Graduation Ceremony
Promosieplegtigheid

UNIVERSITY OF SOUTH AFRICA
UNIVERSITEIT VAN SUID-AFRIKA

1916

1966

University of Fort Hare
Together in Excellence

GOLDEN JUBILEE
GOUE JUBILEUM

THE GREAT HALL – DIE GROOT SAAL

SATURDAY, 23rd APRIL—SATERDAG 23 APRIL
1966

10 A.M. / V.M.

1916

1966

University of Fort Hare
Together in Excellence

GOLDEN JUBILEE
GOUE JUBILEUM

University of Fort Hare
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DR. S. MEIRING NAUDÉ

President, S.A. Council for Scientific Industrial Research

Voorwoord

Die gradeplegtigheid van die Universiteit van Suid-Afrika en Fort Hare gedurende hierdie jaar, 1966, het in die teken gestaan van die vyftigjarige jubileum feesviering van Fort Hare.

Ons wil weeereens ons dank en waardering uitspreek teenoor die Universiteit van Suid-Afrika wat dit moontlik gemaak het dat die toekenning van die grade te Fort Hare kon geskied.

Dit was vir ons 'n eer en 'n voorreg om die Kanselier van die Universiteit, Dr. F. J. de Villiers, in ons midde te hê, en dat hy persoonlik die grade kon toeken.

Dit was ook 'n eer en 'n voorreg dat Dr. S. Meiring Naude, president van die W.N.N.R., die rede by die gradeplegtigheid kon lewer. Die inhoud van sy rede word in hierdie brosjure weergegee en ons is hom dankbaar vir sy besielende boodskap.

Aansluitend by die gradeplegtigheid, is ook die Kollege-diplomas van Fort Hare aan suksesvolle kandidate uitgereik.

Ons is trots op die feit dat die grade wat toegeken kon word, en die diplomas wat uitgereik kon word gedurende hierdie jubileum-jaar, weereens die bewys gelewer het van die vrugbare werk en die hoë akademiese standaard wat daar by die Universiteitskollege gehandhaaf word.

Die personeel en die suksesvolle studente word dus baie hartlik geluk gewens met die uitstaande prestasies.

Dit is ons innige wens en bede dat die Universiteitskollege steeds aan die hoë eise wat aan hom gestel word, en aan sy hoë roeping, sal voldoen.

J. J. Ross, *Rektor.*

C.U. HALL

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PROGRAMME / PROGRAM

1. Chancellor constitutes the Congregation.
   Kanselier stel die vergadering saam.

2. Scripture reading and prayer.
   Skriflesing en gebed.

   Prof. F. Hecht, Cand.Phil. (Halle), Cand.Theol. (Halle), Cand.Min. M.Th. (Berlin) Drs.Div. (Pret.)

   Prof. G. C. Oosthuizen, M.A. (S.A.), Th.M (Stell.), D.Phil. (S.A.), S.T.M. (U.T.S.) (N.Y.), Th.D. (V.U.Amst.).

3. Address—Rede :
   Dr. S. Meiring Naude, M.Sc., Ph.D., Dr.Sc.HC., LL.D.HC.

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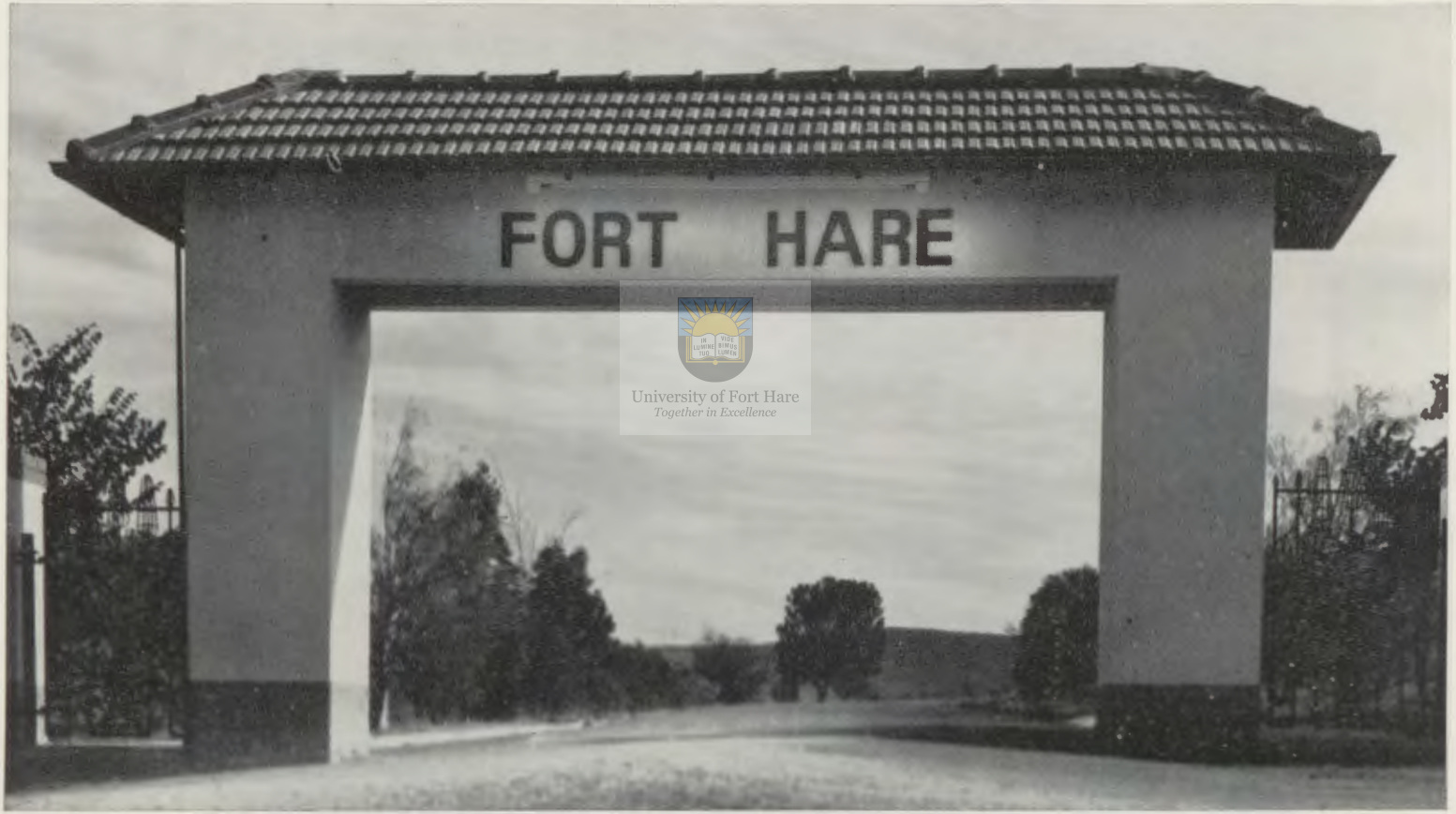
4. Presentation of Graduands.
   Voorstelling van Graduandi.

5. The Chancellor formally dissolves the Congregation.
   Die Kanselier ontbind formeel die vergadering.

6. Fort Hare College Diplomas handed over by the Rector.
   Fort Hare Kollege-diplomas deur die Rektor oorhandig.

7. Nkosi Sikelela.

8. Congregation remains standing while office bearers and staff leave the hall in procession.
   Vergadering bly staande terwyl die prosessie van ampsdraers en personneel die saal verlaat.



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GATEWAY TO HIGHER EDUCATION

OFFICE BEARERS OF THE UNIVERSITY OF SOUTH AFRICA
AMPSDRAERS VAN DIE UNIVERSITEIT VAN SUID AFRIKA

CHANCELLOR / KANSELIER

Dr. F. J. de VILLIERS, B.A., M.Sc., Ph.D., D.Sc., F.R.I.C.

REPRESENTATIVE DEAN
VERTEENWOORDIGENDE DEKAAN

Prof. J. H. VAN DER MERWE, M.Sc., D.Phil. (Pret.)

OFFICE BEARERS OF THE UNIVERSITY COLLEGE OF FORT HARE
AMPSDRAERS VAN DIE UNIVERSITEITSKOLLEGE VAN FORT HARE

CHAIRMAN OF THE COUNCIL
VOORSITTER VAN DIE RAAD

Prof. P. F. D. WEISS, B.D. (Stell.), M.A., D.Litt. (Pret.)

CHAIRMAN OF THE ADVISORY COUNCIL
VOORSITTER VAN DIE ADVISERENDE RAAD

Mr./Mnr. S. S. Guzana

University of Fort Hare
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RECTOR / REKTOR

Prof. J. J. ROSS, B.A., B.Sc., B.Admin., B.Ed., LL.B., M.A.

DEANS / DEKANE

Divinity/Godgeleerdheid
Prof. H. L. N. JOUBERT, M.A. (Stell.), M.Th. (Princeton), Th.D. (Amst.)

Law/Regsgeleerdheid
Mr. J. B. THOM, B.A., LL.B. (Stell.).

Arts/Lettere en Wysbegeerte
Prof. G. A. RAUCHE, Staatsexamen Phil. (Leipzig), D.Phil. (S.A.).

Science/Natuurwetenskappe
Prof. D. E. NEL, M.A. (Stell.).

Education/Opvoedkunde
Prof P. A. DUMINY, B.P.Ed., (Potch), M.Ed. (Pret.), D.Litt et Phil. (V.U. Amst.).

Commerce and Administration/Handel en Administrasie
Mr. J. H. SMITH, M.Com., U.E.D. (O.F.S.)

REGISTRAR / REGISTRATEUR

Mr./Mnr. H. J. du PREEZ, B.A. (Stell.).

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BIOLOGY

GRADUATION ADDRESS DELIVERED BY DR. S. MEIRING NAUDÉ, PRESIDENT, S.A. COUNCIL FOR SCIENTIFIC AND INDUSTRIAL RESEARCH TO THE UNIVERSITY COLLEGE OF FORT HARE ON THE 23RD APRIL, 1966

Mr. Chancellor, Mr. Principal, Professors and Lecturers,
Graduates, Ladies and Gentlemen,

I consider it a singular honour to have been invited to speak at this graduation ceremony, especially since this is the fiftieth anniversary of your College. Let me say at the outset that I regret not being able to address you in the Xhosa language. I have elected to speak in English and I hope that what I have to say will be of value to you. For my part, the pleasure of meeting you will be long remembered.

Today is your graduation day—a day of achievement and climax. All of us who have enjoyed the privilege of higher education share your feelings. I think you will agree that the predominating emotion on a day like this is pride! Those receiving their degrees or diplomas are justifiably proud of their success, while their parents and friends know the satisfaction of having contributed a full measure of inspiration and encouragement. Without their help and understanding, many of you would not be here. You should remember this, and temper your pride with gratitude. This day belongs to your parents and friends as well.

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Today's ceremony belongs also to your *Alma Mater*, the University College of Fort Hare, an institution with a long tradition. The University has taken hold of your natural talents and moulded them into a form closer to true fulfilment. Genius without skill is empty. The University has given you the skill to apply your natural talents.

Fort Hare is the oldest University College for Non-whites in South Africa. It was opened in 1916 by General Louis Botha, the first Prime Minister of the Union of South Africa. Its first Principal was Dr. Alexander Kerr, who served it loyally and unselfishly from 1916 until his retirement in 1948. He was succeeded by Prof. C. P. Dent, who joined the staff in 1922 and served as Principal from 1949 to 1955. Professor H. R. Burrows acted as Principal from 1958 to the end of 1959 when the College was transferred to the Department of Bantu Education and your present Principal, Professor J. J. Ross, took over.

You will, no doubt, be interested to learn that Prof. Ross and I were fellow students, studying for the M.Sc. degree in Chemistry at the University of Stellenbosch in 1925 and we played rugby together in the first team of the University.

Your University has a tradition that deserves perpetuation and respect. Since 1959, it has belonged exclusively to the Xhosa people. It is now part of your ethos as a nation and I hope you will take it to yourselves and cherish it.

You now have a wide range of courses to choose from : English, Afrikaans, Nederlands, Bantu languages, education, history, political science, geography, theology, philosophy, psychology, mathematics, physics, chemistry, zoology, physiology, botany, agriculture, economics and librarianship, to mention some. Your Act provides for the University of South Africa to serve as examiner in all the courses on your syllabus. In other words, your standards are of the best and I congratulate you on attaining them. Your numbers at the University are steadily increasing, from 245 in 1960 to 322 last year and 416 this year. You have helped to swell the total number of Bantu enrolled at the three University Colleges (your own, the University College of Zululand, and the University College of the North) to nearly 1,000 and the total number of Bantu at Universities in South Africa to 2,753 in 1965.

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As a scientist, I am delighted to learn that the number of post-graduate students in the natural sciences at Fort Hare is also increasing. Since 1960, 22 students gained B.Sc. (Hons.) degrees here, and one an M.Sc. degree. I look forward to the day when your Rector will tell me that Fort Hare has awarded its first doctorate in science.

As I see it, this University has a great role to fulfil in the development of the Xhosa homelands. Those of you who have had the opportunity to study here and will obtain degrees today have a heavy responsibility which is the theme of my address. I began by asking you to bear in mind your indebtedness to your families, and your debt to this University. You have a third, and much greater obligation, viz., to your own people. You must ask yourselves : how can I use my knowledge and my talents in the best interests of my country and my people ? If I may paraphrase the late President Kennedy of the United States, do not ask what your country can do for you now that you have completed your education. Ask rather, what can I do for my country ?

Some of you will, no doubt, be tempted to exploit your newly acquired knowledge elsewhere where the material rewards are greater. But I entreat you to pause for a moment and ask yourselves : Is this the right thing to do ? Is this what your family has sacrificed so much for ? They could have kept you at home and asked you to work for them, or they could have sent you to find work and help feed the mouths at home. They did not. They looked beyond the years of immediate privation to today, when you become of new value to yourselves, to them, and to your people.

Another question I want to put to you is : Who will you serve and how well ? Will you plunge with heart and soul into the task of uplifting your own people, or will you stand aloof and seek your own interests ?

I am reminded of the picturesque imagery of a Bantu headman who was once asked about the benefits education had brought his people. A Government Commission of Inquiry was doing the rounds and found itself face-to-face with the headman, who offered this analogy : " Those of our number who have become educated are like the bluegum tree towering over our lands. They are haughty and aloof, they no longer know us. Their worth is that of the bluegums. They undermine our lands and choke our crops."

I would like to quote Mr. J. H. van Dyk, Secretary for Bantu Education, on the aims of Bantu education in South Africa. He has stated : " We aim to train the Bantu in the service of their own community and to create opportunities in all the fields of human endeavour—teaching, self-government and administration, in the church, in agriculture, in commerce, trade and industry, in the arts, journalism, law and medicine..... The way has been opened for the Bantu with the requisite talents to reach the top of the ladder in the service of his people."

Bantu education, therefore has a twofold aim : to serve and to uplift the community, and to create opportunities for the fullest spiritual, moral, intellectual and physical development of each individual within the community.

That part of this objective is being realized is beyond question. Although education is not compulsory for the Bantu, it has been brought into the house of every family and a school is within reasonable reach of every child in the Republic. School attendance within the age group 7—14 years stands at over 83%, so that universal attendance has very nearly been reached. Literacy in the age group 7—20 years stands at 80%.

Among the Bantu in the Republic as a whole, it is nearly 50%, which is higher than in any other state in Africa.

Enrolment in schools nearly doubled during the last decade, rising from 939,000 in 1954 to 1,770,000 in 1964. The number of schools increased from 5,791 with 21,561 teachers in 1954, to 8,463 with 30,000 teachers in 1964. The number of successful candidates in Junior Certificate examinations rose from 57% in 1962 to 73% in 1964.

At the secondary level, too, great progress has been made. The number of pupils in secondary and high schools increased from 34,998 in 1955 to 53,444 in 1963, an improvement of 52.8%. Pass figures among matriculants are improving every year. There were 397 passes in 1960 and 827 in 1965.

I quote you these figures to show you that a state of universal school attendance has virtually been reached among the Bantu in South Africa, but that, at the same time, there is heavy " thinning out " on the way, so that of the hundreds of thousands in the schools (the latest figure is over 1,800,000) only a fraction reaches university.

I do not wish to analyse this situation beyond saying that the utmost is being done to improve it. I am sure that one of the biggest stumbling blocks is the inability of the average parent to afford the direct costs of educating his children (not a great sum in itself) and the indirect costs of lost income while his children are at school or university.

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The Department of Bantu education is helping as much as it can. Virtually all students at the three Bantu University Colleges are given bursaries or loans of one kind or another. Recently, the Department also instituted a system of bursaries for promising mathematics and science scholars and took steps to tighten the quality of instruction in all Bantu secondary schools in South Africa. The Department hopes to have 3,000,000 children at school by 1974, and more than 9,000 students at universities. These estimates are not arbitrary, but are based on existing and estimated demands for schooling. I understand the Department would be delighted to find that its estimates are unrealistic and that the rate at which the Bantu enter school and university, exceed predictions.

I return to my theme, which is your responsibility, as educated people, to the Xhosa people, to the Bantu of South Africa. On statistics alone, each of you is worth your weight in gold. The Bantu of South Africa need you because our country is facing a serious skilled manpower shortage.

The shortage of skilled whites is well-known and has been widely publicised, but the shortage of skilled Bantu is just as acute and is worsening as development of the homelands gathers momentum.

You will ask me, with good reason, to outline some of the problems and projects you should tackle in your own areas. I do not claim to be an expert in this field, but I do have some pointers to give you. Before I do this, however, I can tell you something about the problems the CSIR has had to tackle for the urban Bantu in South Africa. This will, I hope, give you an idea of the value of your knowledge and will act as an incentive for you to devise ways and means of handling the day-to-day problems in your own communities.

An interesting facet of our method of tackling research affecting the welfare of the Bantu, is that we consult them wherever possible and work with them. The design of mass housing, for instance, was arrived at after an extensive socio-economic survey to define housing needs and the type of house various income groups preferred. One of the techniques used was direct interviewing, much of it undertaken by Bantu sociologists who were ideally equipped to appreciate what the householders they interviewed really wanted or could afford.

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The design of housing for the Bantu became a CSIR responsibility partly by historical accident : the CSIR came into being in 1946 when industry was expanding and people were streaming to the cities in search of employment. By 1947 the influx was so acute that the then Prime Minister, Field Marshal J. C. Smuts, asked the CSIR to assist with housing for the thousands who lacked decent homes.

Estimates based on surveys in 1951 showed that about 35,000 houses would have to be built each year in the next decade in order to meet the demand for Bantu housing in the cities alone. At prevailing costs, the outlay would have been about R50,000,000, three times as much as the amount available, so the Government approached the CSIR, which devised means of cutting building costs by about half without sacrificing quality or efficiency.

The National Building Research Institute of the CSIR was delegated to the housing problem and worked in collaboration with the National Housing and Planning Commission and other Government agencies. It started by appointing nine committees, each to deal with a specific aspect of building, such as walls, roofs, floors, labour costs and materials. These expert committees, on which doctors, architects, quantity surveyors, and

other professions were represented, arrived at a standard for a home that would enable the occupants to live comfortably and hygienically. Their findings were embodied in a report which was later published as a book and gained acceptance as the standard work on native housing schemes. These findings have been applied here and in Rhodesia, Kenya, Mauritius, the Sudan and other African States.

Once contractors had erected model houses according to different specifications, and the characteristics of these houses had been studied and tested in terms of comfort, durability and cost, it became clear that in most cases the traditional method of building with standard bricks or concrete blocks gave the best results. Work went ahead on erecting the thousands of houses desperately needed. Corners, windows and doors had to be built and positioned by skilled artisans, but the remainder was laid by unskilled Bantu operators, who proved ideal for this work and, at the same time, were trained for more skilled work.

After providing a scientific basis for whole townships of these houses, the CSIR directed its attention to making the best use of the skills of the indigenous population. At the request of the gold mining industry, for instance, it developed methods for aptitude testing raw mining recruits, all speaking different languages and from as far afield as the Congo.

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Leadership tests were developed and applied after the miners had acquired fanagalo and undergone at least one spell of mining experience. In this way, men best suited to various tasks could be selected and given special training, eventually to assume responsibility underground for semi-skilled operations. Efficiency has improved and with it salaries. Aptitude testing has now been extended to all the trades.

In this investigation, as in the first, the CSIR made use of Bantu psychologists and sociologists who rendered outstanding service.

Another problem arising from the urbanization of the Bantu investigated by the CSIR, was that of nutrition, and the high incidence of deficiency diseases like kwashiorkor, pellagra and nutritional marasmus.

Medical research clinics of the CSIR in Cape Town and Pretoria proved that kwashiorkor, which afflicts an alarming number of Bantu babies and toddlers, was caused mainly by a lack of protein. Attempts have since been made to educate mothers not to wean their babies prematurely and to feed them milk and milk foods rather than thin maize gruels after weaning.

In addition, the CSIR convinced the authorities that a large-scale scheme to distribute skimmed milk powder to Bantu children would curb the disease. We have succeeded also in having kwashiorkor declared a notifiable disease. A remarkable drop in the incidence of kwashiorkor has already become evident.

The CSIR recently conducted a comprehensive survey of the eating habits and nutritional status of about 25,000 Bantu primary school children in Pretoria. Valuable information was obtained on deficiencies and how they can be rectified. Here again we were ably assisted by a trained team of Bantu interviewers who went into the homes of families to study their dietary habits.

Before closing, I want to refer briefly to the opportunities available in your own homelands. You should not belittle these, nor your usefulness to your own people. You understand them better than we do, and because you now have the intellectual equipment to guide them and persuade them to adopt modern practices, you can be of greater value to them than any White man.

The Transkei is poised on the threshold of vast new developments. New vistas are opening in agriculture, industry, local governments, health services, engineering, forestry, commerce, law and public administration.

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There are, for example, 650 White-owned trading stations in the Transkei of which a large number are available to Bantu traders as rapidly as they can be trained. There are 500 administrative posts in the Transkei presently held by Whites that are intended for the Bantu. More than 50 new towns are in various stages of development throughout the country. I am sure you realize what this implies.

Towns require amenities, health services, hospitals, businesses, schools, electricity services, all of which have to be provided by skilled people. The Department of Bantu Administration and Development has drawn up ideal ratios of health personnel to head of population, and their blue-print makes interesting reading : a doctor per 500 people, a dentist per 2,000, a pharmacist per 10,000, a nurse per 500, a district nurse per 1,500, and a health education officer per 25,000. In the recently established town of Ga-rankwa, built for the Tswana ethnic group near Pretoria, 19 doctors will be needed by 1971, 5 dentists, four pharmacists, six district nurses and two health education officers.

Immediate needs in the new Bantu towns being constructed all over South Africa are the following : 67 doctors, 38 dentists and 9 pharmacists.

These figures do not include health services in rural areas or hospital medical personnel. Did you know that there are only 130 registered Bantu doctors in the whole of the Republic, only 20 of whom practice in the Bantu areas ? There are no qualified native dentists or pharmacists.

This should drive home the extent of the skilled manpower shortage among the Bantu. I have not even considered laboratory assistants, radiography assistants, physiotherapists, or nutritionists. I have not dealt with the engineers required, draughtsmen, surveyors, electricians, plumbers, carpenters, sewage technicians or bio-chemists. I have not considered the number of Bantu agriculturalists required, extension officers, forestry experts, veterinarians, stock inspectors, lecturers, instructors, policemen, lawyers, prosecutors, or magistrates. I leave these estimates to your imagination.

In my address I have endeavoured to present the impressive future awaiting you the moment you step out of these doors to find your career in the world beyond. Will you accept it ? Can you afford to refuse it ? Are you going to leave here determined to make a good life of your opportunities, or are you going partly to live them in mediocrity ?

The challenge awaits you. It is urgent, comprehensive, fraught with difficulties, as it should be, but elevating. Do not become the blue-gum tree of the old headman, but rather the rain that waters the soil and sustains it. You can be like rain to your people !

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A NEW LOOK FOR LIVINGSTONE HALL

GRADUANDS—GRADUANDI

Students of the University College of Fort Hare
Studente van die Universiteitskollege van Fort Hare

I. BACCALAUREUS ARTIUM

In Praesentia :

LALENDLE, COAX HONESTUS
MOKONE, TIMOTHY
MOTSHABI, EUNICE VIRGINIA NOMNTU
NKONTSO, ENOCH XOLISILE
NOGWEBU, NELSON
QUMA, CALEB KHUSELO
SHONGWE, MABONA ELIJAH
SOSIBO, AGGREY ZAMINDLELA
THIPA, HENRY MOTHEBESOANE (*Xhosa with distinction/Xhosa met onderskeiding*)
VANDA, WONGALETU
YAKO, WYCLIFFE XHANTI

In Absentia :

KOTTA, GQIBINTETHO PATRICK
LUXOMO, ALBERT TEMBA

II. BACCALAUREUS ARTIUM IN SOCIAL SCIENCES/SOSIALE WETENSKAPPE

In Praesentia :

DEKILE, THELMA NOMINI
MAQASHALALA, THEOPHILUS NTOBEKO VINCENT
QWELANE, ALICE THANDIWE

In Absentia :

MTONGANA, SELIBENG MAKHOSAZANA
TWISHA, AUDREY ELPHIA NOMAZIZI

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III BACCALAUREUS SCIENTIAE

In Praesentia :

ADAMS, EMILY NONCEBA
APPAVOO, SIVA
DUBASI, PERCIVAL MLINDI
MAGADLELA, PETRONELLA TANDIWE
MALIZA, BABINI SILULAMA
MNGXASO, LEYTON LANGITEMBA
NKOMO, VICTOR MONDE
NXASANA, THORNTON LANGA
QWELE, MCDONALD
SEYISI, ANDILE GOODMAN
SIYENGO, FREELAND LINDA
TSHABALALA, CATHERINE FEZEKA

In Absentia :

MBETE, DILIZA MAFU
NKOMO, PORTIA VUYELWA

Post-Graduate Bachelor's Degrees—Nagraadse Baccalaureusgrade :

IV. BACCALAUREUS ARTIUM HONS.

In Praesentia :
MELANE, VERNON MZUVUKILE
(*Psych./Sielkunde*)

In Absentia :
LUSWAZI, PEGGY NOMFUNDO
(*Psych./Sielkunde*)

V. BACCALAUREUS SCIENTIAE HONS.

In Praesentia :
JWILI, EDGEWORTH THULANI PATRICK
(Chemistry *with distinction*/Chemie *met onderskeiding*)
NGENGEBULE, EVERETT KENNEDY (*Zoology/Dierkunde*)
RAMOKGOPA, SEDUPE JOSIAH (*Physics/Fisika*)

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VI. MAGISTER SCIENTIAE

In Praesentia :
SERETLO, JACOB RAKHUTSANYANE (*Physics/Fisika*)

VII. BACCALAUREUS EDUCATIONIS

In Praesentia :
BOYCE, ARTHUR MSHIYENI

In Absentia :
FEKETSHANE, EGBERT MONWABISI

POST-GRADUATE DIPLOMAS—NAGRAADSE DIPLOMAS

VIII. University Education Diploma
Universiteitsonderwysdiploma

In Praesentia :
MATYILA, KWEZIE
VANDA, LIMEKAYA NGWENDUNA

In Absentia :
SIPUKA, QUEEN-SHEBA NOMFANELO

Students of the University of South Africa.
Studente van die Universiteit van Suid-Afrika.

I BACCALAUREUS ARTIUM

In Praesentia :
NTLHAKANA, EPHRAIM THABO

In Absentia :
MEMA, SIBBERT SELBY MZIWONKE
NKUNCWANA, ELLIOT LINDILE

UNIVERSITY COLLEGE OF FORT HARE
UNIVERSITEITSKOLLEGE VAN FORT HARE

COLLEGE DIPLOMAS—KOLLEGE DIPLOMAS

I. ONE YEAR DIPLOMA IN AGRICULTURE
EEN JAAR DIPLOMA IN LANDBOU.

In Absentia :
MAAKE, EPHRAIM RAPHAEL

II. UNIVERSITY COLLEGE EDUCATION DIPLOMA
UNIVERSITEITSKOLLEGE ONDERWYSDIPLOMA

In Absentia :
BOMELA, ANGELINAH GAY YALIWE
(*Chemistry Method with distinction/*
Metodiek van Chemie met onderskeiding)

University of Fort Hare
Together in Excellence

III. SOUTH AFRICAN TEACHERS DIPLOMA
SUID-AFRIKAANSE ONDERWYSDIPLOMA

In Praesentia :
LALENDLE, COAX HONESTUS TAMSANQA
(*Empirical Education and Latin Method with distinction/*
Empiriese Opvoedkunde en Metodiek van Latyn met onderskeiding)

In Absentia :
BULUBE, TANANA
DWANYA, LULAMA VUYISILE
KOTA, PETER PHINDILE
MAKALIMA, EDGAR BROOKES
MAVUSO, DEVILLIERS (*Empirical Education with distinction/Empiriese Opvoedkunde met onderskeiding*)
MJILO, FRANCE
NGCOBO, EMERSON SANDISILE
NTEBE, STANLEY SIKHUMBUZO
NTLABATHI, DOUGLAS MONGEZI
TSOTSI, SAMELA
ZOTWANA, SYDNEY ZANEMVULA

IV. DIPLOMA IN COMMERCE AND ADMINISTRATION
DIPLOMA IN HANDEL EN ADMINISTRASIE

In Praesentia :
DANDALA, KIDMAN MBULELO

In Absentia :
MZAMANE, ISAAC ZOLILE

Graduation Ceremony
Promosieplegtigheid

UNIVERSITY OF SOUTH AFRICA
UNIVERSITEIT VAN SUID-AFRIKA

University of Fort Hare
Together in Excellence

THE NEW GREAT HALL — DIE NUWE GROOT SAAL

SATURDAY, 22nd APRIL—SATERDAG 22 APRIL
1967

University of Fort Hare
Together in Excellence

Graduation Ceremony

Promosieplegtigheid

SATURDAY, 22nd APRIL—SATERDAG 22 APRIL
1967

THE HONOURABLE APPEAL COURT JUDGE,
F. H. L. RUMPFF, B.A., LL.B., (U.P.), S.C.

SY EDELE APPÈLREGTER, F. H. L. RUMPFF, B.A., LL.B., (U.P.). S.A.

CURRICULUM VITAE

APPÈLREGTER F. H. L. RUMPFF

Na Matrikulasie in 1930 aan die destydse Hoër-Oosteind Skool in Pretoria het hy die B.A. en LL.B. grade aan die Universitiet van Pretoria behaal. Daarna het hy as advokaat gepraktiseer in Pretoria.

Hy was vir sewe jaar deeltydse lektor in Regte aan die Universiteit van Pretoria.

In 1951 het hy Koningsadvokaat geword.

In 1952 is hy bevorder tot Regter van die Hooggeregshof en in 1959 tot Regter-President van Transvaal.

In 1961 is hy benoem tot Appèlregter.

In 1957 is hy deur die konvokasie van die Universiteit van Pretoria verkies tot lid van die Raad van die Universiteit en in 1966 tot president van die konvokasie.

Appèlregter Rumpff is vanaf die begin van 1967 benoem as Voorsitter van die kommissie van ondersoek in verband met geestesafwykende misdadigers.

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ELUKHANYISWENI : WOMEN'S HOSTEL P.J.N.

Voorwoord

Die gradeplegtiheid van die Universiteit van Suid-Afrika en Fort Hare op Saterdag, 22 April 1967, was weereens een van die hoogtepunte in die akademiese gebeure aan die Universiteitskollege vir die jaar.

Ons wil weereens ons erkentlikheid en waardering teenoor die Universiteit van Suid-Afrika uitspreek vir die feit dat die gradeplegtigheid ter plase gereël kon word. As akademiese voog van die Universiteitskollege lewer die Universiteit in toenemende mate bewys van sy welwillendheid, ook ten opsigte van die geleidelike ontwikkeling van die Inrigting tot akademiese self-standigheid.

Teenoor Dr. F. J. de Villiers, kanselier van die Universiteit, wil ons ook ons dank betuig dat hy teenwoordig kon wees en die grade namens die Universiteit toegeken het.

Daar was 'n aansienlike toename in die aantal graduandi sowel as die aantal Kollege-diplomas wat toegeken kon word. Hierdie feit dui ook op die lewenskragtigheid van die Universiteitskollege en die toenemende mate waarin hy aan die groot behoefte aan opgeleide werkkragte in verskillende rigtings voorsien.

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Ons wil ook ons innige dank en waardering boekstaaf teenoor Appèlregter F. H. L. Rumpff wat as gasspreker opgetree het by geleëntheid van die gradeplegtigheid. Sy besielende boodskap was inderdaad 'n inspirasie vir die graduandi. Die personeel en die groot skare van belangstellende ouers en vriende, eregaste en studente, het met groot waardering na sy boodskap geluister. Dit is vir ons 'n eer en 'n voorreg om die inhoud van sy rede in hierdie brosjure weer te gee.

Die toenemende belangstelling in ons gradeplegtigheid deur beide die Blanke en die Bantoe publiek, sowel as deur die huidige geslag van studente, dui op 'n toenemende vertroue in die Universiteitskollege vir die groot taak wat hy te verrig het in diens van die Republiek as 'n geheel, maar ook in die besonder, aan die Xhosa-sprekende volksgemeenskap.

Behalwe teenoor die Allerhoogste in die eerste plek, wil ons ook ons dank teenoor die Staat en die personeel van Fort Hare betuig wat dit moontlik gemaak het.

J. J. Ross, *Rektor.*

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CHRISTIAN UNION HALL BETWEEN STEWART HALL AND HENDERSON HALL

PROGRAMME / PROGRAM

1. Chancellor constitutes the Congregation.
   Kanselier stel die vergadering saam.

2. Scripture reading and prayer.
   Skriflesing en gebed.
   Prof. H. L. N. Joubert, M.A. (Stell.), M.TH. (Princeton), TH.D. (Amst.)
   Prof. R. H. R. Liddell, M.A., D.D. (St. Andrews)

3. Address—Rede :
   The Honorable Appeal Court Judge F. H. L. Rumpff, B.A., LL.B., (UP), S.C.
   Sy Edele Appèlregter F. H. L. Rumpff, B.A., LL.B. (UP)., S.A.

4. Presentation of Graduands.
   Voorstelling van Graduandi.

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5. The Chancellor formally dissolves the Congregation.
   Die Kanselier ontbind formeel die vergadering.

6. Fort Hare College Diplomas handed over by the Rector.
   Fort Hare Kollege-diplomas deur die Rektor oorhandig.

7. Nkosi Sikelela.

8. Congregation remains standing while office bearers and staff leave the hall in procession.
   Vergadering bly staande terwyl die prosessie van ampsdraers en personneel die saal verlaat.

OFFICE BEARERS OF THE UNIVERSITY OF SOUTH AFRICA
AMPSDRAERS VAN DIE UNIVERSITEIT VAN SUID-AFRIKA

CHANCELLOR / KANSELIER

Dr. F. J. de VILLIERS, B.A., M.SC., PH.D, D.SC., F.R.I.C.

REPRESENTATIVE DEANS
VERTEENWOORDIGENDE DEKANE

Arts/Lettere en Wysbegeerte

Prof. THEO VAN WIJK, M.A.

Social Sciences/Sosiale Wetenskappe

Prof. I. J. J. VAN ROOYEN, M.A., D.PHIL.

OFFICE BEARERS OF THE UNIVERSITY COLLEGE OF FORT HARE
AMPSDRAERS VAN DIE UNIVERSITEITSKOLLEGE VAN FORT HARE

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VOORSITTER VAN DIE RAAD

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CHAIRMAN OF THE ADVISORY COUNCIL
VOORSITTER VAN DIE ADVISERENDE RAAD

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Prof. H. L. N. JOUBERT, M.A. (Stell.), M.TH. (Princeton), TH.D. (Amst.)

Law/Regsgeleerdheid

Prof. J. B. THOM, B.A., LL.B. (Stell).

Arts/Lettere en Wysbegeerte

Prof. G. A. RAUCHE, Staatsexamen Phil. (Leipzig,) D.PHIL. (S.A.). D.LITT. (U.C.T.)

Science/Natuurwetenskappe

Prof. S. LINDE, M.SC. (O.F.S.)

Education/Opvoedkunde

Prof. D. F. van DYK, B.A., D.ED., (O.F.S.)

Commerce and Administration/Handel en Administrasie

Mr./Mnr. J. H. SMITH, M.COM., U.E.D., (O.F.S.)

Agriculture/Landbou

Prof. J. H. v. WYK, B.SC., (Agric.) (Pret.), H.E.D. (Pret.)

REGISTRAR / REGISTRATEUR

Mr./Mnr. H. J. du PREEZ, B.A. (Stell.)

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College Farm: A Few of the Registered Friesland Herd

GRADUATION ADDRESS DELIVERED BY THE HONOURABLE APPEAL COURT JUDGE F. H. L. RUMPFF TO THE UNIVERSITY COLLEGE OF FORT HARE ON THE 22ND APRIL, 1967

Mr. Chancellor, Mr. Principal, ladies and gentlemen :

I feel honoured to have been asked to address the young people who are present on this occasion. Laat my toe om in my eie taal ter aanvang van harte geluk te wens die wat vandag grade en diploma's sal ontvang. Ook hulle ouers wat so vol verwagting vooruit gekyk het na hierdie trotse uur, en die familie en verwante wat die kandidate geestelik en materiële ondersteuning gegee het, wil ek geluk wens. Mag die jong mense wat vandag die lourierskrans van oorwinning ontvang 'n lang en suksesvolle lewe hê in diens van hulle volk. Ek wens ook die Universiteit geluk wat as alma mater, die moeder van wie die melk vloei, opnuut 'n groep jong mense tot geestelike mondigheid gebring het. Mag hierdie groep elke jaar groter word.

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Mr. Chancellor, when your authorities ask a judge of the Supreme Court to give a message to you on this day, they ask someone who is primarily not interested in the natural sciences, like physics and chemistry. He is not interested in factories, machinery or agricultural produce as such, but in humanity, in the people. A judge is interested in man, not only as the the owner of a body and a mind, but in his relationship to his fellow human beings, his relationship to his people and to his country. We in the Supreme Court always have to deal with people and their minds, with their rights before they were born, and after they are born with all the trouble they meet on the journey through life, and after their death we have to decide who inherits what he has left behind him when his heirs quarrel. We have to consider the rights of the individual and the rights of the State. We are not lawgivers however, although we make law in a very limited sense. It is our task to apply the common law as it has developed over the last two thousand years and as it is made by Parliament. But in this application of the law there is always some man, some woman or some child before us who looks at us with expectant eyes. The traditional symbol of justice is a goddess, Justitia, a blindfolded woman with a drawn sword in one hand and a pair of evenly balanced scales in the other hand. The blindfold over the eyes is intended to show that before the Court there is

no respect of persons. It illustrates that race, social standing, poverty or wealth of the people who come before the court should not influence the decisions of the judge. I cannot imagine a better symbol to express this noble concept of the law and its administration. It is an old saying that when judges try to be men of intergrity and free from prejudice, the people are happy. The word " try " is significant. It indicates that no human being on earth is without some prejudice or other and that judges must always consciously be aware of their duty. However, education, experience and love of humanity are strong aids which support us in our task. Of course in this process, particularly when we interpret laws made by parliament, we some times disappoint people and are criticised for lack of independence. At other times we disappoint Parliament and the laws are altered. It does not disconcert us. I know that the members of the Supreme Court of South Africa have always tried conscientiously to be as impartial as is humanly possible and we shall keep on trying, irrespective of criticism or disappointment.

Mr. Chancellor, when on a day like this the speaker tries to convey something to the young people who are present, he knows that what is being said has so completely sprung from present day circumstances that it may be disappointingly irrelevant in ten or twenty years time.

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Imagine the conditions in this country a little more than twenty years ago : the second world war. And twenty years before that : the first world war ; and twenty years before that the South African war between Britain and the two Republics. Compare that with where we stand today.

In Europe, until a century ago, time moved slowly over hundreds of years, and so it did in Africa until very recently. This was due to the slow pace of development of the human mind. Today it can no longer be said that the march of the human mind is slow. Students of today, wherever they are, live in a world of change, quick and impatient change. They face a new direction of thought and of effort.

In the nineteenth century civilisation tended to look backwards. In this century it looks forward to a new world and a new future. The natural sciences, particularly physics and chemistry have given us the most fascinating products of earth and sky and water, and have made it possible for us to conquer space. In every way of life there are new horizons which challenge youth to go forward and to look far into the future. Students of today are lucky and you too who have been able to study here, are fortunate. You live in a country blessed with a beautiful climate and

challenging possibilities, and you are young and fresh and ambitious. We who are getting old envy you, because we realize too late what Byron said about the passing years :

> Years steal fire from the mind—
> as vigour from the limb
> and life's enchanted cup
> but sparkles near the brim.

Your cup today is sparkling near the brim but the very brightness of today casts on you a responsibility much bigger than was put on the shoulders of your ancestors and my ancestors. It is fitting, I think, if on an occasion like this I were to express some personal thoughts on the tasks of the graduate who enters life in 1967, who goes into the world armed with academic qualifications and upon whom the time that we live in has imposed a duty to humanity. You who are graduated today have not achieved the end. You are only at the beginning of a new road. And when you enter that road you will quickly become aware of a number of notice boards on which there is a message, topped by the word " caution", and these notices may disappoint you. The first notice will tell you that the human mind has not changed at all over the last two or three thousand years. You will discover that knowledge of physics and chemistry has increased to the stage where we shall land a man on the moon in the not far distant future but about that man's brain and mind we know as little as we knew two thousand years ago. You will find that there are thousands of mentally abnormal and mentally defective people whom we cannot cure. There are thousands of habitual criminals whose minds we cannot change. The problem of mental abnormality is universal and all the peoples of the world have their percentage of human wreckage. When I was a young advocate I once had to defend a young uneducated man who had lived with his mother in the Eastern Transvaal. He had for a long time complained about something that appeared to be eating him inside his chest. He had consulted a witch-doctor who had told him to drive four pegs in the ground round his hut and at the next full moon to apply medicine to these pegs. He was not to tell anybody, not even his mother, of what the witch-doctor had told him. He did what he was told and a few weeks later, towards sunset he saw a swarm of locusts flying towards the South. He took a bag, his kierie and assegais—it still was wild country—and followed them. On the way other youngsters joined him and while it was getting dark they passed a place where other people were amongst trees and where a fire was burning. Now follows his story : Suddenly he saw

behind a tree the face of the witch-doctor moving backwards and forwards, and he saw little men, dwarfs, come running towards him, dwarfs with long noses, about eighteen inches long. He immediately defended himself with his assegai and ran away. The next morning, just before sunrise, he found himself in a strange area far from his home, and very tired.

When he eventually got home he was told that he had killed and injured people who had come from the trees to join him in search for the locusts. He was of course, found not guilty. He had acted in a state of hysteria and did not know what he was doing. He was sent to a mental hospital. The interesting feature about the case however, was the fact that according to the psychiatrist this illusion of dwarfs with very long noses is to be found in certain mental cases not only in Africa but in the heart of Europe and elsewhere. It is common to humanity. This was to me an illustration of the universal vulnerability of the human mind. It points to the important and heavy social duty which lies on all of us, you and me, not only to look after the mentally abnormal and defective in a humane way but also to maintain and support reasearch into the functioning of the brain, by those who are qualified.

On this road which you are going to travel on, there is also a notice board which will tell you that the problems affecting humanity do not allow themselves to be solved quickly. When one is young one is apt to think that one has the answers to most questions, and the solution to most problems, and one is inclined to become impatient until one day one has reached the stage when one looks at the thorn tree with a smile and it looks back at one. One then understands that it had to grow so slowly in order to be so tough and durable.

On this road you will also find a notice which says that there will be no end to problems to be solved. The solution of a problem always creates a new problem. Humanity shall never be without problems. We are part of nature and nature consists of life and death, and the life and death dichotomy will always generate problems till the end of time.

The question with which you are faced is this : seeing these notices with their disappointing contents as I go along this road of life, how am I going to react to them ? Am I going to accept the challenge presented to me and help solve the problems of humanity or am I going to ignore humanity and just work selfishly for my own benefit. Or am I perhaps going to be a frustrated man ? David William Ferrie, who became a centre piece of

enquiry at New Orleans recently, committed suicide and left a typewritten note with the following dismal statement :

" To leave this life for me is a sweet prospect.
I found nothing in it that is desirable and on the
other hand everything that is loathsome."

Presumably this man suffered from some mental disorder. If not, it shows the utter futility of a mind who had no ideals or idealism and whose life was completely self-centred and selfish. Not for him a constructive contribution to the problem of humanity, the joy which springs from service to one's fellow human beings and the happiness of a kind intellect and understanding soul. His own people or humanity meant nothing to him.

I know that when one is young it is difficult and sometimes irritating to think of the problems of humanity. Later on one is inclined to agree with the poet Wordsworth when he says :

" I have learned
to look on nature, not as in the hour
of thoughtless youth ;
but hearing often-times
the still, sad music of humanity."

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Perhaps I may persuade you, as graduates of the present time, that you are not a group of thoughtless youths and that even in this hour of youth you can hear the still, sad music of humanity.

The very first, and also permanent duty, in my view, which the graduate of today must perform, whatever his degree is, or whatever work he is going to do, is to actively support and sustain education. You will in future experience what power the university has given to you when it opened its doors to you. You acquired the power of abstract and creative thinking as well as the tools with which you will work when you become lawyers or civil servants or teachers or scientists. You know of course that the old fashioned concept of a University as a little isolated citadel where a few privileged come to study from all over is gone. The demands of the progressive societies of today throughout the world are so different from those of fifty years ago that the modern university and college has acquired a totally new meaning. The modern university has the following distinctive features : (1) it supplies the needs of the society of today, (2) it is rooted in the society which it serves and (3) it affords access to students irrespective of wealth. The indigent but intellectually able student is as

entitled to study as the son of the rich man. As regards the first feature—the needs of the society of today—there is the primary and universally acknowledged need for those persons who are able to raise the standard of living of the community as a whole. The university of today is required to produce men and women who are able to improve the knowledge and productive capacity of their own community and their own country.

The second distinctive feature of the modern university is that it is adapted to the cultural needs of the society which it serves. Today, with the emergence of so many new states, this requirement is no longer doubted. The Robbins Committee on Advanced Education (1961-1963) in Great Britain explicitly pointed out that the object of the university is not only the instructions in skills, the production of cultivated men and women, the advancement of learning but—I quote—" Finally there is a function that is more difficult to discribe concisely, but that is none the less fundamental : the transmission of a common culture and common standards of citizenship .....Universities and Colleges have an important role to play in the general cultural life of the communities in which they are situated." In my view the soul and the conscience of a nation is not found in the aggregate of scientific knowledge of the members of that nation, but is expressed in its language, its prose and poetry, its philosophy and its fine arts. The university of today, particularly in the teaching of the humanities, must be able to reflect the soul and conscience of the people which it serves.

The third feature of the modern university is that it will open its doors to him or her who has the intellectual ability to study irrespective of the status of his or her family. It will seek through scholarships and loans, to assist the bright scholar who has not the means to study.

The task of the graduate in relation to education starts with himself. Are you satisfied today that you have achieved the end of your studies ? Can you afford to go further than you have ? If so, have you considered doing that ? If circumstances compel you to go and work, will you stop studying or will you carry on through the University of South Africa ? I see in a report that the Department of Education complains that so many Africans who take up the teaching profession after junior certificate do not thereafter attempt to improve their academic qualifications through correspondence colleges. Although you have acquired a degree or a diploma, have you done enough when you consider how great the demand is for people with advanced qualifications ?

There is at the present moment a young Coloured boy at the University of Western Cape, who grew up at my house. In 1965, when he entered standard nine he realized that the syllabus at the school which he attended would not give him a matriculation exemption certificate. He stayed away from school, took a course at a correspondence college and wrote standard nine and Matric in the same year. He still required a third language, however, which he studied and passed in 1966, when he also managed to do a bit of work off and on, and to save a few Rand. He wrote to me recently how happy he was at the University where he is now and he used the expression ,, Ons is honger vir opvoeding," which made me think of the phrase used by George Crabbe (1754-1832) : " to feed a craving mind." Will you, after today, still be hungry for education, will you still have a craving mind ? Apart from yourself there is a task in relation to others. Whatever kind of employment you will enter upon you should encourage those who have intellectual capacity to study and you should be prepared to help and to organize people to help indigent students. Education in general should always be of great concern to you.

The second great requirement of the graduate of today, in whichever country he may be, is to be aware of the needs of the society in which he lives. It means that the powers which he has acquired, should be exercised as much as possible in the interests of the whole society and with due regard to the needs of those who have not had the benefit of a university education. In all countries today university graduates are looked upon as the cream of the people. If the graduate intends to be worthy of that title, the quality of his character should be a true reflection of his intellectual achievements. As a graduate you must always strive to increase the volume of the cream of the people and in order effectively to do that, the milk from which the cream comes must be made rich. The standard of living of the people must be improved and the standard can only be improved by education and by work. A striking example of the need for education in respect of only one of the many problems that face us, is to be found in what the Indian Government told the recent regional conference for the Far East of the United Nations Food and Agricultural Organization. The Indian Government estimated that at least half of all food produced in India is wasted by rot, insects, rats and similar causes. The loss in financial terms is equal to about twice India's national budget. The F.A.O. estimates that the total post-harvest food losses in Africa is 30%. In Brazil, where 300,000 children below the age of two die each

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year from malnutrition, food wastage is estimated at 40% of everything produced.

The importance of the contribution by university graduates to the development of the people is immediately realized when one considers the probable future history of mankind. In the past man's restlessness and ambition caused peoples to develop at times into strong nations who overran the territories of others, conquering and colonizing them. Genghis Khan came to the West from the heart of present day China. The Roman Empire lasted for centuries and Western Europe's colonial history is only recent. Man has not changed and is still restless and ambitious. However, he now is preparing himself for the time when there will be too many people on this world. His knowledge which might allow the world to become overpopulated will also allow him to conquer outer space. I believe that in a few centuries from now our world as a single force will colonize other worlds in outer space. I believe that one day the young people of this world will have to work on other planets. They will probably be allowed to come back when they retire. Because of its mild and suitable climate our world will probably become a maternity home and a home for the old people.

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I know that we only stand at the beginning, that there still may be wars, but knowing human nature, I know that man will not be stopped. In the meantime peoples and nations of this world will substitute the old colonialism of peoples by a new colonialism of products in which all countries will participate. It will be inevitable. Every country will import from others what it needs and export to others what they need. Every country will have to be a producer and a market. This colonialism will be a competition in which participation does not depend on military genious but on academic education and the ability to produce. It is an axiom as old as the hills that goods and services can be paid for only with goods and services. In that system the leaders will be those who acquired their tools and their wisdom from the universities and colleges.

At no time in the history of mankind has there been such a demand for academically qualified leaders to serve their country and at no time has the challenge to graduates of the world been so great. That challenge is today also issued to you.

I have referred to the still, sad music of humanity. The bulk of humanity have always been the simple people, not the leaders. Even

today a very small minority of the people in every country are graduated. In a country like Great Britain only 3.7% get university degrees.

In walking the road of life, the university graduate must hear the still, sad music of humanity and realize that his people desire to be treated with respect and charity, and if he hopes to perform his task effectively he must exhibit understanding and affection. Christ once said to his disciples : if you have faith, and doubt not, if you say to this mountain be removed and cast into the sea, it shall be done. Through the persistent faith of the scientists man is today able literally to cast a mountain into the sea. Through faith too you might achieve wonderful and unbelievable results. But you must remember that St. Paul, thinking of this power which faith can give, warned us when he said :

> " And though I have the gift of prophecy, and understand all mysteries, and all knowledge ; and though I have all faith, so that I could remove mountains, and have not charity, I am nothing."

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Mhlekazi Somatheko : Mandipheze ngokwenza ilizwana ngesi-Xhosa, ngelishwa andikwazi mna ukusithetha kodwa ke ndisiguqulelwe. Ningakhathazeki ngeziphoso endizenzayo ekufundeni. Sendithethile ngemfanelo ezilenga-lenga phezu kwentloko zaba baphuma nezidanga namhlanje, nangoncedo abafanele ukulwenzela uluntu ngokubanzi. Mandipheze ngokunalathisa owona mkhondo wale mpilo siyiphilayo. Nangu ke : Ukuze niphumelele yenzani nowona msetyenzana ungephi ngentelekelelo eyiyo.

Ibalulekile loo nto kuba imizamo emikhulu kukuhlanganisana kwemizamo emincinane. Asingogqira kuphela osingethe utyando olunzima lwabantu, ingenguye nomakhi wamaxilongo okulondla inyanga, ekufuneka ingabo abacoselelayo ekusingatheni imisebenzi yabo. Apha ebomini, iititshala, nabaqeshwa bakarulumente, nabenzululwazi, baphumelela ngokunaka nawona masolotyana mancinane ukusa kwamakhulu, lawo aphathelele kwimisebenzi yabo, nangokubeka phambili uluntu abalukhonzayo ngaleyo misebenzi, nokuba basebenzela abantu abaphantsi okanye abaphakamileyo.

Niyayikhumbula na imbali endala yesikhonkwane esalahlekayo ? Ithi ke :

Ngokusweleka kwesikhonkwane isiporo sehashe asilutho
Ngokusweleka kwesiporo ihashe alilutho
Ngokusweleka kwehashe umqabeli akalutho,
Ngokusweleka komqabeli injongo ayilutho,
Ngokusweleka kwenjongo ugqatso alulutho,
Konke kudungudele ilizwe lobawo lihambile.

Mhlekazi Somatheko, ndiyathemba ukuba aba baphuma nezidanga namhlanje baya kuwulandela umendo wobomi ngenjongo eziphakamileyo nangentobeko engenasisihla, bawumamele umsinga nomndilili wokuphala kwempilo yoluntu, balusabele ubizo lwale mihla ngohlobo oluya kuyenza le Yunivesithi noluntu ngokubanzi luzigobhe amacala ngokuzidla ngabo.

Nangamso ke mawethu.

TRANSLATION.

Mr. Chancellor: I want to conclude by saying something in the Xhosa language, which I unfortunately am unable to speak but which I have had translated. You must forgive the mistakes I make when I read them. I have talked about the task of the present day graduate and what he owes to his people and to humanity. I wish to conclude by drawing attention to the most important noticeboard along the road of life. It says: In order to succeed, you must perform the smallest duty with the greatest meticulousness.

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This notice is so important because big achievements always are the cumulative effect of small efforts. It is not only the medical surgeon performing a difficult operation or the enginner building a precision instrument to take photographs on the moon who has to be accurate in respect of the smallest details. In ordinary life your success as a teacher, civil servant or scientist will greatly depend on how you perform the small and apparently important tasks in respect of the mechanics of your work and also in respect of the people to whom you owe a duty, whatever their status in life may be, high or low.

Do you remember the old story of the lost nail?
It goes like this:

For want of a nail the horseshoe is lost,
for want of the shoe the horse is lost,
for want of the horse the rider is lost,
for want of the rider the message is lost,
for want of the message the battle is lost,
the war is lost, the fatherland is lost.

Mr. Chancellor, I hope that the graduates of today will take the road of life with high hopes and modest manners, hearing the still, sad music of humanity, and that they will answer the call of today in such a way that this University and their people will be proud of them.

I thank you.

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GRADUANDS—GRADUANDI

Students of the University College of Fort Hare
Studente van die Universiteitskollege van Fort Hare

I. BACCALAUREUS ARTIUM

In Praesentia :

Buso, Dorrington Mlungisi
Flatela, Thaddeus Andile
Gebeda, Chamberlain Zamuxolo
Gubuza, Gladwin Velapi
Kwatsha, Phumelele Vusumuzi
Mahokoto, Daniel Godfrey Siphiwo
Makoba, Duke Madoda
Maku, Blossom Blanche
Maneli, Gilbert Themba
Mayekiso, Pumelele Gardiner
Mlindazwe, Doctrine Zanemvula
Msengi, Nompumelelo Popana
Mthembu, William Feke
Nkala, Patricia Alice Ndileka
Pupuma, Aubrey
Sigwili, Mbeko
Tembeni, Simon Mabandla

In Absentia :

Musi, Margaret Edith
Zimu Victor Emmanuel Dumisani

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Together in Excellence

II. BACCALAUREUS ARTIUM IN SOCIAL SCIENCES/SOSIALE WETENSKAPPE

In Praesentia :

Mafa, Tredwell Simpiwe

In Absentia :

III. BACCALAUREUS SCIENTIAE

In Preasentia :

Dingiswayo, Cilliers Linda
Gazo, Attwell Lungelo
Gqola, Petrus Dey Dambile
Lusu, Margaret Rose Nozizwe
Madikiza, Aggrey Pakamile
Madyibi, Kitchener Lutando
Mafunda, Brownlee Gobinamba
Mdoda, Gavin Nkosinathi
Mtangai, Patrick Phakamile
Mtongana, Mathabo Ntombizanele
Ndenze, Robert Makhaya
Nduna, Nicholas Mawetu
Ntloko, Montgomery Mbulelo
Ntsunguzi, Nizra Nyukile
Nxiweni, Joel Gcinibandla
Shasha, Elleton Welile

In Absentia :

Majodina, Marjorie Zonke
Mbete, Jamangile Mncedi

Post Graduate Bachelor's Degrees—Nagraadse Baccalaureusgrade :

IV. BACCALAUREUS ARTIUM HONS.

In Praesentia :
BOYCE, ARTHUR MSHIYENI (*Phil./Wysb.*)
MATYILA, KWEZIE (*Phil./Wysb.*)

In Absentia :
NTULI, RICHARD SIBUSISO
(*Psych/Sielkunde*)

V. BACCALAUREUS SCIENTIAE HONS.

In Praesentia :
JIYA, ZINDLOVU (*Physics/Fisika*)
RASEROKA, BENJAMIN HENDRICK
(*Zoology/Dierkunde*)

VI. BACCALAUREUS EDUCATIONIS

In Praesentia :
NDABA, ELEPHANT PHILIP

In Absentia
HERMANUS, VICTOR VELA VELELO

University of Fort Hare
Together in Excellence

POST GRADUATE DIPLOMAS—NAGRAADSE DIPLOMAS

VII. UNIVERSITY EDUCATION DIPLOMA/ UNIVERSITEITSONDERWYSDIPLOMA

In Praesentia
YAKO, WYCLIFFE XHANTI

In Absentia
GWAVU, CHRISTINA XOLIE MAXOLI
MOTSHABI, EUNICE VIRGINIA NOMNTU
NJIKELANA, LIZO LUNGISA
NKONTSO, ENOCH XOLISILE
QUMA, CALEB KHUSELO.

Students of the University of South Africa
Studente van die Universiteit van Suid-Afrika

I. BACCALAUREUS ARTIUM

In Praesentia :
MDLEDLE, IVOR WILLIAM SIPO

In Absentia :
MATIENGA, STANISLAUS MADE

II. BACCALAUREUS ARTIUM HONS. IN SOCIAL SCIENCES/
SOSIALE WETENSKAPPE

In Praesentia :
NABE, ZACHARIAH BABINI

III. ATTORNEYS ADMISSION CERTIFICATE
PROKUREURSTOELATINGSERTIFIKAAT

In Praesentia :
KONDILE, DUMILE STEWART SYLVESTER
LETLAKA, MOTHUSI SIPO
SOGONI, ROSS GRIFFITHS NTOLWANA

In Absentia :
MPUMLWANA, THEBEITSILE
NTSWAYI STANFORD KOLEKILE

POST GRADUATE DIPLOMA/NAGRADSE DIPLOMA

IV. UNIVERSITY EDUCATION DIPLOMA/
UNIVERSITEITS ONDERWYS DIPLOMA

In Absentia :
HUNGWE, JOHN ADONIAH

University of Fort Hare
Together in Excellence

UNIVERSITY COLLEGE OF FORT HARE
UNIVERSITEITSKOLLEGE VAN FORT HARE

COLLEGE DIPLOMAS—KOLLEGE DIPLOMAS

I. DIPLOMA IN SOCIAL SCIENCE/DIPLOMA IN SOSIALE WETENSKAPPE

In Praesentia :

In Absentia :
STOFILE, MILDRED MIRANDA MANDISA

II. UNIVERSITY COLLEGE EDUCATION DIPLOMA/
UNIVERSITEITSKOLLEGE-ONDERWYSDIPLOMA

In Praesentia :
MAKU, BLOSSOM BLANCHE

In Absentia :
MADIBA CHRISTOPHER CUTHBERT
POSELA
MATHEBULA, CALEB HENRY

III. SOUTH AFRICAN TEACHERS DIPLOMA/ SUID-AFRIKAANSE ONDERWYSDIPLOMA

In Praesentia :

O'Bose, Bernard Lwandle
Sogoni, Hartslief, Thanduxolo

In Absentia :

Boko, Atwell Sikhumbuzo Xhego (*Distinct. in Arithmetic Method and Content*)
Gambu, Josiah Hlangwini
Jakavula, Hubert Mandisi
Mafanya, Civil Nyameko
Mayekiso, Douglas Malungelo
Mbebe, Ernest Jongilanga
Mdleleni, Nuttal Sipiwo
Mletelwa, Royal Mzwakhe
Nhantsi, Shakespeare Winston
Nofemele, Sylvia
Ntlabati, Thunzi Makhubalo
Ntshinga, Isaac Mcebisi
Sali, Isaac Mzuvukile
Sonjica, Xolani
Spambo, Patience
Tom, Andrew Kekana
Vanda, Wongalethu

University of Fort Hare
Together in Excellence

IV. DIPLOMA IN COMMERCE AND ADMINISTRATION/ DIPLOMA IN HANDEL EN ADMINISTRASIE

In Praesentia :

Dlepu, Wycliffe Sithembiso

In Absentia :

Mlindazwe, de Villiers

V. ADVANCED DIPLOMA IN AGRICULTURE/ GEVORDERDE DIPLOMA IN LANDBOU

In Praesentia :

Salman, Diliza

In Absentia :

Mamabolo, Abner Humphrey Lekau

Graduation Ceremony
Promosieplegtigheid

UNIVERSITY OF SOUTH AFRICA
UNIVERSITEIT VAN SUID-AFRIKA

University of Fort Hare
Together in Excellence

Programme/Program

THE NEW GREAT HALL – DIE NUWE GROOT SAAL

SATURDAY, 20th APRIL—SATERDAG 20 APRIL
1968

10 A.M./VM.

PROGRAMME PROGRAM

1. Vice Chancellor constitutes the Congregation.
   Vise-Kanselier stel die vergadering saam.

2. Scripture reading and prayer.
   Skriflesing en gebed.
   Prof. F. Hecht, CAND. PHIL. (Halle), CAND. THEOL. (Halle), CAND. MIN. (M.Th.) (Berlin).
   Prof. G. C. Oosthuizen, M.A. (S.A.), TH.M. (Stell.), D.PHIL. (S.A.), S.T.M. (U.T.S.) (N.Y.), TH.D. (V.U. Amst.).

3. Address Rede:
   The Rector: Professor J. J. Ross, B.A., B.SC. (S.A.), H.S.E.D. (Stell.), B.ED. (S.A.), M.A. (Yale), LL.B. (O.F.S.), B.ADMIN. (O.F.S.).
   Die Rektor: Professor J. J. Ross, B.A., B.SC. (S.A.), H.S.E.D. (Stell.), B.ED. (S.A.) M.A. (Yale), LL.B. (O.V.S.), B.ADMIN. (O.V.S.).

4. Presentation of Graduands.
   Voorstelling van Graduandi.

IN LUMINE TUO VIDE BIMUS LUMEN
University of Fort Hare
Together in Excellence

5. The Vice Chancellor formally dissolves the Congregation.
   Die Vise-Kanselier ontbind formeel die vergadering.

6. Fort Hare College Diplomas handed over by the Rector
   Fort Hare Kollege-diplomas deur die Rektor oorhandig.

7. A vote of Thanks:
   Bedankings.

8. Nkosi Sikelela.

9. Congregation remains standing while office bearers and staff leave the hall in procession.
   Vergadering bly staande terwyl die prosessie van ampsdraers en personeel die saal verlaat.

OFFICE BEARERS OF THE UNIVERSITY OF SOUTH AFRICA
AMPSDRAERS VAN DIE UNIVERSITEIT VAN SUID-AFRIKA

VICE-CHANCELLOR / VISE-KANSELIER
Prof. S. PAUW, B.SC., M.A., D.PHIL.

REPRESENTATIVE DEAN
VERTEENWOORDIGENDE DEKAAN
Prof. H. J. J. M. van der MERWE, M.A., D.LITT.

OFFICE BEARERS OF THE UNIVERSITY COLLEGE OF FORT HARE
AMPSDRAERS VAN DIE UNIVERSITEITSKOLLEGE FORT HARE

ACTING CHAIRMAN OF COUNCIL
WAARNEMENDE VOORSITTER VAN DIE RAAD
Prof. J. de W. KEYTER, M.A., B.ED., D.PHIL.

CHAIRMAN OF THE ADVISORY COUNCIL
VOORSITTER VAN DIE ADVISERENDE RAAD
Mr./Mnr. S. S. GUZANA

RECTOR / REKTOR
Professor J. J. ROSS, B.A., B.SC., B.ADMIN., B.ED., LL.B., M.A.

University of Fort Hare
Together in Excellence

DEANS / DEKANE

Divinity/Godgellerdheid
Prof. F. HECHT, CAND. PHIL. (Halle), CAND. THEOL. (Halle), CAND. MIN., M.TH. (Berlin)

Law/Regsgeleerdheid
Prof. J. B. THOM, B.A., LL.B. (Stell.).

Arts/Lettere en Wysbegeerte
Prof. C. A. CRAUSE, M.A. (O.F.S.), DR.JUR. (V.U.Amst.).

Science/Natuurwetenskappe
Prof. S. LINDE, M.SC. (O.F.S.)

Education/Opvoedkunde
Prof. D. F. van DYK, B.A., D.ED. (O.F.S.).

Commerce and Administration/Handel en Administrasie
Prof. J. G. C. SMAL, D.COMM. (Potch.).

Agriculture/Landbou
Prof. J. H. van WYK, D.SC. (Agric.) (Pret.), H.F.D. (Pret.).

REGISTRAR / REGISTRATEUR
Mr./Mnr. H. J. du PREEZ, B.A. (Stell.).

GRADUANDS—GRADUANDI

Students of the University College of Fort Hare
Studente van die Universiteitskollege Fort Hare

I. BACCALAUREUS ARTIUM (Theologiae)

In Praesentia :	*Major Subjects*
JAFTA, LIZO	Biblical Studies, Systematic Theology
LILA, MICHAEL VIEDGE DINGANA	Biblical Studies, Systematic Theology

II. BACCALAUREUS ARTIUM

In Praesentia :

BODLANI, ETHERIDGE MZIWENKOSI	Political Science, Private Law
DLAKAVU, ARCHIBALD MNINAWE	Sociology, Xhosa
KUNENE, MONDLI MAWETHU	History, Psychology
MADINGA, EDWARD LUBABALO	English, History
MAFUYA, BELE BENNINGTON	History, Xhosa
MATANDELA, TOLIGAN LESOLE	Political Science, Private Law
MBABANE, THOMAS BANGISIZWE	Biblical Studies, History of Philosophy
MBALI, ESTCOURT ZOLILE	English, History of Philosophy
MDLEDLE, LENNOX LIZO	Psychology, Xhosa
MOGALE, ABRAHAM MOSIMANEGAPE	Private Law, Roman Law
MRARA, ARCHIBALD ZOLILE	English, Geography, Psychology
NGQUMSHE, LANCELOT LUMKI	Political Science, Public Administration
SOGA, DE VILLIERS MTETELELI	History of Philosophy, Systematic Theology
VABAZA, NOZIPHO NOMFANELO	History, Private Law

In Absentia :

MADIKIZELA, GENERAL	Roman Law, Xhosa
MAJA, KANYANE ELLIOT	Private Law, Roman Law
SIDZAMBA, NAPHTHALI JELICHO	History, Political Science
SKOLO, SHADRACK	Private Law, Roman Law

University of Fort Hare
Together in Excellence

III. BACCALAUREUS ARTIUM IN SOCIAL SCIENCES/SOSIALE WETENSKAPPE

In Praesentia :

KOYANA, NOMATHEMBISO WINIFRED	Social Work, Sociology
LINDA, MILDRED BONGIWE	Social Work, Sociology
MAFANYA, SINGATA	Social Work, Sociology
NCUME, THEODORA NONTLAZA	Social Work, Sociology
NYOMBOLO, LIONEL MALIHAMBE	Social Work, Psychology
SONQAYI, SWEETNESS SOMIKAZI	Social Work, Sociology
TSHABALALA, PEACE BEATRICE NOMPEPHO	Social Work, Sociology
TSHOTSHO, THEMBEKA	Social Work, Psychology

IV. BACCALAUREUS SCIENTIAE

In Praesentia :

BHENGU, RUTH ADELAIDE	Botany, Zoology
BOMELA, ANGELINAH MIRIAM YALIWE	Chemistry, Physics
MADIBA, CHRISTOPHER CUTHBERT POSELA	Chemistry, Physics
MADONSELA, JOHANNES RANSLEY	Botany, Zoology
MOAHLOLI, LEHLOHONOLO EBENEZER	Mathematics, Physics
MOLABA, KGOADI ELLIOTT	Botany, Zoology
MQADI, PENELOPE NOMPUMELELO	Botany, Zoology
SIPAMLA, ALLWORTH MTIMKULU	Botany, Chemistry
SKOSANA, LINDA	Chemistry, Psychology
YAKO, WANDILE WINSTON CHURCHILL	Botany, Zoology

In Absentia :

Ngqula, Bernadette Thamana	Chemistry, Zoology

V. BACCALAUREUS COMMERCII

In Praesentia :

Kuse, Vuyisile	Accounting, Business Economics, Economics
Mzalisi, Walton	Accounting, Business Economics, Economics

POST GRADUATE BACHELOR'S DEGREES/NAGRAADSE BACCALAUREUSGRADE

VI. BACCALAUREUS SCIENTIAE HONS.

In Praesentia :	*Subject*
Bala, Bryce Beecham	Botany
Nxiweni, Joel Gcinibandla	Zoology
Seyisi, Goodman Andile	Botany
Siyengo, Freeland Linda	Chemistry

In Absentia :

Magadlela, Petronella Tandiwe	Psychology

VII. BACCALAUREUS EDUCATIONIS

In Praesentia :

Yako, Wycliffe Xhanti

University of Fort Hare
Together in Excellence

UNIVERSITY OF SOUTH AFRICA PROFESSIONAL CERTIFICATES AND DIPLOMAS
UNIVERSITEIT VAN SUID-AFRIKA PROFESSIONELE SERTIFIKATE EN DIPLOMAS

Students of the University College of Fort Hare
Studente van die Universiteitskollege Fort Hare

VIII. PUBLIC SERVICE LAW CERTIFICATE/ STAATSDIENSSERTIFIKAAT IN DIE REGTE

In Praesentia :

Mgudlwa, Mongezi

IX. UNIVERSITY EDUCATION DIPLOMA/UNIVERSITEITSONDERWYSDIPLOMA

In Praesentia :

Adams, Emily Nonceba
Flatela, Thaddeus Andile
Gebeda, Chamberlain Zamuxolo
Mdoda, Gavin Nkosinathi

In Absentia :

Mahokoto, Daniel Geoffrey Siphiwo
Mlindazwe, Zanemvula Doctrine
Ndenze, Robert Makaya Nyaniso
Ntsunguzi, Nizra Nyukile
Sigwili, Mbeko

Students of the University of South Africa
Studente van die Universiteit van Suid-Afrika

I. BACCALAUREUS ARTIUM

	Major Subjects
In Praesentia :	
Makase, Thomas	Southern Sotho, Sociology
Mdlulwa, Israel	Political Science, Public Administration
Tywakadi, Gordon Renton	Political Science, Public Administration
In Absentia :	
Mahila, Sebastian Joel	English, Southern Sotho

II. BACCALAUREUS SCIENTIAE

	Major Subjects
In Absentia :	
Noah, Philip Lungile	Mathematics, Mathematical Statistics

III. BACCALAUREUS ARTIUM HONS.

	Department
In Praesentia :	
Peteni, Randall Langa	English
Sawula, Innocent Theo Didekile	Social Work
In Absentia :	
Sithole, Ndabaningi	Sociology

IV. BACCALAUREUS SCIENTIAE HONS.

	Department
In Absentia :	
Moshe, Molelekoa	Applied Mathematics (Distinction)

University of Fort Hare
Together in Excellence

V. BACCALAUREUS EDUCATIONIS

In Praesentia :
Mdleleni, King Norman

VI. MAGISTER ARTIUM

In Praesentia :	
Nkonki, Darvey	Bantu Languages
Nkuhlu, Witness Sobantu	Philosophy

POST GRADUATE DIPLOMA/NAGRAADSE DIPLOMA

VII. UNIVERSITY EDUCATION DIPLOMA/UNIVERSITEITS ONDERWYS DIPLOMA

In Absentia :
Pitso, Thabo Tseko

UNIVERSITY COLLEGE OF FORT HARE
UNIVERSITEITSKOLLEGE FORT HARE

COLLEGE DIPLOMAS/KOLLEGE DIPLOMAS

I. DIPLOMA IN THEOLOGY/DIPLOMA IN TEOLOGIE

In Praesentia :	
Mazibuko, Allison A. B.	Biblical Studies, Systematic Theology

II. UNIVERSITY COLLEGE EDUCATION DIPLOMA
UNIVERSITEITSKOLLEGE-ONDERWYSDIPLOMA

In Praesentia :

MDLEDLE, LENNOX LIZO

In Absentia :

NGODWANE, KOLISA NYAMBILA — Dist. in School Hygiene

SINAMI, ALFRED

TEKWANI, ALFRED

III. SOUTH AFRICAN TEACHERS DIPLOMA
SUID-AFRIKAANSE ONDERWYSDIPLOMA

In Praesentia :

FUTSHANI, GOVERNOR SABELO

GONIWE, MATTHEW — Dist. in General Science Method

In Absentia :

DEEPU, WYCLIFFE SETHEMBISO — Dist. in Empirical Education

DONTSA, SHEILA NONCEBA

GEZA, LOCKINGTON MAVA

GQABAZA, MONDE TENNYSON — Dist. in Empirical Education and General Science Method.

KONA, ALBERT MBUZELI

MABANDLA, LINDELWE MFUZELI

MAY, MOEKETSI MONGEZI — Dist. in General Science Method

MKUMATELA, ELLISON JOE NYATI

MOTSOKO, JACOB S.

NDENGANI, VICTOR

NDUNGANE, SOLOMZI

NIKELANA, PATRICIA MANDISA — Dist. in Religious Instruction

NKOMOKAZI, SYLVIA NONDULO

NKUNZI, ADOLPHUS BUBELE

NONKELA, ADOLPHUS M.

NOTWALA, MICHAEL DERRICK SHANI

PANGO, VICTOR VUKILE

University of Fort Hare
Together in Excellence

IV. DIPLOMA IN COMMERCE AND ADMINISTRATION
DIPLOMA IN HANDEL EN ADMINISTRASIE

In Praesentia .

NCONGWANE, MATTHEWS T

In Absentia

NGQULA, ELIZABETH NOMIVUYO

V. ADVANCED DIPLOMA IN AGRICULTURE GEVORDERDE DIPLOMA IN LANDBOU

In Absentia :

MANIZI, NEVELIN

NKOSI SIKELELA

Nkosi, sikelel' i Afrika
Malupakam' upondo lwayo;
Yiva imitandazo yetu
Usisikelele.

Chorus Yihla Moya, yihla Moya,
Yihla Moya Oyingcwele.

University of Fort Hare
Together in Excellence

The Lovedale Press

Graduation Ceremony
Promosieplegtigheid
1969

UNIVERSITY OF SOUTH AFRICA
UNIVERSITEIT VAN SUID-AFRIKA

University of Fort Hare
Together in Excellence

Programme/Program

THE NEW GREAT HALL – DIE NUWE GROOT SAAL

SATURDAY, 26th APRIL—SATERDAG 26 APRIL
1969

9.30 a.m./vm.

PROGRAMME PROGRAM

1. Chancellor constitutes the Congregation.
   Kanselier stel die vergadering saam.

2. Scripture reading and prayer.
   Skriflesing en gebed.
   Prof. H. L. N. Joubert, M.A. (Stell.), M.TH. (Princeton), TH.D. (Amst.)
   Prof. R. H. R. Liddell, M.A., D.D. (St. Andrews).

3. Address—Rede:
   The Very Rev. Dr. R. H. W. Shepherd, M.A. (Edin.), D.LITT. (Rand), HON.D.D. (Edin.), HON.D.D. (Rhodes).

4. Presentation of Graduands.
   Voorstelling van Graduandi.

5. The Chancellor formally dissolves the Congregation.
   Die Kanselier ontbind formeel die vergadering.

University of Fort Hare
Together in Excellence

6. Fort Hare College Diplomas awarded by the Rector.
   Fort Hare Kollege-diplomas toegeken deur die Rektor.

7. A vote of thanks: Mr. S. S. Guzana: Chairman of the Advisory Council.
   Bedankings: Mnr. S. S. Guzana: Voorsitter van die Adviserende Raad.

8. Nkosi Sikelela.

9. Congregation remains standing while office bearers and staff leave the hall in procession.
   Vergadering bly staande terwyl die prosessie van ampsdraers en personeel die saal verlaat.

10. Guests are invited to a cup of tea in the Dining Hall.
    Gaste word uitgenooi om 'n koppie tee te geniet in die Eetsaal

OFFICE BEARERS OF THE UNIVERSITY OF SOUTH AFRICA
AMPSDRAERS VAN DIE UNIVERSITEIT VAN SUID-AFRIKA

CHANCELLOR / KANSELIER

Dr. F. J. de VILLIERS, B.A., M.SC., PH.D., D.SC., F.R.I.C.

REPRESENTATIVE DEAN
VERTEENWOORDIGENDE DEKAAN

Prof. F. W. BLIGNAUT, M.A., D.LITT. ET PHIL.

OFFICE BEARERS OF THE UNIVERSITY COLLEGE OF FORT HARE
AMPSDRAERS VAN DIE UNIVERSITEITSKOLLEGE FORT HARE

CHAIRMAN OF COUNCIL
VOORSITTER VAN DIE RAAD

Prof. P. F. D. WEISS, B.D. (Stell.), M.A., D.LITT. (Pret.).

CHAIRMAN OF THE ADVISORY COUNCIL
VOORSITTER VAN DIE ADVISERENDE RAAD

Mr./Mnr. S. S. GUZANA

RECTOR / REKTOR

Prof. J. M. de WET, M.SC., (S.A.), B.SC., I.N.G. (Rand), D.I.C., PH.D. (London).

University of Fort Hare
Together in Excellence

DEANS / DEKANE

Divinity/Godgeleerdheid

Prof. F. HECHT, CAND. PHIL. (Halle), CAND. THEOL. (Halle), CAND. MIN., M.TH. (Berlin), D.D. (Pret.).

Law/Regsgeleerdheid

Prof. J. B. THOM, B.A., LL.B. (Stell.).

Arts/Lettere en Wysbegeerte

Prof. T. M. D. KRUGER, M.A. (Pret.), D.LITT. ET PHIL. (S.A.). *(Acting Dean/Waarnemende Dekaan)*

Science/Natuurwetenskappe

Prof. G. J. J. van RENSBURG, B.SC. (Potch.), M.SC. (Pret.), PH.D (S.A.).

Education/Opvoedkunde

Prof B. de V. van der MERWE, M.A., D.ED., (O.F.S.).

Commerce and Administration/Handel en Administrasie

Dr. J. H. SMITH, M.COMM. (O.F.S.), D.COMM. (U.P.E.).

Agriculture/Landbou

Prof. J. H. van WYK, D.SC. (Agric.) (Pret.).

REGISTRAR / REGISTRATEUR

Mr./Mnr. H. J. du PREEZ, B.A. (Stell.).

GRADUANDS—GRADUANDI

Students of the University College of Fort Hare
Studente van die Universiteitskollege Fort Hare

I. BACCALAUREUS ARTIUM (Theologiae)

In Praesentia :	*Major Subjects*
Nwagumana Jackson Maleyana	Biblical Studies, Systematic Theology (Distinction).
Michael Marshall Vuyisile Njongwe	Biblical Studies, Systematic Theology.

II. BACCALAUREUS ARTIUM

In Praesentia :

Eucliffe Wycliff M. Gijana	History, Psychology.
Origin Major Koyana	Anthropology, Psychology.
Canasseus Masilo Lamla	History, Xhosa, Anthropology.
Mogorosi Simon Lobelo	Private Law Political Science.
Cynthia Thamie Lokwe	History, Psychology.
Doris Elspeth Nozipho Lokwe	English, Sociology, Xhosa.
Lennox Mathemba Makapela	Private Law, Political Science.
Duncan Lifa Makhasi	Psychology, Xhosa.
Quadragesimus Mjoli	English, Psychology.
Gladstone Vuyani Mqingwana	History, Xhosa.
Wandile Wilfred Mtyapi	History, Psychology.
Byron Fikile Ndaki	Private Law, Political Science.
Archibald Ntlantsana	History, Geography.
Peter Asiranye Phakedi	Private Law, Political Science.
Patric Nkosinathi Sikrweqe	English, History.
Wellington Mkululi Sobahle	History, Anthropology.
Victor Jordan Teboho Soul	History, Psychology.
Gideon Yantolo	History, English.

University of Fort Hare
Together in Excellence

In Absentia :

Elliot Lawrence Dan Mkhize	History, Sociology.
Michael Herbert Ntuli	English, History.

III. BACCALAUREUS ARTIUM IN SOCIAL SCIENCES/SOSIALE WETENSKAPPE

In Praesentia :

Cynthia Mmanaledi Kuzwayo	Social Work, Sociology, Psychology.
Adelaide Notumato Moshesh	Social Work, Sociology, Psychology.

IV. BACCALAUREUS SCIENTIAE

In Praesentia :

Kholekile Biyana	Mathematics, Physics.
Angela Tantaswa Guzana	Botany, Zoology.
Lincoln Mziwandile Kakaza	Botany, Zoology.
Count Selby Mongezi Maqubela	Botany, Geography.
Pearl-Pamela Zizikazi Mashiqa	Botany, Zoology.
Mzimkulu Tsepiso Mbalo	Botany, Zoology.
Angela Mbambo	Psychology, Zoology.
Margaret Thozama Sijadu	Chemistry, Botany.
Zuziwe Sipuka	Chemistry, Botany.
Wellington Mlungisi Tshazibane	Mathematics, Physics.
Kholeka Thandiwe Vabaza	Botany, Zoology.

V. BACCALAUREUS COMMERCII

In Praesentia :

BROTHERHOOD CORNELIUS NTABANKULU MJANA Accounting, Business Economics, Economics

In Absentia :

THEODORE MNCEDISI JORDAN Accounting, Business Economics, Economics

VI. BACCALAUREUS ADMINISTRATIONIS

In Praesentia :	*Major Subjects*
ZULU NTULI	Industrial Psychology, Political Science, Public Administration.

POST GRADUATE BACHELOR'S DEGREES/NAGRAADSE BACCALAUREUSGRADE

VII. BACCALAUREUS ARTIUM (Theologiae) HONS.

In Praesentia :	*Subject*
SOLOMON DIGA SIBANYONI	Systematic Theology (Distinction)

VIII. BACCALAUREUS LEGUM

In Praesentia :

BERESFORD SVATHO KOYANA
TIMOTHY TOBY MOKONE

IX. BACCALAUREUS ARTIUM HONS.

In Praesentia :

NOMPUMELELO POPANA MSENGI	Psychology
ARCHIBALD NCEBA NDODOMZI NGAMNGXA	Anthropology

University of Fort Hare
Together in Excellence

X. BACCALAUREUS SCIENTIAE HONS.

In Praesentia :

PETRUS GQOLA	Chemistry
BROWNLEE GOBINAMBA MAFUNDA	Chemistry
PATRICK PHAKAMILE MTANGAI	Chemistry
MONTGOMERY MBULELO NTLOKO	Zoology

XI. BACCALAUREUS EDUCATIONIS

In Praesentia :

EUNICE VIRGINIA NOMNTU MOTSHABI
MARGARET SOKA STAMPER

UNIVERSITY OF SOUTH AFRICA PROFESSIONAL CERTIFICATES AND DIPLOMAS
UNIVERSITEIT VAN SUID-AFRIKA PROFESSIONELE SERTIFIKATE EN DIPLOMAS

Students of the University College of Fort Hare
Studente van die Universiteitskollege Fort Hare

XII. ATTORNEYS' ADMISSION EXAMINATION/PROKUREURSTOELATINGSEKSAMEN

In Praesentia :

ISHMAEL LESLIE CILIZA

XIII. PUBLIC SERVICE LAW EXAMINATION/STAATSDIENSEKSAMEN IN DIE REGTE

In Praesentia :

GIBSON MANINJWA
CYRIL BEKOWAKE NKABINDE

In Absentia :

VUYO HUMPHREY LEONARD NJIKELANA
JACKSON MONNADIKOTSI NONYANE

XIV. UNIVERSITY EDUCATION DIPLOMA/UNIVERSITEITSONDERWYSDIPLOMA (GRADUATE/GRADUANDI)

In Praesentia :

DORRINGTON MLUNGISI BUSO
LINDA SKOSANA

In Absentia :

ZINDLOVU JIYA
PHUMELELE VUSUMUZI KWATSHA
EDWARD LUBABALO MADINGA
MATHABO NTOMBIZANELE MTONGANA
NICHOLAS MAWETU NDUNA
JOEL GCINIBANDLA NXIWENI

XV. UNIVERSITY EDUCATION DIPLOMA/UNIVERSITEITSONDERWYSDIPLOMA (NON-GRADUATE/NIE-GEGRADUEERD)

In Absentia :

LIVINGSTONE MBULELO KEMA
DUMISANI NGEWU
VEEL REGINALD SIHAWU
ISABEL JOAN THOKO TWALA

University of Fort Hare
Together in Excellence

STUDENTS OF THE UNIVERSITY OF SOUTH AFRICA
STUDENTE VAN DIE UNIVERSITEIT VAN SUID-AFRIKA

I. BACCALAUREUS ARTIUM

In Praesentia :	*Major Subjects . .*
NONTANDO NONTUTUZELO SYBIL FLATELA	Anthropology, Xhosa.
MICAH MICHAEL REUBEN NIKA KELEMBE	Private Law, Roman Law.
SINDILE DEEDWELL MAJOKWENI	Political Science, Public Administration.
MZIMKULU MBILASE	History, Xhosa.
KENNETH MPONO	History, Xhosa.
MELTON TAMSANQA YAKOPI	Systematic Theology, Xhosa.
In Absentia :	
JONATHAN MARSHALL MTEERA	History, Psychology.
BERNARD AGGREY TAKAVARASHA	Geography, Zoology.

II. BACCALAUREUS ARTIUM IN SOCIAL SCIENCES/SOSIALE WETENSKAPPE

In Praesentia :

VERONICA VUYISWA YEKANI — Social Work, Psychology.

III. ATTORNEYS' ADMISSION EXAMINATION PROKUREURSTOELATINGSEKSAMEN

In Absentia :

EZRA NGUB'ETOLE NTSHEBI
HENDERSON MARK RADEBE

IV. PUBLIC SERVICE LAW EXAMINATION STAATSDIENSEKSAMEN IN DIE REGTE

In Absentia :

LAWRENCE ERIC NDESI

UNIVERSITY COLLEGE OF FORT HARE
UNIVERSITEITSKOLLEGE FORT HARE

COLLEGE DIPLOMAS/KOLLEGE DIPLOMAS

I. DIPLOMA IN SOCIAL WORK MAATSKAPLIKE WERK

In Absentia :

SHEILA NOMAZIZI CISHE	Social Work, Sociology.
WORDSWORTH WELILE MNTONINTSHI	Social Work, Sociology.
TANDISWA MZINYATI	Social Work, Sociology.

II. SOUTH AFRICAN TEACHERS DIPLOMA SUID-AFRIKAANSE ONDERWYSDIPLOMA

In Praesentia :

PHYLLINA NOMAFA DLEPU	
EUCHAN THEMBINKOSI JIYANA	
SOLOMON VELILE LUSE	
DRUSILLA SIZIWE LUSI	Distinction in Didactics
ELDA LUNGISWA MATSHA	
MANDISA MSENGI	

In Absentia :

ATTWELL SONWABO FIHLANI	
MOSES GIYOSE	
VELILE KINGSLEY GOQWANA	Distinction in General Science Method
NEKULA NICHOLAS LESAOANA	
BERLIN BERYL MADIKIZELA	
KHAYA MFENYANA	Distinction in Biology Method
ELLIOT KHOLEKILE MKONTO	
ROBERT TANDILIZWE NGQOBE	
DAPHNE NOBETSOANE RASMENI	
JOSEPH TSEPO SIPHAMLA	
VUYO SKOSANA	
LINDI TSHUME	

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NKOSI SIKELELA

Nkosi, sikelel' i-Afrika,
Maluphakam' uphondo lwayo;
Yiva nemithandazo yethu,
Usisikelele, usisikelele.

Chorus Yihla Moya, yihla Moya,
Yihla Moya Oyingcwele.

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