefonderwys:
 - 1.1. Minstens drie weke van proefonderwys moet gedoen word aan die begin van die professionele jaar. Die skool-prinsipaal moet 'n konfidensiële rapport indien
 - 1.2. Vier weke gedurende die jaar van opleiding.
- 2. Demonstrasielesse.
- 3. Krieklesse: Minstens agt lesse sal deur dosente van die Universiteit aan-gehoor word.

Sekondêre Onderwysdiploma. (S.O.D.) II.

(Een vraestel)

DIDAKTIEK

- 1. Algemene Didaktiek: Terrein en Enkele Fundamentele Begrippe.
 - 1.1. Wat is Algemene Didaktiek?
 - 1.2. Die Onderwyssituasie of Didaktiese Situasië.
 - 1.3. Tradisionele teenoor Moderne Benadering in die Didaktiek.
 - 1.4. Algemene Didaktiek en Vakmetodiek.
- 2. Algemene Didaktiese Beginsels en die Toepassing daarvan in Onderwys situasies:
 - 2.1. Die Totaliteitsbeginsel.
 - 2.2. Belangstellingsbeginsel. Motivering.
 - 2.3. Die Aanskouingsbeginsel.
 - 2.4. Die Heembeginsel.
 - 2.5. Die Selfwerkzaamheidsbeginsel.
- 3. Vrae:
 - 3.1. Onderwysersvrae:
 - 3.1.1. Indeling.
 - 3.1.2. Kenmerke van goeie vrae.
 - 3.1.3. Algemene beginsels by die stel van vrae.
 - 3.2. Die hantering van die antwoorde van leerlinge
 - 3.3. Leerlingvrae.

4. Besondere Onderwysmetodes:
 - 4.1. Die mondelinge mededeling of lesingmetode.
 - 4.2. Die vraag-en-antwoord metode.
 - 4.3. Die klasbespreking.
 - 4.4. Die probleemstellingsmetode.
5. Verskillende Lestipes
Onderskei tussen die vernaanste lestipes in die tradisionele skool.
6. Toetsing: Meting en Evaluering:
 - 6.1. Die belangrikheid van toetse en eksamens.
 - 6.2. Beskrywing en indeling van toetse en eksamens.
 - 6.3. Oorweging by die opstel van toetse en eksamens.
 - 6.4. Verslae oor die vordering van leerlinge. Rapportre.
7. Onderwysvernuwing:
 - 7.1. Algemene Beginsels van die 'Nuwe Onderwysbeweging.'
 - 7.2. Resente didaktiese strominge, met spesiale klem op die didaktiese implikasies van die moderne denkpsigologie.
 - 7.3. Onderrig tot kreatiwiteit.
 - 7.4. Geprogrammeerde onderrig.

Administrasie

1. 'n Vergelykende studie van die onderwysstelsime in Afrika.
- 1.1. Sentrale en Provinsiale onderwysstelsime vir Blankes in die Republiek van Suid-Afrika.
 - 1.2. Bantoe-onderwys in die Republiek van Suid-Afrika:
 - 1.2.1. Departement van Bantoe-onderwys:
 - 1.2.1.1. Hoofkantoor in Pretoria; die afdelings en afdelingshoofde.
 - 1.2.1.2. Gedentraliseerde kontrole.
 - 1.2.2. Onderwys in die Transkei
 - 1.2.3. Onderwys in die Ciskei
 - 1.2.4. Onderwys in die Blankegebiede.
 - 1.3. Onderwys vir die Kleurlinge.
 - 1.4. Onderwys vir die Indiërs.
 - 1.5. Onderwysstelsime in ander Afrika-lande:
 - 1.5.1. Tipes onderwys.
 - 1.5.2. Sekere algemene probleme wat in hierdie ontwikkelende gebiede ondervind word.
 - 1.5.3. Beplanning van die onderwys met die oog op nasionale ontwikkeling.
2. Die Skool:
 - 2.1. Stigting van nuwe skole.
 - 2.2. Versorging van geboue en gronde.
 - 2.3. Meubels.
 - 2.4. Rekwaysies en beheer oor uitrusting.
 - 2.5. As opvoedingsinstelling:
 - 2.5.1. Die primêre skool
 - 2.5.2. Die sekondêre skool
 3. Organisasie en beheer van skole:
 - 3.1. Klaswek- en huiswerk roosters.
 - 3.2. Registers
 - 3.3. Verslae
 - 3.4. Skemas en verslag van werk.
 - 3.5. Rekeninge, verslae en korrespondensie.
 - 3.6. Toetse, eksamens en promosies.
 - 3.7. Vertraging en versnelling.
 - 3.8. Groeperings in die klaskamer om vir individuele verskille voorsiening te maak.

4. Die ideale skool en sy omgewing:
 - 4.1. Die hooft.
 - 4.1.1. Sy pligte.
 - 4.1.2. Verhouding tot sy personeel.
 - 4.1.3. Verhouding tot die leerlinge.
 - 4.1.4. Verhouding tot die ouers.
 - 4.2. Die onderwyser:
 - 4.2.1. Sy opleiding.
 - 4.2.2. Professioneel gedrag.
 - 4.2.3. Verhouding tot die leerlinge.
 - 4.2.4. Verhouding tot die ouers.
 - 4.3. Die leerlinge:
 - 4.3.1. „Esprit de Corps” – Gees van die skool.
 - 4.3.2. Klassifikasie.
 - 4.4. Klassifikasie van skole:
 - 4.4.1. Volgens kerkverband.
 - 4.4.2. Volgens ras en of taal.
 - 4.4.3. Volgens wyse van kontrole.
 - 4.4.4. Volgens die doel en inhoud.
 - 4.4.5. Volgens standaard en vlak van onderwys.
 - 4.4.6. Volgens die aantal leerlinge.
 - 4.4.7. Volgens die omgewing waarin die skool geleë is.
 - 4.4.8. Volgens die geslag van die leerlinge.
 5. Departementele regulasies en diensvoorwaardes.
 6. Inspeksiestelsel:
 - 6.1. Streeks-inspekteurs.
 - 6.2. Kring-inspekteurs.
 - 6.3. Spesiale vak-inspekteurs.
 - 6.4. Vergelyking van die inspeksiestelsel:
 - 6.4.1. In die Transkei.
 - 6.4.2. In die Oos-Kaap.
 - 6.4.3. In die Blankegebiede.



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Metodiek van Onderwysvakke

1. Algemeen:
 - 1.1. Die kursus moet die inhoud van die vakke (Norm I-III) sowel as die of derwys metodes dek. Die twee aspekte moet egter nie as losstaande afdelings behandel word nie maar die vakinhoud en onderwysmetodes moet tot 'n sinvolle geheel geïntegreer word.
 - 1.2. Spesiale aandag moet gegee word aan die doelstellings soos uiteengesit in die inleidende opmerkings aan die begin van elke sillabus. Dit sal verseker dat die doelstellings met die onderrig van elke vak bereik word.
2. Benadering.

Die studie van die inhoud sowel as die bestudering van die metodes, kan op verskillende maniere gedoen word. Dit sal ook in baie gevalle van vak tot vak verskil. Die volgende metodes kan gebruik word.

 - 2.1. Individuele werkstukke.
 - 2.2. Groep-werkstukke.
 - 2.3. Klassikale projekte.
 - 2.4. Lesse, notas en demonstrasielesse.
 - 2.5. Praktiese werk. In al die vakke waar dit engsins moontlik is, moet praktiese werk ook gedoen word.
3. Beplanning.
 - 3.1. Werkskemas.
 - 3.1.1. Skema vir die jaar.

- 3.1.2. Skema vir elke kwartaal.
- 3.1.3. Skema vir elke week.
- 3.2. Verslag van die werk.
- 4. Die didaktiese aspekte wat by elke vak van toepassing is, moet aandag geniet:
- 4.1. Die doel met die onderrig van die spesifieke vak en die korrelasie tussen die afsonderlike vakke.
- 4.2. Die inleidende opmerkinge by die verskillende sillabusse vir die junior sertifikaat.
- 4.3. Die belangrikheid van 'n praktiese benadering waarin daar spesiale aandag gegee word aan die probleme en omstandighede van Bantoe-onderwys.
- 4.4. Die gebruik van hulpmiddels om die begrippe en beginsels duidelik tuis te bring.
- 4.5. Elke afdeling van die sillabus moet volledig behandel word. Die volgende aspekte moet aandag geniet:
 - 4.5.1. Die voorkennis wat 'n noodsaaklike vereiste is om die nuwe werk te kan verstaan.
 - 4.5.2. Die tipe les wat die geskikste is om die besondere afdelings te behandel.
 - 4.5.3. Die voorbereiding en aanbieding van die besondere les insluitende lesaan-tekeninge.
 - 4.5.4. Die hulpmiddels wat gedurende die besondere les aangewend kan word.
 - 4.5.5. Praktiese toepassing in die praktyk van die verworwe kennis. Die onder-wyser moet die noodsaaklikheid van die skakeling tussen praktyk en klas-kamer deurgaans in gedagte hou. Die praktiese implementering van die kennis is dus van uiterste belang.
- 5. Eksaminering en kontrole
 - 5.1. Vir elke besondere vak moet daar ook aandag gegee word aan:
 - 5.1.1. Nasien en kontrole van werk.
 - 5.2. Opstel van toetse en eksamenvraestelle.
 - 5.3. Praktiese ervaring in die opstelling van memoere en die nasien van toetse.
 - 6. Bespreking en beoordeelings van die beskikbare handboeke en die betrokke vak.
 - 7. Agtergrondkennis.
 - Om in staat te wees om die vak in die skool te onderrig, is benewens vak-kennis ook agtergrondkennis noodsaaklik:
 - 7.1. Benewens die werk van Vorms I—III sal die student se agtergrondkennis aangevul word om sodoende leemtes wat daar in sy kennisstruktuur mag bestaan, aan te vul.
 - 7.2. Aandag aan die nodige terminologie en kennis van die vaktaal. Hier word veral gedink aan die terminologie, die uitdrukkings en die afkortings wat in die besondere vak gebruik word.
 - 7.3. Elke afdeling van die werk en die moontlike metodes waar-op die werk aangebied kan word, word gelyktydig behandel. Die student moet dus nie net die inhoud ken nie maar hy moet ook weet hoe om dit aan die leerlinge oor te bring.

Teorie van Praktiese Onderwys

(Een Vraestel)

- 1. Tegniese Hulpmiddele in die Moderne Onderwys:
 - 1.1. Die verskeidenheid van hulpmiddels.
 - 1.2. Die funksies van hulpmiddels.
 - 1.3. Die beginsels wat die suksesvolle aanwending van hulpmiddels onderlê.
 - 1.4. Klassifikasie en gebruik van hulpmiddels.
 - 1.4.1. Voorwerpe, voorbeelde en modelle.
 - 1.4.2. Grafiese materiaal- kaarte, grafieke, voorstellings, plakkate, prente en tekeninge.

- 1.4.3. Nie-geprojekteerde prente- die tipe, keuring en gebruik.
- 1.4.4. Geprojekteerde stilprente—die projektor—die keuse, gebruik en versorging. Skyfies—keuring, gebruik en bewaring.
- 1.4.5. Films- die voor- en naede.
- 1.4.6. Skoolreise en toere: Die doel en die tipes.
- 1.4.7. Hulpmiddels.
 - Radio—doelstellings en wenke vir die gebruik van die uitsendings.
 - Bandopnemer
 - Draaitafel
 - Geprogrammeerde onderwys.
- 2. Bordwerk:
 - 2.1. Geskiedenis van die skryfbord.
 - 2.2. Die skryfbord as onderwys-hulp-middel.
 - 2.3. Voordele van die skryfbord bo ander hulp-middels.
 - 2.4. Soorte skryfborde.
 - 2.5. Die onderwyser en die skryfbord.
 - 2.6. Posisie en onderhoud van die skryfbord.
 - 2.7. Metodes en tegnieke by die gebruik van die skryfbord.
 - 2.8. Kryt en uitveër.
- 3. Skoolhigiëne:
 - 3.1. Funksie van die Menslike liggaam:
 - 3.1.1. Spier-skeletstelsel.
 - 3.1.2. Sirkulasiestelsel
 - 3.1.3. Asemhalingstelsel.
 - 3.1.4. Spysverteringstelsel.
 - 3.1.5. Uitskeidingstelsel.
 - 3.1.6. Endokrinestelsel.
 - 3.1.7. Senueweestelsel met betrekking tot die gesonde liggaam.
 - 3.2. Dieëtkunde:
 - 3.2.1. Voedselbestanddele, Proteïene, Koolhidrate, Vette, Minerale Soute, Vitamines.
 - 3.2.2. Geaardheid van die bestanddele.
 - 3.2.3. Voedselbronne.
 - 3.2.4. Uitwerking van tekorte in dieet.
 - 3.3. Higiëne:
 - 3.3.1. Persoonlike Higiëne
 - 3.3.2. Higiëne van die Gemeenakap.
 - 3.3.3. Aansteeklike siektes:
 - 3.3.3.1. Kindersiektes.
 - 3.3.3.2. Afsondering.
 - 3.3.4. Watervoorsiening.
 - 3.3.5. Organisering van Skool-gesondheidsdienste.
 - 3.4. Eerstehulp:
 - 3.4.1. Wonde en Wondebehandeling.
 - 3.4.2. Beenbreke en Ontwrigtings.
 - 3.4.3. Brandwonde.
 - 3.4.4. Kunsmatige asemhaling.
 - 3.5. Departementele Regulasies aangaande Aansteeklike Siekte.



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Praktiese Onderwys

- 1. Proefonderwys:
 - 1.1. Minstens drie weke van proefonderwys moet gedoen word aan die begin van die professionele jaar. Die skool-prinsipaal moet 'n konfidensiële rapport indien.

- 1.2. Vier weke gedurende die jaar van opleiding.
2. Demonstrasielesse.
3. Kritieklesse: Minstens *agt* lesse sal deur dosente van die Universiteit aan-gehoor word.

OPVOEDKUNDE I

(Halwe vraestel)

1. Onderwysmetodiek en -administrasie:
 - 1.1. Onderwysmetodiek:
 - 1.1.1. Die didaktiek: pedagogiese fundering, die drie komponente van die didaktiese situasie (leerling, leermeester, leerstof).
 - 1.1.2. Die skool:
 - 1.1.2.1. Die opvoedings- en vormingstaak ten opsigte van kind, gesin en gemeenskap.
 - 1.1.2.2. Die skoolmilieu: sosiaal-pedagogiese gesigspunte.
 - 1.1.3. Die leerling.
 - 1.1.4. Die leerstof.
 - 1.1.5. Die onderwyser.
 - 1.2. Onderwysadministrasie:
 - 1.2.1. Onderwysadministrasie
 - 1.2.2. Beheer in die onderwys
 - 1.2.3. Die skool as opvoedingsinstelling.



Leerplanne vir die Sekondêre Onderwysersdiploma (Skone Kunste)

Mej. E. MARAIS, B.A. (Skone kunste) (Rhodes.)

Opvoedkunde I: (Twee Vraestelle)
Soos vir B.A.

Opvoedkunde II: (Spesiaal) (Twee Vraestelle)

1. Geskiedenis van kunsonderwys.
2. Inleiding tot die teorie van kunsonderrig.
3. Inleiding tot die metodiek van kunsonderrig.

Opvoedkunde III: (Spesiaal) (Twee Vraestelle)

1. 'n Opstel oor een aspek van die kuns van 'n besondere stam.
2. Inleiding tot die Estetika.
3. Metodiek en tegniek van kunsonderwys.
4. Inleiding tot kuns-kritiek.

Kunsgeskiedenis I: (Een Vraestel)

1. Prehistoriese Kuns.
2. Egiptiese Kuns.
3. Middeleeuse Kuns.
4. Die kuns van Afrika (Neger- en Bantoe-kuns ingesluit).

Kunsgeskiedenis II: (Twee Vraestelle)

- A.
 1. Primitiewe Kuns. (Afrika uitgesluit)
 2. Die Renaissance.
 3. Kuns van die Sewentiende Eeu.
- B.
 1. Griekse Kuns.
 2. Kuns van die Negentiende en Twintigste Eeue.
 3. Hedendaagse kuns in Suid-Afrika.

Skilderkuns I:

Skets en skilder in water- en poeier-verf van komposisies wat figure insluit.

Skilderkuns II:

Skilder in water-, poeier- en olie- verf van verskillende uitgesoekte voorwerpe.

Beeldhouwerk I:

Modellering en beeldhouwerk in verskillende uitgesoekte media.

Beeldhouwerk II:

Modellering en beeldhouwerk vervolg. Giet van uitgesoekte vorms.

Ontwerp I:

1. Die sny en druk van linoleum- en houtsniewerk in swart en wit en in kleure, ingeslote tradisionele patrone. Letterwerk.
2. Een of meer van die volgende: Pottbakkerie, Keramiek, Kralewerk, Weef, Mandjie- en matwerk, Kunstvlyt-artikels van hout.

Ontwerp III:

Ontwerp toegepas op twee tipes kunstvlyt soos bv. materiaal- druk, mosaïek, gebrandskilderde glas en keramiek, weef ens.



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FAKULTEIT HANDEL EN ADMINISTRASIE

Dekaan	: J. H. SMITH.
Vise Dekaan	: Prof. S. LINDI
Sekretaris van Hooft van Departemente	: Dr. M. C. EKSTEN.
Fakulteit Sekretaris	: Dr. W. BACKER.
Tikter Sekretaris	: Vakant.



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INLEIDING

Die Fakulteit Handel en Administrasie bied die volgende graadkurse aan:

B.Comm. en B.Admin., sowel as na-gradadse kurse in verskeie kommersiële en administratiewe vakke.

Die Fakulteit Handel en Administrasie bestaan uit die volgende departemente:

- Economie,
- Bedryfseconomie en
- Rekeningkunde.

Sekere vakke vir die B.Comm. en B.Admin.-grade word deur departemente en sub-departemente van ander Fakulteite aangebied, soos byvoorbeeld: Staatsleer en Publieke Administrasie, Statistiese Metodes, Statistiek, Elementêre Teorie van Finansies, Bedryfsielkunde, Naturelle-Administrasie, Afrikaans, Engels, en 'n verskeidenheid regs vakke, byvoorbeeld Kommersiële Reg, Sosiale en Ekonomiese Wetreg, ens.

'n Graad in die bogenoemde rigtings bekwaam 'n persoon vir 'n wye variasie van betrekkinge in die handel en nywerheid, sowel as in die publieke diens. Talle vakatures bestaan op die oomblik in stedelike gebiede, grensgebiede sowel as in die tuisland.

FAKULTEIT HANDEL EN ADMINISTRASIE



Grade en Diplomas in Handel en Administrasie.

Regulasies vir Grade en Diplomas in die Handel en Administrasie.

Die Algemene en Gemeenskaplike Regulasies is ook van krag waar hulle van toepassing is.

C.1. Die volgende Grade en Diplomas word in die Fakulteit uitgereik:

- I. In die Handel:
 - Baccalaureus Commercii.....B.Comm.
 - Honneurs-Baccalaureus Commercii.....B.Comm. (Hons.)
 - Magister Commercii.....M.Comm.
 - Doctor Commercii.....D.Comm.
- II. In die Administrasie:
 - Baccalaureus Administrationis.....B.Admin.
 - Honneurs-Baccalaureus Administrationis.....B.Admin. (Hons)
 - Magister Administrationis.....M.Admin.
 - Doctor Administrationis.....D.Admin.
- III. Diploma in Handel en Administrasie.....Dip. Comm.
- IV. Senior Diploma in Handel en Administrasie.....Senior Dip. Comm.

Die Graad Baccalaureus Commercii

C.2. Kandidate kan vir die graad Baccalaureus Commercii in die volgende vier rigtings kwalifiseer: Ekonomie en Bedryfs-ekonomie, Rekeningskundig, Statistiek en Regte.

Die kurse moet gekies word soos hieronder aangedui:

I. *Ekonomie en Bedryfseconomie :*

- Eerste jaar :*
- 1. Ekonomie I
 - 2. Bedryfseconomie I
 - 3. Ekonomiese Geskiedenis
 - 4. Kommersiële Reg I
 - 5. Bedryfsielkunde I of Ekonomiese Aardrykskunde (vanaf 1972).

- Tweede jaar :**
1. Ekonomie II
 2. Bedryfsekonomie II
 3. Rekeningkunde I
 4. Wiskunde I of Elementêre Teorie van Finansies en Statistiese Metodes A
 5. Een van die volgende:
 - 5.3. Wiskunde I (indien nie alreeds geneem nie)
 - 5.1. Kommersiële Reg II
 - 5.2. Bedryfsielkunde I of II
 - 5.4. Sosiale- en Ekonomiese Wettereg.

- Derde jaar :**
1. Ekonomie III
 2. Bedryfsekonomie III
 3. Rekeningkunde II
 4. Een van die volgende:
 - 4.1. Ouditkunde I
 - 4.2. Kommersiële Reg II of III
 - 4.4. Bedryfsielkunde II of III
 - 4.3. Koöperasiewese

II. Rekeningkunde :

- Eerste jaar :**
1. Rekeningkunde I
 2. Kommersiële Reg I
 3. Bedryfsekonomie I
 4. Ekonomie I
 5. Statistiek I of Elementêre Teorie van Finansies en Statistiese



- Tweede jaar :**
1. Rekeningkunde II
 2. Kommersiële Reg II
 3. Bedryfsekonomie II
 4. Ekonomie II
 5. Ouditkunde I

- Derde jaar :**
1. Rekeningkunde III
 2. Kommersiële Reg III
 3. Bedryfsekonomie III
 4. Een van die volgende:
 - 4.1. Ouditkunde II
 - * 4.2. Kosteberekening
 - * 4.3. Inkomstebelasting
 - * 4.4. Rekening van Eksekuteurs, Likwidateurs en Kurators.

*Keuse ten opsigte van hierdie kursusse moet in oorleg met die Departementshoof geakied.

III. Regte :

- Eerste jaar :**
1. Ekonomie I
 2. Bedryfsekonomie I
 3. Engels I
 4. Inleiding tot die Reg
 5. Sake- en Erfreg

- Tweede jaar :**
1. Ekonomie II
 2. Bedryfsekonomie II
 3. Rekeningkunde I
 4. Handelsreg I
 5. Afrikaans-Nederlands I

- Derde jaar :**
1. Ekonomie III of Bedryfsekonomie III
 2. Handelsreg II
 3. Sosiale en Ekonomiese Wetereg
 4. Kontrakte- en Deliktereg

IV. Statistiek :

- Eerste jaar :**
1. Statistiek I
 2. Ekonomie I
 3. Bedryfsekonomie I
 4. Rekeningkunde I
 5. Kommersiële Reg I

- Tweede jaar :**
1. Statistiek II
 2. Ekonomie II
 3. Bedryfsekonomie II
 4. Rekeningkunde II
 5. Kommersiële Reg II

- Derde jaar :**
1. Statistiek III
 2. Ekonomie III
 3. Bedryfsekonomie III
 4. Een van die volgende:
 - 4.1. Rekeningkunde III
 - 4.2. Ouditkunde I
 - 4.3. Kosteberekening.

Taalvereistes :

C.3. Dit is 'n voorvereiste dat 'n student gedurende die eerste studiejaar ten minste 12 uur aan Afrikaans en Engels in die Taallaboratorium moet spandeer.

Beperkings op Kursusse :

C.4. 'n Student neem nie:

- (a) Kosteberekening, en Inkomstebelasting voordat hy Rekeningkunde II voltooi het nie;
- (b) Ouditkunde I tensy hy Rekeningkunde II en Kommersiële Reg. II voltooi het of gelyktydig neem nie;
- (c) Ouditkunde II tensy hy Rekeningkunde III en Kommersiële Reg. III voltooi het of gelyktydig neem nie;
- (d) Rekening van Eksekuteurs, Likwidadeurs en Kurators tensy hy Kommersiële Reg III en Rekeningkunde III voltooi het of gelyktydig neem nie;
- (e) Elementêre Teorie van Finansies en Statistiese Metodes A tensy hy Matrikulasie Wiskunde of Voorbereidende Wiskunde geslaag het nie, met dien verstande dat in die geval van die Rekeningkundige rigting voorbereidende Wiskunde gelyktydig geneem mag word.

Aantal Kursusse per Jaar.

- C.5. (1) Eerste jaar: nie meer as ses kursusse nie;
 Tweede jaar: nie meer as vyf kursusse nie;
 Derde jaar: nie meer as vier kursusse nie;
 met dien verstande dat 'n student in sy tweede en derde jaar telkens een druipvak bykomend kan herhaal sonder om hierdie bepaling te oortree.
- (2) Onderhewig aan die bepaling van Reël G.20, word 'n student nie tot:
- (i) Die kursusse van die tweede jaar toegelaat tensy hy minstens drie kursusse van die eerste jaar voltooi het nie, en
 - (ii) om tot die kursusse van die derde jaar toegelaat te word, moet 'n studentten minste drie kursusse van die tweede jaar geslaag het.
- (3) Die twee halwe kursusse, Elementêre Teorie van Finansies en Statistiese Metodes A, word vir hierdie doel gesamentlik as een kursus beskou.

Belangrikste Vakke :

C.6. Die volgende vakke is die belangrikste vakke:

- Bedryfsielkunde
- Bedryfseconomie
- Ekonomie
- Handelsreg
- Kommersiële Reg
- Ouditkunde
- Rekeningkunde
- Statistiek.

Eksamenvereistes.

C.7. (a) Onderhewig aan die bepalings van Reels G.6. en G.7. sal gelyke waarde geheg word aan die jaarpunt en eksamenpunt.

(b) **Hereksamens :**

'n Kandidaat word nie tot 'n aanvullende eksamen in enige vak toegelaat nie, behalwe met vergunning van die Senaat op aanbeveling van die Fakulteitsraad vir Handel en Administrasie.

Slaag met Lof.

C.8. 'n Student slaag met lof in die belangrikste vakke indien hy 'n onderskeidingspunt van 75% in die eindkursus daarvan behaal.

Die Graad Baccalaureus Administrationis

C.9. Kandidate kan vir die graad Baccalaureus Administrationis in die volgende twee rigtings kwalifiseer:

Publieke Aangeleenthede en Personeeladministrasie.

I. Publieke Aangeleenthede :

- Eerste jaar :*
1. Publieke Administrasie I
 2. Staatsleer I
 3. Ekonomie I
 4. Inleiding tot die Reg
 5. Bedryfsielkunde I
- Tweede jaar :*
1. Publieke Administrasie II
 2. Staatsleer II
 3. Ekonomie II
 4. Rekeningkunde I
 5. Staats- en Administratiefreg I
- Derde jaar :*
1. Publieke Administrasie II
 2. Staatsleer III
 3. *Twee van die volgende :—*
 - 3.1. Ekonomie III
 - 3.2. Staats- en Administratiefreg II
 - 3.3. Bedryfsielkunde II

II. Personeeladministrasie :

- Eerste jaar :*
1. Bedryfsielkunde I
 2. Publieke Administrasie I
 3. Ekonomie I
 4. Bedryfseconomie I
 5. Staatsleer I
- Tweede jaar :*
1. Bedryfsielkunde II
 2. Publieke Administrasie II
 3. Ekonomie II
 4. Bedryfseconomie II
 5. Staatsleer II

- Derde jaar :**
1. Bedryfsielkunde III
 2. Publieke Administrasie III
 3. Sosiale en Ekonomiese Wettereg
 4. Een van die volgende:
 - 4.1. Rekeningkunde I
 - 4.2. Bedryfseconomie III
 - 4.3. Ekonomie III
 - 4.4. Staatsleer III

Taalvereiste :

- C.10. Dit is 'n vereiste dat 'n student gedurende die eerste studiejaar minstens 12 uur aan Afrikaans en Engels in die Taallaboratorium moet spandeer.

Beperkings op kursusse :

- C.11. 'n Student neem Publieke Administrasie I gelyktydig met of na Staatsleer I.

Aantal kursusse per jaar :

- C.12. Die bepalings van C.5. geld ook hier.

Belangrikste vakke :

- C.13. Die volgende vakke is die belangrikste vakke:

- Bedryfsielkunde.
- Bedryfseconomie.
- Ekonomie.
- Publieke Administrasie.
- Staats-en Administratiewet.
- Staatsleer.



Eksamenvereistes en Hereksamens :

- C.14. Die bepalings van C.7. geld ook hier.

Slaag met Lof :

- C.15. 'n Student slaag met lof in die belangrikste vakke indien hy 'n onderskeidingspunt van 75% in die eindkursus daarvan behaal.

Die Graad Honneurs-Baccalaureus Commercii

- C.16. Die graad word in die volgende Departemente toegeken:

- Bedryfsielkunde.
- Bedryfseconomie.
- Ekonomie.
- Statistiek.

Toelating en Eksamens:

C.17. (1) Die algemene regulasies G.26 tot G.31 is ook hier van toepassing. Met die goedkeuring van die hoof van die Departement kan die eksamen in twee dele afgelê word. (Sien die onderskeie leerplanne vir besonderhede).

Geen kandidaat word tot die eksamen in enige kursus vir die graad toegelaat nie alvorens hy tot bevrediging van die betrokke Departementshoofde werk van 'n bevredigende gehalte gedurende sy studietydperk vir die graad gelewer het nie.

Om te slaag, moet 'n kandidaat wat die eksamen as 'n geheel aflê, 'n gemiddelde van 50% behaal in sy jaarpunt en sy eksamenpunt met 'n minimum van 40% in elke vraestel.

'n Kandidaat wat die eksamen in twee dele aflê, moet 50% in elke vraestel behaal en al die vraestelle van elke deel gelyktydig slaag.

(2) Om die graad met lof te verwerf, moet 'n kandidaat 'n onderskeidingspunt van 75% in die eksamen behaal.

Die Graad Honneurs-Baccalaureus Administrationis

Departemente :

- C.18. Die graad word in die volgende departemente toegeken:
- Bedryfsielkunde
 - Bedryfseconomie
 - Ekonomie
 - Publieke Administrasie
 - Staatsleer

Toelating en Eksamen :

- C.19. Die bepaling van C.17 geld ook hier.

Die grade Magister Commercii en Magister Administrationis.

C.20. Benewens die algemene regulasies vir Magistergrade moet 'n student voldoen aan die spesiale regulasies van die fakulteit.

- (a) Die volgende is die vakke waarin die Magistergraad toegeken kan word:
- (i) M.Comm: Bedryfsielkunde, Bedryfseconomie, Ekonomie, Rekeningwetenskappe, Statistiek.
 - (ii) M.Admin.: Bedryfsielkunde, Bedryfseconomie, Ekonomie, Publieke Administrasie en Staatsleer.
- (b) Vereistes om te slaag :
- (i) Indien die eksamen vir die grade M.Comm. en M.Admin. uit 'n vasgestelde aantal vraestelle bestaan, slaag die student wanneer hy minstens 40% in elke vraestel behaal en 'n gemiddelde van minstens 50% in al die vraestelle saam.
 - (ii) Indien die eksamen uit 'n verhandeling bestaan, slaag die student indien sy verhandeling die eksaminatore tevrede stel.
- (c) Die graad word met lof verwerf :
- (i) Indien die eksamen uit vraestelle bestaan en die student 'n gemiddelde van minstens 75% vir die hele eksamen behaal het of;
 - (ii) Indien die eksamen uit 'n verhandeling bestaan en die student na die mening van die eksaminatore 'n eerste klas standaard behaal het.

Die Grade Doctor Commercii en Doctor Administrationis

- C.21. Die algemene regulasies G.47 tot G.54 is van toepassing.

Diploma in Handel en Administrasie en Senior Diploma in Handel en Administrasie

Leergang :

- C.22. Die kursusse is soos volg:—

Eerste jaar :

1. Ekonomie I
2. Bedryfseconomie I
3. Ekonomiese Geskiedenis
4. Kommersiële Reg I
5. Bedryfsielkunde I of Ekonomiese Aardrykskunde (vanaf 1972) of Engels I of Afrikaans/Nederlands I

Tweede jaar :

1. Ekonomie II
2. Bedryfseconomie II
3. Rekeningkunde I
4. Wiskunde I of Elementêre Teorie van Finansies en Statistiese Metodes A.

5. Een van die volgende:
 - 5.1. Kommersiële Reg II
 - 5.2. Opvoedkunde I*
 - 5.3. Bedryfsielkunde I of II
 - 5.4. Wiskunde I (Indien nie alreeds geneem nie)
 - 5.5. Sosiale- en Ekonomiese Wetreg.

*Voornemende onderwysers neem Opvoedkunde I as keusevak.

Derde Jaar :

1. Ekonomie III
2. Bedryfseconomie III
3. Twee van die volgende:
 - 3.1. Rekeningkunde II
 - 3.2. Ouditkunde I
 - 3.3. Kommersiële Reg II of III
 - 3.4. Koöperasiewese
 - 3.5. Bedryfsielkunde II of III

C.23. (a) Diploma in Handel en Administrasie—Dip.Comm.- word verwerf na die suksesvolle aflegging van die eerste- en tweede-jaar kursusse, en die suksesvolle aflegging van die eerste- en tweede-jaar kursusse, en

(b) Senior Diploma in Handel en Administrasie—Senior Dip.Comm.— word verwerf na die Dip.Comm. en die suksesvolle aflegging van die derdejaar kursusse.

C.24. Die regulasies met betrekking tot B.Com. is van toepassing, behalwe:

(i) Toelatingsvereiste.

(a) Dip.Comm: 'n Senior Sertifikaat of 'n gelykstaande kwalifikasie.

(b) Senior Dip.Comm. c Dip.Comm. met 50% slaagsyfer in die verlaaste kursusse wat in die derde jaar geneem sal word.

(ii) Jaarsyfer.

'n Student moet 40% vir sy jaarsyfer behaal om tot enige eksamen toe gelaat te word.

(iii) Eindeksamen.

(a) Die minimum-vereiste om in die eksamen te slaag is 50%

(b) By die toekenning van die finale syfer word daar gelyke waarde geheg aan die jaarpunt en die eksamenpunt, met dien verstande dat die eksamensyfer 40% of meer is.

(c) Om met lof te slaag moet 'n kandidaat in 'n finale kursus 75% behaal.

(d) 'n Aanvullende eksamen in 'n kursus word toegestaan met dien verstande dat die finale syfer nie minder as 40% is nie en dat daar in twee ander kursusse van die betrokke jaar 'n slaag-punt behaal is. Indien 'n kandidaat egte een kursus kortkom vir die voltooiing van 'n diploma, word 'n hereksamen toegestaan.

(iv) Oorskakeling.

'n Student kan met die goedkeuring van die Senaat vanaf 'n graadkursus na die Diploma oorskakel.

(v) Aantal kursusse per jaar.

Die bepalinge van C.5 is hier van toepassing.

LEERPLANNE

DEPARTEMENT AFRIKAANS-NEDERLANDS

Kyk in die prospektus van die Fakulteit Lettere en Wysbegeerte van die Universiteit van Fort Hare

DEPARTEMENT BEDRYFSEKONOMIE EN KOÖPERASIEWESE

*Professor: D. J. L. Jacobs, B.A. (S.A.), B.Comm. (S.A.), D.Comm. (Potch.), T.O.D.

Senior Lektor: Vakant

*Hoof van Departement

Kursus I

(Een Vraestel)

1. Inleiding
2. Die ontwikkeling en huidige struktuur van die Suid-Afrikaanse bedryfswese
3. Die oprigting van die onderneming
4. Die bestuur en organisasie van die onderneming
5. Personeelbestuur en eksterne betrekkinge.



Kursus II

(Twee Vraestelle)

Vraestel I. Beginsels van Bemaking.

1. Inleiding
2. Die verbruiker en bemaking
3. Die Suid-Afrikaanse bemaking
4. Die funksionele benadering van bemaking
5. Die kommoditeitsbenadering van bemaking
6. Die institusionele benadering van bemaking
7. Buitelandse bemaking

University of Fort Hare
Together in Excellence

Vraestel II. Bestuur van Aankope en Bemaking.

1. Inleiding
2. Bemakingsnavorsing
3. Markvoorskatting
4. Produkbeleid
5. Distribusiebeleid
6. Verkoopsbevorderingsbeleid
7. Prysbeleid
8. Aankope en aankopsbeleid.

Kursus III

(Drie Vraestelle)

Vraestel I. Produksiebestuur.

1. Inleiding
2. Die taak en omvang van produksiebestuur
3. Die interne organisasie van die tegniese sektor
4. Die bou, aanleg en inrigting van die fabriek
5. Bepaling van werkstandaarde
6. Produkstebeplanning
7. Begrotings
8. Produkstebeheer
9. Netwerkbeplanning en kontrole tegnieke.

Vraestel II. Finansiële Bestuur.

1. Inleiding
2. Koste, kosprys en waarde
3. Metodes van kostetoedeling
4. Die opstel en gebruik van begrotings
5. Die kapitaalbehoefte van die onderneming
6. Die aanbod van kapitaal
7. Die ontleding en vertolking van finansiële state
8. Die finansiële beleid van die onderneming
9. Investerings- en waardeprobleme van finansiële instellings.

Vraestel III. Algemene Leiding.

1. Inleiding
2. Begrippe i.v.m. die moderne bedryfsleidingsfunksie
3. Die taak van die bedryfsleiding
4. Verskillende vlakke in die bedryfsleiding
5. Enkeelvoudige en meervoudige bedryfsleiding
6. Organisasie van die onderneming
7. Beplanning
8. Besluitneming
9. Leierskap en informele organisasie
10. Kommunikasie, motivering en moraal
11. Taakgids en instruksiehandleiding
12. Kōördinasie en beheer



(Twee vraestelle)

1. Betekenis en geskiedenis van die Koöperatiewe stelsel:
2. Die historiese agtergrond van die Koöperatiewe stelsel in die Republiek:
3. Koöperatiewe Wetgewing in die Republiek (Wet No. 29 van 1939 soos gewysig)
4. Tipes van Koöperasies:
5. Suid-Afrikaanse Landboukoöperasies in die besonder:
6. Suid-Afrikaanse Verbruikerskoöperasies in die besonder:
7. Koöperatiewe versekering:
8. Interne Bestuur en Organisasie.
9. Finansiering en Finansiële Bestuur:
10. Belastingen en belastingsprobleme van koöperasies
11. Koöperasies onder nie-Blankes in Suid-Afrika
12. Internasionale vergelykings.

BEDRYFSIELKUNDE

Kyk in die prospektus van die Fakulteit Lettere en Wysbegeerte van die Universiteit van Fort Hare

EKONOMIESE AARDRYKSKUNDE

Sal slegs vanaf 1972 af aangebied word.

DEPARTEMENT EKONOMIE EN EKONOMIESE GESKIEDENIS

*Professor: J. H. SMITH, M.Comm., U.O.D. (O.V.S.), D.Comm. (U.P.E.)
Senior Lektor: Vakant

*Hoof van Departement

EKONOMIE

Kursus I

Vraestel 1 :

(a) *Beskrywende Ekonomie* : Die Suid-Afrikaanse ekonomiese struktuur. Aspekte van teenswoordige Suid-Afrikaanse ekonomiese vraagstukke.

(b) *Algemene Inleiding tot die Ekonomiese Teorie* :

Fundamentele begrippe, volksinkome, verbruik en produksie.

Vraestel 2 :

Geld en Bankwese : Die ontstaan en funksie van geld; algemene bankwese en 'n kort oorsig oor internasionale geldvraagstukke.

Kursus II

(Twee vraestelle)

Vraestel 1 : *Beginsels van die Prysleer* :

1. (a) Onverskilligheidskurwes.
(b) Prys- en begrotingslyne.
(c) Verbruikersewig.
(d) Prysverbruikskurve, en afleiding van vraagkurwe.
(e) Inkomeverbruikskurve.
(f) Inkom- en vervangingseffekte van 'n prysverandering.
2. *Prysvorming onder suiwer konkurrensie* :
(a) Die tydfaktor en markprosesse
(b) Die tydperiode
(c) Markprysvorming
(d) Korttermyn- en langtermynprysvorming
(e) Die voorwaardes vir 'n toestand van ewig onder kort-termyn en lang-termyn normale prysvorming.
3. *Monopolie* :
(a) Die monopolie markvorm
(b) Prysvorming onder monopolietoestande
(c) Vergelyking van opbrengs onder suiwerkonkurrensie en monopolie
(d) Prysdiskriminasie onder monopolietoestande
4. *Die Monopsonie Markvorm* :
(a) Voorbeelde van monopsonie
(b) Prysvorming by monopsonie.
5. *Monopolistiese Mededinging* :
(a) Kenmerke van monopolistiese mededinging
(b) Produktdifferensiering en advertensie
(c) Prysvorming.
6. *Die Verdelingsvraagstuk* :
(a) Die vergoeding van arbeid
(b) Die loonteorie
(c) Die vergoeding van kapitaal. Renteteorie.
(d) Die vergoeding van grondgebruik. Pagneorie. Differensiële grondrente.

Vraestel 2 : *Geld- en Bankwese* :

1. Die waarde van geld
2. Die institusionele bestel-, bank en finansiële instellings.
3. Internasionale monetêre geskiedenis 1914-1970.
4. Inleiding tot wisselkoerse.
5. Inleiding tot moderne monetêre teorie.

Kursus III

(Drie vraestelle)

Vraestel 1. *Inkome teorie en owerheidsfinansies :*

(a) *Inkome Teorie :*

1. Die Makro-ekonomiese raamwerk.
2. Begrippe en onledingstegnieke.
3. Die klassieke beskouinge.
4. Die oorgang na die moderne beskouinge.
5. Verbruiksbesteding.
6. Investering.
7. Rente en geld.
8. Inkomebepaling.
9. Gelyktydige bepaling van rente en inkome.
10. Die leer van indiensname.

(b) *Owerheidsfinansies :*

1. Die ontwikkeling van die denke oor owerheidsfinansies.
2. Algemene doelstelling van uitgawebeleid.
3. Aard en indeling van owerheidsfinansies.
4. Ekonomiese gevolge van Staatsbesteding.
5. Ontwikkeling en struktuur van owerheidsinkomste.
6. Belastingtipes en belastingvorme.
7. Ekonomiese ontleiding van belastinge.
8. Openbare lenings en staatskuld.
9. Die Struktuur van die owerheidssektor in Suid-Afrika.
10. Die begroting van die Suid-Afrikaanse Sentrale Regering.
11. Die begroting van die Transkei.
12. Belastingstruktuur van die Suid-Afrikaanse Sentrale regering.
13. Transaksies van die Suid-Afrikaanse Sentrale Regering en die Regering van die Transkei.
14. Die finansies van die provinsiale administrasies en van plaaslike bestuurs liggame.

Vraestel 2: *Die Internasionale ekonomie en konjunktuurleer :*

1. *Die Internasionale Handel :*

- (a) Die teorie van internasionale handel
- (b) Betalingsbalans- en valutavraagstukke
- (c) Internasionale handelsbeleid.

2. *Konjunktuurleer :*

- (a) Beskrywing van die handelskringloop
- (b) Konjunktuurteorie
- (c) Stabilisasiebeleid.

Vraestel 3: *Ekonomiese Verandering in Suid-Afrika*

1. Hulpbronne, bevolking en nasionale inkome.
2. Die landbousektor
3. Mynbou.
4. Nywerheidsektor.
5. Dienstesektor
6. Arbeid, lone en lewenstandaarde.
7. Buitelandse handel en die betalingsbalans.
8. Voorwaardes vir voortgesette ekonomiese groei.

Ekonomiese Geskiedenis

Een Vraestel. Een Kursus (Eerstejaar).

Deel I :

1. Pre-historiese en antieke beskawings.
2. Die Romeinse Ryk.
3. Die middeleeue...Die gildewese, sy ontstaan en verval.
4. Handel en nywerheid in die Middeleeue.
5. Die opkoms van Kapitalisme en Merkantilisme
6. Die nywerheidsrewolusie
7. Die Argrariese Rewolusie
8. Die tydperk van die hoog-kapitalisme 1850-1914
9. Die moderne tydvak.
10. Ekonomiese ontwikkeling van onderontwikkelde lande.

Deel II :

1. Oorsig van die tydperk 1652-1875
2. Die tydperk 1875-1910.
3. Die tydperk na 1910.

DEPARTEMENT ENGELS

Kyk in die prospektus van die Fakulteit van Lettere en Wysbegeerte van die Universiteit van Fort Hare



INLEIDING TOT DIE REG, HANDELSREG, KOMMERSIËLE REG, SOSIALE EN EKONOMIESE WETTEREG EN STAATS- EN ADMINISTRATIEF REG KON-TRAKTE EN DELIKTEREG, SAKE- EN ERFREG.

Kyk in die prospektus van die Fakulteit Regte van die Universiteit van Fort Hare.

Together in Excellence
DEPARTMENT LATYN

Kyk in die prospektus van die Fakulteit Lettere en Wysbegeerte van die Universiteit van Fort Hare

DEPARTEMENT OPVOEDKUNDE

Kyk in die prospektus van die Fakulteit Opvoedkunde van die Universiteit van Fort Hare

DEPARTEMENT REKENINGWETENSKAPPE

- *Senior Lektor: J. C. VAN EEDEN, M.Com. (Rek.) (Pret.), M.B.A. (Pret.)
- Senior Lektor: E. BEGEMANN, M.Comm. (Potch.)
- Lektor: H. G. ROSSOUW, B.Comm. (O.V.S.)

*Hoof van Departement.

REKENINGKUNDE I

1. *Grondbegrippe van die rekeningkunde*
 - 1.1. Algemene inleiding
 - 1.2. Die organisasie en funksionering van 'n handels-onderneming
 - 1.3. Beginsels van interne kontrole
 - 1.4. Gebied van die rekeningkunde
 - 1.5. Rekeningkunde en handelsterminologie
 - 1.6. Die stelsel van dubbelinskrywing

- 1.7. Rekeningkundige inligting vir bestuur
(Anthony hoofstukke 1-4)
 - 1.8. Die grootboek
 - 1.9. Die kasboek
 - 1.10. Bankrekonsiliasiestate
 - 1.11. Die kleinkasboek
 - 1.12. Die inkoop- en verkoopboek
 - 1.13. Terugesendingsboeke
 - 1.14. Die joernaal
 - 1.15. Oorboeking vanuit hulpboeke
 - 1.16. Die proefbalans
 - 1.17. Ontledingskolomme in rekeningkunde
 - 1.18. Kontrole rekeninge
2. *Finansiële State : Samestelling, Begrippe en gebruike*
- 2.1. Finansiële state van 'n handelsonderneming
 - 2.2. Sluitingsinskrywings en aansuiwering
 - 2.3. Dokumentasie: bewyslewing, bevestiging en verifikasie
 - 2.4. Voorsienings en reserwes
 - 2.5. Waardevermindering van vaste bates
 - 2.6. Goedere op sig
 - 2.7. Departementele rekeninge
 - 2.8. Rekeningkundige beginsels en hulle betekenis
(Anthony hoofstukke 5, 6 en lees hoofstuk 10)
3. *Ondernemingsrekeningkunde*
- 3.1. Vennootskapsrekeninge
 - 3.1.1. Vennootskapsbegrippe
 - 3.1.2. Kapitaal- en lopende rekeninge
 - 3.1.3. Finansiële state van 'n vennootskap
 - 3.2. Maatskappyrekeninge
 - 3.2.1. Beperkte maatskappye en hulle finansiële state
 - 3.2.2. Basiese verskille tussen die finansiële state van beperkte maatskappye en die van vennootskappe en alleeneienaarskappe
 - 3.2.3. Die gepubliseerde finansiële state van beperkte maatskappye
 - 3.3. Verenigings en ondernemings sonder 'n winsmotief.
 - 3.4. 'n Inleiding tot die ontleding en vertolking van finansiële state
4. *'n Inleiding tot Koste Begrippe en finansiële beheer*
- 4.1. Die handelsbedryf—kostebeginsels en kostebegrippe
 - 4.2. Die vervaardigingsbedryf—kostebeginsels en kostebegrippe
 - 4.3. Die kosteberekeningsproses
 - 4.4. Verkoopsprysbepaling
 - 4.5. Bestuursbeheer.

Rekeningkunde II

1. *Rekeningkundige Stelsels*
- 1.1. Oorsigtelike hersiening van die rekeningkundige meganisme
(Hersien Anthony hoofstukke 1-5)
 - 1.2. Verantwoording vanaf onvolledige rekords: Enkel inskrywing
 - 1.3. Verenigings en ondernemings sonder 'n winsmotief
 - 1.4. Versendingsrekeninge
 - 1.5. Takrekening (insluitend buitelandse takke)
 - 1.6. Sistematiesing: Handgeskrewe, meganiese en elektroniese dataverwerking.

2. *Vennootskapsrekeninge*
 - 2.1. Tydelike vennootskappe en gesamentlike ondernemings
 - 2.2. Veranderinge in die samestelling van vennootskape
 - 2.2.1. Toelating van 'n nuwe vennoot
 - 2.2.2. Uittreding van 'n vennoot en ontbinding van vennootskappe (insluitend likwidasië met verdrag)
 - 2.2.3. Omsetting van 'n vennootskap in 'n private maatskappy.
3. *Maatskappyrekeninge*
 - 3.1. Maatskappybegrippe
 - 3.2. Aantekening van aandeletransaksies
 - 3.3. Obligasies
 - 3.4. Dividende en obligasierente
 - 3.5. Winste en verliese voor inkorporasie
 - 3.6. Aflossing van aflosbare voorkeurandele en obligasies
 - 3.7. Finansiële state van beperkte maatskappye
(Lees Anthony hoofstuk 8)
4. *Kostebegrippe en Finansiële Beheer*
 - 4.1. Die handelsbedryf – kostebegrippe en kostebeginsels
 - 4.2. Die vervaardigingsbedryf – kostebegrippe en kostebeginsels
(Anthony – hoofstuk 7)
 - 4.3. Die kosteberekeningsproses
(Anthony – hoofstuk 15)
 - 4.4. Kontrakrekeninge en taakkosteberekening
 - 4.5. Boerderyrekeninge en prosesrekening
 - 4.6. Bestuursbeheer en prysbeleid
(Anthony – hoofstuk 13)
 - 4.7. Begrotings
(Anthony – hoofstuk 14)
 - 4.8. Voorrade
(Anthony – hoofstuk 7 en 225-230 en punt A2)
 - 4.9. Waardevermindering en vernouing van vaste bates
(Anthony – hoofstuk 9, bladsye 233-238)
 - 4.10. Beperkings van finansiële state
(Anthony – hoofstuk 10)
 - 4.11. Ontleding en vertolking van finansiële state
(Anthony – hoofstukke 11 en 12)

Rekeningkunde III

1. *Maatskappyrekeningkunde*
 - 1.1. Finansiële state en verslae van beperkte maatskappye
(Anthony hoofstukke 8 en 9)
 - 1.2. Advies oor die uitreiking van aandele
 - 1.3. Emansiering deur obligasies
 - 1.4. Interne rekonstruksie en eenvoudige kapitaal veranderings
 - 1.5. Eksterne rekonstruksie, amalgamasie en absorpsie
 - 1.6. Konsolidasie van finansiële state
 - 1.7. Waardaste van ondernemings, aandele en obligasies
(Anthony hoofstuk 19)
 - 1.8. Metodes van finansiering: huur of koop
2. *Rekeningkundige Inligting vir Bestuur*
 - 2.1. Historiese ontwikkeling
 - 2.2. Gevorderde rekonsiliasies
 - 2.2.1. Bankstate met gevorderde wisseltransaksie toepassing
 - 2.2.2. Debiteure en krediteure

- 2.3. Ontleding en vertolking van finansiële state
- 2.4. Opstelling van begrotings
(Hersien Anthony hoofstukke 13 en 14)
- 2.5. Vervaardigingsrekening en kostebegrippe
(Hersien Anthony hoofstukke 7 en 15 en lees hoofstuk 16)
3. *Spesiale Rekeninge en Rekeningkundige Metodes*
 - 3.1. Lopende rekeninge en gemiddelde vervaldag
 - 3.2. Beleggingsrekeninge
 - 3.3. Delgingsfondse
 - 3.4. Paaientbetalings- en huurkoëprekeninge
 - 3.5. Houerrekeninge
 - 3.6. Tantieme: patente, handelsmerke en kopiereg
 - 3.7. Versekerings: eise en advies
 - 3.8. Hotel- en klubrekeninge
 - 3.9. Finansiële state van finansiële instellings
 - 3.10. Dubbelrekeningstelsel en rekeninge van plaaslike besture
 - 3.11. Fidusiële rekeninge
 - 3.12. Meganiese en elektroniese dataverwerking
(Anthony hoofstuk 20)

REKENINGE VAN EKSEKUTEURS, LIKWIDATEURS EN KURATORS

(Een vraestel)

Opstel van likwidasië- en distribusierekeninge in bestorwe boedels, behandeling van vruggebruike, fideikommisêre bemaatigingsrekeninge in die algemeen in boedels, met of sonder testamente, en die Boedelbelasting-addendum.

Opstel van vermoëstaat, likwidasië- en distribusie- of kontribusie- rekening in oorgemaakte of gesekwestreerde boedels en likwidasië van maatskappye. Rekeninge wat as gevolg van 'n akte van kompromis ontstaan. Die opsrywye van trustboeke en -rekeninge.

Van studente sal nie verwag word om die tariewe ten opsigte van meestersgelde, taksasiegelde, eksekuteurs- en likwidateursloon ens., of die skaale waarop boedelbelasting bereken moet word, vir die eksamen te memoriseer nie.

OUDITKUNDE

Kursus I

(Een vraestel)

1. Aard en definisie van die ouditkunde.
2. Doelstellings van die ouditkunde.
3. Hoedanighede en bevoegdhede van 'n ouditeur.
4. Verband tussen rekeningkunde en ouditkunde.
5. Metodes waarvolgens ouditerings uitgevoer word.
6. Ouditroosters en die ouditeur se notaboek.
7. Beginsels van interne kontrole.
8. Nagaan van optellings, oorboekings, ens.
9. Bevestiging, verifikasie, waardering en sertifisering.
10. Magte, pligte, verantwoordelikhede en aanspreeklikhede van ouditeurs onder die gemenerereg, uitsprakereg en wettereg (met besondere verwysing na artikels 22 en 26 van die Wet op Openbare Rekenmeesters en Ouditeurs, en die Maatskappywet.).
11. Volledige aspekte verbonde aan die ouditering van eenmansake, vennootskappe, klubs, liefdadigheids- sosiale, sport- en soortgelyke verenigings en beperkte maatskappye (vir sover Deel I en Deel IV van die Agste Bylae tot die Wet betrekking het).
12. Algemene raadgewing met betrekking tot die interne organisasie, die boekhouding, en die beheer daarvan.

L.W.—Kandidate moet in hulle antwoorde blyke gee van beheer oor feite sowel as die vermoë om hulle kennis saaklik, verstaanbaar en volledig op skrif weer te gee.

Kursus II

(Twee vraestelle)

L.W.—In die tweede kursus moet die kandidaat aandag skenk aan breedvoeriger hersiening en 'n meer intensiewe behandeling van die werk van die eerste kursus.

1. Interne beheer, metodes van ouditering, opstel en hou van ouditroosters en notaboeke, met besondere verwysing na: die implikasies van interne ouditering; toets-ouditering; die gebruik van werkstate; en meganisasie op die gebied van die rekeningkunde.

2. Bevestiging, waardebeplanning, verifikasie, sertifisering en verslaglewering.

3. Begrippe "waar en redelik".

4. Die jongste ontwikkelings op die gebied van die ouditkunde.

5. Die posisie van die ouditeur ingevolge die gemenerereg, die uitspraakreg en die wetterereg.

6. Beginsels van samesmelting, rekonstruksie en ontbinding van maatskappye, vennootskappe, ens.

7. Ouditering van alle maatskappy-aangeleenthede.

8. Algemene pligte en werksaamhede van die rekenmeester en ouditeur in openbare praktyk.

9. Ontleding en interpretasie van finansiële state.

10. Ondersoekings en verslae.

11. Waardering van klandisiewaarde, aandele en obligasies.

12. Beoordeling en kritiek op finansiële state vir publikasie en voorlegging aan aandeelhouders.

L.W.—In die tweede kursus moet die kandidaat blyke gee van 'n grondige kennis van die vak, asook die vermoë om vrae op deeglike en wetenskaplike wyse te beantwoord. Benewens wye leeswerk in die bestaande vakboeke moet die kandidaat ook soveel vaktydskrifte moontlik bestudeer—insluitende "Die Suid-Afrikaanse Rekenmeester".

University of Fort Hare
Kosteberekening
Together in Excellence
(Een vraestel)

1. Doelstellings, gebruike en beperkings van kosteberekening; kostebegrippe; en koste-indeling.

2. Beginsels en metodes van kostebepaling en kosteverhaling.

3. Metodes van kosteberekening en kosteboekhouding; taak- en proseskosteberekening; absorpsie- en grenskosteberekening; begrotings- beheer en standaardkosteberekening; eenvormigekosteberekening; koste boekhouding; en kosteberekeningstelsel.

4. Kosteberekening as hulpmiddel by die bedryfsleiding.

Inkomstebelasting

(Een Vraestel)

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, nr. 58 van 1962, soos gewysig.

1. Kort skets van die verskillende soorte belasting en van die geskiedenis van die Suid-Afrikaanse Belastingwetgewing.

2. Beginsels met betrekking tot die lees en vertolking van artikels van die Inkomstebelastingwet nr. 58 van 1962, soos gewysig.

3. Vasstelling van belasbare inkomste: bruto inkomste, inkomste, belasbare inkomste.

4. Toegevalle inkomste—basiese beginsels en besliste sake wat daarop betrekking het.

5. Bron van inkomste—basiese beginsels.

6. Onderskeid tussen ontvangste van 'n kapitale en inkomste aard met verwysing na besliste sake.

7. Bruto inkomste—spesifieke vorme: vergoeding vir dienste gelewer jaargelde, eenvoudige huurpremies, verhalings, subsidies, inkomste van minderjarige kinders, vooruitbetalings, diwidende en ander ontvangste.

8. Bruto inkomste—geagte inkomste, bv. inkomste van 'n getroude vrou.

9. Vrytellings—uitgesluit die wat op bougenootskappe en ander spesifieke ondernemings betrekking het.

10. Toelaatbare aftrekkings—uitgawes en toelatings betreffende die volgende: die verkryging, herstel onderhoud en skrapping van kapitaal—bates, soos geboue, patente en handelsmerke en toerusting; die gebruik van arbeid (vergoeding, vervoer, behuising en welyndienste) die gebruik van geleende kapitaal.

—Uitgawes vir die beskerming van inkomste en uitgawes in verband met toekomstige verliese en verpligtinge (sluit in wetenskaplike navorsing, assuransië, deposito's en diskonto's).

—Regskoste en besigheidsverliese deur diefstal, vuur slegteskulde, beskadiging ens.

—Pensioenfondse bydraes en persoonlike toelae ten opsigte van fisiese ongeskiktheid, mediese- en onthaalkoste.

11. Nie-toelaatbare aftrekkings.

12. Diwidende—vrytellings en aftrekkings.

13. Kortings—primêre korting vir normale belasting en sekondêre kortings ten opsigte van kinders, afhanklikes en assuransië.

14. Tariewe van belasting met betrekking tot individuë.

15. Berekening van 'n individu se normale belastingaanslag—soorte aanslae en die behandeling van verliese wat vorentoe gedra word.

16. Aanslae van geskeie persone.

17. Beginsels rakende aanslae van boedels en trusts as aparte entiteite.

18. Belasting van boere.

19. Aanslag van professionele persone.

20. Berekening van besigheidsaanslae deur gebruik te maak van wins-en-verliesrekenings en balansstate van alleenhandelaars en vennootskappe.

21. Belasbaarheid van klandisiewaarde.

22. Belasting van huuroptreksels (ingesluit vaste eiendoms-transaksies).

23. Jaar van aanslag.

24. Belasting, van gewone industriële- en handelsmaatskappy- omskrywing van maatskappye, behandeling van diwidende en bonusaandeel, aanslag van normale belasting van 'n gewone maatskappy, moeder- en filiaalmaatskappye in likwidasië.

25. Provinsiale belasting—gewone maatskappye.

26. Belasting op buitelandse aandeelhouers.

27. Belasting op Onuitgekeerde winste.

28. Belasting op geskenke.

29. Beware—bewyslas, skikking en appel.

30. Finale en voltooide aanslae van individuë en maatskappye.

31. Belasting van ronde-som voordele ex pensioen-, voorsorgs- en uittredingannuïteitsfondse.

32. Die L.B.S.-stelsel van belastinginvordering.

L.W.—Van kandidate sal verwag word dat hulle die jongste wysigings end 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.

DEPARTEMENT STATISTIEK

Kyk in die prospektus van die Fakulteit Natuurwetenskappe van die Universiteit van Fort Hare

ELEMENTÊRE TEORIE VAN FINANSIES EN STATISTIESE METODES A

1. Elementêre teorie van Finansies.

Halwe kursus – Een Vraestel van twee uur.

N.B. Dit is wenslik dat studente, alvorens hulle met hierdie kursus begin, kennis moet hê van algebra tot matrikulasie-standaard.

Rekenkundige en meetkundige reekse. Rente; skynbare en werklike rentevoet. Vraagstukke oor berekening van slotwaarde, aanvangswaarde, tyd en rentevoet. Vaste annuïteite, aanvangs- en slot-waarde. Aflossing. Delgingsfondse. Effekte en aandele. Die aankoop van sekuriteite. Opstel van aflosplanne. Wins en verlies, handelsbankiersdiskonto, makelaarsloon en buitelandse wisselkoerse. Gelyktydige vergelykings.

2. Statistiese Metodes A.

Halwe kursus – een vraestel van twee uur.

N.B. Dit is wenslik dat studente, alvorens hulle met hierdie kursus begin, kennis moet hê van algebra tot matrikulasie-standaard.

Klassifisering en tabulering; frekwensietabelle. Rekenkundige gemiddelde, belaste gemiddelde, mediaan en modus en hulle berekening, eienskappe, voor- en nadele. Kwartiele. Asimmetrie. Dispersie. Standaardafwyking. Korrelasie. Diagramme, histogramme en kumulatiewe diagramme. Lineêre regressielyne. Neigingskrommes deur lopende gemiddeldes, deur grafiese en ander elementêre metodes. Indekssyfers. Metodes, van monsterringing en monsterverstrooiing. Statistiese toetse van verskille tussen gemiddeldes. Die gebruik en toepassing van statistiek.



Kyk die prospektus van die Fakulteit Lettere en Wysgeerte van die Universiteit van

University of Fort Hare
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DEPARTEMENT WISKUNDE

Kyk in die prospektus van die Fakulteit Natuurwetenskappe van die Universiteit van Fort Hare.



University of Fort Hare
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NUWE BIBLIOTEEKGEBOU

FAKULTEIT LANDBOU

Dekaan : Prof. H. v. H. VAN DER WATT

Vise-Dekaan en Sekretaris : Prof. E. H. GRAVEN

Tikster / Sekretaresse : Mej. C. MACGILLICUDDY

AKADEMIESE PERSONEEL

Agronomie :

(Sub-departemente: Tuinbou en Weidingsleer)

Professor: E. H. GRAVEN, M.Sc. Agric. (Stell.), Ph.D. (Wisconsin).

Senior Lektor (Agronomie): J. N. MARAIS, M.Sc. Agric. (Pret), Ph.D. (Purdue).

Senior Lektor (Weidingsleer): W. S. W. TROLLOPE, B.Sc. Agric. (Natal).

Lektor (Weidingsleer): D. W. KIRKBY, B.Sc. Agric. (Natal).

Lektor (Tuinbou): B. V. COURT, B.Sc. Agric. (Pret.)

Tegniese Assistent: C. NYANGINTSIMBI.

Grondkunde :

(Sub-departemente: Biochemie, Genetika en Plantfisiologie).

Professor: H. v. H. VAN DER WATT, B.Sc. Agric. (Pret.), Ph.D. (California).

Senior Lektor (Grondkunde): M. HENSLEY, M.Sc. Agric. (Natal).

Senior Lektor (Biochemie): P. W. CLOETE, M.Sc. (Pret.), D.Sc. Agric. (Pret.)

Lektor (Genetika): J. H. G. DE VILLIERS, B.Sc. Agric. (Natal)

Senior Tegniese Assistent: W. NEALE

Landbou-Ekonomie :

(Sub-departemente: Landbou-ingenieurswese en Biometrie)

Senior Lektor: S. J. DE SWARDT, M.Sc. Agric. (Natal)

Veekunde :

(Sub-departemente: Anatomie en Fisiologie en Diergesondheid, Pluimveekunde, Skaap- en Wolkunde, Suiwelbereiding en Tegnologie).

Professor: D. L. BROWN, M.Sc. Agric. (Natal), D.Sc. Agric. (O.V.S.)

Senior Lektor (Veetiesktes): S. STAMPA, Dr. MED. VET. (Giessen).

Senior Lektor (Veekunde): E. J. B. BISHOP, M.Sc. Agric. (Stell).

Lektor: (Skaap en Wolkunde): Vakant.

Senior Tegniese Assistent: A. M. DLANGAMANDLA.

Administratiewe Personeel

Sekretaresse/Tikster: Mej. C. MACGILLICUDDY.

Klerk : A. M. DIKANA.

Plaasbestuurder (Honeydale): S. W. HAYNES.

Landbou Tegniese Assistent (Fort Hare Plaas): P. A. KRIEDEMANN.

Landbouvoorrade beampte: C. O. MAYEKISO.

Regulasies vir die Fakulteit Landbou

Ag.1. *Grade en Diplomas* :

Die volgende grade en diplomas word in die Fakulteit Landbou toegeken:

Baccalaureus in Landbou.....B. Agric.

Baccalaureus Scientiae in Landbou.....B.Sc. Agric.

Honneurs-Baccalaureus Scientiae in Landbou.....Hons.-B.Sc. Agric.

Magister Scientiae in Landbou.....M.Sc. Agric.

Doktor Scientiae in Landbou.....D.Sc. Agric.

Diploma in Landbou.....Dip. Agric.

Ag.2. Graad van Baccalaureus in Landbou en Baccalaureus Scientiae in Landbou.

2.1. Toelatingsvereistes: Die minimum vereistes vir toelating tot die B.Agric. en B.Sc. Agric. grade is 'n matrikulasi- of gelykwaardige sertifikaat met 'n slaagsyfer in Wiskunde. Studente sonder Matrikulasi Wiskunde, maar wat wel in besit is van 'n Junior Sertifikaat met Wiskunde, mag toegelaat word om die B.Agric.-graadkursus te volg. Sodanige studente sal egter hierdie tekortkoming moet aanvul met behulp van 'n spesiale kursus in Wiskunde.

2.2. Duur van leergange: 'n Student vir die B.Agric.-graad moet minstens vir drie akademiese jare en vir die B.Sc. Agric.-graad vier akademiese jare die voorgeskrewe klasse aan die Universiteit as 'n binnemuurse student bywoon.

2.3. Departemente:

- (a) Departement Agronomie, insluitende sub-departemente Plantsiektekunde, Tuinbou en Weidingsleer.
- (b) Departement Grondkunde, insluitende sub-departemente Biochemie, Genetika en Plantfisiologie.
- (c) Departement Landbou-ekonomie, insluitende sub-departemente Biometrie en Landbou-ingenieurswese.
- (d) Departement Veekunde, insluitende sub-departemente Fisiologie en Anatomie en Diergesondheid, Plumveekunde, Skaap- en Wokunde en Swiwekunde.

2.4. Leergange: Vanaf die tweede jaar onderneem studente hulle studie in die Fakulteit Landbou.

(a) Leergang vir die B. Agric.-graad:

Eerste jaar:

Plantkunde
Dierkunde
Chemie 1B
Fisika IB OF

Landbou-ekonomie plus
Spesiale kursus in Wiskunde

vir studente sonder Matrikulasi Wiskunde.

Tweede jaar:

Agronomie I
Veekunde I
Weidingsleer I
Grondkunde I
Biochemie I
Genetika I
Anatomie en Fisiologie I
Plantfisiologie I

Derde Jaar:

Agronomie II
Veekunde II
Grondkunde II
Weidingsleer II
Landbou-ekonomie I en twee ander
landboukursusse uit die keusegroep
OF

Drie landboukursusse uit die keusegroep (in gevalle waar studente Landbou-ekonomie I in die eerste jaar gevolg het.)

Keusegroep:

Tuinbou
Entomologie/Plantsiekteleer
Landbou-ingenieurswese
Skaap- en Wokunde (Bokke, Sybokhaar),
met 'n tydelike insluiting van 'n spesiale kursus in
Plumveekunde.
Biometrie
Biochemie II.

Landbou-ekonomie II

Veesiektes

Vakke soos Mikrobiologie, Suiwelkunde, Pluimveekunde, sal ingestel word namate behoefte daarvoor ontstaan.

(b) *Leergang vir die B.Sc. Agric.-graad:*

Eerste jaar: Plantkunde I
Dierkunde I
Chemie IB
Fisika I of Wiskunde I of Fisika IB

Tweede jaar: Agronomie I
Veekunde I
Biochemie I
Grondkunde I
Genetika I
Landbou-ekonomie I
(3 lesings en ½ praktikum vir alle Landbou I kursusse).

Derde jaar:

Aan die begin van die derde jaar sal studente die keuse hê om te spesialiseer in óf Dier- óf Plantwetenskap. Hierna sal geen student toegelaat word om van hoofrigting te verander nie, behalwe met goedkeuring van die Senaat.

Dierwetenskapkeuse

Anatomie en Fisiologie I

Biochemie II

Biometrie I

Genetika II

Veekunde II

Weidingsleer II

(3 lesings en 1 praktikum vir alle Landbou I kursusse).

Plantwetenskapkeuse

Agronomie II

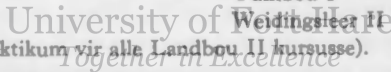
Biometrie I

Grondkunde II

Plantfisiologie I

Tuinbou I

Weidingsleer II



Vierde jaar:

Dierwetenskapkeuse

Landbou-ingenieurswese 1 (3+1)

Seminaar (2+0)

Veekunde III a (3+1)

Veekunde III b (3+1)

Veesiektes (3+½)

Voerproduksie en-bewaring (2+½)

Suiwelkunde (3+1)

of Skaap en Wolkunde (3+1)

(Die syfers in hakies verwys na die aantal lesings en praktika, respektiewelik, vir elke kursus).

Plantwetenskapkeuse

Agronomie III (4+1)

Grondkunde III (4+1)

Landbou-ingenieurswese I (3+1)

Seminaar (2+0)

Weidingsleer III (4+1)

of
Tuinbou II (4+1)

Ag.3. Regulasies vir die grade in Landbou:

3.1. Slaagminimum: om in 'n kursus te slaag moet 'n student vir die graad B.Sc. Agric. en B.Agric. die onderstaande minima in sy eksamensyfer en in sy gesamentlike jaar- en eksamensyfer behaal:

Subminima in		Minimum	Gesamentlike
Prakties	Teorie	Eksamensyfer	Jaar en Eksamensyfer
40%	40%	40%	50%

'n Kandidaat word nie tot 'n aanvullende eksamen in enige vak toegelaat nie, behalwe met vergunning van die Senaat op aanbeveling van die Fakulteitsraad vir Landbou.

3.2. 'n Student behaal sy graad met onderskeiding indien hy in die laaste twee studiejaar die gemiddelde persentasie van 75 persent behaal en sy leergang binne 'n studietyd van vierjaar voltooi.

Ag.4. Bevordering tot die volgende studiejaar :

- 4.1. Vir bevordering tot die tweede studiejaar moet 'n student ten minste drie eerstejaarskursusse geslaag het.
- 4.2. Vir bevordering tot die derde studiejaar mag 'n student nie meer as twee kursusse van die eerste twee jare uitstaande hê nie.
- 4.3. Vir bevordering tot die vierde studiejaar mag 'n student nie meer as twee kursusse van die eerste drie studiejaar uitstaande hê nie.

Ag.5. Krediet vir Kursusse :

- 5.1. Studente behou krediet vir alle kursusse waarin hulle gelsaag het, al word hulle nie na die volgende jaar gepromoveer nie.
- 5.2. *Praktiese Werk* : Dit word van elke landboustudent vereis om vir minstens een maand, of op aanbeveling van die Departementshoof 'n maksimum van twee maande, gedurende vakansietye van die tweede- derde- of vierde jaar, praktiese werk op die Universiteit se proefplaas te doen.

Ag.6. Regulasies vir die graad Honneurs-Baccalaureus in Landbou :

- 6.1. Slegs die B.Sc. Agric.-graad sal direk tot die graad B.Sc.-Agric. (Hons.) kan lei. Studente wat die B.-Agric.-graad verwerf het, mag tot die Honneurs-graad toegelaat word mits sodanige studente voldoen aan die voorvereistes wat deur die Senaat voorgeskryf word, en die B.Sc. Agric.-status verwerf het.
 - (a) Die Senaat kan op aanbeveling van die Fakulteit, aan 'n verdienstelike kandidaat met 'n B.Sc. graad toestemming verleen om nagraadse opleiding in Landbou te ontvang.
 - (b) Die minimum-slaagsyfer vir die graad B.Sc. Agric. (Hons.) is 'n gemiddelde syfer van 50% vir die hele eksamen met dien verstande dat 'n sub-minimum vir sekere vraestelle kan geld en/of 'n deel van die eksame deur 'n verhandeling vervang kan word.
 - (c) Die graad B.Sc. Agric. (Hons.) word met lof toegeken indien 'n student in sy gemiddelde eksamensyfer minstens 75% behaal.

Ag.7. Regulasies vir die graad M.Sc. Agric.

Benewens die algemene Regulasies vir magistergrade wat mutatis mutandis ook op die Fakulteit van Landbou van toepassing is, moet 'n student voldoen aan die spesiale regulasies van die Fakulteit.

- 7.1. Voordat 'n student vir die graad M.Sc. Agric. kan inskryf moet hy die B.Sc. Agric. (Hons.)-status verweef het.
- 7.2. Vir die graad M.Sc.Agric. word 'n verhandeling vereis.

Ag.8. Regulasies vir die graad D.Sc.Agric.

Dit sal van 'n student verwag word om 'n goedgekeurde studierigting te volg en navorsing te doen in die Landbou-wetenskap.

Ag.9. Landboudiplomas.

9.1. Tipe Diplomas :

- (a) Diploma in Landbou.
- (b) Nagraadse Diploma in Landbouvoorligting.

9.2. Toelatingsvereistes :

- (a) Fort Hare Diploma in Landbou: Die minimum vereistes vir toelating is 'n Senior Sertifikaat of die ekwivalent van hierdie sertifikaat.
- (b) Diploma in Landbouvoorligting: Besonderhede moet nog gefinaliseer word.
- 9.3. Die kursusse van die Diploma in Landbou strek oor twee jaar en die van die ander diplomas oor een jaar.

9.4. Leergange :

(a) Diploma in Landbou :

<i>Eerste jaar :</i>	Biologie	5	lesings	+	1	praktikum
	Chemie I B	5	„	+	1	„
	Plantproduksie	3	„	+	$\frac{1}{2}$	„
	Diereproduksie	3	„	+	$\frac{1}{2}$	„
	Landbou-ekonomie I	5	„			

<i>Tweede jaar :</i>	Plantproduksie II	5 lessings	+	1	praktikum
	Diereproduksie II	6(4 + 2)	,,	+	1
	Grondkunde I	4	,,	+	$\frac{1}{2}$
	Grond- en veldbewing	2	,,	+	$\frac{1}{2}$
	Metodiek van Landbou- onderwys	1	,,	(onderwys)	
	Landbou-ekonomie II of	4	,,		
	Opvoedkunde I	4 lessings			
<i>S.O.D. jaar —</i>	Landbou-ekonomie II en				
	Onderwysvakke.				

Studente moet aan die begin van hulle tweede jaar aandui of hulle die S.O.D. kursus gaan volg. Voornemende S.O.D.-studente moet in hulle tweede jaar Opvoedkunde 1 neem in die plek van Landbou-ekonomie II, en in hulle S.O.D. -jaar moet hulle Landbou-ekonomie II neem ten einde aan die vereistes van die Diploma te voldeon.

9.5. *Praktiese Werk :*

Dit kan van studente verwag word om ten minste twee weke op die Universiteit se plase te werk.

9.6. *Slaagminimum :*

Om 'n kursus te slaag moet 'n student die onderstaande minimum in sy finale eksamensyfer en in sy jaarwerk behaal:

<i>Praktiese werk</i>	<i>Teorie</i>		<i>Gesamentlike Jaar-en Eksamensyfer.</i>
40%	40%	40%	50%

Ten einde 'n onderskeiding te behaal moet 'n kandidaat ten minste 75% in die finale eksamensyfer behaal.

'n Kandidaat word nie tot 'n aanvullende eksamen in enige vak toegelaat nie, behalwe met vergunning van die Senaat op aanbeveling van die Fakulteitsraad vir Landbou.

9.7. *Bevordering tot die volgende studiejaar*

- (a) Geen student sal toegelaat word om vir die tweede jaar in te skryf alvorens hy nie ten minste 4 kursusse geslaag het nie.
- (b) 'n Student wat aan die einde van die eerste jaar nie ten minste in twee kursusse geslaag het nie sal geen krediet ontvang vir kursusse wel geslaag nie en sal die volle leergang moet herhaal.

9.8. (c) Leergange vir die Diploma in Landbouvoorligting moet gefinaliseer word

LEERPLANNE VIR GRAADKURSUSSE AGRONOMIE

Kursus I

Grondbeginsels van Agronomie, gewasproduksie in verhouding tot omgewings. Beplanning van die boerderystelsel om by die omgewingstoestande aan te pas, inleiding tot die botanie van akkerbougewasse, plantvoeding, onkruidbeheer, wisselbou en rusoes boerdery, stikstofbinding deur peulplante, saadproduksie en opberging.

Prakties : Veldwerk en Laboratoriumstudies.

Kursus II

Getetailleerde studies van die agronomie en verbruik van die vernaamste graan-, vesel-, wortel-, voer- en oliegewasse. Kuilvoer- en hooivoorbereiding.

Prakties : Veldwerk en Laboratoriumstudies.

Kursus III

Voerbewaring, voedselbehoefte en voorrade, verbouingstelsels in verhouding tot grondproduktiwiteit, voubewaringspraktyke, stelsels van grondbenutting. Droëland en besproeiingsboerdery. Plantvoeding- en bemestingstegnieke. Navorsingsmetodes en plot- en potproefstegnieke. Verwerking en presentasie van tegniese informasie. Seminaar oor uitgesoekte onderwerpe.

Praktiese lesings in veld en laboratorium.

ANATOMIE EN FISILOGIE

Die anatomie, fisiologie en histologie van plaasdiere met spesiale verwysing na: skelet en bewegingstelsel, senuweestelsel, vaskulêre stelsel, respirasie, die vet en ahangsels, liggaamstemperatuur beheer reprodktiewe-stelsel, endokrine-stelsel, verteringstelsel, uitskeidingstelsel.

Praktikum

BIOCHEMIE

Kursus I

Inleiding tot die chemie van koolhidrate, lipiede en eiwitte; nukleïensure, vitamene, ensieme; intermedieë metabolisme van koolhidrate, vette en stikstofhoudende verbindings.

Praktikum: Kwalitatiewe toetse op koolhidrate, vette en proteïne, bepaling van pH; Kjeldahl metode vir N-bepaling.

Kursus II

Chemiese samestellings van plantmateriaal; verteerbaarheid van voersoorte; energiemetabolisme; metodes vir bepaling van energiebehoeftes; mineraalmetabolisme. Inleiding tot die kinetika van ensiemreaksies; ensiem-kataliseerde reaksies; ensiemsisteme; chemie van bloed en uriene; biochemie van hormone.

Praktikum: Fotometrie; bepaling van diverse plantbestanddele; voedingstudies.

Inleidende studie met betrekking tot standaardfout, t-toetse en korrelasie, en regressie. Ontwerp, analise en interpretasie van eenvoudige eksperimentele ontwerpe, volledige ewekansige ontwerp; ewekansige blokontwerp; Latynse vierkant, eenvoudige faktoriaalproewe, interaksie, strengeling, verdeeldeperseelontwerp, enkel- en meerkfaktor-eksperimente met herhaalde waarnemings op dieselfde proefeenhede, kovariansieanalise, parametervrye metodes.

Steekproefneming, meervoudige korrelasie- en regressie- studies, afronding van waarskynlikheidsmodelle soos binomiaal-, poisson-, normaal-, negatiewe binomiaal, gamma-verdeling, ens.

Praktikum:

GENETIKA

Kursus I

Erfkafteorie van Mendel: historiese inleiding;

Mendel se wette van segregasie en onafhanklik splitsing;

die begrippe genotipe en fenotipe, rekombinasie en mutasie; gemodifiseerde F₂-verhoudings.

Die fisiese basis van oorerwing: die sel; mitose en meiose; voortplanting en geslagsbepaling; die chromosoom-topografie.

Populasie-teorie; inteling en heterose.

Biometriese grondslae van die Genetika.

Die beginsels van biochemiese-genetika en die genetika van mikro-organismes.

Praktikum:

Kursus II

Populasiegenetika; Die Hardy-Weinberg-tendens en modifikasies daarvan; Mutasies; allelomorfisme en rekombinasies; ras- en soortvorming; toevallige genetiese verskuiwing (Genetic Drift) en desimering.

Teoretiese teeltkunde; algemene beginsels van plante- en diereteelt; erfbaarhede; inteelt en kruisteelt; heterosis; poliploidie; mutasies; bestralingagenetika; sitoplasmiese oorerwing.

Praktikum :

GRONDKUNDE

Kursus I

Beknopte behandeling van die belangrikste grondvormende minerale en gesteentes. Verwerking van minerale en gesteentes en die vorming van grond. Vernaamste fisiese eienskappe van gronde; tekstuur; lug; vog- en temperatuurverhoudings, chemiese eienskappe, kolloïed- chemiese aspekte, pH en braktoestande, grondvorming en elementêre grondsiematiek.

Praktikum : Laboratorium- en veldstudies.

Kursus II

Plantvoedingstowwe: Voorkoms en chemiese aspekte in die grond. Kunsmisstowwe; Vervaardiging, samestelling en interaksies met die grond.

Diagnostiese metodes om die plantvoedingstofstatus van gronde te bepaal.

Organiese materiaal. Besproeiingswater. Kwaliteitseienskappe en interaksie met die grond, brakprobleme ens.

Praktikum : Analise van grond en plantmateriaal.

Kursus III

Besonderhede volg later.

LANDBOU—EKONOMIE

Kursus I

Ekonomiese begrippe, elementêre *prysteorie*, ekonomiese geskiedenis veral met betrekking tot stadiums van ekonomiese ontwikkeling en kenmerke van die moderne ekonomiese stelsel.

Die belangrikheid en funksies van die landbou; landboustreke; die streeksverspreiding van produkte; die landboustruktuur van Suid-Afrika. Produksiefaktore in die landbou; onderlinge verhoudings en beperkings; Bantolandbouproduksie; landboufinansiering. Meganisatie.

Praktikum :

Kursus II

Boerderybedryfsleer : Basiese beginsels in boerderybedryfsleer; faktore wat winsgewendheid bepaal; boerderyrekords en ontleding van boerderyrekords.

Bemaking : Afset van Landbouprodukte (plaaslike en buitelandse); bemakingsprobleme, beheerde bemaking; verbeterings in die bemakingstelsel; die kooperatiewe stelsel.

Praktikum :

LANDBOU—INGENIEURSWESE

Omvang van Landbou-ingenieurswese; kraginstellings en kragvereistes van masjiene en gereedskap; herstelwerk; die werkwinkel en sy toerusting.

Plaasmotore : Verskillende soorte motore; hulle werking en versorging; oordra van krag deur bande, asse en ratte.

Implemente : Gebruik, versorging en herstel.

Opmetings : Meettegnieke en -apparaat.

Verkoelings : Verkoelers, hitte insulasie en verkoelingstelsels.

Boukunde : Grondbeginsels, plaasgeboue en boumateriaal.

Waterboukunde : Drukking van water, pompe, werking en installasie.

Elektrisiteit vir die plaas.

Praktikum :

PLANTFISIOLOGIE

Diffusie, osmose en inhibisie, waterverhoudings van plant-selle; waterverlies van plante; translokasie van water; grond en grondwaterverhoudings; absorpsie van water; interne waterverhouding van plante; ensieme, fotosintese; koolhidraat- en vetmetabolisme; mineraalvoeding.

Praktikum :

SKAAP- EN WOLKUNDE

(Voorlopig ingesluit onder Veekunde)

TUINBOU

Groentebou :

Ekonomiese en voedingswaarde van groente; klassifikasie; klimaatsvereistes; grondvereistes en verbouingspraktyke van vernaamste groentesoorte; waterbehoefte en besproeiing; saadbeddings en verplanting; onkruidbeheer; wisselbou; saadproduksie.

Vrugtebou :

Die vrugtebedryf in Suid-Afrika; klassifikasie van vrugte; bou en funksie van die vrugteboom; klimaatsvereistes; grondvereistes en voorbereiding van boordgronde; waterverhoudings en besproeiing; voortplanting en kwekerypraktyk; preservering; fisiologie van die rypvrug en opberging.

Praktikum :

VEEKUNDE

Kursus I

Die oorsprong, temming en verspreiding van diere-rasse.

Die Veeteeltbedryf—produksie in Suid-Afrika met besondere verwysing na die Bantoegebiede.

Streeksindeling van die veeteeltbedryf en die invloed van fisiese faktore op produksie.

Beginsels van diereproduksie: voortplanting, groei en ontwikkeling.

Ekologiese Oorwegings en Aanpasbaarheid.

Praktikum :

Be-oordeling van diere en die algemene plaas- en dierepraktyk.

Kursus II

Beginsels van dierevoeding.

Suid-Afrikaanse voedingstowwe.

Voeding, versorging en bestuur van plaasdiere:

1. Melkboerdery.
2. Vleisproduksie.
3. Varkboerdery.
4. Perdebedryf.
5. Skape en bokke en die produkte daarvan.
6. Pluimveeproduksie.
7. Ander spesies.

Praktikum :

Praktiese voeding; balanseer van rantsoene; chemiese ontleding en evaluering van voedingstowwe, besoeke aan plase.

Kursus III

Besonderhede volg.

Veetiesiektes

Die kentekens, oorsake, voorkoming en behandeling van die meer algemene siektes van plaasdiere; siektes veroorsaak deur inwendige en uitwendige parasiete; gebreksiektes, eenvoudige snykunde en verloskunde.

WEIDINGSLEER

Kursus I

Gramineae—klassifikasie, morfologie, chemiese samestelling en outogenie van die grasplant.

Plantekologie—Plantsuksesie en die brand van veld.

Veldtipes van Suid-Afrika.

Benutting van die veld deur wild.

Die indringing en uitroei van ongewenste plante in die veld.

Praktikum: Laboratorium- en veldwerk.

Kursus II

Veldbestuur.

Terminologie, beginsels en sisteme.

Aangeplante weidings—soorte, vestiging en beheer.

Grondbenutting—beginsels van grondgebruik in die landbou.

Bepanning van die Bantostreke.

Inleiding tot gronderosie en grondbewaring.

Praktikum: Laboratorium- en veldwerk.

Kursus III

Radikale verbetering van die veld—verbetering en vervanging.

Hervestiging van die natuurlike veld.

Gronderosie en grondbewaring in Suid-Afrika.

Seminare.

Praktikum: Laboratorium- en veldwerk.

LEERPLANNE VIR DIE DIPLOMA IN LANDBOU

Diere by-produkte: huide en velle; plaasmis; bruikbare snitte.

Praktiese werk: Word in plaaslike omgewing gedoen.



University of Fort Hare
Together in Excellence

SUKSESSE IN FINALE EKSAMENS AAN FORT HARE IN 1969

I. BACCALAUREUS ARTIUM

In Praesentia :

MATTHEW SIBULELO BONKOLO
SAMUEL SICELO JWILI
WESLEY WILLS MADONDA MABUZA
VERONICA NOMQONDISO MALOTANA
LIONEL MNCEDI MAQWATHI
PATRICIA NOGWAALI MAYABA
JOYCE BULELWA MBANJWA
LINEO LIZZIE MKENTANE
FRANKLIN LIZILE MNIKI
SHEPHERD MZWANDILE MAFU NGCELWANE
DYKE DUMISA NOKWE
HARTSLIEF TEANDUXOLO SOGONI
MURIEL NOMFANELO ZEMBE

Hoofvakke :

Engels, Geskiedenis.
Sosiologie, Xhosa.
Bybelkunde, Geskiedenis van die Wysbegeerte
Geskiedenis, Xhosa.
Geskiedenis, Sielkunde.
Sosiologie, Xhosa.
Sistematiese Teologie, Xhosa.
Geskiedenis, Xhosa.
Aardrykskunde, Xhosa.
Geskiedenis van die Wysbegeerte, Xhosa.
Geskiedenis, Sielkunde.
Geskiedenis, Xhosa.
Geskiedenis, Xhosa.

In Absentia :

BOYD MAKOBA



Aardrykskunde, Sosiologie.

University of Fort Hare

Together in Excellence

II. BACCALAUREUS ARTIUM IN SOCIALE WETENSKAPPE

In Praesentia :

VIVIAN KHUZIWE HLABI
ANNA NOMAWETHU JORDAN
VICTORY MAKENEUWE MATELA
MLUNGISI WASHINGTON MAKALIMA
JAMES NKUTLAWISANG PHAYANE

Maatskaplike Werk, Sosiologie.
Maatskaplike Werk, Sosiologie.
Maatskaplike Werk, Sosiologie.
Sielkunde, Maatskaplike Werk, Sosiologie.
Sielkunde, Maatskaplike Werk, Sosiologie.

III. BACCALAUREUS SCIENTIAE

In Praesentia :

SIDIMA DANIEL KWINANA
HERBERT EUSTACE MLAMLI MAGOJO
JOSEPH TSHOLOFELO MATLHOKO
MOTLATSI MAY
HOPEWELL GAYTHORN NKQUBELA MNQONYWA
DANIEL WESLEY SELEBALO MOTSE
SONWABO MTSHEMLA
RAPHAEL MZAMO NJISANE
ZEPHANIA THEMBA NOMVALO
FERGUSON MLAMLI SABA
VICTOR MALOISANE SANTHO
SHADRACK SEFAKO SEKO
GORDON SANDILE SIBIYA
LAWRENCE THEMBA ZWANE

Plantkunde, Dierkunde.
Chemie, Dierkunde.
Toegepaste Wiskunde, Fisika.
Toegepaste Wiskunde, Fisika.
Chemie, Fisika.
Chemie, Dierkunde.
Plantkunde, Dierkunde.
Plantkunde, Chemie.
Chemie (onderskeiding), Dierkunde.
Plantkunde, Chemie.
Chemie, Fisika.
Plantkunde, Dierkunde.
Wiskunde, Fisika.
Plantkunde, Dierkunde.

IV. BACCALAUREUS COMMERCII

In Praesentia :

REGINALD DUMA MAJODINA

Bedryfsekonomie, Ekonomie,
Industriële Sielkunde.

In Absentia :

MOSES MAROLE

Bedryfsekonomie, Ekonomie,
Industriële Sielkunde.

V. BACCALAUREUS IURIS

In Praesentia :

ZACHARIA GARRINE

JOHN FELIX THOLI VILAKAZI

NAGRAADSE BACCALAUREUSGRADE

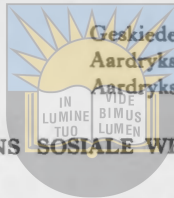
VI. BACCALAUREUS ARTIUM HONS

In Praesentia :

MONDLI MAWETHU KUNENE

ZOLILE ARCHIBALD MRARA

NELSON NOGWEBU



Geskiedenis.
Aardrykskunde.
Aardrykskunde.

VII. BACCALAUREUS ARTIUM HONS SOCIALE WETENSKAPPE

In Praesentia :

NOMATHEMBISO WINIFRED KOYANA

SINGATA MAFANYA

Sosiologie.
Sosiologie.

University of Port Hare
Together in Excellence

VIII. BACCALAUREUS SCIENTIAE HONS

In Praesentia :

CHRISTOPHER CUTHBERT POSELA MADIBA

ALLWORTH MTIMKULU SIPAMLA

CATHERINE FEZEKA TSHABALALA

Fisika.
Chemie.
Chemie.

IX. BACCALAUREUS EDUCATIONIS

In Praesentia :

CHAMBERLAIN ZAMUXOLO GEBEDA

LILIAN NOMVULA NYATI

X. MAGISTER EDUCATIONIS

In Praesentia :

ELEPHANT PHILIP NDABA

XI. MAGISTER SCIENTIAE

In Praesentia :

JOHN WILLIAM MAKHENE

BENJAMIN RASEROKA

UNIVERSITEIT VAN SUID-AFRIKA PROFESSIONELE SERTIFIKATE EN
DIPLOMAS

XII. PROKUREURSTOELATINGSEKSAMEN

In Absentia :

COLBEN DUMEZWENI PAKADE

XIII. STAATSDIENSEKSAMEN IN DIE REGTE

In Praesentia :

CLEMENT TEMBA SANGONI

In Absentia :

JUSTINUS MATTHEWS LEKOLOANE

TIMOTHY DIZE MAKUBALO

ISAIAH KAGISHO MAMABOLO

ELLIOT SIVUKU



XIV. UNIVERSITEITSONDERWYSDIPLOMA (GEGRADUEERD)

In Praesentia :

CANASSEUS MASILA LAMLA

GLADSTONE VUYANI MQINGWANA

VICTOR JORDAN TEBOBO SOU

GIDEON YANTOLO

University of Fort Hare
Together in Excellence

(onderskeiding in Filosofie van Opvoeding).

(onderskeiding in Filosofie van Opvoeding).

In Absentia :

EUCLIFFE WYCLIFF M. GIJANA

LINCOLN MZIWANDILE KAKAZA

CYNTHIA THAMIE LOKWE

DORIS ELSPETH NOSIPHO LOKWE

PEARL PAMELA ZIZIKAZI MASHIQA

EUCLID TYELINZIMA MJI

ARCHIBALD NTLANTSANA

ANDILE GOODMAN SEYISI

MARGARET THOZAMA SIJADU

KHOLEKA THANDIWE VABAZA

XV. UNIVERSITEITSONDERWYSDIPLOMA (NIE-GEGRADUEERD)

In Praesentia :

MPUMZI PILLY NDIMA

In Absentia :

ANNA KAHUIKA

RADU NGAMBU

ZOLA NYATI

CECIL TSUTSU

KENNETH HUMPHREY MACIKO XOZA



STUDENTE VAN DIE UNIVERSITEIT VAN SUID-AFRIKA

I. BACCALAUREUS ARTIUM

In Praesentia :

WILBERFORCE NDODIPHELA DANDALA
DOYLE MPUHLE JONGILANGA
PETER SABELO

II. BACCALAUREUS ARTIUM IN SOSIALE WETENSKAPPE

In Praesentia :

THELMA ANNA THEMBEKA PINDIE DALAMBA

In Absentia :

MONICA PASCALINA NETSHILINDI

III. BACCALAUREUS SCIENTIAE

In Absentia :

HANDSOME THOKOZANI LANGENI

IV. BACCALAUREUS COMMERCII

In Absentia :

ROBERT GABRIEL MUGABE



V. BACCALAUREUS ARTIUM HONS. University of Fort Hare

In Praesentia :

SIBBERT SELBY MZIWONKE MEMA

Bantoetale.

Together in Excellence

VI. BACCALAUREUS ARTIUM HONS. IN SOSIALE WETENSKAPPE

In Absentia :

GOVAN ARCHIBALD MBEKI

Ekonomie.

VII. BACCALAUREUS SCIENTIAE HONS.

In Praesentia :

MARJORIE ZONKE MAJODINA

Sielkunde.

In Absentia :

ANDREW MANDLA LEKOTO MASONDO

Wiskundige statistiek.

VIII. BACCALAUREUS EDUCATIONIS

In Praesentia :

VITALIS AUGUSTINUS LERATA
ADAM MANTAKE MAMOEPA

IX. MAGISTER ARTIUM

In Praesentia :

EDWARD MBUYISELO MAKHANYA
ISAIAH OTHNIEL HENRY MOSEBETSI MAPENA

X. PROKUREURSTOELATINGSEKSAMEN

In Praesentia :

CECIL MPHO SOMYALO

In Absentia :

ABRAHAM MAGQABI

SEPTIMUS HUDSON LULAMA MATEBESE

XI. STAATSDIENSEKSAMEN IN DIE REGTE

In Praesentia :

OLIVER TEMBA MLUNGISI BIKO

In Absentia :

NTJA JOHN MOKATI

XII. UNIVERSITEITSONDERWYSDIPLOMA (GEGRADUEERD)

In Praesentia :

GLADWIN VELAPI GUBUZA



UNIVERSITEIT VAN FORT HARE
UNIVERSITEITSDIPLOMAS

I. SUID-AFRIKAANSE ONDERWYSDIPLOMA

In Praesentia :

NOMALUNGELO FLORENCE BODLANI

MORRIS MZAMELI JACA

NANDIPHA LUNGISWA PERDRIDO KOYANA

FANELE LEONARD MATYUMZA

MESHACK MXOLISI QENGWA

In Absentia :

HARVEY LINDA MABUTYANA

MACALLISTER MAKUBALO

NOMSA MGDUSO

HARVEY BOSMAN MGWEBI

MLUNGISI NDIMA

LANGA NDLOVU

NOREFN NOMBULELO PANYANA

EMMERANTIA PUKWANA

KAYA TSHANYELA

BARRINGTON SICELI XOSEKA

(onderskeiding in Skoolhigiëne).

II. SPESIALE EEN-JAAR DIPLOMA IN LANDBOU

In Absentia :

HAMILTON MTHANDEKI GIDI

III. GEVORDERDE DIPLOMA IN LANDBOU

In Absentia :

WILLIAM MKWANE MADITSI.