



# FORT HARE GRADUATION CEREMONY

26th April, 1947

*Fort Hare, C.P.,  
South Africa.*

THE LOVEDALE PRESS



University of Fort Hare  
*Together in Excellence*



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## Graduation Ceremony

ON Saturday, 26th April 1947, the South African Native College, Fort Hare, held its twenty-second Annual Graduation Ceremony.

The Chancellor of the University, the Rt. Hon. N. J. de Wet, P.C., B.A., LL.D., presided and conferred the degrees. The proceedings opened with the reading of Scripture by Rev. W. W. Shilling, B.Sc., after which the Ven. Archdeacon A. M. Hanley, M.A., offered prayer.

Prof. O. C. Jensen, M.A., presented the graduands in Arts, Prof. J. T. Davidson, M.Sc., those in Science and Prof. H. J. Rousseau, D.Litt., those in Education, as follows:—

### A. Internal Graduands for 1946

#### (1) Degree of Bachelor of Arts :

##### *In Praesentia*

- Goba, Wilson Zulu (Emfundisweni)  
Hendricks, Paul John (Beaconsfield)  
Hlabangana, Tennyson (Essexvale, S. Rhodesia)  
Kaunda, Martin Milward (Likoma Island, Nyasaland)  
Kwakwa, Simon Pati (Pretoria)  
Mabote, Tennyson MacDonald (Butha-Buthe, Basutoland)  
Makalima, Greenette Howard Thabile (Mount Ayliff)  
Makiwane, Eliphalet Tandiwe (Cala Road)  
Manoto, Jacob (Heilbron)  
Matome, John (Randfontein)  
Mbilini, Olden Vakele (East London)  
Mokaila, Dingaan Mpho (Mafeking)  
Motsepe, Augustine Butana Chaane (Pretoria)  
Ndzamela, Prince Frederick Xaba (Palmerton)  
Ngoasheng, Jacob Pheneas (Pietersburg)  
Nikani, Violet Nozipho (Kentani)  
Njamela, Stonga (Xolobe)  
Ntsaba, Henry (Tlokoeng, Basutoland)  
Ntsanwisi, Hudson William Edison (Letaba)  
Sello, Jeanette Phepheng (Mohale's Hoek, Basutoland)  
Siwisa, Vuyisile Victor Mvuleni (Tyumie Post)  
Thebethe, Alfred Percy (Distinction—Northern Sotho)  
(Potgietersrust)  
Thubisi, Samuel Ntwagae (Distinction—Tswana)  
(Bloemfontein)  
Tiso, de Villiers Sithuthuthu (East London)  
Xhotyeni, Mitchell Hunter King (East London)



*In Absentia*

Msomi, Kilbon Josiah (Mapumulo)  
Nzuza, Mudliwamafa Ambrose (Nongoma, Zululand)  
Ontong, Ralph Daniel (Johannesburg)

(2) *Degree of Bachelor of Science :*

*In Praesentia*

Bulube, Notemba Funeka (Butterworth)  
Chiepe, Gaositwe Keagakwa Tibe (Serowe, Bechuanaland  
Protectorate)

Chuene, Margaret Myrtle Pelo (Benoni)  
Gumbi, Somthatha Walter (Umkomaas)  
Hendricks, John Philip (Beaconsfield)  
Lujabe, Mtutuzeli (Ngqeleni)  
Malangabi, Cyprian Lucius Sithethi (Cape Town)  
Matsie, Woodthorpe Mkhohlani (Randfontein)  
Mciteka, Cardwell Mxolisi (Queenstown)  
Mncadi, Richard Otman Alexander (Highflats)  
Ndimande, Philip Benjamin (Witbank)  
Ngam, Lindzima Golden (Middledrift)  
Paulse, Thomas John (Kimberley)  
Sello, Bernard Motlatsi (Maseru, Basutoland)

*In Absentia*

Gopalan, Perayyan Krishnaswami (Johannesburg)  
Jenneker, Gordon (Port Elizabeth)  
Phala, Isaiah Sefako (Kimberley)  
Ruiters, Gerald Peter (Kokstad)

(3) *Degree of Bachelor of Science in Hygiene :*

*In Praesentia*

Dotwana, Mafu Esdras Johnson Thomas (Umtata)  
Kunene, Victor Percivale Sphiwo (Ermelo)  
Magazi, Silulami Soyizwapi (Ntywenka Heights)  
Mbatha, Wycliffe Silas (Alcockspruit)  
Mokate, Nathaniel Ramsay Molise (Springs)  
Mphahlele, Thema (Pietersburg)  
Ngwenya, Walter Timothy (Johannesburg)  
Nkumbi, Thomas Samuel (Pretoria)  
Sebati, Matlepe Kenneth (Mara)

*B. External Graduands for 1946*

(1) *Degree of Master of Education :*

*In Praesentia*

Nkosi, Abner Gideon, (B.A.) (Mbabane, Swaziland)  
Thesis : "The Development of the Native Primary School  
Code in the Transvaal."



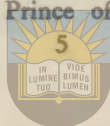
(2) *Degree of Bachelor of Arts :*

Janari, William Charles (Oudtshoorn)  
Mda, Peter Ashby Solomzi (Roma, Basutoland)  
Mocoancoeng, Jacob George (Heilbron)  
Mothopeng, Zephaniah Lekoama (Johannesburg)  
Ngoepe, Jeremiah Debello (Pretoria)  
Ningiza, Shadrach Notholie Sidlinini (Emfundisweni)  
Nxumalo, James Alfred Walter (Dundee)  
Rajuili, Benjamin Sepinare (Wilberforce)  
Sesedi, Samuel Pico (Hope Town)  
Tshatsinde, Isaiah David (Pretoria)

*In Absentia*

Mosala, Paul ?  
Sieglaar, Peter Daniel (Crawford)  
White, James Edward ?

The degrees having been conferred, the Chancellor addressed the congregation. In the course of a brief, discursive but interesting address to the graduands, the Chancellor described it as an honour and a privilege to preside over such a gathering. Although that was his first visit to Fort Hare, he had heard a good deal of the work that was being done there, as well as at the adjoining institution of Lovedale, and he had also read Dr. Shepherd's book, telling the story of the Centenary of Lovedale. Recalling the distinguished men who had visited Fort Hare during the years the College had been in existence, he mentioned particularly the name of that great South African, the late General Louis Botha, and went on to refer to the great work that had been done—and was still being done—since he formally opened the College. He was proud of the honour his old University had done him in making him its Chancellor, and he went on to refer to the great work it had done in promoting higher education in South Africa. Incidentally, he mentioned that the number of Fort Hare students who had received degrees that day was greater than the total number of students who attended his own College in the Cape when he first went there, which reminded him how important it was not to despise the day of small things. Fort Hare had also grown and developed, and he believed the time was drawing near when that and other University Colleges would be called upon to set up house for themselves. In fact he envisaged the time when Fort Hare would be not only a Native University for the Union, but the only Native University for Africa south of the Zambesi. When that day came he was sure it would uphold the traditions that had distinguished it during the thirty years of its existence. One of the standards of the College—as it was also at Lovedale—was the upbuilding of Christian character, and the motto that evolved from that was the one associated with the Prince of Wales, "Ich Dien,"—"I



serve." In that connection, those who had heard or read the speech delivered a few days ago by Princess Elizabeth, would find the same idea. He was sure they must have been deeply moved by that speech, and the spectacle of a young girl in the first blush of womanhood so sincerely dedicating herself to her country. He was sure that could not fail to be an inspiration to young men and women all over the British Empire, and especially to those in South Africa, which had the privilege of being the place where the speech was delivered. (Applause). Addressing himself particularly to the graduands and congratulating them on their success the Chancellor recalled the motto of his old College, "Let knowledge grow from more to more, but more of reverence in us dwell." In conclusion, he urged that there was no occasion for conflict between European and Non-European, especially in education, in this country. South Africa was their common land. They had to live together and work together, and if they co-operated in the big job that confronted them they would have no time to fight each other. (Applause).  
—*Alice Times.*

The Principal, Dr. Kerr, in thanking the Chancellor for his address expressed the gratitude of Fort Hare to him for undertaking a car journey of 500 miles in order to be present. He remarked that the Chancellor's long and distinguished career was a complete exemplification of the ideal of service which he had given that morning to graduates. He thanked him also for the prizes for bilingualism (English and Afrikaans) which he had instituted in the Colleges of the University, in the award of which Fort Hare students had shared. Adverting to the uncertainty as to the future of the University of South Africa, Dr. Kerr reminded the congregation of the Tenniel cartoon which had appeared in *Punch* in the year 1894 where it was represented that John Bull had woken up to find a black baby-foundling called "Uganda" on his doorstep. He wondered what would happen if any of the new Universities of South Africa should waken up some fine morning to find a black baby called "Fort Hare" at their doors! He paid a tribute to the treatment they had always received from the University of South Africa and said that the progress of Non-European University Education might not have been as rapid as it had been if the University of South Africa had not been so constituted as to be empowered to examine external students. Fort Hare however was the most "internal" College there was in South Africa, for all its 330 students were residential, and they would not welcome any re-organization in which real internal status was not accorded them. For twenty-four years they had been presenting students for degrees and so might be considered to have served a full apprenticeship.



Turning to the graduates Dr. Kerr told them he had recently visited four Institutions in Natal where former students of Fort Hare were carrying on responsible school-work. One such Institution was staffed entirely by Africans, Principal, Headmaster and teachers, the two first of whom were Fort Hare men. There was ample opportunity for these new graduates to show what they could do, not only as craftsmen, but also as men and women of character to whom their own community looked for steady guidance and workmanlike service. In the name of the Senate he wished them careers successful in the highest sense.

The congregation having sung *Nkosi sikelel' i-Afrika* and "God save the King" and the Rev. W. W. Shilling having pronounced the benediction, the Chancellor dismissed the congregation.

At a luncheon in honour of the Chancellor the Chairman of Council, Prof. R. W. Varder, M.A., in proposing the toast of the Chancellor and the prosperity of the University of South Africa said :

Mr. Chancellor, Ladies and Gentlemen,

It is on behalf of the Council of the S.A. Native College that I welcome the Chancellor of the University to Fort Hare.

Often in our history has a Vice-Chancellor presided over the Graduation Ceremony but on no previous occasion have we been favoured by the presence of the Chancellor. We are deeply honoured by the presence of one who, in this country, has held the highest office in the land, who has been Chief Justice of the Union, who for a period was Minister for Justice in the Government and who is held in the highest esteem by all classes of the community.

At the present time higher education in the Union is having one of the periodical readjustments which occur as institutions wax stronger and claim independence. The place of African higher education in these rearrangements has been subject to much investigation. Under the able guidance of Dr. Kerr, the Senate of the Council of the S.A. Native College has never faltered in its progress towards further University status and its probable line of future developments is now clear to most of us.

A policy of parallelism for the higher education of Africans up to the Bachelor degree stage is indicated, together with special consideration and help from the European University institutions, where necessary, to cope with special problems in the training of post graduates and in giving some technical courses. I should like to say in this connection that we, of this College, are extremely grateful for the valuable help received in the past from the University of the Witwatersrand and to a certain extent from the University of Cape Town.



It is likely that during the next few years this College will progress along the path to complete independence with the continued help of Rhodes College which, I am sure, will act like an elder brother, guiding along the right path with a light touch of the hand a younger member of the family.

I will not deal fully with the implications of this policy of parallelism but will mention only two obvious points. While it is generally conceded that academic attainment is the most important criterion for academic appointments, the policy of parallelism implies the gradual handing over of more and more of the control of African higher education to the Africans. I use the word "gradual" deliberately, for to my mind any precipitate action might do irreparable damage. The second implication of the policy of parallelism must be the increasing of the staff and the equipment of the College and the widening of its scope of training to enable the African to obtain at this College higher education in all branches similar to that given to the European. This will mean a much more generous scheme of subsidy by the Government, more generous even than that for European institutions.

It is my opinion that this College will, in the future, play a most valuable part in the ultimate destiny of the African race in South Africa.

Mr. Chancellor, my object in making what is for me a long speech is to point out that your visit is most opportune. It has come at the most critical period in the history of the College. I wish to tell you that your presence at this ceremony is to us a great honour and great help.

Ladies and Gentlemen, I ask you to drink to the health of the Chancellor of the University of South Africa.

The Chancellor in responding briefly thanked Prof. Varder for his kind words and said that it had given him great pleasure to be able to attend and preside over the graduation ceremony. He commended the faith and energy of those who had founded and built up Fort Hare, and promised that so far as his influence extended, he would do his best to further the interest of the College.



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FORT HARE  
GRADUATION  
CEREMONY

30th April, 1948

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South Africa.*



University of Fort Hare  
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*Dr. Kerr*



*Mrs. Kerr*





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## Graduation Ceremony

**O**N Friday, 30th April 1948, the South African Native College, Fort Hare, held its twenty-third Annual Graduation Ceremony.

Dr. J. Smeath Thomas, D.Sc., F.I.C., F.R.S.S.Af., as Deputy for the Vice-Chancellor of the University of South Africa, presided and conferred the degrees. After the constitution of the congregation the Rev. Mungo Carrick, M.A., B.D., read the Scripture and the Rev. E. Lynn Cragg, B.A., B.D., offered prayer, followed by the singing of the Lord's Prayer.

Prof. O. C. Jensen, M.A., Ph.D., presented the graduands in Arts, Prof. J. T. Davidson, M.Sc., those in Science, Prof. Z. K. Matthews, M.A., LL.B., those in Law and Prof. H. J. Rousseau, M.A., B.Ed., D.Litt., those in Education as follows :

### *In Praesentia*

*Master of Arts (Department of English) :*

Wong On, Aubrey.

*Master of Science (Department of Mathematics) :*

Mokoena, Joseph Albert (with distinction)

*Master of Education :*

Seboni, Michael Ontefetse Martinus

*Bachelor of Education :*

Seboni, Michael Ontefetse Martinus

*Honours Bachelor :*

*Department of English :*

Wong On, Aubrey

*Department of History :*

Makalima, Robinson Gilbert Sipo

*Department of African Studies :*

Mzamane, Godfrey Isaac Malunga

*Bachelor of Laws :*

Kakana, Geoffrey Layton.



*In Absentia*

*Bachelor of Education :*

Lekhela, Ernest Paul

*Honours Bachelor :*

*Department of Native Administration :*

Sobahle, Pryce Maxabiso Mkonde

*Department of Sociology :*

Budaza, Gilbert Simo

*Department of Zoology :*

Mokhehle, Clement Ntsu Cicero

*Bachelor of Arts :*

*In Praesentia.*

*Internal :*

Brutus, Dennis Anthony (English with distinction)

George, Oswald

Green, Louis Leonard

Guma, Samson Mbizo

Khethe, Ariel Sello

Kuzwayo, Eunice Nobayeni

Leshoai, Benjamin Letholoa

Mahonga, Reginald Mnyaka

Makiwane, Thomas Ntsele

Malgas, Margaret Soka

Mamabolo, Godley

Mnyande, Godfrey Mbingeleli

Mokgatle, Kegakiloe Gagoleloe

Mokgeledi, Sylvester Gregory Thebe

Mosala, Grahamme Lillo

Mqotsi, Livingstone

Ndungane, Henry Austin Mthuthuzeli

Nonkwelo, Lawrence Luvuyo

Ntloko, Beatrice Nina

Nyamani, Amos Noph Dudiso

Nyembezi, Aubrey Vulindlela

Oosthuizen, Phillip Milner

Pandliwe, Jeremiah Noel Jamani

Phukuile, Constance Sannie

Samkange, Stanlake John William Thompson

Skosana, Solomon Ludziya

Tini, Alcuin Samuel Mzandile

Van Wyk, John



Yawa, Michael Mlungisi  
Yeni, Gibson Leslie  
Zake, Sejjengo Joshua Luyimbazi

*External :*

Du Toit, William Martin  
Japhta, Thomas Cronje  
Kirk, Richard (History and Zulu with distinction)  
Kobus, Cadoc Mngweno  
Legwale, Kid Richard Mabele  
Makoko, Francis Allan  
Maliwa, Aston Ellerton  
Marks, Marcus Robert  
Masabalala, Mvuzo Rogers  
Paulse, Wilfred Clement  
Rathinasamy, Narayanaswamy  
Setiloane, Gabriel Molehe William  
Simelane, Valentine Daniel (Zulu with distinction)  
Thejane, Levy Ernest Andrew

*In Absentia.*

*Internal :*

Cossie, Byram Badrella  
Dladla, Thomas Lang  
Mabutyana, Jellicoe Zwelonke  
M'Cwabeni, Westerfield S'kumbuzo  
Phatudi, Cedric Namedi Makepeace  
Themba, Daniel Canadoce (English with distinction)

*External :*

Charles, Berthwell Warren  
Janari, Leonard  
Mamkeli, Ephes.

*Bachelor of Arts (Social Science) :*

*In Praesentia.*

*External :*

Kubheka, Ntambo Vitalis Abraham.

*Bachelor of Science :*

*In Praesentia.*

*Internal :*

Ah Shene, Edgar Arthur (Zoology with Distinction)  
Fenner, Charles Henry



Jezile, Henrietta Nomacebo  
Leboela, Joseph Mofuta  
Mayet, Gulammohamed (Chemistry with distinction)  
Mchunu, Christopher Godfrey  
Mjali, Sikose Julia  
Mnyani, Laura Zukiswa  
Mosai, Zachariah Sol Mancane  
Naicker, Krishna Soobiah  
Naidoo, Sacraparney (Zoology with distinction)  
Naidoo, Soobiah Coopsamy (Chemistry with distinction)  
Ndungane, Ludwyg Dudumayo  
Padayachy, Murugasen Sammy  
Tshaka, Present Ndod'ophumo

*In Absentia.*

Kumalo, Gwynne  
Pillay, Loganathan (Chemistry with distinction)  
Sam Hing, Wing Sun

*Bachelor of Science (Hygiene) :*

*In Praesentia.*

*Internal :*

Choonoo, Donald Joshua  
Matjokana, Frederick Walter  
Mbabama, Linda  
Mdlekeza, Ignatius Ntanda  
Nhlapo, Stephen Mveli Lehlohonolo  
Pama, Basil Cecil  
Phatudi, Machupe  
Piliso, Lindiwe  
Shaku, Josina Ngwanakone  
Tyamzashe, Victor  
Zondi, Menie Bernard

*In Absentia.*

*Internal :*

Gwele, Hardy Colin Mava

The Degrees having been conferred by the Deputy Vice-Chancellor, he called upon Principal Alexander Kerr, M.A., LL.D., to address the congregation.

Dr. Kerr said :

Mr. Deputy Vice-Chancellor, my first duty must be to thank you for consenting to preside over this congregation



in the absence of the Vice-Chancellor, who has to be in another place to-morrow. This is the second time you have done us this honour, the first being ten years ago when you delivered a notable address, and had by your side on this platform no less a person than the Prime Minister, Field-Marshal Smuts, who was then, as now again, in the throes of a general election. Standing aside from the fray for an hour or two, he kept company with us in our peaceful academic surroundings, where, I venture to believe, he finds more permanent satisfaction than on the hustings. To me on this occasion has fallen the duty of addressing the congregation, and I am deeply sensible of the honour my colleagues have done me in suggesting to the Vice-Chancellor that I might be given this opportunity of bidding a formal farewell to a piece of work which my late wife and I were privileged to begin almost a generation ago. How great that privilege was to prove, we were not then aware ; for though it seemed to be the fulfilment of desires long cherished, we could not at that time imagine the full extent of the deep and abiding joy that was in store for us, compacted as it has been of rich friendships with Council members, members of staff, and students, and with many others engaged in similar work elsewhere, or sincerely interested in the extension of a right civilization throughout the world. The roll of these has been kept in our memory, and their names have often been recollected by us ; many have passed from this scene and perhaps I may be forgiven if, in what I have to say this morning, I seem to be influenced by spiritual presences, very much as the Ancient Mariner was :

“ How they seemed to fill the sea and air  
With their sweet jargoning !  
And now 'twas like all instruments,  
Now like a lonely flute ;  
And now it is an Angel's song  
That makes the heavens be mute.”

It has not been easy, Mr. Vice-Chancellor, to decide what should be the burden of this swan-song. I must remember that I am primarily addressing a group of young men and women who are on the threshold of a new chamber



in the House of Life, a group which, some years ago, to change the figure, entered upon a course the successful conclusion of which is marked by this ceremony this morning. They have received at your hand the laurels they have gained and are now acknowledged members of a world-wide community of trained men and women. It is not customary for youth to reflect overmuch on the means by which they have attained their desires; yet such reflection is necessary if they are to gain any clear mastery of the rules of procedure which they will surely have to observe in order to reach the goals which they have now more fully in view. My reflections, then, on what the founders of this College had in mind, what we, as their successors have tried to work out in practice, what we have partially failed or succeeded in, and what our experience has taught us to be most worth-while in our whole endeavour—these may avail somewhat to light up things past that have been dark, or even to throw a fitful gleam on the, as yet, unrealised future.

And first I would ask you to remember that here in this small but significant community, we have a picture, as it were, of the nation at large. The most prominent characteristic of our country, that which most forcibly strikes a contemporary, is the racial composition of its population. That racial composition is reproduced in like proportions here. If then we can learn here respect for communal gifts, mutual tolerance for group peculiarities, and safe methods of draining off the racial lightning which seems to play about the heads of most mortals in these days, we may confidently expect that the danger of racial conflict in the crude world outside will be by so much lessened. At any rate I would hazard the guess that no one knows of a better way of adjusting race relationships than the way of mutual knowledge, reciprocal esteem and activity in common causes directed to worthy ends, all of which virtues may be nurtured in such a community as this. Whatever may be the advantages of living in a community racially or religiously or linguistically homogeneous, if such is to be found anywhere on the face of the globe, these are denied to us in South Africa. Instead of that uniformity which all weak men in their dreams desire, but which may only



be another name for indifference and a cover for unenterprising conservatism, we have been placed in an exciting environment which, with the development of communications, may well prove to be an image of that One World which seems to be pressing on the heels of this our age. If we can work out a mode of living together which will allow the free development of community gifts and their incorporation in the stock of a truly Christian civilization, we may find that, instead of bringing up the rear in the march of human kind, as some imagine we are doing, we may actually be the pioneers of a world still in the making. To the task of working out such a pattern, all good men, and every trained mind in our generation in South Africa, is called. Within the framework of this pattern every awakened soul must find that he is free to grow and to become that *person* that God intended. This is the truest form of Politics and the only kind worth expending time and attention on at College.

Our Society then being so complex, it is not surprising to find that even in so comparatively simple a matter as the establishment of a College of higher education, several agents have been at work. If progress has to be registered in the last thirty years in this enterprise, as I believe most fair-minded people would concede, then in my opinion it is mainly owing to the harmonious co-operation of these three agencies—the Christian Church, the State, and the African people, expressing themselves through their self-governing Councils.

The interest of the Church has been in the planting of a Christian civilization among the non-European races in this land. It has recognised and maintained against all opposition and in spite of all neglect, that no part of the community is secure in its hold on Christian Truth, or safe in its practice, unless all are enlightened. We are not slow to pay lip tribute to the supremacy of what we loosely call Christian civilization, but not too many are willing to assume the responsibilities of membership in that body called the Church, which is the only organized structure protecting the ideals and sustaining the active principle of Christian civilization. All who have passed through our African educational institutions especially, must never



cease to pay their debt of gratitude to the Church, and the more highly educated they are the greater that debt. For 150 years the Church has been the gardener tending the growing point of African and much other education, and in spite of the greater response of the State to calls for support, it is still highly necessary to maintain the interest of the Church in the ends which State support is designed to secure. In erecting hostels at this College for the housing of its students, and in staffing and maintaining them, the Christian Church has lifted burdens from the shoulders of the people, and taken a full share in keeping the College true to its own ideals.

So far as the State is concerned, its interest has been amply manifested by appointing a succession of senior officers to the Council of the College, by arranging for loans, capital grants and annual subsidies, on terms similar to those applicable to all other colleges, and by the fairness and sympathy with which its officials have carried out the day-to-day administration of its affairs. Perhaps this is the point at which tribute should be paid to the University which you, Mr. Vice-Chancellor, represent, for the consideration which has been uniformly extended to us by its Council and Senate, and by its officers, from the days when we appeared before it to plead for the inclusion of African languages in the matriculation curriculum, until to-day, when it is possible for an African student to take here a post-graduate course in African studies.

The interest of the African and other non-European people in our enterprise has been shown first by the way in which they have made sacrifices to send their sons and daughters here, so that before we abandoned secondary work ten years ago, 288 had obtained a matriculation certificate and to-date 450 have obtained Bachelor degrees in Arts and Science, 270 College Diplomas in Education, 31 University Education Diplomas, and 102 various diplomas in Agriculture, Health, Commerce and Theology. Besides this the College has given preliminary training to 33 students who have gone on to take Medical Degrees and Diplomas at the University of the Witwatersrand and overseas, and to 25 more who have taken post-graduate courses leading to second degrees. Through their Coun-



cils in the Transkei and the Ciskei, in Basutoland and Bechuanaland, and even in Rhodesia and further north, the African people have demonstrated their support of the College by subsidies, and by making provision for scholarships to ensure that no student would be deprived of the opportunity of learning if he were qualified to profit by the courses offered.

X These briefly—the Church, the State, and the People—are the three strands of the strong cable which has enabled the barque of the College, freighted as it has been with the anxious hopes of the African people and their well-wishers, to weather the storms of an age made turbulent by two great world-wide wars.

So much for the past. What of the future? As I have indicated Mr. Vice-Chancellor, it was a fortunate thing for us that the University which you represent to-day had provision in its charter for the certification of external students, as had the great University of London. But recent events have led us to believe that it is the intention of government to constitute, out of the constituent colleges of the University of South Africa, a series of new and independent universities, to one of which, the nearest geographically and, if I may say so, the one with which our relations in the past have been most intimate, it is suggested this College should be affiliated. Should such a relationship be established as would allow each of the components that liberty which is necessary for their growth, and that independence which is necessary for their self-respect, both the European and the non-European elements in our population might be satisfied, first, that the special requirements of each element were having due regard paid to them, and second, that standards recognised by all Universities were being adhered to. For it must be understood that the non-European element in our community wishes no easily gained laurels, but only such as may be won in open competition with all-comers.

X Having said so much I must add that every College has its distinctive sphere and special disciplines as are required by the circumstances of its student body. Providence has decreed that this College should be situated in a rural area



and should serve a section of the population 77 of whom out of every hundred are rural dwellers, as against 27 out of every hundred Europeans. It is only to be expected therefore, that if any bias is possible or desirable in higher education, it should lean to the side of rural sociology, rural education, rural health and the conditions of healthful living in the country, with emphasis on land, on agriculture, on stock, on animal and plant diseases, on Native law, on social anthropology, on Native languages, and indeed on all departments of study that touch on the environment, while not neglecting the disciplines that link us with our human kind everywhere, religion, literature, world history and geography, music, art, mathematics and pure science. I hope it will still be possible, in any new alignment which is thought advisable, for this College to enjoy the necessary latitude in planning its courses to meet any special requirements of its constituency, as these may from time to time become apparent.

To you graduates and to all others who have preceded or who will follow you, I may perhaps be allowed to say that you are deemed to be, because of the hall-mark set upon you, craftsmen and not labourers, and that high ideals and good intentions are by no means enough. Standards of technical excellence will be expected of you that are not easily reached or maintained. Professional men, whether in the Church or School, whether in Law or Medicine, in Journalism or Technology, must be loyal to the ideals of their profession and on no account fall below the standards of performance which have been set by the best practitioners of their art. No true professional man does his job with his eye on some superior or inspector. His monitors are his own conscience, the known limit of knowledge that can be brought to bear on the problem, and the highest degree of skill in execution that can be achieved. Added to this he must always remember that he has to work with other human beings and not in a vacuum by himself, and that he must often find it necessary to take account of the fact that others have ideas and wills as well as he. Our whole system of polite manners has been developed from this necessity. But learning to live and work peaceably together is a slow business in any country



anywhere, and calls for special grace in a multi-racial society like ours.

Well, I have done. My colleagues and I have striven to direct your studies so that, as John Knox said long ago, "the commonwealth may have some comfort by them." If we have not quite made you completely able, as John Milton counselled, "to know the beginning, end, and reasons of political societies" that may, in part, be owing to the fact that that is a post-graduate course, and in part also to the fact that present day political practice in the world is not quite rational. But we have tried to fit you for the exercise of as much liberty as on this terrestrial scene is vouchsafed to mortals, or likely to be enjoyed by them: and we have endeavoured to teach that true liberty is bound up with obedience to law, the law of God as well as the just laws made by man. To be able to recognise God's law amidst all the tangle of circumstances, and to help to translate it into just laws acknowledged by all good men, is the final test of a university education.

In his account of the recent campaign in Burma, which he calls "The Wild Green Earth," Brigadier Fergusson records that General Wingate of Chindit fame was accustomed to illumine his operation orders by quotations from the Bible, and that once when his men were beset on all sides by the Japanese and it was necessary to organize strong points in which they could on occasion be concentrated, he placed at the head of operation orders this verse (you will find it in the twelfth chapter of Zechariah) "Turn ye to the stronghold, ye prisoners of hope!"

So would I say to you as to myself, (for we must always regard ourselves only as prisoners of hope), when the darkness falls upon us, when the supports we have reckoned on fail us, and the weapons we have forged break in our hand, let us turn to the stronghold which is our faith in God and his righteousness, fully convinced that the words which compose the College motto are abidingly true:

"In Thy light shall we see light."

As this was the last public appearance of Dr. Kerr before retiring from the post he had held for thirty-three years, short addresses of appreciation of his service, with the permission of the Deputy-Chancellor, were delivered



by Prof. W. F. Barker, B.Sc., Ph.D., F.I.C., F.R.S.S.Af., Chairman of the Senate of the University of South Africa, by Prof. R. W. Varder, M.A., Acting Master of Rhodes and Chairman of the Fort Hare Council, and by Prof. C. P. Dent, M.Sc., vice-Chairman of the Fort Hare Senate.

Prof. Barker said that he was privileged as Chairman to represent the Senate of the University of South Africa. He referred to the service which Dr. Kerr had given as a member of the Senate of the University since 1930 and as a member of the Council since 1942 and expressed the thanks of the congregation for the address which he said would be remembered by the graduates not only for its content but also because it was Dr. Kerr's last public utterance as Principal.

Prof. Varder, in his tribute to Dr. Kerr, said he had raised Fort Hare from the status of a high school to the threshold of University status. One did not need to be a prophet to foresee that there would be at Fort Hare some day not a college but a very important university.

Prof. Dent said :

Mr. Deputy Vice-Chancellor, Principal Kerr, Ladies and Gentlemen,

I am charged today with a duty which I would have been glad to postpone for some years yet, the duty of using this last public ceremony, which Dr. Kerr will attend as Principal, to bid him farewell on behalf of present members of this College, and particularly on behalf of his staff, and to attempt to express to him our appreciation of his leadership, and our sense of loss in his departure from the place he has occupied among us.

When you first came to South Africa, Sir, you came as a young man with no first-hand experience of the complex human relationships of this country, but with understanding of the meaning, and purpose, and power, of the educational process, with a strong faith in God, and in man, with the conviction that man is fundamentally one o'er all the earth, having the same basic needs, and aspirations and gifts, and you have not only held to that faith during the years of your service here, but have helped many others to believe in, and hold fast to, these great principles on which alone any future peace in this land can



be built, and not least among those you have so helped and inspired are the members of your own staff.

In the management and development of any College which in some of its aspects, is entrusted to Council, Senate or Committee, it is inevitable that there should arise differences of opinion regarding policy or procedure ; throughout all the years of your tenure of this office you have been big enough to expect from each of us an honest expression of opinion, though it might differ from your own, and have always given those opinions due consideration ; " yes-men " have found no favour in your sight, and you have thus won our respect and loyalty by expecting us to be loyal first to the purposes this great institution was created to serve, to which, with courage and faith and unswerving loyalty, your own life has been devoted.

When you were appointed you were charged with the task of building up a College of University standing which was to be the pinnacle of African education for many years to come. Now if one may use a metaphor, human progress is always pyramidal, with the most advanced elements at the apex, the cross section at any point below it representing the numbers who have reached that stage of development. Using the same metaphor, you were appointed to build the apex of the pyramid in education on an almost non-existent centre, you were to establish a College for University training without high-schools upon which its intake of students must depend. In order to help in those early days, Lovedale handed over its small High School classes, and from that small beginning you set to work to fill the gap. Starting thus on an apparently illogical programme, with no students ready for University studies, and grave doubts in many minds as to the possibilities of profitable, and socially useful, employment for highly trained Africans, your work here has resulted in a far more rapid advance in African education than could have occurred if that first bold forward step had not been taken here ; it has provided a lighted beacon ahead, that necessary stimulus to hope and effort and it has provided most of the trained personnel upon whose availability and service the development of secondary education has so largely



depended. With this development your name will ever be associated and gratefully remembered.

This graduation ceremony is the twenty-third held at this College. All but two or three of those held in the past have been attended by Mrs. Kerr, to whom this ceremony was always one of the high lights of the year. On those occasions when her health made it doubtful whether she would be able to attend, she would nurse her strength for it, and take her place in it though she paid for it afterwards. Her place today is vacant and her gracious presence is missed by everyone in this Hall who knew her, but by none, after yourself, Sir, more than by those who live and work here. We had hoped that she would be here today, as indeed her spirit is, to see and hear you receive, and to share with you, this small portion of the praise and thanks that are your due. What her support and comradeship have meant to you, and through you, therefore, to the College, none but you can judge, but we know it has been much, and that her devotion to this task and this place has been as your own. In the social relations of the College her presence and her influence have been deeply felt and deeply appreciated.

And now, Sir, it is with great regret that we realize that your term of office as our Principal is so near its end. This place will not be the same without you. No doubt at some future date some building yet to be erected will bear your name and keep it ever before the minds of those generations yet to pass through these Halls—if it is to be a memorial, may that day long be postponed—but this place itself stands, and will stand, as a greater memorial to its first Principal than any that can be erected later.

May I, in conclusion, express our hope that when you return after your visit to Scotland, this country will find for you some other task, less exacting perhaps in its physical demands upon your strength, through which the knowledge, and experience, and wisdom which are yours may be used in the service of the people, to whom that portion of your life's work now nearing its end, has been so freely given.

Dr. R. T. Bokwe, a former student of the College, then introduced a delegation of former students representing



the three decades of the College. He explained that it was the intention of the former students to establish a scholarship or a prize which should commemorate Dr. Kerr's services to African Education, and, at a reunion of former students to be held at an early date, to invest him with a Chief's robe. In the unavoidable absence of the requisite number of chiefs, they were not able to complete the ceremony that day but they were in a position to hand over to his custody a robe which he would be called upon to produce at the appropriate time. Dr. Bokwe handed over a magnificent leopard-skin Kaross which Chief Tshekedi Khama had sent down by special messenger from Bechuanaland.

After the singing of *Nkosi Sikelel' i-Afrika* and God Save the King, the Ven. Archdeacon Rolfe, M.A., pronounced the benediction and the Deputy Vice-Chancellor dismissed the congregation.

### LUNCHEON

At a luncheon which was held in the new dining hall of Elukhanyisweni, the Women's Hostel, and which was attended by 130 guests among whom were the Acting Master of Rhodes and Chairman of the College Council, Prof. Varder, who presided, the Deputy Vice-Chancellor and the Chairman of Senate of the University of South Africa, the Chief Native Commissioner, Cape, Senator Malcomess, the Native Commissioner, Victoria East, the staff of Fort Hare, the Moderator of the Presbyterian Church of South Africa, the Rt. Rev. H. F. Yule, the Mayor of Alice, and representatives of Rhodes, Lovedale, Healdtown, St. Matthew's and Blythswood, Prof. Varder proposed the loyal toasts and Prof. Smeath Thomas proposed the toast of the guest of honour and spoke of the association of Fort Hare with Rhodes University College. He paid tribute to the service which Dr. Kerr had rendered in conducting the College from its small beginning in 1916 through its early stages until today when it was recognised as a full-fledged University College.

Prof. Varder spoke of the happy relationships that had always been in evidence in the Council of Fort Hare, and Mr. Paul Germond, the oldest member on the staff of the



College, gave some interesting reminiscences of the very early days of the College.

Mr. Germond said: "It is indeed a great privilege and an honour to be called on to propose the toast of Dr. Kerr. I belong to the older group and, as one of the older ones, I shall take you back thirty years.

It is difficult to realise that thirty years ago Fort Hare just was not on the map. In those times even applicants for posts at Fort Hare found it extremely difficult to locate it at all.

I remember arriving, after a delay upon the line, at the station after dark and enquiring my way to Fort Hare. The person whom I addressed suggested that it was impossible for me to walk to Fort Hare; so I went to the Victoria Hotel. It was my intention to hire a cab next day to the South African Native College. After I had dined and retired to a very quiet lounge, a stranger presented himself at the door—a young man, with a fresh complexion whose face was a picture of amazement. When we first meet a stranger little characteristics are recorded. He stood looking at me for a while and then somehow twisted his neck, gave a roll of the head and said "What are you doing here, my man?" From these possessive terms I had no doubt as to the stranger's identity.

After having explained my difficulty, he suggested that we might walk! We crossed the bridge and twenty yards further we came to the Principal's house, and there I spent some enjoyable days.

The persuasive powers of the Principal were considerable. I found that Mrs. Kerr had been inspanned, without pay, to instruct Maurice Peters, an Indian student, in French and, before long, I too was engaged in giving oral instruction in French (my home language) to the same youth, also without extra pay. That our labours were not in vain was testified by Dr. Peters greeting me in French today. On another occasion I was landed with a student who was so ill-advised as to take Botany for matriculation.

I cannot vouch for the following story but it was circulated around the town. It seems that on one occasion the Principal borrowed a horse. The horse, however, would not move, and, when asked where he was going, he



said " I am heading for Lovedale if this beast will allow me."

There is an institution at Fort Hare where one member of the staff addresses the College on Wednesday mornings. The staff are often perplexed as to what to speak about. One morning the students had to sit through a talk on " How to keep poultry " by a staff member who kept half a dozen hens in his back yard.

I should like to say in conclusion how much of a privilege it has been working with Dr. Kerr for he has always given his staff the impression that we were working not under but with him.

We wish you Godspeed, Sir, and hope you are going to enjoy a well-earned rest."

Prof. D. D. T. Jabavu (retired), who with Dr. Kerr had begun the work at Fort Hare in 1916, also gave reminiscences of the beginnings of College life, of the outdoor work parties, of the Sunday services, the College Assembly on Wednesday mornings, the sporting activities of the students and of the laying out of the sports ground.

Mr. Arthur Lazarus, M.A., from Sastri College, Durban apologised for the absence of Mr. D. G. S. Mtimkulu, M.A., and spoke of the cordiality with which Indians had been welcomed as fellow-students by the Africans, and how they had been helped to understand and appreciate their African fellow-citizens through attendance at the College and through sharing in the common life of Fort Hare.

Mr. Hamilton Masiza, who, with Mrs. Mzimba, was one of the first group of students present at the graduation ceremony, was unavoidably absent from the luncheon. He sent a generous written tribute to his Alma Mater which among other things recalled that Fort Hare was the realization of the hopes of the Christian Missionaries who did so much for the African people and of African patriots like Tengo Jabavu who had the foresight to realise that, until University education became available to the non-Europeans of this land, so long would they continue to suffer politically, economically, socially and religiously. In 1912 or thereabout it was agreed some sort of start must be made. The historic site of Fort Hare was agreed upon, but there was anxiety about those who were to be in charge



of the College. It needed staunch, implicit and unwavering faith in God for Dr. Kerr and his colleagues to open up what every African hoped and prayed would in time develop into a full fledged University. The story of the Israelites in Egypt, a-brickmaking minus straw, must have been vividly brought to Dr. Kerr's mind when he first set foot on Fort Hare soil. "We see the young principal, on whose shoulders rested the educational future of the Black races of the sub-continent, making a humble beginning with the humble figure of eighteen students, in humble dwellings which were never meant or designed for educational purposes. Almost immediately he earned his students' deepest respect, not by frigid aloofness, but because of his sympathy for their thirst for knowledge. He went out of his way to understand them and in return they learnt not only to understand him as far as it is possible for students to understand a Principal, but to love and respect him."

After referring to the hard work of the early years, to the Sports, the College services and assemblies, to the first teachers and instructors, Mr. Masiza said, "Sir, we have gathered here today with mixed feelings. We rejoice and feel grateful for the opportunity thus given of telling you and showing in a modest way perhaps how deeply grateful we are for your life of service to the non-European races of the sub-continent and to the Africans in particular. It is not given to many to start a school from scratch, to use a sporting expression, in the way of buildings and with students scarcely up to Secondary School standard, and yet manage within the comparatively short space of thirty odd years to work that school up to University College standard. It was unshakeable faith in God, your faith in the cause you had been called upon to espouse, and your indomitable pioneering spirit which made such achievement possible."

In responding to the toast Dr. Kerr said that the experience of that day had almost been overwhelming. He thanked all the speakers who had so generously referred to the service of his wife and himself at Fort Hare. As he had endeavoured to point out in his graduation address, Fort Hare was the result of the co-operation of many



agencies and that was especially true of the co-operation of the staff. He was particularly glad to see representatives of the first student year in Mrs. Mzimba (Lily Msimang) and Mr. Hamilton Masiza. In those early years the contact with students was specially intimate in a way that was not possible now that they were numbered by the hundred. The fact that they were using that splendid Dining Hall at the Women's Hostel for the first time that day recalled to him a memory of one of the first Council meetings when the admission of women was decided upon. He had not been anxious to add to the difficulties of starting the College by introducing the complication of women students, especially as the accommodation even for men was of the most meagre description and that for women had not been thought of! However he had been convinced by the arguments of Mr. Tengo Jabavu (the father of Professor Jabavu) who had insisted that African women must also be educated if they were to be the true helpmeets of African men. Two women were therefore received and stowed away in the quarters of the Matron, Miss Carmichael, who with Mrs. Fairlie, part-time teacher of commercial subjects, completed the tale of the staff. Women had increased in numbers slowly until there were forty in residence but in academic attainments they had proved themselves equal to the men.

Mr. Germond had referred to the College institutions of Midweek Assembly and Sunday evening services and to his amateur attempts at horsemanship. There were even better stories about the latter than he had told! It was true also that members of staff were called upon in those days and even yet for duties outwith the scope of ordinary routine. That was part of the joy of the work: staff members had to be prepared to undertake almost anything that was required and in doing so they soon found that their own stature increased!

It had been no megalomania on the part of himself and his colleagues that had induced them to develop a high school into a College. It had been the firm intention of the founders of the College from the beginning that that should be its destiny: so there had been no break in continuity from the junior secondary stage to the university



level. The response of the African and other non-European peoples as represented by their support was the justification of the wisdom of the founders in the bold course they took.

He felt nothing but gratitude for the share he had been allowed to have in the development of non-European education and for the unwavering kindness he had experienced from Council, Senate and students throughout the whole tenure of his office.

Dr. Kerr expressed his thanks to all who had graced the occasion by their presence that day.

While the function just described was taking place, an equally happy gathering met in the College Dining Hall for the Graduation luncheon which was attended by the graduates, their relatives and friends, and the students of the College.

With the dispersal of the guests, who had come from all parts of the country, there was brought to a close a memorable day in the history of Fort Hare. It had been a day filled with the recollections of those who had long since left the College, and with the hopes of those about to go out from its walls—hopes and recollections linked through the service of the Principal who had so wisely and faithfully guided the College from its foundation.





# FORT HARE GRADUATION CEREMONY

**29th April, 1949**

*Fort Hare,  
Alice, C.P.,  
South Africa.*



University of Fort Hare  
*Together in Excellence*



***Mrs. W. de Vos Malan, B.A., Deputy Vice-Chancellor***  
**The first woman in South Africa to be appointed to this office**



University of Fort Hare  
*Together in Excellence*



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## Graduation Ceremony

ON Friday, April 29th, 1949, the South African Native College, Fort Hare, held its twenty-fourth Annual Graduation Ceremony.

Mrs. W. de Vos Malan, wife of the Superintendent-General of Education, Cape Province, presided as Deputy Vice-Chancellor of the University of South Africa, and conferred the degrees.

The proceedings opened with the reading of Scripture and Prayer by the Venerable Archdeacon H. P. Rolfe, followed by the chanting of the Lord's Prayer by the Congregation.

The graduands were then presented to the Deputy Vice-Chancellor for graduation, those in Arts being presented by Professor Z. K. Matthews, those in Science by Professor A. J. D. Meiring, and the graduand in Education by Professor H. J. Rousseau.

### LIST OF GRADUANDS.

#### *In Praesentia*

##### *Master of Arts (Department of African Studies) :*

Mzamane, Godfrey Isaac Malunga, B.A. (Hons.) :

Thesis : " A Concise Treatise in Phuti with Special Reference to its Relationship with Nguni and Sotho."

##### *Master of Arts (Department of Anthropology) :*

Pitje, Godfrey Mokgonane, B.A. :

Thesis : " Traditional and Modern Systems of Male Education among the Pedi and Cognate Tribes."

##### *Master of Arts (Department of Sociology) :*

Budaza, Gilbert Simo, B.A. (Hons.) :

Thesis : " The Native Separatist Church Movement."

##### *Master of Science (Department of Zoology) :*

Mji, Diliz'intaba John, B.Sc. (with distinction) :

Thesis : " The Parasites of *Ardea Melanocephala* from the Eastern Province."



Mokhehle, Clement Ntsu Cicero, B.Sc. (Hons.) (with distinction):

Thesis: "Parasites of the Swift *Caffrapus Caffer* Caffer with Description of One New Genus and Eight New Species."

*In Absentia.*

*Honours Bachelor of Arts* (Department of Psychology):

Mqotsi, Livingstone, B.A.

*In Presentia.*

*Honours Bachelor of Science* (Department of Mathematics)

Tshaka, Present Nod'ophumo, B.Sc.

*In Absentia*

*Bachelor of Education*:

Chetty, Naganna Govindasamy

*Bachelor of Arts* : :

*In Presentia*

*Internal* :

*Major Subjects*

Braaf, Brian Anthony: English, History

Burns-Ncamashe, Siphon Mangindi: Xhosa, Native Administration

Crisp, Herbert: Geography, History

Hogana, Edmunds Temba: Xhosa, Native Administration

Hutchinson, Alfred Scotta: English (with distinction), Geography

Jadezweni, Comfort Watkinson: History, Xhosa

Kopane, Peter Kantoro: History, Tswana

Letlaka, Tiisetso Tsepo: History, Politics (Administrative)

Letsoalo, Alexander: Sociology, Social Anthropology

Mafanya, Felix Ngub'okwambata: Xhosa, Native Administration

Majambe, Francis Frederick: History, Zulu

Malefane, Bantu Batho: History, Native Administration

Mamabolo, Frank Ashley: English, History

Masiangoako, Benjamin Motone Stoffel: History, Native Administration

Mbatha, Picton Vernett: English, History



Mniki, Maynard Maso : English, History  
 Molefhe, Topo James : English, Psychology & Social  
 Anthropology  
 Mtiya, Campbell Tandy : English, Xhosa  
 Mtshizana, Louis Leo : History, Social Anthropology  
 Ntshanga, Franz Oshode : Xhosa, Psychology  
 Peter, Dimsdale Duma : History, Native Administration  
 Poho, Catherine Matseliso : English, Southern Sotho  
 Poo, Johannes : History, Psychology  
 Senyatsi, Charles Phuti : History, Social Anthropology  
 Sigcu, Aitchison Tamsanqa : English, Xhosa  
 Sikakana, Peter Obadiah : English, Zulu  
 Simelela, Mlandeli : English, Xhosa  
 Siwisa, Daniel Lindie : Xhosa, Native Administration  
 Tshiki, Kombisa : History, Native Administration  
 Tsipha, Washington Mooketsi : Xhosa, Native Administration  
 van den Heever, Joseph George : English, Geography

*External :*

Braam, Edward William : English, Politics (International)  
 Davidson, James : English, History  
 Jacobs, Frederick William : English, Psychology  
 Khatala, Simon Ezekias : Southern Sotho, Sociology  
 Kolane, Johannes Teboho : English, Native Administration & Politics (Philosophical)  
 Mahange Obed Woodford : Thonga, Venda  
 Makhetha, Philemon Majoro : Southern Sotho, Native Administration  
 Manchwe, Olihile George : Tswana, Politics (International)  
 Maringa, Paul Ephraim : Thonga, Venda  
 Moaholi, Everrit Jonas Ntana  
 Mutshekwana, Simeon Richard : Venda, Native Administration  
 Peterson, Daniel Wilkinson : Hollands, History  
 Phalane, Alfred Malesela : Northern Sotho, Native Administration  
 Mpumlwana, Phumelele Mandlamakhulu : Xhosa, Psychology  
 Tshabalala, David Kohla : History, Zulu  
 Tswane, Edith Bukelwa Tam : History, Xhosa



May I, at the outset, pay a tribute to my worthy colleague on the Council of the University of South Africa, Dr. Alexander Kerr, first Principal of your institution, who has served you nobly for thirty-three years? With quiet dignity and forcefulness, Dr. Kerr pleaded the cause of Fort Hare on our Council and gave our members some idea of the unfailing faith he possessed in, and the ideals he cherished for, one of the youngest of our university colleges. He coupled high idealism with practical efficiency, and with Scotch thoroughness and caution laid very sure foundations. He believed in disciplined scholarship, hard work and stability of character. Pioneer work calls for patience, forbearance, vision. All these Dr. Kerr possessed. Probably his greatest attribute was his human relations with his fellow-men. As a friend and admirer of his work said to me, "Alexander Kerr made his finest contribution to Christian education by his knack of building up individual friendships. He proved a friend to those he served, and many a young African will remember with gratitude the wise counsel and understanding of a fatherly head."

Dr. Kerr retired at a momentous juncture in the history of Fort Hare, when it was felt that a more important status should be given to the institution as a university college. A big step forward has been taken by your affiliation with Rhodes University. With the help of this larger, experienced and sympathetic institution, you can move forward to the ultimate goal, foreshadowed by the Brookes' Commission in their 1947 report and desired by you, of becoming an independent University. The Commission suggested that the future policy of Fort Hare should be shaped towards the attainment of this end as soon as the College attained the status which would be expected of a European College aspiring to independence. The Commission pertinently added, "Non-European education should not have in any way an inferior status." It also remarked that the time was probably ripe for a considerable expansion of Fort Hare.

What a task lies before you and your newly appointed Principal, Professor Dent, formerly a member of your Staff, who will bring his knowledge of the aims and ideals



of Fort Hare to bear upon the task of formulating any new policy in the suggested expansion of the College. To bring an institution to a great height is one thing, to keep it there and to rise to even greater heights is another. It will require courage and daring and some imagination in education to formulate new ideas which will fit themselves into the old accepted traditional academic form of education.

After a visit this morning to your institution, I feel that it is presumption for me to suggest that you should be daring and courageous in your future policy. I felt humbled when I realised how much thought, initiative, determination, scholarship and sacrificing service had been put into the progressive education of Fort Hare.

But post-war construction and new schemes of educational adjustments to meet the needs of a changed world challenge audacity.

As this is probably the last graduation ceremony conducted by the University of South Africa, it marks the closing of one period of the history of Fort Hare and the entrance to a new.

As you will be affiliated with one University and will not need to plan your courses to suit the majority views of members of Senate of several constituent colleges who had of necessity to standardise curricula, may I from a woman's point of view suggest that daring departures be made from the accepted ideas of what at present purports to comprise the best education of women ?

No prejudice of sex exists at Fort Hare where a small section of women students share equally in the studies of men and are confident that all that concerns them will be given sympathetic consideration.

My plea for a new outlook is based upon recent educational thought.

Fifty years ago it was audacious to claim equal cultural rights for men and women. For women to emulate their menfolk in scholarship was both against nature and common sense. Women's education was based on utility and ornament, not on mental activity and intellectual attainment.



The battle of equal rights began. Leaders of the feminist movement claimed that women were as capable of culture as lofty as that of men, and their faith has been amply justified. Women have proved that they are as capable of doing everything that men do, and educationalists will not deny that the best minds in each group are fully the equal of the other. Women in all branches of learning have talents worth while developing for the good of the State. Women acknowledge their debt of gratitude to the pioneers of higher education who battled successfully for equality of opportunity with men.

But now in this post-war period of the re-orientation of education, when efforts are being made to develop personalities according to the lives they will eventually lead, the question has been raised as to whether the protagonists of equality for both sexes were not blinded in their enthusiasm to the real interests and needs of women. They insisted that they could see no reason why men and women should not have identical education, and when women's colleges were established they were established as counterparts of men's. As one of our modern educationalists has put it: "Equality of educational opportunity became synonymous with imitation and has persisted, despite a good deal of responsible criticism, to the present day. Women still prove their equality by striving for identity in ways of learning, in subjects taught, in academic ritual. They want to show that they are not so much the equals of men as their duplicates."

Present-day theorists challenge the efficacy of this identical education. They feel the necessity for a critical examination of women's education based on differentiation rather than on identity. Women's education has been modelled on men's, without any relation to their particular needs or their function in society. Their dual function as home-makers and wage-earners largely affects the issue of differentiation.

Differentiation depends on the different lives men and women will lead and the part they should, or will, play in a civilized community.

The general theory in higher education of intellectual parity of men and women has led us to accept the maxim



that woman has best contributed to a civilized community by the professional status she has gained, the triumph she has secured in entering upon a successful career and obtaining economic independence and security. We cannot also fail to admit that identical aim has promoted intellectual disciplines, taught the art of living together and developed the emotional and spiritual lives of both sexes, but it has had little bearing upon the majority of women students' eventual role of home-makers, and lays too much stress upon their careers.

In reality the proportion of women who follow a career for any length of time is negligible. It is a common fact, supported by statistical evidence, that the majority of women become home-makers. In some countries as low a number as two out of three women are mainly occupied as wives and mothers and in this capacity are more influential for the future well-being of mankind. To fulfil this function successfully they must cultivate many talents, provision for which is not adequately met in our present-day educational system.

The difficulty with which we are now faced is how to reconcile two opposing schools of thought when, in one, for half a century, education has been interpreted as the ability to perform the same functions as men, and the other is asking whether it might not be better for the individual woman to cultivate the things best suited to her mind, her aptitudes and occupation. Too much stress, the modern educationalist thinks, is laid upon intellectual specialization and rigid academic standards. Traditional subjects have a disproportionate importance, and weaknesses in subjects such as mathematics or foreign languages are not allowed to be compensated for by ability in art, music or domestic science.

Reforms will have to start in girls' schools by experimentation with curricula devised to meet women's special needs and by persuading educational authorities that traditional subjects can, without prejudice to intellectual attainment, be replaced by more feminine arts.

The universities will have to co-operate, not only by making it possible to admit girls who have attained the required standard in the new subjects chosen for an acade-



mic course, but by so arranging their degree courses that women can continue to the highest level such aspects of study as are appropriate to their needs.

As Fort Hare has identical education, would it not be possible to make more than one daring venture in the scheme of expansion for the future? It is easier to pioneer than to modify and adapt what has already been developed.

May I make a few suggestions? Domestic science, a degree and a diploma course would suggest itself first.

A course of study in public health, fitting into your B.Sc. hygiene or medical aid course, would be valuable. With the work of the National Health Foundation developing, I see no reason why women could not be usefully employed.

Housing, town-planning for new housing schemes, industrial welfare, possible training of women probation officers would fall under sociology.

In education in the not too distant future, a degree course might be built up around the visual and auditory arts in their theory, history and application to modern life. A special one-year course, such as we have at Huguenot College for students who have completed a primary teacher's course at a training college, might be instituted. Attention might also be paid to the new idea in education of in-service training of teachers wishing to take a short refresher or further course after years of teaching.

Other courses suitable to the vital influence of women as women will suggest themselves with the march of time and the need of adaptation. Growth may be slow, but the success of your institution will depend on quality and not on quantity.

In conclusion, may I plead for the retention and extension of the spiritual forces which have contributed to the steady growth of Fort Hare? Absence of religious beliefs means the absence of definite moral forces of the highest kind. The want of these, either in individuals or in a race, is a serious want. Spiritual results are our best results.

The supreme test of our educational system is the men and women it produces, and without the kindled conscience they cannot make their best contribution to the welfare of mankind.



Education is for service. A university education which does not fit students for responsibilities of service is wasted. You cannot look upon higher education as a personal acquisition or think that you only are stamped with the hall-mark of culture. It must find its stamp in the service of others.

In the present chaotic conditions of the world, with economic stress and distorted values of life, doors of service are open to you as never before.

The spirit of an institution, like other great things, is hard to define, but very real. There is something that is not found elsewhere,—a standard of life, an atmosphere.

With the spiritual values of Fort Hare rooted and grounded in your university life, you should all be united to seek that which is for the highest good of all.

The Principal, in thanking Mrs. De Vos Malan for the thoughtful and challenging address she had delivered, congratulated her on being the first woman in South Africa to be appointed Deputy Vice-Chancellor of the University of South Africa, an honour she had richly deserved by the active interest she had shown in higher education, and especially in the higher education of women, over a long period of time.

“ You have to-day conferred degrees on 99 graduands, a record, even though just short of 100, that number to which special significance is often ascribed, and which we had hoped would be reached on this occasion. In your address you referred to this as possibly the last graduation ceremony to be held here under the auspices of the University of South Africa, and may have noted that that announcement was received with quietness. This is because we here value the benefits we have received through our association with that University which you represent among us today ; through it we have been brought into close contact with University work in a number of other centres, members of our staff have had the opportunity of meeting others engaged on the same task, and the work of our students has been examined by a widely diffused group of examiners who know that the standard of work done here, for these degrees, conforms to the



standards demanded in the Colleges which have made up that University.

“ We thank you for your emphasis on the importance of the education of women, and for your thoughtful discussion of the direction in which it should be developed. What you have said will be studied with care. In this College we believe in the education of women and would be glad to see the number we are able to receive increased.”

Principal Dent suggested that if any member of the Congregation, with the means to help, shared these views, few more worthy causes could be found for the use of those means than the enlargement of the Women's Hostel Elukhanyisweni, and continued: “ I want to add a special word of thanks for the closing parts of your address, and to express the hope that through the long years of its future this College will remain faithful to those principles which have so far guided its development.”

In congratulating those who had just been raised to graduate status, he said that he imagined that many of them, when they started on University studies, were like men who had lived in a valley surrounded by hills which enclosed the whole world. Those who had studied aright had now climbed some of those hills and had gained a vision of the vast territories which lay beyond, and he trusted that the stimulus of that vision would spur them on to explore those territories of knowledge and service thus opened to their view. He expressed also the special commendation and congratulations of the College to the parents of the new graduates. “ It is not easy for those who have not been required to make similar sacrifices to realize at what cost opportunity has been given to those who have now received their degrees. Many a parent has continued to wear old clothes beyond the time at which they would have been discarded, in order that a son or a daughter might wear a blazer at College ; in many homes all expenditure, even that on food, has been cut to the barest necessities and beyond, in order that a child of the home might receive this opportunity. You must be tasting some of the reward of your sacrifice to-day, proud of what your son or your daughter has now achieved. We congratulate you and share your pride in this achievement,



and we trust that these graduates of to-day will so use their knowledge and the opportunities which your sacrifices have opened up for them, that your just pride and joy in them may increase as the years pass."

After the National Anthems : God Save the King, *Morena Boloka Sechaba sa Heso, Nkos' Sikelel' i-Afrika*, and Die Stem van Suid-Afrika had been sung, the Venerable Archdeacon H. P. Rolfe pronounced the Benediction. The Deputy Vice-Chancellor then dissolved the Congregation.

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University of Fort Hare  
Together in Excellence