



CALENDAR  
1922  
University of Fort Hare  
*Together in Excellence*

South African Native  
College.

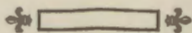
# CALENDAR

FOR



University of Fort Hare  
*Together in excellence*

SEVENTH YEAR.



Fort Hare, Alice, Cape Province, S.A.

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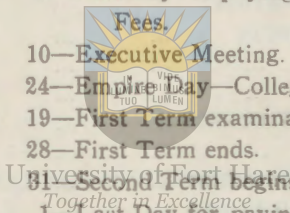
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University of Fort Hare  
*Together in Excellence*

## Calendar for 1922.

Jan.	8—	Opening of "Stewart Hall," 1921.
Feb.	8—	Anniversary of College Opening by General Botha, 1916.
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Friday	Feb.	17—First Term begins.
Mon.	"	20—Scholarship Examinations.
Friday	Apr.	14—Good Friday.
Mon.	May	1—Last Day for paying Second Quarter's Fees.
Wed.	"	10—Executive Meeting.
Wed.	"	24— <i>Empire Day</i> —College Sports.
Mon.	June	19—First Term examinations begin.
Wed.	"	28—First Term ends.
Mon.	July	31—Second Term begins.
Tues.	Aug.	1—Last Day for paying Third Quarter's Fees.
Wed.	"	9—Executive Meeting.
Thur.	"	31—Entries close for Commercial Exami- nations.
Mon.	Sept.	11—Entries close for December Examina- tions.
Mon.	"	25—Second Term Examinations.
Friday	"	29 to Oct. 2—Term Holiday.
Tues.	Oct.	3—Last Day for paying Fourth Quarter's Fees.
Mon.	Nov.	13—Degree Examinations begin.
Mon.	"	20—Commercial Examinations begin.
Wed.	"	22—Executive Meeting.
Mon.	Dec.	4—December Examinations begin.
Tues.	"	12—Fourth Term ends.



## Historical Sketch.

The South African Native College was declared open by the Rt. Hon. General Botha, in the presence of a large and representative gathering of Europeans and Natives, on the 8th of February, 1916. Thus, after many years, the ideal of a College for the higher education of the Natives of South Africa reached the stage of working realization.

As early as the year 1880 Dr. James Stewart of Lovedale recognized that, if the desire for education on the part of Natives continued to grow, sooner or later it would be necessary to provide an Institution which would give an education, under Christian auspices, of University standard. In November 1904, Dr. Stewart presented this view to the Inter-Colonial Native Affairs Commission, of which Sir Godfrey Lagden was President, and when this Commission reported in January 1905, the recommendation was made "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."

On the 28th December, 1905, a week after the death of Dr. Stewart, a convention of Natives from all the States of South Africa was held at Lovedale under the presidency of the late Mr. J. W. Weir of King William's Town, to consider the steps that should be taken to give effect to the recommendation of the Inter-Colonial Native Affairs Commission. It was resolved to prepare a petition for presentation to the High Commissioner and the various Governments of South Africa, praying that an Inter-State Native College should be established.

In the years that followed much work was done to enlist the sympathy of the Governments concerned and to obtain the support of the Churches and of the Native Races throughout the Sub-Continent. Much is due to the efforts of the late Hon. J. W. Sauer, General Sir C. P. Crewe,

and Senator the Hon. Colonel Stanford. An Executive Board, appointed by the Conference of Representatives of the Guarantee Fund, met for the first time on the 3rd of October 1907, under the Chairmanship of the Rev. James Henderson, M.A., Principal of Lovedale. The interest of the Natives in the scheme was manifested by the grant of £10,000 made by the Transkeian Territories General Council in the same year. The United Free Church of Scotland offered a site at Fort Hare as part of a contribution of £5,000, and other contributions were made or promised.

In 1908 a Select Committee on Native Education appointed by the Parliament of Cape Colony reported in favour of support being given to the Inter-State College but owing to the large political questions engaging the attention of statesmen both before and after the passing of the Act of Union in 1910, the College scheme suffered delay.

Meanwhile, with the capital already available, a property adjoining the site at Fort Hare promised by the United Free Church of Scotland had been purchased. The whole formed a compact block with buildings suitable for staff-housing and capable of adaptation to allow of the carrying on of the College until such time as permanent buildings might be erected. The site proposed for the future College Buildings was the historic one at Fort Hare, on which the lines, trenches, bastions and block house of that important military station, the largest on the frontier, are still clearly visible. From the site the ground slopes away to the Tyumie River which girdles the lands proposed to be occupied as the College Farm.

In November 1914 an important step forward was taken when the Constitution of the College, which had been submitted in draft to the contributors and various bodies interested, was finally adopted. The Governing Council of the College, established under the Constitution, held its first meeting in January 1915, and took over the funds

hitherto administered by the Executive Board. The Council decided that the site offered by the United Free Church of Scotland was suitable for the purposes of the College, which, in view of the incorporation in the Union of the various States interested in its foundation, was hereafter to be called "THE SOUTH AFRICAN NATIVE COLLEGE." The Government of the Union of South Africa pledged its support by promising an annual grant and appointed its representatives to the Governing Council, a step that was also taken by the University of the Cape of Good Hope and by the various contributing bodies.

In February 1916, as already noted, the College was declared open by the Prime Minister of the Union and classes were inaugurated on the 1st of the same month with a roll of twenty students drawn from all the provinces of the Union and from Basutoland.

In 1917 the Governing Council approved of plans which had been prepared by the Public Works Department of the Union. The scheme makes provision for the gradual development of the College through a long series of years.

In 1918, the Union Government placed upon the loan estimates a sum of £10,800 for the erection of the middle portion of the main tuition block, which the Governing Council unanimously agreed to associate with the name of Dr. Stewart. This loan was passed by Parliament and thus, 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 in Conference to proceed immediately with the erection of 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.

In 1919, the Administration of Basutoland intimated its intention of contributing an annual grant of £300 to the funds of the College, and of sending a representative to sit on the Governing Council of the College.

In the same year the representatives of the United Free Church of Scotland asked and were granted permission to choose a site for a hostel. It is expected that the training of the theological students of the Presbyterian Church will be carried on in this Hostel.

In 1920, the erection of the Wesleyan Hostel and Warden's Residence was begun and the Warden was appointed to the staff. This Hostel was completed in 1921.

In the same year the Church of the Province rented a house as temporary hostel and their Warden was also appointed to the staff.

In 1920, also, the first portion of "Stewart Hall" was completed and taken over for teaching.

*Together in Excellence*

## Scholarship Scheme.

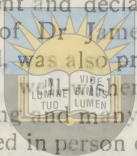
1. All scholarships held at the College shall be awarded by the Governing Council on the recommendation of the Principal.
2. Scholarships as a rule shall not be for a greater amount than three-fourths of the total fees annually payable by the student.
3. Scholarships shall be tenable for the duration of the course entered upon by the student but may be withdrawn if the Council is dissatisfied with the conduct or progress of the holder.
4. Scholarships shall ordinarily be awarded by competition, regard also being had to the circumstances of the candidate, in so far as he requires aid to enable him to prosecute his studies.
5. Students when making application for a scholarship shall fill in the particulars required in the schedule which may be obtained from the Principal.
6. The provision of scholarships to be placed at the disposal of Council for the benefit of students residing in a particular area or belonging to a particular denomination, will be welcomed, and shall entitle donors to receive a report twice annually on the conduct and progress of such students; but donations to and grants in aid of the scholarship fund of the College shall not count as a contribution under Section III., paragraph A of the Constitution, viz. :—

“ Any person, corporation or society contributing a sum of £5,000 to the capital funds of the College shall be entitled to appoint one member to the Council, and if the sum contributed be £10,000 or more, two members.”

[For particulars as to scholarships at present available, see page 38.]

# Report of Governing Council

FOR THE YEAR ENDING 31st DECEMBER, 1920.

During the year under review the first portion of "Stewart Hall," one of the projected educational blocks, was completed and handed over by the builders. Although the formal opening did not take place until the 8th of January, 1921, notice may perhaps be taken of this event now. The Minister for Education, the Rt. Hon. F. S. Malan, was present and declared the building open, Mrs. Stewart, widow of Dr James Stewart after whom the building is named, was also present and graciously turned the key. Many  came long distances to witness the opening and many Native Chiefs and Councilors either attended in person or sent their representatives.

In the ~~vicinity of Port Harcourt~~ <sup>vicinity of Port Harcourt</sup> there was held a very successful ~~Seminari Exhibition~~ <sup>Seminari Exhibition</sup> which attracted teachers, ministers and agriculturists to the number of about 100 from all over the Union. The success of this school was such as to encourage the hope that much good in the future might be done by lectures such as were given to stimulate those who are labouring in the villages and town locations. If reasonable travelling facilities were granted by the Railway to enable poorly paid Native teachers and ministers to attend, Government would be repaid a thousand times over.

During the year the building of the Wesleyan Hostel was commenced, and this welcome addition to the College should be ready by mid-year, 1921.

The Church of the Province also has rented one of the houses on the estate and occupied it as a temporary hostel.

There were no changes in the personnel of the Council except that Rev. James Pendlebury, B.A., Representative

of Native Secondary Education retired on being appointed to the staff as Warden of the Wesleyan Hostel. A successor has not yet been appointed.

The Capital Account of the College shows that buildings and land are valued at £16,811 15s. 7d.; Furniture and Fittings at £1,435 6s. 5d.; Farm Stock at £661 5s. 0d., and that the College has £9819 16s. 0d. invested in Government Stock. The cost of a Water Scheme to supply the Hostels and Houses was £2378. The Revenue Account shows that the amount received from 'Government Grant during the year was £1,812 10s. 0d. and from fees was £1,282 7s. 7d. The total expenditure under all heads was £5,850 16s. 4d. An amount of £197 10s. 5d. was carried to Reserve. The Revenue Account showed a loss of £424 1s. 5d. as compared with a loss of £117 12s. 10d. last year.

Donations during the year totalled £841s. 6d.

The Principal's Report for the year is appended.

JAMES HENDERSON,  
*Chairman,*  
 ALEXANDER KERR,  
*Principal,*  
*Act. Secretary and Treasurer.*

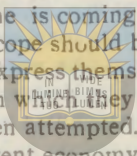
# Principal's Report to the Governing Council,

FOR THE YEAR ENDING 31st DECEMBER, 1920.

GENTLEMEN,

I have the honour to present my fifth Annual Report.

In these reports it has not been my habit to touch every year upon all the work that is done at the College, but perhaps the time is coming when such should be the practice and when scope should be given to those in charge of Departments to express themselves on the prospects and needs of the work in which they are engaged, as well as to record what has been attempted. For this year, however, owing to the stringent economy that is required of us, it will be necessary to compress this report down to dimensions beyond what is desirable.



University of Toronto  
in Excellence

**TERMS.** The College was in session from 19th February to 14th June and from 12th July to 10th December. There were two weekend breaks at Easter and Michaelmas.

**STAFF.** In September, 1919, we advertised in South Africa and overseas for two lecturers, one for Physics and Chemistry and the other for Mathematics. Although we had a Committee working diligently overseas under the guidance of Dr. Henderson, we were unsuccessful in attracting applications from those with the qualifications to suit us. We were, therefore, faced with the task of carrying on the work throughout the year with such help as could be spared by the members of the Lovedale staff. Though they themselves were working under considerable pressure we were fortunate in being able to secure the services of the following gentlemen for various classes:—

Dr. A. W. Roberts, D.Sc., F.R.A.S.

James Chalmers, Esq., M.A., B.Sc.

C. A. Pilson, Esq., B.Sc.

Rev. H. B. Coventry, B.D.


Without the assistance of these teachers, willingly given, it would have been impossible to carry on. As it was, there was considerable strain on the other members of the staff and on the students whose afternoons were almost wholly occupied by classes for which they had to walk to Lovedale. It is a tribute to all concerned that the work as revealed by the yearly tests was never better done. Happily towards the end of the year both posts were filled. Mr. W. T. Murdock, B.A., a graduate of the Royal University of Ireland and Mathematical Master in Diocesan College, Rondebosch, was appointed to the lectureship in Mathematics, and Mr. C. P. Dent, B.Sc., a student at Rhodes University College, Grahamstown, was appointed Lecturer in Physics and Chemistry. To allow Mr. Dent to take post-graduate work in Science Mr. E. J. Starkey, B.A., was engaged to fill the post for one year. We were able thus to begin work in February, 1921, with a full teaching staff.

In mid-year 1920, Rev. J. Pendlebury, B.A. (Cape) was appointed Warden of the Wesleyan Hostel and Theological Tutor to the students in training for the Ministry of the Wesleyan Church. At the same time also the Rt. Rev. W. E. Smyth, M.A., M.D. (Cantab.), was appointed Warden of the Hostel of the Church of the Province, and at the close of the year, the Rev. John Lennox, O.B.E., M.A., was appointed Warden of the Presbyterian Hostel and Theological Tutor to the students in training for the Ministry of the Presbyterian Church. Besides being able to bring great personal influence to bear upon the students under their charge, I feel sure that the Wardens will be of assistance in the general work of the College and their presence on the staff will give us some margin in lecturing resources without imposing the necessity of making additional appointments.

During the year the Rev. J. E. East, Travelling Demonstrator in Agriculture, went on furlough, and the oversight of his work was undertaken by Mr. Germond, Lecturer in Agriculture, with the assistance of a student, Stanford Sonjica. By arrangement with the Government, Mr. Sonjica has taken over the work as from January, 1921, until Mr. East returns. I hope that it may then be possible to have an assistant demonstrator to Mr. East, as the district that has to be covered is large enough to absorb the energy of three or four men.

ADMISSIONS. Fifty-six students, fifteen of whom were new, were admitted to College at the beginning of the session. In mid-year received an accession of five Wesleyan Theological students raising our enrolment to sixty-one. At the close of the year the number in residence was fifty-one, the ten of Port Hare being accounted for by those who went out in June, their course having been completed, and by losses due to withdrawals, sickness and unfortunately, in one instance, death. One student was dismissed. I print as an appendix, the statistics for the five years and these indicate the steady progress that is being made.

ENTRANCE QUALIFICATIONS. In view of the promising beginning that has been made in providing secondary education for Native students, I think that Council should now definitely assign a date beyond which no student will be received into the College who does not possess a certificate certifying to attainments of the standard of the Junior Certificate of the University of South Africa, or of an equivalent Leaving Certificate of an Education Department. In my opinion 1922 should be the last year in which the present regulations should operate. Special allowances may require to be made for students in the Theological Faculty, but for those in all other departments no hardship would be entailed by the change and a considerable saving of teaching power would result.

THE CURRICULUM. In an appendix No. XI. I show the results of various examinations for which candidates have been presented since the College started. The returns for the University Matriculation Certificate show a steady and normal rise. In three years thirteen candidates have obtained this certificate which represents an advance when one considers that in the years from 1889 to 1916 the average was less than one certificate per annum. Of those who have arrived at a point which seemed to warrant their presentation for this test only four have failed to obtain the certificate so far, and of these two will probably complete their pass at an early date. Whatever criticism one may make of this examination in its relation to Native students, such as  represent the attainment of a certain standard in English studies, a certain facility and correctness in expression, a critical knowledge of the Native Language, University of Fort Hare, an elementary acquaintance with mathematical processes, an elementary acquaintance with physical and chemical phenomena, and a background of South African and European History, ancient and modern, which should help those students to understand the world in which they find themselves, and should afford them a sureness of foothold upon the platform on which must be discussed, with those of other traditions and outlook than theirs, the problems that arise from the contiguity of races in South Africa. It is also necessary that Europeans should study the Native peoples, their history, outlook and aspirations, and it is a matter of congratulation that a beginning has been made elsewhere to build the bridge from the other side, for only by understanding and sympathy of each other's point of view by the most highly educated members of the two racial groups can friction in the future be reduced to a minimum.

The last ten years have seen an enormous development of education of the University type in all English-speaking countries. College education seems about to become as

necessary for the more advanced section of the community as secondary education was twenty years ago. The leaders of the Native people must recognise this and revise their judgment of the equipment necessary to deal with the complex situations of the modern world. Happily there is evidence that some are aware of the position and shortly we should be able to pass yet another landmark in the upward journey. While on the point of general education I may quote one or two notes from the reports of lecturers dealing with certain subjects of the curriculum.

**ENGLISH.** Writing of the work of the Senior students last year, Mr. Coventry says: "On the whole the students in the Matriculation English class worked well and made good progress. The essay work at times was good, but a lack of background was noticeable in most cases. Keen interest was shown in the Shakespearian play. A fair critical appreciation of the characters of the play was not lacking; but the predominant weakness was the natural one of difficulty in expression."

**EUROPEAN HISTORY.** "European History proved a difficult subject for most of the students as the ground to be covered was so large. Keen interest was shown in the study of the French Revolution."

**S.A. HISTORY.** Mrs. Roose reporting on South African History complains that the first year students are much impeded in the study of History by their lack of English, but the senior class did very satisfactory work.

The History Syllabus in my opinion requires too much of students at school age and the papers set are rather of College than of school standard. No subject, also, in the Matriculation examination seems to be more severely marked by the examiners, and the combination of these factors results in less satisfactory returns for History than one would naturally expect. In the near future I hope

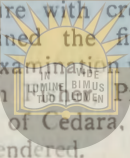
that it may be possible for our students to take the combined course in Geography and History rather than History alone as the absence of Geography from the curriculum of any secondary pupil can hardly be condoned.

**DUTCH.** Dutch, instead of a Native Language, is taught to the coloured pupils and also to the students in the Commercial Course. So far Hollands has been taught, but it seems clear that for all purposes Afrikaans will be of much greater value to the students so that with the beginners next year we shall make the change. Four Coloured students sat Hollands at the Matriculation and it is very creditable to Mrs. Roose that three of these passed.

**VERNACULARS.** Dealing with the Vernacular Languages Mr. Jabavu says: "Xosa, Sesuto, Zulu and Se-Pedi were taught for the various courses. A scheme for examination in these Bantu Languages, outlining work up to graduation standard has been prepared and will be submitted to the University of South Africa with a view to securing recognition of these Languages in post-matriculation courses. It is hoped that the foundation of two new chairs for Bantu studies in the new Universities will create an impetus in all the circles of Higher Education for a closer study both of the languages of the Bantu and of their sociology and ethnology. These studies should ultimately not only satisfy academic curiosity but serve materially in the practical solution of the Native Question."

**BUSINESS COURSE.** Three students completed the course for the College Diploma in Business and obtained the certificate. These students were presented for the National Technical Day School Certificate (Commerce) of the National Advisory Board, all passed and on the strength of this they were granted the College Diploma. The subjects of examination were English, Native Language, Dutch, Commercial Arithmetic, Commercial

History and Geography, Typewriting, Shorthand, Book-keeping and Business Methods. Passes were obtained in all these subjects by the three students, so that we may consider that the work done here in this department compares favourably with that done at European centres. It is my hope that, as the level of general education of entrants is raised, a certificate of higher standard than the one obtained this year may be found to be within reach of our students. One student was presented for the Preliminary Commercial Certificate and passed.

**AGRICULTURE COURSE** One student completed the course in Agriculture with credit to himself and the lecturer, and obtained the first College Diploma in Agriculture. The Examination was conducted by Mr. Germond and Mr. John  Principal of the European Agriculture College of Cedara, to whom we are indebted for services kindly rendered.

From Mr. Germond's report on Farm operations, I take the following notes: *Together in Excellence* The winter and spring months were characterised by a prolonged drought. Winter crops were adversely affected and had it not been for the little irrigation which it was possible to practise, low returns would have been realised.

"CROPS. (1) *Maize*. Owing to the preceding year's small rainfall the acreage put to this crop was of necessity smaller than might have been desirable, but the yield was very fair, averaging eight bags to the acre—grain of excellent quality. This year three times as much has been planted but in the case of two lands, planting was late.

"(2) *Oathay*. An excellent crop was raised under irrigation. It is interesting to note that from the dry lands, 3,000 bushels were harvested from ten acres, though from the time of sowing to the harvesting-time of this crop, the total rainfall registered was  $\frac{3}{4}$  of an inch, in two falls of  $\frac{1}{4}$  inch and  $\frac{1}{2}$  inch respectively.

"LIVE STOCK. *Cattle.* Since last year, when the mortality was unduly heavy, the cattle have been doing well. From the month of March the farm has been in a position to supply the hostel and staff with milk, with some to spare for outsiders.

"GENERAL. The year has been one steady progress but slow owing to the lack of proper financial assistance for this department. It is encouraging to note evidence of growing interest on the part of the Natives in the neighbourhood, as shown by the amount of grain sold to them as seed, and the number of enquiries on agricultural matters sent in."

THEOLOGY. In June of last year a beginning was made with Theological Training when Rev. J. Pendlebury, B.A., Warden and Theological Tutor of the Wesleyan students came into residence. The following extract from Rev. Pendlebury's report will therefore be of some interest.

"Five students of the University of Fort Hare according to Conference direction and other instructions their studies in the following subjects with commendable zeal:—

- (a) Theology.
- (b) Psalms (Intro. and I-20).
- (c) St. Mark (Intro. and text).
- (d) Hebrew History to the Exile.
- (e) The period between O. and N. Testaments.
- (f) The Synoptic problem.
- (g) Church History.

The students have been granted opportunity for preaching in the Annshaw Circuit, and with others from the College have conducted services at stations within walking distance of Fort Hare.

It is scarcely possible to express a judgment on the association of the Theological Institution with the College Hostel at Fort Hare, as the arrangements during last term were of a temporary character, but other things being equal

the advantages of a larger outlook, and the facilities for wider studies than those which have usually occupied Native Theological students should be of immense benefit to them. It is hoped that advantage may be taken of some part of the College course next term. If, however, the College and the Institution are to be of the greatest benefit to our Native ministry, students should be sent at an early age, and their course should extend over at least three years, during which period a desire and an aptitude for study might be created such as would warrant the belief that a beginning had been made in the education of Native ministers, and the hope that studies would be continued after leaving the Institution. That such training to such an end is not only desirable, but necessary, no one who has even a slight acquaintance with Native life will deny, and the need for instruction, and therefore for competent ministers will be greater as the influences of modern life are brought to bear with increasing force on our Native population."

*Together in Excellence*

DEVELOPMENT. On the occasion of the opening of Stewart Hall we issued an appeal to the public for funds. Unfortunately the time was not propitious but I think that the Native people in whose interests the College has been founded might show their interest by contributing even small sums to the endowment funds for special purposes. In an appendix I print a list of the donors to the funds of the College. Money is urgently required if certain necessary but expensive undertakings like the farm, for example, are to be carried on in the way most helpful to the Native people. The main lines of development as laid down in the appeal are four and I may be permitted to reproduce the main statements here.

I. AGRICULTURE. First of all, capital is required to develop the *Agricultural School*. Everybody is agreed that instruction in Agriculture is required by Natives and that trained men must be supplied to act as demonstrators of

up-to-date methods to the peasant. The College has begun to do this but no advance commensurate with the need can be made, unless money is supplied for development along this line. No sounder investment for the future of the native peasant-farmer could be made than the creation of a strong agricultural department where modern methods of agriculture, of stock raising, dairying, and poultry-farming could be efficiently taught. It is of the highest importance that this department should be set up at an institution where the best youths of the Native races will congregate in increasing numbers and where strong departments in pure and applied science will be established.

2. DOMESTIC TRAINING. While the teaching of agriculture to boys is likely to take place in the curriculum of elementary schools right throughout the country at an early date, and so react upon the College, it is just as vital to the life of the nation that the future women should receive instruction in the sciences of the home life. Hitherto the life of the Native housemother has been simple in the extreme, but with the rise of an educated class due to the efforts of the mission schools for generations back, there is a growing desire on the part of native parents to have their girls instructed in domestic science. At present there is no very suitable higher course of study open to girls, and the institution of such a department would not only be a boon in itself but would prevent the waste of time and money due to the entering of girls in courses of study which are likely to affect their future modes of life but remotely.

3. TEACHERS. A better educated and more efficiently trained body of teachers is required. These in fact, owing to the rise in the educational level brought about by the institution of the College, are already being obtained, and, though it is early to judge, the results are even now noticeable. But there should be, in connection with the College and alongside the liberal studies that are being

provided, a department for the scientific study of education in its bearing upon the native and coloured races as well as for the more advanced practical training of teachers.

4. DOCTORS. The Government should also, in relation to the College, consider the medical needs of the Native people. Students are already going direct from the College to overseas Universities to study Medicine. The need for Native medical practitioners in the country districts is dire and requires not to be enlarged upon here. But the cost of obtaining such training at present is very great—close upon £800. Few Native parents can afford such an expenditure. One way of lessening the cost would be for the Government to establish the first two years of the course at the College immediately, and to provide scholarships to enable the remaining years to be taken overseas. This would help to solve what is fast becoming a difficult and tragic problem. One student of the College has already completed the first year of the medical course at Edinburgh University and has acquitted himself with distinction in most of his classes. Another has just left to begin studies in April, 1921.

An admirable summary of the main features of an institution such as ours is given by Dr. Jesse Jones in his work on "Negro Education."

Speaking of the United States, he says: "It is evident that the welfare of ten million people, whose existence is beset with so many perplexing problems, requires the best education of all types that society can provide. If College education is of value to any group, surely it is to those who are to be the leaders of the coloured people. Only a broad-minded leadership with a thorough grasp of human development can understand the peculiar difficulties resulting from the close proximity of such widely varying races as the black and white people of the Southern States. All the wisdom of history is needed to enable the coloured

teachers and religious leaders to realise that the difficulties of the American Negro have been experienced wherever diverse races have been compelled to live together, that the obstacles confronting the race are not insurmountable, that other peoples have struggled through similar trials and have won a place among the nations of the earth. More and more the leadership of the race is devolving upon its strong and capable men and women. Successful leadership requires the best lessons of economics, sociology and education. Without such leadership for both the the white and coloured peoples, race problems will multiply and increase in perplexity and menace to the Nation. The race must have physicians with skill and the spirit of service to lead against the insalubrious conditions that are threatening not only the coloured people but also their white neighbours. The Negroes must have religious teachers who can relate religion to individual morals and to the common activities of the community. They must have teachers of secondary schools who have had College training in the modern sciences and in the historical development of civilization."

The problem of America is ours on a smaller scale but with certain features which make it as important to us as theirs is to them. I am therefore glad to quote the considered judgment of one who is one of the recognised authorities in the States on Negro Education.

LIBRARY. I have to thank various donors for gifts of books to the Library.

Mrs. Stewart has kindly presented a life of the late Dr. Stewart. The Phelps-Stokes Fund presented two large volumes of a very valuable study, "Negro Education in the United States," and an account of the operations of the Phelps-Stokes Trust. Dr Miller, of Buckie, sent a gift of new volumes dealing with Literature, Biography and Science; Mrs. Heptinstall, Queen's College, Queenstown,

sent over 100 valuable text books on Mathematics and Science; Rev. G. B. Howe, of Kei Road, presented a copy of the 1883 Native Affairs Commission Report; Rev. John Lennox, O.B.E., M.A., one dozen bound volumes of the "Christian Express;" Mr. G. A. Gillie, a set of classical text books.

I am also indebted to the Publishers for weekly copies of the following newspapers:—

"Imvo," "Mochochonono," "Naledi," "Leselinyana," "Abantu-Batho," "Umteteleli wa Bantu."

**HEALTH.** The health of the College has been excellent. It gives food for thought however that, on an average, out of the small number of our students, one has had to be sent home each year suffering from tuberculosis. These cases are generally discovered on medical examination when students arrive or after vacations when it has been found that the simplest laws of health have been disregarded or that students have been in contact with sufferers.

**COLLEGE SERVICE.** The College Sunday Service has been conducted regularly each Sunday evening and Morning Prayers each day by members of the Staff and friends.

**STUDENTS.** Last year owing to shortage of staff and irregular class hours the discipline was severely tested but except in two cases, no drastic action was required. The Societies were carried on by the students as usual. The Missionary Companies, Night School and other agencies of the Christian Union were kept up to standard, while the College Magazine was improved in form. A very successful Musical Society is conducted by Mr. Jabavu, and several concerts have been given in Alice and King William's Town where the singing has been very favourably commented on by the members of the general public.

CONCLUSION. The year opened as I have said with much anxiety but owing to the spirit displayed by all and also to the generous help afforded us by Lovedale Institution, no ground was lost and some real progress was made in face of considerable difficulty.

I have the honour to be,

Sirs,

Your obedient Servant,

Fort Hare,  
20-4-21.

(Sgd.) ALEXANDER KERR.



University of Fort Hare  
*Together in Excellence*

## COMPARATIVE STATEMENT FOR THE FIVE YEARS 1916-1920.

:O:

### 1. Enrolment.

2. Total number of students enrolled at the opening of sessions and on roll at the close.

			1916	1917	1918	1919	1920
Opening	...	...	20	31	30	47	56
Close	...	...	10	28	36	41	51

### II.

Men	...	...	13	29	36	43	51
Women	...	...	2	2	3	4	5

### III.

Fingo	...	...	7	17	21	15	24
Xosa	...	...	—	2	2	4	5
Basuto	...	...	—	—	5	8	5
Zulu	...	...	2	2	2	5	3
Coloured	...	...	—	1	6	6	7
Bechuana	...	...	—	1	2	2	3
Pondo	...	...	2	2	—	—	—
Swazi	...	...	—	—	—	2	3
Indian	...	...	—	1	1	1	1
Matebele	...	...	—	—	—	1	—
Ronga	...	...	—	—	—	1	1
Barolong	...	...	—	—	—	1	4

### IV.

#### LANGUAGE.

Xosa	..	..	11	23	24	21	29
Sesuto	..	..	5	2	5	8	4
English	..	..	—	1	4	6	2
Zulu	..	..	2	2	2	5	5
sechuana	..	..	—	1	2	3	6
Dutch	..	..	—	1	2	2	9
Sepedi	..	..	—	—	—	2	—
Ronga	..	..	—	—	—	1	1

### V.

#### RESIDENCE.

Cape Province	..	..	—	5	9	10	16
Transkei	..	..	5	11	13	9	16
Basutoland	..	..	4	1	4	6	4

	1916	1917	1918	1919	1920
Natal .. ..	3	3	6	7	5
Pondoland .. ..	2	—	1	1	1
East Griqualand .. ..	2	3	4	5	6
Tembuland .. ..	1	—	—	—	—
Orange Free State .. ..	1	1	—	2	2
Transvaal .. ..	1	1	2	5	2
Swaziland .. ..	—	—	—	1	1
Portuguese East Africa .. ..	—	—	—	1	1
Rhodesia .. ..	—	—	—	—	1
Bechuanaland .. ..	—	—	—	—	1

VI.

DENOMINATION.

Wesleyan .. ..	14	12	20
Scottish Presbyterian .. ..	6	11	11
Congregational .. ..	4	6	7
French Presbyterian .. ..	4	6	4
Church of the Province .. ..	5	5	6
Roman Catholic .. ..	2	2	3
Lutheran .. ..	1	2	1
African Methodist .. ..	1	1	1
Dutch Reformed Church .. ..	1	1	1
Baptist .. ..	—	1	1
Pres. Church of S. Africa .. ..	—	—	—
London Missionary Soc. .. ..	—	—	1



University of Fort Hare  
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VII.

LAST INSTITUTION.

Lovedale .. ..	9	16	18	21	21
Healdtown .. ..	7	7	9	8	10
Emgwali .. ..	—	1	2	2	2
St. Matthew's .. ..	—	—	—	2	2
Adam's Institution, Natal .. ..	1	1	1	1	—
Morija .. ..	—	—	2	1	2
Clarkebury .. ..	—	1	1	1	1
Bensonvale .. ..	—	1	1	1	1
St. Cyprians .. ..	—	1	1	1	1
Marianhill .. ..	—	—	1	1	1
D. R. M. Wellington .. ..	—	—	1	1	1
Maritzburg .. ..	—	1	1	1	1
Kilnerton .. ..	—	—	—	1	1
Upington .. ..	—	—	—	1	1
Mvenyane .. ..	—	—	—	1	1
Buntingville .. ..	—	—	—	—	1
Trafalgar, Cape Town .. ..	—	—	—	1	1
Emfundisweni .. ..	—	—	—	—	1
St. John's, Umtata .. ..	—	—	—	—	1
Shawbury .. ..	—	—	—	—	2

	1915	1917	1918	1919	1920
Mariazell .. ..	—	—	—	—	1
Perseverance Sch. Kimberley	—	—	—	1	1
Blythswood .. ..	—	—	1	—	1
Korsten .. ..	—	—	—	1	—
St. Cuthbert's, Tsolo ..	—	1	—	—	—
Private Study .. ..	1	—	—	—	—

### VIII. ENTRANCE QUALIFICATION.

Junior Certificate ...	5	8	13	15	14
Teachers' Certificate ...	9	17	24	29	40
Entrance Examination	2	2	2	3	2
Agriculture ... ..	2	3	—	—	—

### IX.

Chiefs ... ..	4	1	1	—
Teaching ... ..	4	15	13	19
Law ... ..	5	5	6	7
Business ... ..	1	2	3	6
Medicine ... ..	—	—	—	5
Ministry ... ..	—	—	5	5
Civil Service ... ..	—	1	2	3
Agriculture ... ..	—	1	—	2
Uncertain ... ..	—	1	—	—

### X.

### COURSE.

University Matriculation	13	16	29	31	40
College Matriculation	—	7	3	4	7
Agriculture ... ..	2	3	—	2	2
Business ... ..	3	4	7	10	7

### XI.

### EXAMINATION RESULTS.

University Matriculation	—	—	2	4	7
College Matriculation	—	—	—	1	—
Business Diploma:					
First Class	—	—	—	1	2
Second Class	—	1	—	—	1
National Commercial Cert.	—	—	—	1	—
National Technical Day-School Certificate	—	—	—	—	3
Preliminary Commercial Cert.	—	—	5	2	1
Agriculture Diploma	—	—	—	—	1

## XII. HOSTEL STATISTICS.

### I. Average Number of Boarders for Five Years.

1916	1917	1918	1919	1920
17	22	36	43	53

### II. Comparative Statement of the Hostel Cost per Student for Five Years.

1916	1917	1918	1919	1920
£25 16s. 3d.	£25 11s. 7d.	£22 8s. 6d.	£20 18s. 7d.	£22 9s. 0d.

### III. Comparative Statement of average Cost per Student to the State for Education (including hostel grant).

1916	1917	1918	1919	1920
£46 0s. 0d.	£43 0s. 0d.	£27 15s. 6d.	£27 12s. 3d.	£34 3s. 9d.

### IV. Fees paid by the Students for Five Years.

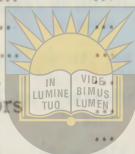
1916	1917	1918	1919	1920
£354 0s. 0d.	£501 0s. 0d.	£749 4s. 8d.	£882 11s. 6d.	£1282 7s. 7d.

## XIII. DONORS OF AMOUNTS OF £5 AND OVER.

University of Fort Hare  
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	£	s.	d.
Transkeian General Council ... ..	10,000	0	0
United Free Church of Scotland ... ..	5,320	0	0
De Beers, Kimberley ; (of which £1,000 has been paid) ... ..	2,500	0	0
Rhodes Trustees (to be paid) ... ..	1,000	0	0
Lady Philipson Stow ... ..	500	0	0
Glen Grey District Council ... ..	500	0	0
Howard Pim, Esq., ... ..	300	0	0
Basutoland, a grant of £300 per annum	300	0	0
Pondoland General Council ... ..	250	0	0
S. A. Races Committee, (per A. F. Fox, Esq.)	207	17	6
Joseph Rowantree ... ..	125	0	0
Francis Oats, Esq., ... ..	26	5	0
General Botha ... ..	26	5	0
H. Beard, Esq., ... ..	25	0	0
Rev. J. Knox Bokwe ... ..	16	0	0
Chief Mahupa ... ..	16	0	0

Rt. Hon. W. P. Schreiner	...	...	10	0	0
H. Hirsch, Esq.,	...	...	10	10	0
Chief Mangala Ndamase	...	...	10	0	0
Mr. J. Makasi	...	...	6	6	0
Rev. J. D. Goronyane	...	...	5	5	0
Rev. E. Sidlai	...	...	5	0	0
Mr. M. Pelem	...	...	5	5	0
Senator Schreiner	...	...	5	0	0
Dr. Claud Taylor	...	...	5	0	0
Dr. J. W. Weir	...	...	5	0	0
Mr. Moses Masisi	...	...	5	0	0
Rev. Daniel Malgas	...	...	5	0	0
Mr. E. Tshongwana	...	...	5	0	0
Messrs. Hosken & Co.	...	...	5	0	0
Other European Donors	...	...	37	5	6
Other Native Donors	...	...	194	1	2
			<b>£21,431</b>	<b>1</b>	<b>2</b>



University of Fort Hare

*Together in Excellence*

The following Churches have undertaken to erect Hostels:—

1. Wesleyan Methodist Church of South Africa (of value over £10,000).
2. United Free Church of Scotland.
3. The Church of the Province.

The following Donations have been made to the Scholarship Funds:—

	£	s.	d.
The Society of Friends, (per A. J. Hoyland, Birmingham)	80	0	0
The Society of Friends, (per Miss Impey)	40	0	0
Well Park Sunday School, Greenock, (per Mr. McCall)	24	0	0
Miss Macvicar, Lovedale	15	0	0
Mr. J. Chalmers, Lovedale	5	0	0
Rt. Hon. W. P. Schreiner	5	5	0
			<b>£169 5 0</b>

## Governing Council.

### *Representing the Union Government :*

- G. M. HOFMEYR, Esq., B.A., Secretary for Education.  
(Alternate: C. T. LORAM, Esq., M.A., PH.D., Member  
of Native Affairs Commission).  
E. BARRETT, Esq., Secretary for Native Affairs.  
(Alternate: W. CARMICHAEL, Esq., R.M., Tsolo).

### *Representing the Basutoland Administration :*

- F. H. DUTTON, Esq., M.A., Director of Education.  
(Alternate: F. M. REID, Esq., Inspector of Schools).

### *Representing the University of South Africa :*

Prof. A. S. KIDD, M.A.

Prof. G. F. DINGEMANS, M.A.

### *Representing the Transkeian General Council :*

Councillor CHAS. VELDTMAN.

Councillor S. S. MATOTI.

(Alternate: CR. J. MEKOTO).

### *Representing the United Free Church of Scotland :*

DR. J. HENDERSON, M.A., D.D.

(Alternate: Senator A. W. ROBERTS, D.Sc., F.R.G.S.).

DR. NEIL MACVICAR, M.D., D.P.H.

(Alternate: JAMES CHALMERS, Esq., M.A., B.Sc.).

### *Representing Wesleyan Methodist Church :*

REV. J. M. WATKINSON.

(Alternate: REV. ANDREW GRAHAM).

### *Representing Church of the Province of S. Africa :*

REV. CANON WYCHE.

### *Representing Donors of sums from £5 and less than £5,000 :*

.....

### *Representing Native Secondary Education :*

REV. A. J. LENNARD.

### *Principal of the College ex officio :*

ALEXANDER KERR, Esq., M.A.

Chairman ... .. DR. J. HENDERSON, M.A., D.D.

Vice-Chairman ... .. Prof. A. S. KIDD, M.A.

Act. Secretary and Treasurer : THE PRINCIPAL.

## Trustees.

The SECRETARY FOR NATIVE AFFAIRS for the time being,  
Z.A.S.N. House, Pretoria.

The Rev. RICHARD F. HORNABROOK, Belleville, Cape  
Town.

J. G. WEIR, Esq., King William's Town.

## Standing Committees.

### *Executive :*

THE CHAIRMAN OF GOVERNING COUNCIL.

REV. CANON WYCHE

REV. J. M. WATKINSON.

THE SECRETARY AND TREASURER.

THE PRINCIPAL

### *Finance :* *Together in Excellence*

DR. MACVICAR.

THE SECRETARY AND TREASURER.

THE PRINCIPAL.

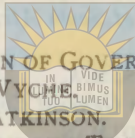
### *Representatives on the Water Board :*

THE PRINCIPAL.

THE LECTURER IN AGRICULTURE.

### *Auditor :*

JOHN W. M. WILLIAMSON, C.A., Grahamstown.



## Staff.

PRINCIPAL : ... .. ALEXANDER KERR, M.A. (Edin.)

*English* : ... .. THE PRINCIPAL, REV. H. B. COVENTRY, B.D. (Lond.) and MRS. ROOSE (Inter. B.A., Cape).

*Logic and Psychology, )* THE PRINCIPAL and REV. H. B. COVENTRY, B.D. (Lond.)  
*Ethics and Economics )*

*Latin and Vernacular Languages :*

DAVIDSON D. T. JABAVU, B.A. (Lond.),  
RT. REV. BP. SMYTH, M.A., M.D. (Cantab.)

*Mathematics* : ... .. W. H. TURDOCK, B.A., (R.U.I.)

*Physics and Chemistry* : CLIFFORD P. DENT, B.Sc. (S.A.)

*History* : ... .. MRS. ROOSE, (Inter. B.A., Cape),

REV. H. B. COVENTRY, B.D. (Lond.)

*Dutch* : ... .. MRS. ROOSE (Inter. B.A., Cape).

*Book-keeping, Typewriting, Shorthand, Business Methods :*  
MRS. J. C. FAIRLIE, P.T. (Centenary).

*Agriculture* : ... .. PAUL GERMOND, Dipl. in Agriculture (Elsenburg).

*Travelling Demonstrator in Agriculture :* REV. J. E. EAST.

WESLEYAN HOSTEL :

*Warden and Theological Tutor :* REV. J. PENDLEBURY, B.A.

ANGLICAN HOSTEL :

*Warden :* ... .. RT. REV. W. E. SMYTH, M.A., M.D. (Bp.)

PRESBYTERIAN HOSTEL :

*Warden and Theological Tutor :*

REV. J. LENNOX, O.B.E., M.A.

COLLEGE HOSTEL :

*Matron :* ... .. MISS CARMICHAEL.

MEDICAL OFFICER :

NEIL MACVICAR, M.D., D.P.H.

# The Senatus.

## Officers for 1921-22.

- Chairman: THE PRINCIPAL.  
Vice-Chairman: W. T. MURDOCK, ESQ., B.A. (R.U.I.)  
Secretary: D. D. T. JABAVU, ESQ., B.A., (Lond).

## COMMITTEES:

### A. *Board of Studies:*

W. T. MURDOCK, ESQ.  
D. D. T. JABAVU, ESQ.  
THE PRINCIPAL.

### B. *Library Committee:*

RT. REV. W. E. SMYTH, M.A., M.D. (Bp.)  
REV. J. LENNOX, C.B.E., M.A.  
THE PRINCIPAL.

### C. *Committee of Wardens:*

RT. REV. W. E. SMYTH (Bp.)  
REV. J. LENNOX.  
REV. J. PENDLEBURY, B.A. (Cape).  
THE PRINCIPAL.

### D. *Editors of College Calendar and Publications:*

REV. H. B. COVENTRY, B.D. (Lond.)  
THE PRINCIPAL.

## General Information.

### SCOPE AND OBJECTS.

The College is designed to provide ultimately a liberal education of University standard, and also training for those who wish to qualify themselves to enter upon one of the learned professions or to follow Agriculture, Commerce, Industries or Domestic Arts.

In the meantime the College is undertaking mainly the work of secondary education, preparatory to matriculation, the entrance standard being approximately that of the Junior Certificate of the University of South Africa. For a limited period those possessing a Teacher's Certificate of the standard of the Cape Education Department's Third Year Pupil Teachers' Certificate will be eligible for admission without further examination. (N.B.—No student possessing merely a teacher's certificate will be admitted for the 1923 session).

Native, Coloured and Indian students, both men and women, of all religious denominations, are admitted.

### SITUATION.

The College is situated at Fort Hare, half a mile from the railway station of Alice, in the division of Victoria East, Cape Province. Alice is reached either from King William's Town or from Cookhouse. The first portion of the permanent buildings has been erected and was opened by the Rt. Hon. F. S. Malan on the 8th of January, 1921. This portion provides accommodation for about 150 students, and will include Science Laboratories, Business Room, Library and Assembly Hall, Staff Rooms, Principal's Office and Council Room.

### TERMS.

The College year is divided into two sessions of two terms each. The first session in 1922 commences on

*Friday, February 17th, and ends on Wednesday, June 28th. The second session commences on Monday, July 31st, and ends on Tuesday, December 12th.*

All students must make arrangements to stay away from College during summer and winter vacations.

### ADMISSION OF STUDENTS.

1. All students when making application for admission must satisfy the College authorities as to character, by forwarding a certificate granted by a minister of religion or the responsible head of the school last attended, who shall also certify the stage of attainment reached by the candidate.

2. Admission forms may be had by candidates on application to the Principal. These forms, duly filled in and accompanied by certificates of character and attainment, should be returned without delay. Candidates will then be notified in due course if their applications can be entertained.

3. All entrants are required to indicate the vocation for which they intend to prepare.

4. Students are required to justify their choice of Course to the Principal before they enter upon their studies.

5. Reports on the progress and conduct of the students are sent out to parents and guardians twice yearly, in June and December.

6. The usual time for enrolling is at the beginning of the College year in February. Only in exceptional circumstances will students be admitted after classes have been arranged.

7. Students of the Wesleyan, Anglican and Presbyterian denominations will be assigned to their respective hostels. Students of other denominations should state in their application form which hostel they wish to reside in

and effect will be given to their wishes as far as the available accommodation allows. No student will be allowed to change his denomination or his hostel while at College.

### FEES.

All Fees are payable in advance, i.e. at the beginning of each Term on account of which they are due.

Students whose accounts are not settled within the first fortnight of each term are liable to suspension from their classes until their accounts are paid.

In the event of a student leaving before the completion of a term no refund of fees will be made unless in respect of a full month.

Cheques and Money Orders should be made payable to ALEXANDER KERR.

ADMISSION FEE: Students enrolling for the first time pay an admission fee of 10s.

INCLUSIVE FEE: The inclusive fee for students in attendance upon all courses is £24 10s. per annum, viz. £6 for Tuition, £17 for Board, and £1 10s. for Medical Attendance and Laundry.

HOSTEL FEE: 15s. per annum will be charged for use of bedding and towels where these are supplied by the Hostels.

There is a voluntary subscription of 5s. a year for the purposes of the Students' Representative Council.

### MEDICAL ATTENDANCE.

All students are medically examined upon entrance and are enrolled subject to the receipt of a favourable report from the Medical Officer.

### GENERAL REGULATIONS.

1. Students are required to take part in practical indoor or outdoor work.

2. Students on production of a certificate signed by the Principal travel by rail under certain conditions at reduced fares. When making application students should notify the Principal of the name of the nearest Railway Station and also the class they wish to travel in. Certificates issued at the commencement of a vacation are made available for return not later than the day of re-opening.

3. Students wishing to study Music must make their own arrangements for tuition. A piano has been provided to enable such students to practise. A charge of ten shillings per annum is made for the use of the piano.

#### WESLEYAN HOSTEL.

The Wesleyan Methodist Church of South Africa has erected a hostel at a cost of about £12,000. The accommodation available is about 45. The hostel has dormitories, study-bedrooms, a library and offices. The Warden is Rev. J. Pendlebury, B.A.

#### ANGLICAN HOSTEL.

The Church of the Province has made provision for a temporary hostel which accommodates fifteen students. The Warden is the Rt. Rev. Bishop Smyth.

#### PRESBYTERIAN HOSTEL.

Plans have been drawn for a Presbyterian Hostel which will be erected at an early date. Meanwhile Presbyterian students are placed under the charge of Rev. J. Lennox, O.B.E., M.A.

#### SCHOLARSHIPS.

A number of Scholarships of the annual value of £15, £10 or £6 will be available for 1922 under the conditions of the Scholarship scheme (see page 9). Some will be awarded to second and third year students on their College record; others will be awarded to first year students on the results of a competition to be held in the first week of

the session in February. In particular two Scholarships granted by the Society of Friends, Somerset, England, of the annual value of £10, tenable for three or four years will be awarded at the beginning of 1922 to approved women students. Forms of application may be obtained from the Principal.

### STUDY OF BANTU LANGUAGES.

Provision will be made for European students who wish to study Bantu Languages.



University of Fort Hare  
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## Entrance Qualifications.

The following classes of students are eligible for admission to the College.

*For all courses.*

### A. Without further examination.

1. Students who have matriculated at a recognised University, or who hold the School Leaving Certificate issued by the Joint Matriculation Board.
2. *For a limited period.*  
Students who hold the Junior Certificate of the University of South Africa, a departmental Leaving Certificate or other equivalent certificate.
3. *For a limited period* Students who hold the Third Class Teachers' Junior (T3) Certificate of the Cape Education Department, the Natal *Second Grade* Native Teachers' Certificate, or similar Teachers' Certificate judged to be equivalent. (Note: No Teachers' Certificate will be accepted for the 1923 session).
4. *For the course in Business.*  
Students who have obtained the Preliminary or Higher Certificate of the National Advisory Board.

### B. After an Entrance Examination.

1. Students who have attended two full years of a Secondary Course at a recognised High School are eligible for admission to an Entrance Examination which will be held by the College as occasion demands.

## Courses of Study.

### A. Preparatory Courses.

#### 1. UNIVERSITY MATRICULATION.

For a limited period, students who are eligible will be prepared for the Matriculation Examination of the Joint Matriculation Board.

#### 2. COLLEGE MATRICULATION.

A Course, designed for those who are preparing (a) for the ministry or (b) to be chiefs, embracing English, Dutch, Vernacular, History, Mathematics, Elementary Natural and Mental Science, leading to the Matriculation Examination of the College.

### B. Post Matriculation Courses.

1. Provision will be made for eligible students who desire to prepare for University Degree or professional examinations.

2. An Arts Course which will include Subjects selected from the following: English, Dutch, Vernacular, History, Mathematics, Science, Logic and Psychology, Ethics and Economics.

3. A Higher Teachers' Course for students who have matriculated

### C. Diploma Courses :

Diplomas of the College will be granted to students who successfully complete the following Courses :

1. A Course in Business Training which will include preparation for the following certificates of the National Advisory Board, viz.: The Preliminary Commercial Certificate and the National Technical Day School Certificate (Commerce).

2. A Course in Agriculture, theoretical and practical. Students in this Course shall also receive instruction in South African Languages, Arithmetic and Mensuration, and Science.

#### **D. Theological Courses :**

The Wesleyan Methodist Church of S. Africa and the United Free Church of Scotland Mission have established Theological Courses. For information with respect to these address enquiries to the Theological Tutors.



University of Fort Hare  
*Together in Excellence*

# Syllabuses.

## Post-Matriculation Courses.

### University Degree and College Diploma Courses.

#### ENGLISH.

##### Course I.

(a) Essay-Writing.—The subjects will be chosen from the work of the year.

(b) History of English Literature, with special reference to Shakespeare, Milton, Pope, Johnson, Wordsworth, Carlyle, Tennyson, Stevenson.

(c) The following selections from the English Parnassus:

Chaucer: *Prologue to the Canterbury Tales.*

Milton: *Lycidas, L'Allegro, Il Penseroso.*

Wordsworth: *Michael, Ode on the Intimations of Immortality.*

Tennyson: *Morte d'Arthur.*

(d) Stevenson: *Virginibus Puerisque.*

(e) Thackeray: *Pendennis.*

(f) History of the English Language. The scope of this section is indicated by Wyld, *The Growth of English.*

##### Course II.

(a) History of English Literature in the Age of Wordsworth (1798-1832).

(b) Shakespeare, with special reference to *Richard the Second, Much Ado about Nothing, King Lear, Sonnets.*

(c) *The Lay of Havelok the Dane*, edited by Skeat. (Oxford Press).

(d) Selected Poems of Matthew Arnold, Golden Treasury Series. (Macmillan).

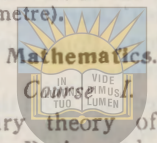
(e) Alexander Smith, *Dreamthorp.*

**Latin.***Course I.**Cicero* : Philippic II.\* *Vergil* : Aeneid IV.\* *Ovid* : Tristia I.

Outlines of Roman History to death of Augustus.

Knowledge of the elegiac couplet.

(\* These books are prescribed for "Less Detailed Study." Questions will be set on them, chiefly (1) of general importance concerning the author and the special books, (2) on matters of well-known special importance in the books themselves, (3) on points of grammar and metre).



*Algebra.*—Elementary theory of equations. Progressions. Inequalities. Ratio and proportions. Surds. Indices. Logarithms. Equation of coefficients. Partial fractions. Binomial theorem for a positive integral index.  $\sum n$ ,  $\sum n^2$  and allied series.

*Pure Geometry.*—Triangles and polygons in and about a circle. Ratio. Solid geometry. Mensuration of pyramid, cone, cylinder, sphere.

*Trigonometry.*—Solution of triangles. Multiple angles. General solution of equations. Simple inequalities and limits.

*Co-ordinate Geometry.*—Straight lines and circles in cartesian co-ordinates. Graphs of simple functions. Graphical solution of equations.

**Logic.***Course I.*

Nature and function of logic; relation of logic to knowledge generally; laws of thought.

Kinds of terms; definition and division; kinds of proposition; import of categorical propositions; opposition

of propositions; immediate inference; syllogism; validity of syllogistic reasoning; fallacies.

Principles of scientific method; observation and experiment; origination and verification of hypothesis; analogy; methods of induction; postulates of induction; scientific explanation; relation between induction and deduction.

Textbook: Welton and Monahan: *Intermediate Logic*.

### Psychology.

#### Course I.

Standpoint and methods of psychology; general analysis of consciousness; relations between cognition, feeling, and conation; attention and interest; habit; association.

Cognition:—sensation; perception; memory; imagination; conception; language.

Feeling:—pleasure and pain; affective tone of sensations and ideas; emotion; sentiment.

Conation:—reflex action; instinct; imitation; volition.

Subconsciousness:—the self and its relation to society; relations between mind and body.

Textbook: Stout: *Manual of Psychology*, omitting bk. iii., pt. ii.

### Education.

#### I. AS A MAJOR SUBJECT (TWO YEARS).

##### A. *First Year's Course.*

#### 1. History of Education:—

The History of education from the early Greek period down to the end of the Seventeenth Century.

Special attention should be given to an estimation of comparative values of the reformers included in the period.

Writers to be consulted: Compayre, Quick, Monroe, etc.

#### 2. Education as a State Matter:—

(NOTE.—This section is an attempt to investigate the present-day position of education from a purely practical point of view).

Introductory: A short sketch of our journey from the individualistic, independent state to the communistic, citizen state of life.

- (a) Teachers: As civil servants, trained, employed, paid, and pensioned by the State.
- (b) Pupils: Compelled to attend school by the State (with the corollary that *State* education is free where compulsion exists).

Medical examination by the State. Should it be universally applied? Should it be conducted entirely by government officials or should private (family) practitioners be recognized, etc.?

The feeding and clothing of school children by the State.

Mental and physical defectives—recognition by the State.

Arguments for and against

Kinds of State pupils. (Special South African difficulty). Should native, 'coloured,' Indian, etc., children be fully catered for in the State educational schemes?

- (c) Curriculum: Drawn up (or approved) by the State. Position of Private schools. Results examined by the State. Schools graded by the State: the different systems of grading in the Provinces of South Africa.
- (d) Finance: Taxation for education—direct, indirect. The pros and cons for "local" taxation.

3. Special Books for study as prescribed work:—

- (a) *The Education of the Young* (Bosanquet). (Cambridge University Press).
- (b) *Essays on Education*, by Herbert Spencer. (Everyman's Library).

# Matriculation Examination.

## SPECIAL TEXTS.

For June 1922.

(For regulations see Matriculation Handbook).

### English -A.

Section A.—Shakespeare: *Henry V.*

Section B.—Stevenson: *Across the Plains.*

Goldsmith: *The Sloop to Conquer.*

Purves: *South African Book of English Verse.*

(Selections given in detail below).

*South African Book of English Verse* (Selections):—

1. Milton: *On Time.*
2. Tennyson: *The Voyage.*
3. Shelley: *The Cloud.*
4. Wordsworth: *It is not to be Thought of.*  
*On the Extinction of the Venetian Republic.*  
*I wandered lonely as a Cloud.*  
*Influence of Natural Objects.*
5. E. B. Browning: *A Musical Instrument.*
6. Keats: *Ode to a Nightingale.*  
*On First Looking into Chapman's Homer.*
7. Browning: *Abt Vogler.*
8. Clough: *Say not the Struggle Naught Availeth.*
9. Arnold: *Shakespeare.*
10. R. L. Stephenson: *Tropic Rain.*
11. Thompson: *The Hound of Heaven.*
12. Newbolt: *Clifton Chapel.*
13. Kipling: *The Flowers.*

14. Yeats: *The Lake Isle of Innisfree.*
15. Longfellow: *My Lost Youth.*
16. Whitman: *Pioneers! O Pioneers!*
17. Cripps: *Angelus Time.*  
*Southern Silence.*
18. Fallow: *A Cape Homestead.*
19. Tucker: *A Prayer for Rain.*

**For December 1922 and February 1923.**

**English—A.**

Section A.—Shakespeare: *Twelfth Night.*

Section B.—George Elliot: *Silas Marner.*

From English Letters J. Anderson (Longmans):  
*Letters XXV.-LXXVI.*

From Poems of to-day: (Sidgwick & Jackson), Nos.

University of Port-Hare

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**English Literature.**

**For June 1922.**

Shakespeare: *Twelfth Night.*

Milton: *Paradise Lost, Book I.*

Macaulay: *Essay on Addison.*

Scott: *Quentin Durward.*

**For December 1922 and February 1923.**

Shakespeare: *King Lear.*

Thackeray: *The Newcomes.*

Macaulay: *Essay on Milton.*

Longfellow: *Evangeline, and the Courtship of Miles Standish.*

**Dutch.—B.**

**For June 1922.**

Section C.—Haverschmidt: *Familie en Kennissen.*

Messchert: *Gouden Bruiloft*

Section D.—Maeldrinck: *Jan Masseur*, of  
Van Limburg Brouwer: *Akbar*.  
For December 1922 and February 1923.

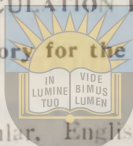
Section C.—A. J. v. d. Walt: *Noordwaarts*, or  
Beets: *Familie Stastok (Camera Obscura)*.  
W. C. v. Nouhuys: *Eerloos*, or  
Schimmel: *Het Kind van Staat*.

Section D.—v. d. Bergh: *De Neven*.

## COLLEGE MATRICULATION EXAMINATION.

### A.—Preparatory for the Ministry.

#### Subjects.

First Year:—Vernacular, English, Dutch, History,  
Mathematics, Physical Science, Elementary Logic and  
Psychology.   
University of Fort Hare  
*Together in Excellence*

Second Year:—Vernacular, English, Dutch, History,  
Mathematics, Physical Science, Elementary Ethics  
and Economics.

### SYLLABUS.

*Vernacular, English, History, Mathematics, Physical Science*  
as for the University Matriculation Examination.

*Dutch* as for the Business Course.

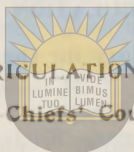
*Elementary Logic.* The aim of Logic. The name, the  
term, the concept and the laws of thought. The  
proposition. Division, definition, classification. Im-  
mediate Inference. The Syllogism. Induction.  
Scientific method. Fallacies.

*Elementary Psychology.* Aim, scope and methods. Body  
and Mind. Consciousness. Interest and Attention-  
Cognition: Sensation, Perception, Imagination, As-  
sociation, Memory, Conception, Reasoning. Feeling:

Connection with cognitive and other processes.  
Action: Impulse, Instinct, Volition, Habit, Character.

*Elementary Ethics.* The definition, scope and method of Ethics. The Psychology of Conduct: Feeling, Desire, Motive, Intention, Will. Theories of the Moral Ideal. The Moral Life: Freedom and Responsibility, Temperance and Culture. Justice and Benevolence. The State.

*Elementary Economics.* The scope of Economics. Wealth, Capital, Labour, Money, Credit, Exchange, Spending and Saving, Taxation.



## COLLEGE MATRICULATION EXAMINATION.

### B. — Chiefs' Course.

#### *Subjects.*

First Year. University of Fort Hare

Vernacular, English, Dutch, History and Geography,  
Mathematics, Physical Science, Agriculture.

Second Year.

Vernacular, English, Dutch, History and Geography,  
Mathematics, Business Methods, Agriculture.

Third Year.

Vernacular, English, Dutch, Commercial Geography  
and Elementary Economics, Civics and Constitutional  
History, Business Methods, Agriculture.

#### *SYLLABUS (Subject to amendment).*

*Vernacular* } as for the University Matriculation Course,  
*English* }

*History and Geography* } as for the Business Course,  
*Business Methods* }  
*Dutch* }

*Mathematics.*

Arithmetic. Sections A, B, and C of the Syllabus for the Business Course.

Algebra. Addition, subtraction, multiplication and division; elementary fractions; equations of the first degree in one, two and three variables; easy problems.

Practical Geometry. Investigation into and application of facts concerning intersecting straight lines, perpendicularity, angles and sides of triangles, polygons, angles and intercepts formed by parallel straight lines, simple loci, circles, proportion, similar figures, heights and distances, mensuration of rooms, fields, etc., graphical solution of arithmetical problems, calculations based on facts

*Physical Science.*

British and Metric Units, measurement of length and ratio; area of rectangle, parallelogram, triangle, circle; volume of rectangular block, cylinder, sphere; the balance; comparison of weights; density and specific gravity; Archimedes' principle; simple illustrations of force; moments—the lever, capstan, wheel and axle.

*Elementary Economics.*

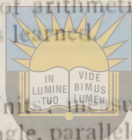
As for College Matriculation A.

*Civics and Constitutional History.*

The scope of citizenship; the advance of mankind from barbarism to civilization; progress of the Bantu; types of settlement; overseas trade; agriculture and industry. Cities and their Government. Village communities.

The relation of South Africa to the Empire and to Foreign States.

The British Parliament, its origin and history. The Union of South Africa. Its constitution and Government. The Protectorates.



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The Governments of Canada, New Zealand, Australia and India.

### *Agriculture.*

In general the syllabus will be that of the Course in Agriculture.

## BUSINESS COURSE.

1. The Preliminary Commercial Certificate. (*followed by*)
2. The National Technical Day School Certificate. (*Commerce*).

### A. Preliminary Commercial Certificate.

#### *Subjects.*

There will be five compulsory subjects:—

- (i) Civics.
- (ii) One of the official languages of F including dictation and knowledge of the subject-matter of one of a list of prescribed books.
- (iii) Commercial arithmetic, including mental arithmetic and tots.
- (iv) Commercial history and geography, one paper.
- (v) Business methods, including business forms. Special record will be paid to handwriting in this paper.

There will be two optional subjects: the second language and *theory of shorthand*. Neither of these need be taken and they will not determine success or failure in the examination.

## SYLLABUS.

(*Subject to amendment*).

### (i) *Civics.*

The duties and rights of the citizens in (a) the Town; (b) the Province; (c) the Union; (d) the Empire. A

knowledge will be expected of the outstanding events in the history of constitutional government in South Africa.

(ii) *Language.*

Knowledge of the subject-matter of any one book from a selected list, the questions to be such as can be answered after intelligent reading at home. Writing a short letter or composition. Dictation.

*English 1922-23.*—Shakespeare: A Midsummer Night's Dream; Scott: Kenilworth; Kipling: Puck of Pook's Hill; Horne: The Age of Machinery; Stevenson; The Black Arrow.

(iii) *Mathematics.*

Decimal and vulgar fractions. Powers and roots (by factors). The metric system. The unitary method. Percentages. Substitutions in formulae. Simple rules in algebra. Simple equations and simultaneous equations of the first degree. Graphs with applications to statistics and the solution of equations. Simple properties of triangles, parallelograms and circles. Calculation of area and volume in simple cases, either from given data or from measurement. Applications of the above in all cases to practical problems.

*Or Commercial Arithmetic.*

Mental Arithmetic, and long and cross tots (these are obligatory). Vulgar and decimal fractions with approximations. Ratio. Decimalization of money. Averages. Percentages; profit and loss on buying or selling prices. Bankers' discount and simple interest. Commission and brokerage. Elements of the metric system. Calculations required in preparing invoices and estimates.

(iv) *Commercial History and Geography.*

What Commercial History is. Commercial growth of England, Holland, and Spain. Trade in England during Roman occupation. Land before Norman conquest; its owners and cultivators. Doomsday Book. The Manorial System. Towns and beginnings of town life. Guilds and their origin, and later developments. The Black Death. Markets and Fairs. Progress of Woollen Trade. Manufactures in mediæval England. The Great Plague and its economic effects. Peasants' revolt. Mercantile systems and dissolution of monasteries. Elizabethan England. Effects of Navigation Acts. Beginnings of Colonial Expansion. Discovery of Cape Passage. Effects of coming of British. Movements of European and Native population in South Africa. Discovery of minerals. Growth of South African Railway system. Act of Union. *Together in Excellence*

The meaning of Commercial Geography and its controlling factors. The build of each of the countries of the British Empire, and the effect of this upon the climate, products, industries and commerce. The position of each, and its effect. The chief imports and exports of each country, and the consequent trade routes. Sketch maps of each country and of the world, showing the relative position of each country; showing also the chief trade routes.

(v) *Business Methods.*

1. Commerce. Brief explanation of its position in industry.
2. The Business man and his methods. Qualities required in persons engaged in commerce.
3. The student entering commercial life; what he may expect and what is expected of him. Elements

of office routine. Principal postal facilities. Keeping postage, petty cash, and similar books.

4. Buying and selling. The Principles underlying these. Acquaintance with principal documents used —e.g., price lists, prices current, quotations, market reports, order forms, bought and sold notes.
5. Elements of transportation (briefly). The railway and its functions for commercial purposes.
6. How accounts are charged and discharged. The use of simple documents required.
7. Finance. Banks and their use to business men. Acquaintance with cheques, inland bills of exchange, promissory notes, postal money.
8. Correspondence. Treatment of incoming and outgoing mails. Correspondence register. Methods of copying, filing, indexing.

A. National Technical Day School Certificate (Commerce).

*Subjects.*

Native Language, English, Dutch, Com. History and Geography, Com. Arithmetic, Business Methods.

One at least of the following groups:—

- (i) Shorthand and Typewriting.
- (ii) Bookkeeping.

**SYLLABUS.**

*(Subject to Amendment.)*

1. *Native Language.*

Grammar, Translation from and into the language. Composition. Reading of selected books.

2. *English.*

Grammar, structure of sentences, including Analysis, Précis, Composition, including the writing of Essays, Letters, etc. A play of Shakespeare and selected works of other authors will be read.

3. *Dutch.*

Grammar, reading, translation, composition, conversation. The student will be expected to reach the standard of the lower Taalbond examination.

4. *Commercial History and Geography.*

The rise of the Merchant adventurers. The discovery and early exploration of America. The discovery of the sea-way to India. The Portuguese, Dutch and English in South Africa. Chartered Companies. Free Trade. The industrial and commercial revolution at the end of the 18th and the beginning of the 19th century and its effects in Great Britain and on the continent of Europe. Emigration to America, South Africa, Canada and Australia.

Industrial and commercial development during the 19th century in South Africa, The United States, Canada, Australia, Egypt, British Tropical Africa, India, Ceylon, Japan and China.

The influence of geographical conditions on the commercial history of all the countries named. This implies a study of the physical features of the different countries, more particularly in relation to (a) their effects on climate and agricultural production and (b) the easiest lines of inland communication, whether by water, road or rail; also the study of other causes affecting climate; production so far as that depends on climate; the situation of the most important economic minerals and the natural facilities for, or obstacles to, their economic working; the effect of all these circumstances on the distribution of population.

*Commercial Arithmetic:*

A. Revision of previous work: Rapid calculation; factors, vulgar and decimal fractions; proportion; British

money, time, weights and measures; percentages, simple interest and Bankers' discount; bills, practice.

B. Simple exercises on the four rules; ratio and proportional parts; metric weights and measures; true discount; decimalization of money; compound interest; approximate calculation; commission, rates and taxes; bankruptcy, monetary systems and exchange, profit and loss.

C. Mensuration of floors, walls, etc., square root; degree of approximation in addition and subtraction; relative errors; averages, stocks and shares.

D. Mixture; annuities; insurance; depreciation, sinking funds; day to day interest; equation of payments; elements of business statistics with graphs.

*Business Methods:*

Office Routine; Postages; Treatment of Correspondence; Buying and Selling; Forwarding Systems; Charging and Discharging of Accounts; Finance.

*Shorthand.*

Writing in Shorthand (Pitman's System) from passages dictated at the rate of 60 words per minute.

*Typewriting.*

Setting out in correct form commercial letters and tabular statements from manuscript copy.

*Book-keeping.*

General principles of Book-keeping by double entry, including keeping ledger and subsidiary books and the preparation of Profit and Loss and Balance Sheets. Knowledge of commercial and book-keeping terms.

**COURSE IN AGRICULTURE.**

*Subjects.*

English or Dutch, Vernacular, Arithmetic and Mensuration, Science and Agriculture.

*Syllabus.*

English, Dutch, Vernacular, Arithmetic as for the Preliminary Commercial Certificate.

*Agriculture.***Field Husbandry.****Part I.***Soils.*

Formation, Composition and Classification.

Physical Properties.

Availability of Plant Food.

Sources of Loss and Gain of Soils.

Drainage.

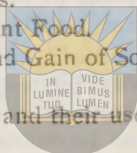
Farm Implements and their uses.

Tillage.

The Principles of "Dry Farming"

Irrigation. *Together in Excellence*

Manures and Manuring.

**Part II.***Plant Life.*

Cultivated Plants.

Adaptability of different soils and climates.

Ordinary South African Farm Crops ; their raising and manuring, harvesting and marketing.

Grasses.

Weeds and their eradication.

Plant Diseases and Pests and how to combat them.

Additional notes.

**Animal Husbandry.****Part I.**

Origin, history and description of chief breeds of horses, cattle, sheep and pigs.

Suitability of various breeds to South Africa.

*Principles of Breeding*:—Laws to be observed—selection for breed improvement.

In-breeding—Line-breeding—Cross-breeding.

Prolificacy in breeding—Sterility.

*Foods and Feeding*.—Functions of carbohydrates, fats, etc., in the animal body. Feeding value of South African grown crops.

## Part II.

Horses:—Feeding and Management.

Mating:—Breeding—Care of brood mares—Mule Breeding.

Cattle:—Beef Animals, their management.

Dairy Breeds, their management.

Influence of food on the quality and production of milk.

The milk and its by-products.

Draught animals.

Sheep:—The Merino Sheep, short history of. The wool, its nature, use and qualities. Shearing and preparation for market.

Pigs:—Their management and feeding.

Best known breeds in South Africa.

Diseases:—A few of the most common domestic animal diseases in South Africa.

Useful points on the purchasing and marketing of animals.

### *Practical Work.*

Students are required to do practical work in fencing, ploughing, cultivation, sowing, harvesting, vegetable gardening, tree planting and the management of farm animals.

# College Library.

## Library Committee:

Rt. Rev. Bp. SMYTH, M A., M.D. Rev. J. LENNOX, O.B.E., M.A.  
The PRINCIPAL.

LIBRARIAN . . . . . EDWIN NCWANA.

A Library, to which all students have access free of charge, is in process of being formed.

Some 1000 volumes have been purchased or received and others are continually being added.

Gifts of books, pamphlets, and periodicals of general interest, but especially those dealing with Native Life or Language are welcomed.

The following publishers of newspapers are thanked for weekly copies: University of Fort Hare

*Together in Excellence*  
Publishers of: "Imvo Zabantsundu"  
" " " "Leselinyana"  
" " " "Mochochonono"  
" " " "Naledi"  
" " " "Abantu Batho"  
" " " "Umteteli wa Bantu"

## LIBRARY REGULATIONS.

1. No books must be taken from the Library unless with the sanction of the Librarian.
2. Books of reference must not be removed from the Library.
3. No book must be retained for a longer period than one month.
4. Books lost or damaged must be replaced to the satisfaction of the Principal.

# College Societies.

## STUDENTS' COUNCIL.

The Functions of the Council shall be: 1. To provide such a Magazine or Circular as it may deem fit to issue. 2. To arrange a social gathering near the beginning of each College year for the purpose of introducing new students to College life. 3. To act as a controlling body over all clubs or societies of students. 4. To elect, subject to the approval of the Principal, from the general body of students, such censors as shall be required for the session. 5. Generally to promote the best interests of the students.

The Council shall consist of (a) one representative for every ten students or fraction of ten in each of the following constituencies:—Agriculture, Business, Theology, Matriculation, and post-Matriculation; (b) one representative for each club or society recognised by this Council; (c) a representative of the Former Students' Union.

The elections under (a) and (c) shall be arranged by the Council as it shall deem fit: those under (b) by the several clubs and societies themselves. Members shall be elected in October of each year to hold office for one year from the 1st of November. The Council shall appoint a Chairman, Vice-Chairman and Secretary from its members, who shall perform the duties usually pertaining to those offices. It shall be the duty of this Council to convene a Mass Meeting of College students if a requisition to the Secretary to that effect is signed by at least ten students. These rules may be added to or amended as occasion arises at any Mass Meeting comprising at least one third of the enrolled students of the College, provided that notice of such motion be handed to the Secretary in writing and posted on a convenient notice board at least a fortnight beforehand.

## THE FINANCE COMMITTEE.

This committee shall consist of (a) Two members of the Staff, appointed by the Principal; all the members of the Students' Council.

All students are expected to pay a fee of five shillings a year for Men, two shillings and sixpence for Women, to cover the expenses for the various clubs and societies. The Governing Council, through the Principal, makes an annual grant equivalent to the sum subscribed by the students for the year. These funds shall be apportioned by the Finance Committee according to needs.

*Office-Bearers for 1922 Representing:*

Post Matriculation

Theological

Matriculation

Business

Christian Association

Sports Association

Literary Society

Musical Association

Teachers' Association

*Staff Representatives:*

Chairman

Vice-Chairman

Secretary

L. Kabane.

P. Seitisho (Wesleyan).

G. Miza (Presbyterian).

K. Moeletsi

T. Mathabathe.

I. Mompoti.

B. Craig (Miss).

A. Mabandla.

E. Mtobi Nwana.

J. Joshua.

A. Ferreira.

St. Leger Plaatje.

Z. Matthews.

D. D. T. Jabavu, Esq., B.A. (Lond.).

W. T. Murdock, Esq., B.A. (R.U.I.).

E. Mtobi Nwana.

Z. Matthews.

M. L. Kabane.

## FORMER STUDENTS' UNION.

Students on leaving the College may on application be enrolled as members of this Union. They will be entitled

to subscribe to and receive such Magazine or Circular as the Students' Council may issue. Information as to their whereabouts and doings will always be welcomed by the Editor. Communications should be addressed to Mr. H. Masiza, U.M.S., No. 2 Location, Kimberley.

### THE LITERARY SOCIETY.

#### MAIN OBJECTS.

(1) To aid its members in developing fluency of expression in public speaking by prepared and impromptu addresses as well as discussions.

(2) To foster a taste for the best literature and to bring enlightened discussion to bear on vital questions of the present and future.

Meetings are held on Saturday evenings.

The sessional programme is usually varied, when practicable, by a Social evening, a Lecture, and a Musical Entertainment.

#### LITERARY SOCIETY.

President	Bp. Smyth.
Chairman	Z. Matthews
Vice-Chairman	M. L. Kabane.
Secretary	T. Mathabathe.
Asst. Secretary	G. Ntlabati (Miss).
Committee Members	E. Nwana and A. Ferreira.

### STUDENTS' CHRISTIAN ASSOCIATION.

This is affiliated to the world-wide inter-denominational movement known as the Students' Christian Association.

It is a voluntary organisation aiming at:

- (1) Winning students to real decision for God;
- (2) Uniting them in seeking a fuller Christian life;
- (3) Inspiring them to give themselves to lives of Christian service at home and abroad.

Weekly meetings are held on Friday evenings. In connection with the Association a free evening school has been arranged for servants of the neighbourhood. This is under the sole management of the members.

#### STUDENTS' CHRISTIAN ASSOCIATION.

President	P. Germond, Esq.
Chairman	E. Mtobi Nwana.
Vice-Chairman	A. Ferreira.
Secretary	G. Nkungu.
Night School Principal	S. Mpari.
Vice Principal	M. Dingiswayo.

#### SPORTS ASSOCIATION.

President	D. D. T. Jabavu, Esq.
Chairman	A. Ferreira.
Secretary	T. Chubb Sikutshwa.
Captains: Cricket	E. Matshikwe.
	M. L. Kabane (Vice).
Rugger	J. Joshua
	G. Xiniwe (Vice).
Soccer	J. P. Gumede.
	S. B. Mahonga (Vice).
Tennis	A. Ferreira.
	Sam. Oppelt (Vice).
Committee Member	Mark S. Radebe.

#### MUSICAL ASSOCIATION.

President	D. D. T. Jabavu, Esq.
	(Conductor.)
Deputy-Conductor	St. Leger Plaatje.
Librarian	I. Mompoti.
Secretary	Z. Matthews.
Committee Member	A. Ferreira.

**TEACHERS' ASSOCIATION.****CONSTITUTION.**

- AIMS:** (I) To study and discuss matters bearing on the theory and practice of education.
- (II) To acquaint its members with current educational events and regulations respecting the teaching profession in the different provinces.

**MEMBERSHIP:** The Membership of the Association shall be open to:—

- (a) All students who intend to become teachers.
- (b) All students interested in Education (as honorary members).
- (c) All former students of the College who may be engaged in the teaching profession or are following other vocations.

**EXECUTIVE COMMITTEE:** The Executive Committee shall consist of all the Officers of the Association, three of whom shall form a quorum.

**DUTIES OF LIBRARIAN:** The duties of the Librarian shall be to record all books, etc., which may from time to time be presented to the Teachers' Library in a book especially provided for that purpose and to issue to, and receive books from, members.

**USE OF LIBRARY:** No member shall be allowed to remove books, magazines or papers from the Library without the knowledge of the Librarian.

**ASSOCIATION:** The Association shall be a constituent part of the Students' Council, and shall have at least one representative.

**ANNUAL SUBSCRIPTIONS:** The Annual Subscription for all members shall be 3/-, and 2/- for all honorary members.

**MEETINGS:** Meetings shall be held fortnightly; in each case, time, place, and business to be notified at least two days before hand.

**Officers for 1922.**

**President:** THE PRINCIPAL.

**Vice-President:** D. D. T. JABAVU, Esq.

**Chairman:** NORMAN CRESSY.

**Secretary:** T. P. MATHABATHE.

**Librarian:** A. J. FERRIERA.

Z. MATTHEWS (Representative, Students' Council).



University of Fort Hare  
**THE COLLEGE MAGAZINE.**  
*Together in Excellence*

<b>Editors</b>	E. Ncwana and Z. Matthews.
<b>Asst. Secretary</b>	G. Ntlatati (Miss).
<b>Sports Reporter</b>	St. Leger Plaatje.
<b>Publishers</b>	A. Mabandla and M. Boti.

# College Record.

## UNIVERSITY MATRICULATION CERTIFICATE:

Masiza, Hamilton	...	...	...	1918
Mahlangeni, Felix	...	...	...	1918
McGillivray, Ian P.	...	...	...	1919
Matthews, Zachariah	...	...	...	1919
Motebang, Calvin	...	...	...	1919
Mahlasela, William C.	...	...	...	1919
Peters, Maurice	...	June	...	1920
Kabane, Mūner	...	"	...	1920
Jansen, Marthinus	...	"	...	1920
Gumede, Innes	...	Dec	...	1920
Bokwe, Rosebery	...	"	...	1920
Carey, Thomas	...	"	...	1920
Sikutshwa, Theophilus	...	"	...	1920



## COLLEGE MATRICULATION CERTIFICATE.

Ncwana, Edwin Mtobi	<i>Together in Excellence</i>	...	1919
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## HOLDERS OF COLLEGE DIPLOMA.

Business (Second Class)	Mopeli, Charles	1917
" (First Class)	Modibeli, Lazarus	1919
" " "	Molapo, Mohaeka	1920
" " "	Ntsihlele, Peacock	1920
" (Second Class)	Mahlasela, Francis	1920
Agriculture (Second Class)	Sonjica, Stanford	1920

## PRELIMINARY COMMERCIAL CERTIFICATE OF THE NATIONAL ADVISORY BOARD:

Makiwane, Ndodipela	...	...	1918
Mahlasela, Francis	...	...	1918
Matlosa, Reynolds	...	...	1918
Molapo, Mohaeka	...	...	1918
Ntsihlele, Peacock	...	...	1918
Nqandela, Robert	...	...	1919
Vilakazi, Raymond	...	...	1919
Mabandla, Andrew	...	...	1920

## College Register, 1921.

<i>Name</i>	<i>Address</i>	<i>Year of Entrance.</i>
1 Bam, Lockington	Tsolo, C.P.	1916
2 Base, Newton	Butterwrth, C.P.	1921
3 Bokwe, Rosebery	Lovedale, C.P.	1918
4 Boti, Milner	Tabankulu, C.P.	1920
5 Christopher, Oswald	Newcastle, Natal	1921
6 Craig, Barbara	Qumbu, C.P.	1921
7 Cressy, Norman	Cape Town, C.P.	1921
8 Curry, Michael	Cape Town, C.P.	1920
9 Damoyi, Wycliffe	Bizana, C.P.	1920
10 Dingiswayo, Moffat	Idutywa, C.P.	1920
11 Fanana, George	Herschel, C.P.	1921
12 Ferreira, Alfred	Pretoria, T'vaal	1918
13 Finca, Irene	Idutywa, C.P.	1917
14 Fobo, Simeon	Maseru, Basutoland	1921
15 Goetham, Daniel	Paarl, C.P.	1921
16 Gow, Levi	Cape Town, C.P.	1921
17 Gule, William	Kleinfontein, Besters, Natal	1921
18 Gumede, Innes	Adams' M.S., Amanzi- mtoti, Natal	1919
19 Jojo, Joseph	Osborn, Mt. Frere, C.P.	1920
20 Jolobe, Lennox	Matatiele, C.P.	1918
21 Joshua, Joseph	Kimberley, C.P.	1920
22 Kabane, Milner	Umtata, C.P.	1917
23 Lekhoathi, Benjamin	Leribe, Basutoland	1921
24 Letsoalo, William	Zoutpansberg, T'vaal	1920
25 Mabandla, Andrew	Maclear, C.P.	1920
26 Madala, Attwell	St. Cuthbert's, Tsolo, C.P.	1919
27 Mahonga, Stuart	Macibini, Q'nstown, C.P.	1921
28 Mamabolo, Doasho	Donhill Mis., Pieters- burg, T'yaal	1921

29	Mathabathe, Tlaoeng	Kilnerton, Pretoria, T'vaal	1921
30	Matoti, Canute	Lady Frere, C.P.	1920
31	Matshikwe, Ebenezer	Cape Town, C.P.	1919
32	Matthews, Zachariah	Kimberley, C.P.	1918
33	Mapumlo, Charles	Pretoria, Transvaal	1921
34	Mnari, Samson	Matatiele, C.P.	1921
35	Miza, Gasa	St. Cuthbert's, Tsolo, C.P.	1920
36	Moeletsi, Kenneth	Matelile, Basutoland	1920
37	Moletsane, Edwin	Thaba Nchu, O.F.S.	1921
38	Mompati, Ishmael	Bloemfontein, O.F.S.	1920
39	Morolong, Bernice	Mafeteng, Basutland	1919
40	Motsoane, Samuel	Maphutseng, Basutoland	1921
41	Mtimkulu, Lionel	Cape Town, C.P.	1921
42	Mvuyana, Victor	Adams M.S., Natal	1920
43	Ncwana, Edwin	Korsten, Port Elizabeth	1917
44	Ndamase, John Wesley	Mt. Frere	1921
45	Ngobese, James	Umisinga, Natal	1921
46	Ngxwana, Columbus	Burnshill	1920
47	Nkungu, George	Mt. Fletcher, C.P.	1917
48	Ntlabati, Gertrude	Hackney, <i>via</i> Queens- town, C.P.	1918
49	Ntloko, Vernon	Mt. Frere, C.P.	1920
50	Oppelt, Japie	Malmesbury, C.P.	1920
51	Oppelt, Samuel	Malmesbury, C.P.	1921
52	Piliso, William	Ndabakazi, C.P.	1917
53	Plaatje, St. Leger	Kimberley, C.P.	1920
54	Radebe, Mark	Maritzburg, Natal	1921
55	Rampou, Philemon	Ventersdorp, T'vaal	1920
56	Rooi, Frans van	Upington, C.P.	1920
57	Seitisho, Petrus	Thaba Nchu, O.F.S.	1920
58	Scheepers, Frank	Pretoria, Transvaal	1921
59	Sikutshwa, David	Tsolo, C.P.	1920
60	Sikutshwa, Theophilus	Bizana, C.P.	1917
61	Socikwa, Johnson	Lotana, Tsolo, C.P.	1920

62 Xiniwe, Garrett	King Wm's Town, C.P.	1921
63 Mvambo, James	Driefontein, Natal	1920
64 Buzo, Ebenezer	Adelaide	1921
65 Twala, Theo.	Johannesburg	1920
66 Mzaca, Ntombi	Tsolo	1920



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