



UNIVERSITY OF FORT HARE



Graduation 1993

The 1993 graduation ceremonies took place on Friday and Saturday, 7 and 8 May respectively. On Friday 7, 528 degrees, 3 undergraduate diplomas and 34 post graduate diplomas were conferred by the Faculty of Arts. The degree of D. Litt et Phil (in Philosophy) was awarded to Mr Mashuag Ally. Professor Noel Chabani Manganyi, former Vice-Chancellor of the University of North and currently Executive Director of Joint Education Trust (JET) presented the graduation address, and after the ceremonies he held informal discussions with the University Convocation.

On Saturday, 8 May, six faculties, awarded a total number of 402 degrees, 28 undergraduate diplomas and 151 post graduate diplomas. Dr Niarra Sudarkasa, President of Lincoln University Pennsylvania, USA was awarded the degree of Doctor of Philosophy, honoris causa and presented the graduation address for the day.

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TRIBUTE TO DR OLIVER REGINALD TAMBO

GREAT UNIFIER, SERVANT OF THE PEOPLE, A TRUE LEADER

It is my privilege to have been asked by the University to say a few words on this occasion about our late Chancellor, DR O R Tambo, who passed away only two weeks ago: Saturday, 24 April.

Nominated in 1990, he honoured Fort Hare by accepting the position of Chancellor, but not without first unconsciously showing us something of his own extraordinary humility. When I went to see him in London to ask if he would be willing to consider accepting nomination, his immediate response was "Fort Hare deserves better". "Not me, for Fort Hare we must have somebody of real quality as Chancellor".

Many in this Hall will remember the extraordinary few days in mid-October 1991, when Oliver Tambo returned for the first time in over 30 years to this University that had nurtured him, bringing with him his wife, Adelaide, to receive an Honourary Doctorate and to be installed as Chancellor. A time which he described as "an hour that links the distant past, all its joys and tears, to a bright future we are all striving to build".

It is worth recalling his own sense of the essence of Fort Hare as it was in his student days, when "The forces that operated in that tiny commonwealth were those of integrity and commitment, obligation and sacrifice. Fort Hare was a place in which the standards of public life were set by minds and souls preoccupied with truly lasting values. These were the search for truth through reasoned argument and debate - the pursuance of good through deeds and not merely words".

ADDRESS BY PROFESSOR FAH WILSON, CHAIRMAN OF COUNCIL

Nevertheless, as a glaring example of the contradictions to which he himself drew attention, Oliver Tambo was expelled from this University after obtaining his BSc degree, in the midst of his Teacher's Training Diploma year in 1942, when he was also the SRC representative on the Council. Fortunately, he was able to return and complete, in 1944, the UED to become the only graduand in Science teaching that year. He went to St Peter's College in Rosetenville to teach as a close colleague of Trevor Huddleston, who was to become a lifelong friend.

Subsequently, as we all know, he trained as a lawyer and, in 1952, opened a practice in Johannesburg in partnership with Nelson Mandela. Active in politics, he was a moving spirit in the founding of the ANC Youth League in the 1940's, and in its rise to influence within the ANC in the 1950s.

Sent into exile by his organisation, for 30 years he built it; held it together; extended its influence. He, perhaps more than any other person, is responsible for the fact that South Africa today has an alternative, credible Government in the wings, ready to take power when the country finally becomes fully democratic.

Three characteristics of his leadership that I wish to highlight are

* His insistence on high moral values. He was one of that all-

too-rare breed of political leaders who genuinely tried to ensure that Christian values were reflected, not merely in what he said, but in his socio-political deeds.

* He was, as Dr Bengu has reminded us, the great unifier. A leader who recognized that the struggle for liberation was not a matter for blacks alone, but that it must be a process unifying, drawing together, black and white; Christian and non-Christian alike. A leader, like Mandela and Sisulu, without sharp ideological edges. Thus, he refused to let some ideologues in the liberation struggle move to destroy the Black consciousness Movement as some were tempted to do, hence he recognized the importance of the Black Consciousness Movement which he saw as a legitimate and authentic expression of opinion amongst our rebellious young. And, at his funeral, some of those forged in the fires of the Black Consciousness Movement in the 1970s were there, as members of his organization, playing a key role: Cyril Ramaphosa, a member of Tiro's SRC at Turfloop, and now General Secretary of the ANC; Tenjiwe Mtintso, high up in Mkonto Wesizwe.

He refused to let black nationalists expel all Communists from the Movement and he refused to let Trotskyists expel all those whose faith was deemed to be of lesser purity.

* He was one who led by

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courteous persuasion, rather than high-handed instruction. We remember his tolerance, his ability to listen and that he never raised his voice. All of this was manifest at his remarkable funeral, at which a number of us were fortunate to represent Fort Hare, including the Vice-Chancellor, the Chairman of Convocation, and Dr Govan Mbeki.

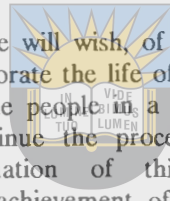
At his funeral, Elisabet Palme talked of his Patience and Persistence; Archbishop Huddleston reminded us of the agony and loneliness, especially in the early years of exile, building up a tiny organization; President Mandela told how his "measured words of wisdom shook the thrones of tyrants" and described Oliver Tambo as "the jewel in our crown"; At Oliver Tambo's funeral spokespersons for Fidel Castro, for the President of the United States, and for Yasser Arafat, spoke one after the other in his honour; At Oliver Tambo's funeral one friend who loved him dearly, Joe Slovo, the

Communist stood up to introduce another friend who loved him dearly, Trevor Huddleston, the Christian.

Oliver Tambo trained to be a teacher, a teacher of Science, and he practised as a teacher, a teacher of Science, until the more pressing needs of politics drew him away into other activities. But he remained a teacher at heart. He campaigned for the education of the young post-1976 children who left for exile. He played an important role in the development of the Solomon Mahlangu Freedom College (SOMAFCO), intended to receive these exiles.

He took a keen interest in the work here at Fort Hare.

Fort Hare will wish, of course, to commemorate the life of this great son of the people in a way which will continue the process of the transformation of this society towards achievement of the goals for which Oliver Tambo lived his whole life, and for which he died.



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Already some exciting suggestions have been made, and the University has entered into discussion with the Tambo family to ensure that whatever is done has their support.

Meanwhile, we wish on this solemn occasion to express our deep sorrow at the death of our beloved Chancellor, to convey our condolences and sympathy to his widow, Adelaide, his three children and the rest of his family at this time, and also to thank God for the triumphant life of Oliver Tambo, servant of the people. A true leader.

At the end of his address the Chairman of Council asked all to rise and stand for a minute of silence in memory of both Oliver Tambo and also of the great warrior and scholar, another ex Fort Harian, Chris Hani whose brutal assassination shortly before the death of Oliver Tambo has likewise left the University community, indeed the entire country bereft.

WORLD WAITS ON FORT HARE GRADUATES TO DEFEND STATURE OF FORT HARE

Mr Chairman of Council, Professor Wilson, Distinguished Guests, Members of Council and Senate, Graduands, Ladies and Gentlemen

This Graduation is the silver lining of an otherwise dark cloud. The untimely death of our Chancellor, Dr O R Tambo, has left a considerable void in the life of our University. Graduation ceremonies are the culmination of the work of an academic institution, and afford an opportunity for its products to be placed on display for the world to

ADDRESS BY PROFESSOR SME BENGU VICE CHANCELLOR

see. Presiding over such important events, to congratulate all those who contributed to such achievements, is the father-figure of the Chancellor, a role that Dr Tambo filled so well. We share the graduands' disappointment that he is not conferring their degrees this year.

According to African tradition we should still be mourning his death. However, Chancellor Tambo would have been the first to insist that,

although in mourning, we should celebrate our achievements. If he never lived to see a democratic South Africa, he witnessed the rebirth of a new Fort Hare. Dr Tambo's spirit of support and encouragement will always remain a strength and inspiration to us all.

I wish to take this opportunity to welcome our guest speaker, Professor Noel Chabani Manganyi, the Executive Director of the Joint Education Trust and former Vice-Chancellor of the University of the North. He is an outstanding

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educationist with a great passion for his profession. We are most fortunate to have him share with us his immense wisdom at a time when our education system is going through a turbulent period.

The crisis experienced in education is thoroughgoing, affecting every aspect of the system, including tertiary education. This is particularly the case with African education. The consequence of all this can only be the betrayal of the cause of liberation and freedom, for which our Chancellor worked so tirelessly to see realised. For as long as the crisis and chaos in our schools continues, the liberation of black people will be confined to the right and opportunity to govern, but without the means to do so. This is aggravated by the progressive decline in the culture of learning among black students entering university education.

There can be no doubt that this is a consequence of many years of apartheid mal-administration of education. We all hope that the dawn of a new era will not be delayed unnecessarily. We look to a new legitimate and democratically-elected government to seriously address the source of this problem. However, the crisis in education demands that we should effect a serious soul-searching exercise. This should include all those involved in education, the teachers, pupils and students, education administrators, professional associations and pressure groups concerned with education and, more importantly, parents and the wider community.

At the University of Fort Hare we have met this challenge with great courage. We aggressively embarked on a process of strategic rethinking and planning in order to redefine the mission of Fort Hare in line with the changes that the country is experiencing. Ironically,

we do this at a time when there is a general national policy vacuum on a whole range of socio-political and economic matters. This stems from the unduly prolonged transitional process, which has a negative impact

"We must start from a premise that the system of segregated education was always intended to deliver different and unequal education to people of different races.

Consequently, the provision of resources and training was always going to be unequal.

...This has had a direct impact on black universities which, after all, are those which absorb the vast majority of these high school graduates.

on the economy and the socio-political stability of our society. Notwithstanding the government's education renewal strategy, the National Educational Co-ordinating Committee's National Education Policy Inquiry's report, the Committee of University Principals' and the Union of Democratic University Staff Associations' policy initiatives, we remain without a national policy framework for post-secondary education. However, there is a generally broad policy framework which gives us an indication of the likely future direction of tertiary education. Several members of our staff are involved in these initiatives.

We have, as a result of our strategic re-thinking and planning, evolved a new Mission Statement which was approved by Council when it met

yesterday. In summary our mission is

To provide high-quality university education for students through teaching, contributing generally to the advancement of knowledge through research, and, where pertinent, applying that knowledge to the technological, economic and social problems of humanity, assisting the nation in its development, and enriching the cultural life of the citizens of South Africa and the region through outreach work.

The three pillars of our work are teaching, research, and outreach.

If we look at teaching first, there are three critical factors in this regard: the teacher, the student, and the facilities. The period since 1976 has seen acceleration in the decline in the quality of education in African secondary schools. Notwithstanding the large gap between first-year university education and matric, the under-preparation of these students at high school widens this gap even further.

It is mainly for this reason that an average of only 35% first-year entrants pass their examinations at Fort Hare. Remedial measures that are in place are grossly inadequate. These amount to crisis management. This institution is renowned, not only for the quantity of its students, but for their quality of intellect and contribution to society. In line with the needs of a changing society we are committed to producing an increased number of African graduates, but are determined that their quality must excel that of their counterparts. We are seeking to enhance the capacity of programmes aimed at improving the performance of our students.

The other element relating to improved teaching is the quality of facilities. There can be no doubt

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that the facilities at this University do not compare favourably with those of our white counterparts. These include such basic facilities as working space for lecturers, administrative facilities, laboratories, library, classroom/seminar room space, accommodation space for students and many others. This is no accident of history. Our University was denied resources in order to undermine its capacity to deliver good quality education. The quality of our teaching is seriously handicapped by these conditions.

Despite these obvious needs, the government has taken a hard-nosed attitude with regard to the financial needs of our University, choosing instead to play politics with the education of black children in the usual way. Repeated appeals have fallen on deaf ears. In his letter to the Committee of University Principals, the Director of the Department of National Education argues against increased funding of Fort Hare on the grounds that our mission had changed. We consider this to be a serious violation of the autonomy of our institution and an infringement of academic freedom.

What makes matters worse is the fact that our new Mission Statement was only adopted by Council yesterday. The true reason for the Department's refusal to provide more funds rests with their continued commitment to apartheid education, despite their pronouncement for change.

Allegations of financial mismanagement are without foundation. We are a public institution and as such accountable in our operations. Our finances are audited annually by an independent firm of auditors. Our books are open to the government and other interested members of the public. The principal responsibility for the funding of education rests with the government, and it must not be allowed to renege on this. We welcome the fact that the Ciskei

Administration promised us their first donation of R10m, half of which was paid out in March. We are grateful to those who encouraged this move during the last days in the life of the homelands.

Our lecturing staff represent yet another important dimension to improved quality of teaching. They are people who have shown incredible dedication to their work, and have, over the years, been able to produce graduates from this University who left to become important members of society. Anybody who is able to do that against the odds alluded to earlier is worthy of our congratulation and support. According to a household survey we conducted last year, our lecturers are held in high regard by the public.

However, there is room to increase their effectiveness. We have introduced measures to provide support for further studies by those members of our staff who feel they would benefit from this. We are leading the way in opening opportunities for international scholars to find their way to Fort Hare. This institution was one of those hit the hardest by the international academic boycott of South Africa. We seek to ensure that we benefit the most from its relaxation. This is facilitated through our Staff Development programmes.

The other aspect of our Mission is research. Any university worth its salt must have a vibrant research activity. Indeed, this is closely related to the quality of teaching. Our own contribution to scholarship rests heavily on there being an effective research programme. This is one of the areas of great weakness at Fort Hare. This institution, like all black universities in this country, was intended to be no more than a teaching institution.

Its infrastructure is testimony to this fact.

However, against incredible odds, we have been able to undertake important research, especially in the area of agriculture and, to a limited extent, in science. We are moving swiftly to enhance the research capacity of our institution. We have appointed a full-time Dean of Research in order to oversee the process of co-ordination of this effort. Detailed plans on how we intend to develop research capacity are being developed. Again, here, a critical factor is financial support for such research activity.

In the meantime, 1992 saw an increase in research initiatives, especially in the area of social sciences. This has tended to be policy-related. Some have been the direct result of the establishment of the various projects, while others are individual initiatives. Through the Macro-Economic Research Group (MERG) Fort Hare has contributed through research in developing a policy regarding the economic implications of reincorporation of the nominally independent bantustans into the wider South Africa. Our Education Policy Unit (EPU) is working closely with that of the Western Cape, financially supported

"Our mission is to transform Fort Hare into a reservoir of knowledge and scholarship, reaching out far beyond those in its lecture halls, and indeed contributing to a new philosophy in a changing world system."

by the Canadian International Development Agency, Sweden through the World University Service, and the Danish Interfund.

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This project is engaged in policy research on future post-secondary education. The Dr Govan A Mbeki Fellowship has been launched with seven fellows, two senior fellows and five junior research trainees. They are working with Dr Govan Mbeki on a study of the 1980s. Our Department of Development Studies is involved, together with other colleagues, in a World Bank study on poverty. There are measures to establish a Research Resource Centre to help promote research activity at Fort Hare. We hope to consolidate these initiatives and

build on them.

This institution is part of the wider society and not separate from it. The temptation for such institutions to operate as though they are isolated islands or ivory towers is great. Our philosophy is different. Earlier, I alluded to a crisis in our schools.

The painful truth of the matter is that we are not unaffected by this situation. The crises of unemployment and poverty, of housing, the violation of human rights, and many other similar

developments affect the University as well. We must develop programmes in line with our resources and skills in order to intervene in these societal matters.

We have put in place certain initiatives to ensure that the University plays its rightful role in society. Our Faculties of Education and Science are involved in an initiative to assist with the retraining programmes for Science school teachers. This is intended to improve the quality of Science teaching.

A PARTNERSHIP OF PURPOSE :

REPOSITIONING UNIVERSITIES FOR NATIONAL DEVELOPMENT



ADDRESS BY

PROFESSOR N C MANGANYI
EXECUTIVE DIRECTOR
JOINT EDUCATION TRUST

Mr Vice Chancellor, the chairperson of Council, Deans of Faculties, members of the University Senate, student leaders, distinguished guests, graduands and their families, fellow compatriots, ladies and gentlemen: my wife and I are delighted to be guests at this congregation of the University of Fort Hare. However, as we congratulate the faculties, graduands and parents who are the mainstay of today's congregation, we should also pause to share the experience of loss to this university and our country occasioned recently by the death of that most cherished and most respected leader of our people, the ex-chancellor of the university, Dr O R Tambo. It is our sincere hope that his stature, his life-long quest for freedom, the dignity, humility and discipline which characterised his life will become core values to be cherished by students and staff alike.

In this congratulatory message, wide-ranging as it might seem at

times, it is my intention to develop one simple but important idea: the idea of a partnership of purpose in repositioning (some will say transforming) our universities for national reconstruction and development. Two questions come to mind immediately and they are the following.

First: Who are the members of such an envisaged partnership of purpose?

Second: what is the envisaged repositioning of universities which can contribute to national reconstruction and redistribution of opportunity?

An answer to the first question needs to take account of the

following. In the majority of cases, institutions of higher learning are the most socially fragmented institutions in our land. In some academic institutions, academic cleavages of various kinds have been profound. Consequently, it is not unusual to find a proliferation of academic staff associations, trade union and student formations in one university campus. To compound these cleavages, racial and ethnic prejudices abound with the result that the development of viable academic communities of scholars is compromised. Not surprisingly, mission statements, fashionable as they have become in recent years, have become meaningless symbols. The intellectual pettiness and political squabbling that has become the bane of academic life within HBU's in particular is but one symptom of a deepening crisis within the tertiary sector. Outside the ivory tower, black communities, that is, parents and civil institutions serving their interests, have not

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fared any better either. Fact is: when the apartheid state started its undignified retreat from coercive control of the historically black universities during the mid-1980's, black communities and stakeholders maintained their disaffection. Consequently, an opportunity to appropriate them and reposition them was lost. For all the above, the time would seem to have come for the liberation movements, black business and labour, parents as well as professional groups to tell the HBUs to put their houses in order for the sake of education, national reconstruction and development. It is in this context that a partnership of purpose has become critical to the future viability of HBUs. It is a partnership which must involve students, university leaders and the various publics served by our universities. Indeed, those who hope to govern and in the near future must be actively involved for they may very well inherit an academic wasteland in the near future.

To deal with the second question namely, the repositioning of our universities we need to undertake some environmental scanning in the context of the evolving national development scene and the transition to a democratic order. This should serve as a useful backdrop for a brief look at how we can all go to work to reposition our universities for reconstruction and national development.

There is a very little that can be said about contemporary 'life in our country that is not in the final analysis reducible to everyday personal experience of large numbers of ordinary men, women and children. The large-scale violence which is witnessed and experienced; the breakdown of discipline (euphemistically called a culture of learning) within the African sector of the prevailing educational order and the blue and

white collar crime on an unprecedented scale are but symptoms of a chronic national moral bankruptcy. This much has become the stock-in-trade of everyday life. Yet: there are less evident features which are more cancerous in their overall effects on the social fabric of our society and these galvanise to a greater or lesser extent the ambient mixture of public optimism and pessimism. The first of these may be summarised briefly as follows:

- Despite the significant political retreats and losses suffered by the State as well as the advances made by democratisation forces within our country, the State's prefiguration of the transition agenda continues in various subtle and not so subtle ways. These are two spheres, in particular, where the interests of the National Party have superseded those of the country namely the maintenance of law and order and the failure to come to grips with the education crisis.

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Significantly and in the
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- In the vocabulary of an apartheid state, lawlessness and the near collapse of African education continue to be viewed as "black problems" and not, as should be the case by now, national problems. We need to remember that the erstwhile protagonists of apartheid are astute builders of systems and ideology and their attempt to preempt the contours of the future state is in character.

The second feature is equally insidious and may be described along the following lines:

- It now appears that the black community and much of the intellectual left that so valiantly resisted and struggled to destroy apartheid is less poised to resist chaos in our society and construct new systems for the ordering of a peaceful and development oriented

civil society. The necessary paradigm shift from an applied "politics of struggle" to an applied politics of development and reconstruction has yet to be achieved: this in spite of the delicate progress being made by the national liberation movements in their engagement with the powers that be.

To jump the divide has come to be equated in the minds of some of our compatriots with the loss of a noble radicalism.

Most likely, this is a psychologist's vision of the place where we live but it is a vision all the same. The fragile social fabric notwithstanding, the intellectual foundations for a significant move forward with respect to human resource development exist in abundance. I am referring to the recent spate of commissioned reports by national and international groups which often provide both a social diagnosis of the orders of magnitude of the country's problems as well as the prognosis. (NEPI, Report of the EDI-World Bank, ERS etc). Available and accessible in a number of sources are statistics regarding the formal education sector the non-formal and adult basic education and skills sectors and so on. In this regard I wish only to refer to some aspects to suggest the perceived orders of magnitude of some of our development problems.

The first observations relates to poverty in our country. Some recent estimates suggest that as many as 17 million South Africans live below the subsistence level. Another current estimate which says a great deal also about the state of our economy is the figure of 6 million unemployed economically active women and men. A second observation concerns education, specifically the education of adult South Africans. In this regard, let us reflect on one pregnant statistic

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and it is this: the 100 000 or so adults who avail themselves of opportunities for ABE annually represent about 1% of the national number of adults in need of education and skills training. The gravity of this situation for the future of the country is underlined when one considers that: "the World Competitiveness Report regards South African workers as the worst equipped for the demands of a modern work place. Not only are too few South Africans going to school, but those that do so and look for work do not have the skills that business needs" (Professor Andy Andrews).

From the point of view of future national development (including the transition to democracy) the levels of African illiteracy in particular is the heart of the matter. It does not matter whether one looks at this from the point of view of the provision and quality of formal education, or from the point of view of adult basic education and training, fact is: this is the central challenge facing development agencies, universities, business and labour as well as the State in waiting. The challenge is how to develop medium to long-term strategies what will deliver social, economic and political dividends for democratisation, economic growth and international competitiveness within the rapidly emerging global market place.

I said earlier that there is a substantial knowledge base within the country for national planning and action during the transition and beyond. Coupled with this is a significant and growing development resource base made up, to a considerable extent than is usually the case, of internally generated development finance. Recently: David Bonbright of the Johannesburg based Development Resources Centre estimated the development cake for 1991 at R10

billion. He also estimates that there are over 500 corporate social investment programmes as well as about 14 000 NGO's active in the development environment. It goes without saying that given the imbalances in our society there will never be too much development finance. It is also reasonable to expect decreasing international donor participation in due course. So, the question that must be asked relative to the transition to democracy is: how efficient

"While government has been able to demonstrate its financial muscle with the establishment of the IDT, it has been reluctant to move decisively in the establishment of transitional mechanisms for education, training and development."

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are current development strategies?
In the sphere of development, efficiency is not defined only in rand-value terms. It is more importantly determined by value added quality of life indices amongst members of deprived communities who must develop the freedom to take active charge of their lives and that of their communities. In these terms: how well is the country doing?

Our record is not impressive considering that we now have a well established and documented history of squandering of both opportunities and public resources. Value added development opportunities in education, training and social welfare are subverted by a number of insidious factors. Some of these are easily identifiable and can be described as follows:

- While a consummation of nerve and will to tackle the development question appears to have emerged within NGO's, the private sector and labour unions, there has been a notable loss of nerve on the part of government as it negotiates the transition. As a cynical last gesture on the part of the De Klerk government and the National Party there can be little doubt that this pronounced reluctance to act decisively is calculated to secure votes in the forthcoming election.

- Within the NGO's and the liberation movements, the tension between the "politics of struggle" and the challenge of development and reconstruction has yet to be constructively resolved. The most visible symptom of this tension is the escalating violence, crime and chaos in all levels of the country's educational system particularly that which services the needs of the most deprived sector of South African society.

- Within the climate alluded to even development initiatives as social investment become vulnerable. Development work which should represent social innovation at its best is reduced to risk management of available resources. Additional resources are likely to diminish as well move through the transition should the waiting time become too long.

- For as long as the resources of the state, i.e. finance and institutional and physical infrastructure remain outside the development equation the absorption capacity of the NGO's and development deliverables for marginalised individuals and communities will remain noticeably inadequate. A legitimate government must provide the policy environment (including enabling legislation) for the emergence of vibrant and sustainable social development programmes.

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- As we negotiate the transition, the "discipline" of political correctness still features strongly in decision making. This is as it should be. However, a new balance needs to be achieved. Political, racial and gender sectarianism needs to be replaced by a non-sectarian patriotism and nationalism. Putting South African first is the pre-eminent definition of the new South Africa.

In the series of related points I have just raised, I have hinted at what I would like to describe as the conditionalities for value added development during the transition and beyond. The conditionalities for meaningful development work in respect of education and training for national human resource development include the following:

First: there should be rapid progress in the establishment of a government of national unity. The law of the situation makes it imperative for this to be achieved as quickly as possible. Political and economic considerations aside, such a development has become urgent for another less mentioned reason. A government of national unity would help re-establish public morality and authority through the various organs of state. The development is a necessary condition for re-establishment of discipline and legitimate authority within institutions of civil society such as schools and universities.

Second: A National Education Forum along the lines of the Economic Forum should have been established by now. A continuation of the present unilateral restructuring of the education and training system will compound the difficulties of the transition. A National Education Forum appears to be the only viable transitional mechanism with a capacity both to impact on the present crisis and establish efficiency and equity in

national education expenditure. Some authorities believe that accelerated educational reconstruction is possible within realistic and current budgetary provisions in that as much as R2, 5 billion could be redirected immediately to the crisis-ridden sector of our educational system. The establishment of an Education Forum has become urgent yet for another reason. although significant time and resources are being investigated in adult basic education and skills training, this work will not achieve a satisfactory national scale of magnitude for as long as it remains: fragmented, uncoordinated and parochial in practice. Clearly, the present situation within the NGO world has become unintentionally as wasteful as the present

"Despite these and other constraints, the primary task which faces us is to map out in considerable detail the kind of redress or reparation necessary to free the HBUs from their apartheid past in respect of governance, academic programmes, research and community initiatives."

government with its multiple ministries of education. To remedy this situation and achieve economies of scale in this nationally vital area, the Education Forum would have the capacity to quickly institutionalise national ideals for education and training by establishing national foundations, institutes or what you will, to establish a national synergy for development work in this and related areas.

How to transform and reposition

universities which in many instances have outgrown themselves remains the burning question of the decade. This is the more so when one considers that the HBUs are:

- chronically underfunded by both state and the independent sector in respect of donations.

- chronically crisis-ridden such that planning and management efficiency become largely unachievable.

- more recently chronically underled and undermanaged. A significant number are searching desperately for CEOs.

- poorly supported, it at all by beneficiary constituencies such as alumni and the South African public at large.

Another way of putting this is to say that each institution must create the space and find the resources to plan and institutionalise capacity building on a comprehensive scale within certain predetermined time frames.

In every instance in which capacity building is attempted irrespective of the sphere of activity (governance, staff development and/or creating centres of excellence) the guiding principle must surely be the balance between political expediency, that is, creative responses to immediate institutional pressures and the development of long term institutional values. In other words, the balance to be sought is between rapid (often radical changes) and the functional viability of our universities in terms of public accountability and deliverables such as affordable quality education.

In the course of the past five years or so, some of the bigger historically black universities have maintained an annual growth rate of more than 10% per annum in student numbers. Regrettably, this has happened at a

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time when government subsidies are contracting in real terms. Understandably, it has become increasingly difficult to maintain educationally sound student-lecturer ratios, adequate library, lecturing and residential facilities. Inadequate support services contribute in no small measure to a climate of instability and restlessness which has become the hallmark of our centres of higher learning in the 1990s.

In the face of these educationally unfavourable circumstances, it has become imperative to strengthen and institutionalise the planning function in university administration. As a matter of fact, the calibre of university leaders and administrators needs to be strengthened rather than impoverished as universities establish more credible systems of governance. Both university leaders and governing councils need to be given the space, the authority and the legitimacy to take important decisions without fear and harassment from any quarter.

The partnership of purpose which I referred to earlier must come to mean that all stakeholders accept the urgent necessity of developing affordable quality education in our national centres of higher learning. That this cannot be achieved in a climate of chronic instability and by unimaginative tinkering with

structures is self-evident. What is not self-evident are the conscious planning assumptions which each of our universities has to adopt. I describe these in summary as follows.

First: While each university should be at liberty to develop regional initiatives and community involvement, such involvement should always be within the broader context of national development concerns. This means that each of our universities is first and foremost a national resource that must in all instances remain accountable to the country and its peoples.

Second: Each university must develop a plan for academic capacity building. Ways must be devised and resources found to reduce to realistic levels the appalling student/lecturer ratios characteristic of some of our institutions today. A more aggressive and fine-tuned staff recruitment programme both nationally and internationally must become one of the major strategies now and in years to come. My rather limited experience tells me that an integrated university development strategy is best suited for both university transformation and the academic empowerment of underprepared students. In this regard, staff development programmes and the enhancement

and institutionalisation of quality teaching in mathematics, science and language appear to be the most promising cornerstones of an integrated university development strategy.

Finally: A moratorium on further expansion should be placed on some of our universities. Such a decisive step would enable institutions concerned to take stock about where they are and where they plan to be by the end of the decade. It could well be that the national policy environment in respect of post-secondary education will become clearer in the next year or two thus opening the way for a diversity of institutions of higher learning. For the foreseeable future, the HBUs must remain unyielding in their demand for a more substantial share of both government funding and resources from the private donor sector. It is my firm belief Mr Vice Chancellor, ladies and gentlemen that through a partnership of purpose, the repositioning of our universities is not only desirable but possible. The substantial gains which have been made in some of our universities in the democratisation of university governance represent a firm foundation for bringing affordable quality education to the masses of our people.

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STUDENTS WILL MISS BEING CAPPED BY HIM BUT PLEDGE TO CARRY ON OR'S VISION

The Vice-Chancellor, The Chairman of Council, The President of Convocation, Members of the Governing Council and Senate, The Academic Staff or this University and other Academics, the guest speaker and distinguished guests, parents and members of the community, Ladies and Gentleman, Comrades and friends, fellow Graduands

I wish at once to extend a very warm and hearty welcome to Prof Chabani Manganyi, the speaker at today's session and to greet all of you on behalf of the executive committee of the SRC and in the name of student struggles that were waged in this campus since Bantu education administration took over the running of this university. Where we are to-day is a direct consequence of those struggles.

We need to acknowledge the deep sorrow and sadness felt by all of us, the graduands in particular caused by the absence of the Chancellor, the late comrade O R Tambo, who unfortunately had only one opportunity to cap graduands of this university. We console ourselves by saying he set an example and in his memory, and as a tribute to him we commit ourselves to taking the struggle he fought, until our people reach total emancipation.

Our special thanksgiving goes to the parents whose tireless efforts made it possible for us to come to the university. We know that they went through sleepless nights and economic frustrations in their struggle to get us through decent university education. It is not a matter of rhetoric that the majority of us come from disadvantaged

ADDRESS BY
P P MPANE
ORGANISING SECRETARY, SRC

backgrounds, from families where people have to sleep with empty stomachs when university fees are paid in February. It is against that background that we need to commend our parents for what they have done.

To the graduands, we would like to tell you that the world out there is waiting for you. You are products of an academic institution that is internationally recognised and that historically has been the seat of both intellectual and political activity. That status with which Fort Hare has been endowed, puts a lot of pressure on its student body. It means that students of this university should confront head-on the challenges that they will meet, and should never be seen to fail in the fulfilment of the high expectations that the community, indeed the world has of them - all this in defence of the stature of their university. The community needs your intellectual skills to take the social revolution forward and ensure economic emancipation over and above political freedom. Fellow graduands, you form part of the youth of our country, you are the intelligentsia of our revolution and in Moses Kotane's words we say to you, "At this hour of destiny your country and your people need you. The future of South Africa is in your hands and it will be what you make of it".

The SRC feels it has a responsibility to put issues in perspective given that every one knows about the crisis the university went through

during the months of March and April. I note amongst other things that the majority of graduands who are here today are the pioneers of the transformation process at Fort Hare. What we need to ask ourselves is whether what happened at Fort Hare during those months forms part of the vision we have of Fort Hare.

Our analysis in the SRC is that the point of departure is that we should not isolate Fort Hare within the state of the nation. The destabilisation process at the national level impacts directly on Fort Hare itself. The reactionary forces are all out to derail, delay or destroy the process of transformation. They will do whatever is in their power to discredit those committed and entrusted with the task of steering the transformation process. The challenge facing us is to identify those forces and keep them in check. But I must hasten to say, that those in authority should also polish up their work and make up for the irregularities that are the consequence of being confronted by a new terrain. Three years have passed already and we cannot afford any further mistakes, the terrain should be familiar by now. "The honeymoon is over".

On the other hand we also need to commend Fort Hare on the strides she in spite of the constraints of apartheid. Because Fort Hare is located within the apartheid South Africa it cannot and will never complete its transformation process without the transformation of the broader society in which it is located: contradictions at Fort Hare reflect those existing within the

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broader South Africa. To illustrate this point, Fort Hare cannot have affordable fees when the regime still allocates funds according to racial privilege. Fort Hare cannot match the research capacity of, for example Wits, UCT or Rhodes, with the limited funds allocated to her.

As a result of such inequalities it becomes clear that any management will experience shortcomings and student interests on the other hand are unwavering. The existing

contradiction can be characterised as follows: the smooth running and financial viability of the institution against needy students from poor backgrounds who must study at all odds. Naturally the interests of management and those of student must conflict. In fact the current contradiction is a necessary development and should not threaten anyone. Fort Hare is not on the brink of collapse. With a carefully thought through strategy, Fort Hare will emerge alive out of

even this crisis.

The challenge therefore is to speed up the transformation process of South Africa and not seek to make an island out of Fort Hare. Our funds come from Pretoria, we therefore need to engage the illegitimate, racist minority government on all fronts and save Fort Hare in particular and the country in general.

TAMBO LEFT FORT HARE WITH THE VALUABLE SPIRIT OF INTERNATIONALISM

Mr Chairman of Council, Professor Wilson, Distinguished Guests, Members of Council and Senate, Graduands, Ladies and Gentlemen

In sharing this exciting day together, celebrating our achievements, especially those of the graduands, we are grieved by the absence of our Chancellor, the late Dr Oliver Reginald Tambo. His Chancellorship was short-lived, and yet his association with Fort Hare will never fade in our memories. A great champion against all forms of injustice and a gallant soldier for peace and human progress, he has left us firmly set on a path away from continued discrimination in education, and towards equality and justice in the system.

During more than 30 years of exile, Dr Tambo made friends all over the world for the oppressed people of South Africa. He has left us with a valuable spirit of internationalism. We hear that Chancellor Tambo died enthusiastically preparing to participate at this, our 70th Graduation ceremony. His last letter to the University indicates that

he was disturbed by the financial and other problems being experienced by Fort Hare, and his words of support are ringing through and are a source of great inspiration.

Dr Tambo was an internationalist of immense stature. Our nomination of Dr Niara Sudarkasa for an Honorary Degree met with his enthusiastic support. In welcoming you, Professor Sudarkasa, I wish to assure you that if our Chancellor's absence is a disappointment for you and the many graduands here present, he would have been even more disappointed. It is true to his spirit of internationalism and solidarity among the oppressed of the world that we have you, the President of Lincoln University, our true counterpart in the USA, and the first historically black university there, among us. We are reminded through your presence that we are not the only ones who have suffered racial oppression. An African by

origin, and descendant of those of our ancestors who were enslaved and subjected to appalling conditions, today you represent a generation of African Americans who have broken through the barriers of oppression, and who have emerged as leaders of stature in various spheres of society. It is that triumph over oppression and injustice that we admire so much, and which you bring to this generation of graduands and students of our University, whose country is about to be free, in the hope that they will seek to emulate your example.

The important message to our black students, at schools and universities across this country, is that if Chancellor Tambo led us to bring down the walls of Jericho, the promised land will be nothing but a bundle of disappointment for as long as we do not take our education seriously. We can promise no more than a commitment and an uncompromising determination to ensure that a stable culture of learning and academic excellence

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exist at Fort Hare. We expect from the students equal determination to take advantage of such conditions, to prepare themselves for responsible leadership in society.

"However, it is important to emphasise our conviction that, if Fort Hare is to maintain its place as part of an international community of academics, its teaching, research, and outreach work will have to conform with the standards and practices of our counterparts abroad."

We will not collaborate with crime, vandalism, and lawlessness at our University. These we will deal with firmly. However, we will go out of our way to secure support for those of our youth thirsty for education, who come from humble and too poor backgrounds to afford the increasingly expensive University education. We will regretfully turn them away only when our endeavours have failed.

We believe that to produce the rare breed of intellectuals and leaders of society of your calibre, Professor Sudarkasa, we have to provide these favourable conditions. You broke gender and race barriers to become the first African American full Professor in Arts and Social Science at the University of Michigan, and the first woman President of your University. Your excellence in research has earned you many awards and fellowships. We hope our generation of students will associate themselves with these achievements.

Your presence here has yet another important dimension and significance. In my address yesterday I shared with those present the vision of a new Fort Hare, as outlined in our present Mission Statement. I outlined how we plan to prepare Fort Hare to be an institution that will be relevant to the needs of the next century. Our Mission contains three elements that are critical for any academic institution, namely **teaching, research and outreach work**. As I elaborated on these plans yesterday, I will not do so again today.

However, it is important to emphasise our conviction that, if Fort Hare is to maintain its place as part of an international community of academics, its teaching, research, and outreach work will have to conform with the standards and practices of our counterparts abroad. The transformation process on which we have embarked would benefit from the intervention of other international scholars. The presence of Professor Sudarkasa highlights the significance we attach to this contribution.

Since the changes of 1990 and the subsequent lifting of the international cultural and academic boycotts of South Africa, we have received many international visitors to Fort Hare. In many instances we have sealed linkage

"We are satisfied that these international connections are to the benefit of the transformation process at Fort Hare, for both our students and staff, and certainly in the interests of society as a whole"

agreements which should benefit Fort Hare and her counterparts. Through these linkage programmes we hope to bring international scholars to this University, either as lecturers or researchers. In some cases these will be student exchanges. This will generate a spirit of international contact in which we mutually contribute to the development of the academic discourse.

Indeed, various members of our staff, myself included, have travelled to different parts of the world in an endeavour to consolidate these international links. In this regard I am pleased to welcome the representatives from Leeds Metropolitan University, who are present here today.

The testimony to our contribution to these international academic debates has been Fort Hare's participation in the drafting of UNESCO's international instrument on Academic Freedom. In January we hosted an international conference on the same subject. In March we participated in a historic congress organised by UNESCO on Education for Human Rights, whose recommendations would form part of the deliberations of the United Nations International Congress on Human Rights. We have drawn the interest of the United Nations Centre for Human Rights and the World Council of Churches in our endeavours to establish the Human Rights Resource Centre to promote a culture of Human Rights in South Africa. We are satisfied that these international connections are to the benefit of the transformation process at Fort Hare, for both our students and staff, and certainly in the interests of society as a whole.

The American Council on Education, of whose Board of Directors Professor Sudarkasa is a member, helped secure financial support for the transformation

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process at Fort Hare. We are working very closely with them in this regard. In addition, we hosted a visit by the Council of Norwegian University Rectors in October last year. As a result of this visit we identified a number of areas for collaboration. Recognizing the financial predicament of our University, they donated over R1m and pledged double that amount as part of their support for the transformation effort. The Council for International Co-operation on Higher Education of the British Council also visited us, to assist in the development of links with the British universities. In August we will be hosting a delegation of Australian University Vice-Chancellors, while initiatives are afoot for a Fort Hare delegation to visit Botswana and Zimbabwe to develop similar ties.


Mr Chairman of Council
Ladies and Gentlemen

These new opportunities are opening up for Fort Hare at a time when the funding of University education in South Africa is being reduced drastically. Our University is affected even more negatively than many others, including our black counterparts. The apartheid government is uncompromising in its negative attitudes towards us. Not only are these cuts affecting the running expenses of the University, but they have negative consequences that hit at the heart of our mission as an academic institution.

The declining morale of our staff, whose salaries and standards of

living are threatened and may not compare favourably with those of their counterparts elsewhere in the country, may result in a brain drain from Fort Hare to other institutions who can offer more. The desperate need for some of the most basic resources for academic programmes, including facilities in the laboratories, books for the Library, and other such amenities, is a cause for great concern. It is reckless and criminal for any government to inflict such punishment on any academic institution.

At the height of economic recession we are being forced to increasingly rely on other sources of funding for our very survival. It is for this reason that we are most grateful to the many donors who have contributed to Fort Hare through the Fort Hare Foundation. We have extended our network to establish the Friends of Fort Hare in London, to help raise funds for the University. Similar initiatives are afoot in other countries.


University of Fort Hare
Together in Excellence
We are therefore grateful for the support from some of the major donor agencies, such as the European Commission through Kagiso Trust, the Ford Foundation, British Overseas Development Administration through the British Council, and others that I mentioned yesterday, and those that I may have omitted.

Within South Africa we have received support for books and other University programmes from the Chairman's Fund of Anglo American, Liberty Life, and others. We are conscious of the fact that if

this institution is to make the kind of breakthrough we have outlined in the interests of human progress, then we would need to build a partnership with critical sectors in society. Certain sectors of industry have formed important partnerships with Fort Hare in order to help strengthen our capacity.

In bidding you farewell, graduands, let me remind you that even though our Chancellor may be no more, you will always be known as the generation of graduates of Dr Oliver Reginald Tambo's Chancellorship. That poses enormous challenges for you. Your admirers will expect you to seek to emulate his exemplary ways and remain true and honest disciples of justice and human progress, conducting yourselves with great integrity. We have no reason to believe that you will fail him.

To parents, family, friends, and the wider community: We present to you our graduates, who have met our requirements for the degrees awarded to them. We thank you for the support you have rendered during critical periods of their study.

We are aware that some of you have taken from nothing to ensure that they receive a university education. Their continued success in life rests with your unfailing support. Their high education qualification increases their chances of contributing to society, but in turn they will always benefit from your wisdom and counsel.

We wish you all joyous celebrations and a prosperous future.

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CITATION FOR AWARD OF DEGREE OF LITERATURE AND PHILOSOPHY (D Litt et Phil), HONORIS CAUSA, TO NIARRA SUDARKASA

In 1987, Niara Sudarkasa became the first woman to serve as president of Lincoln University of Pennsylvania, the formerly all-male institution that was chartered in 1854 as America's first college for African Americans. Under Dr Sudarkasa's bold and visionary leadership, Lincoln University is regaining as one of America's most distinguished and internationally renowned small colleges and universities.

Dr Sudarkasa came to Lincoln after nearly 20 years at the University of Michigan in Ann Arbor, where she received many other "firsts". She was the first African American woman to be awarded tenure, the first to become full professor in the arts and sciences, the first to head an academic Centre, and the first to serve as Associate Vice President for Academic Affairs.

Born Gloria A Marshall in Ft Lauderdale, Florida, Dr Sudarkasa received her undergraduate education as a Ford Foundation Early Entrance Scholar at Fisk University and Oberlin College. She graduated from Oberlin at the age of 18 and went on to receive the MA and PhD in anthropology from Columbia University. She has been awarded nine honorary degrees.

Among the first Americans to conduct anthropological research in West Africa after independence, Dr

READ BY
PROF TNV MAQASHALALA
DEAN OF FACULTY OF ARTS

Sudarkasa is well known for her pioneering research and publications on women traders in Nigeria, trade

and migration in West Africa, and African roots of African American family organization. Since she became president of Lincoln University, Dr Sudarkasa has published seminal articles on diversity, equity and excellence in higher education in *The Chronicle of Higher Education*, *The Bulletin of the American Association for Higher Education*, *Higher Education and National Affairs*, *The State of Black America*, *academe* and other journals. She is often called upon to testify before Congressional Committees and to speak to national audiences on the strengths of historically black colleges and universities. She has been interviewed on the *MacNeil/Lehrer Newshour*, and on other television shows, and in the print media on the critical state of American education.

A member of the Council on Foreign Relations, Dr Sudarkasa also serves on many important boards, including the Board of Directors of the American Council on Education, the Board of Directors of the National Association for Equal Opportunity

in Higher Education (NAFEO, the umbrella organization for all historically black colleges and universities), the Middle States Commission of Colleges and Schools, and the Board of the Pennsylvania Economic Development Partnership, to which she was appointed by the Governor. She was recently appointed as one of five Americans to represent the United States on the Trilateral Task Force on Educational Collaboration among institutions in the U.S., Canada and Mexico. She has received over 50 civic and professional awards and 17 academic fellowships and honors, including several Ford Foundation Fellowships, a Social Science Research Council Fellowship, a Carnegie Foundation Fellowship and a Senior Fulbright Research Fellowship.

An honorary member of Delta Sigma Theta, Inc., and a life member of the National Council of Negro Women, Dr Sudarkasa is listed in many biographies, including *Who's Who in America*, *Who's Who of American Women*, *Who's Who Among Black Americans* and the *International Who's Who of Professional and Business Women*. She is one of 75 women included in Brian Lanker's *"I Dream A World: Portraits of Black Women Who Changed America"*.

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LINCOLN UNIVERSITY AND THE UNIVERSITY OF FORT HARE: PARALLEL LEGACIES, PAIRED FUTURES

To the memory of the revered and recently departed Chancellor of this historic University, the Honourable Oliver Tambo, whose recent death is mourned by all freedom-loving people around the world;

To the Government officials and visiting dignitaries present;

To the Chairman and Members of Council;

To the distinguished Rector, learned Faculty, dedicated staff, able students and accomplished alumni of this venerable institution;

To the proud parents, relatives and friends of the graduating class;

and last but no means least,

To the capable and creative, dedicated and disciplined, erudite and enterprising, resourceful and respected, serious and sensitive, tenacious and talented Class of 1993!

Thank you, Ladies and gentleman, for the honour and distinction you have afforded me by making me the first African American to receive an honorary degree from your historic University. I am deeply humbled because many before me were deserving of this honour, particularly the honour of being first. But the circumstances of our respective histories may have precluded their consideration for it, or if offered, might have prevented their acceptance of it. Therefore, for all those worthier than I, as well as for myself, and the Lincoln University family which shares in this honour, permit me to express profound gratitude and appreciation. I shall always remember the responsibility

ADDRESS BY
DR NIARRA SUDARKASA
PRESIDENT OF LINCOLN UNIVERSITY
PENNSYLVANIA

this places upon me to continue to exemplify the academic excellence and commitment to service for which this University stands.

Before I present my brief address to the graduates and all those gathered to celebrate this day with them, may I also say a word in tribute to the Honourable Oliver Tambo, the late Chancellor of this great institution. In February 1990, Lincoln University proudly invited the Honourable Mr Tambo, then President of the African National Congress, to receive an honorary degree at our Commencement in May. We also offered to confer the honorary degree upon him at a special Convocation at any time that he visited the United States, if the May 1990 date period proved inconvenient. Unfortunately for us, Mr Tambo was not able to come to the United States to accept our invitation at that time. Nor has he visited our country since then. And as you know, honorary degrees are not usually offered in absentia, hence, the degree was never presented to him.

Lincoln University was particularly saddened to learn of the death of this Great Crusader, whom we had hoped to be able to welcome to our campus and honour on the soil made richer by the footsteps of so many African students who went on to become prominent leaders in their respective countries, including South Africa. Personally, I had looked forward to this

"Today and in the future,

they must continue to be the great equalizers by providing a higher education for black students who cannot afford to attend, who do not have the preparation to attend, or who choose not to attend predominantly white institutions."

Commencement as an opportunity to meet this stalwart in the struggle for the liberation of South Africa, which, of course, is part and parcel of the struggle for freedom and justice for African people everywhere.

Even though we at Lincoln were not able to meet the venerable Mr Tambo face to face, I know that I would not be here today were it not for his blessings, and I hope that his spirit which abides with us, will accept and acknowledge the respect and admiration with which we greet him at this historic moment in this historic place.

As a special act of appreciation for the life and work of the late Honourable Oliver Tambo, the Board of Trustees of Lincoln University has empowered me to present to the Rector for presentation to Mr Tambo's widow, this honorary degree, which has been conferred posthumously.

Now, to the graduates who sit before us today, and to those whose degrees were conferred yesterday, let me offer my hearty congratulations on your

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achievements. You are the leaders of tomorrow, men and women who will be at the helm of corporations, educational institutions, religious bodies, social service agencies, government departments, legislatures, and even ships of state, in the 21st century, the beginning of the new millennium. You are fortunate to have an education that will open doors for you. Many of your peers and even more of those who came behind you have not been as fortunate. As you move ahead, I charge you to reach out, reach back and reach down to help others, just as you yourselves were helped by those who sacrificed for you.

As you go forth from this celebrated institution, I want you to take with you a reminder of the continued importance of education in the quest for equal opportunities for Africans in South Africa, and indeed for African people worldwide. Specifically, I want you to remember the importance of the unique mission and role of historically black universities such as Lincoln and Fort Hare.

The survival of historically black colleges and universities is threatened in both South Africa and the United States. In both countries, people are raising the question of whether, in an integrated society, there is still a need for historically black colleges and universities. My answer is a resounding "yes"! As the history of America demonstrates, the end to legal segregation does not guarantee an end to inequality and discrimination. I say unequivocally, that unless and until there are demonstrably equal opportunities for access to, and success within, historically and predominantly white universities in our respective countries, we must fiercely guard those opportunities at the historically black colleges and universities. This does not mean that these institutions should have

exclusively black student bodies, but it does mean that their foremost commitment should be to the education of black students.

These institutions have been the primary, if not the only, gateway to education for our people. These black institutions provide supportive and nurturing environments that help to instill in students the will, as well as the skills, to survive and succeed. Equally importantly, the presence of black faculty and administrators provides students with role models whose accomplishments boost their conviction that they too can succeed. Regardless of the level of preparation when they start, students who graduate from these black colleges and universities usually have the confidence and capability to compete successfully when they leave.

Add to this the fact that despite their meager financial resources, black Universities are the ones training our students for scientific and technological fields that will be the hallmark of the 21st century. Too often, black students at predominantly white Universities in the U.S, and probably in South Africa as well, are not encouraged to study fields other than the conventional ones such as Education, Social Sciences or Law (in the US even most Physicians are products of black colleges and universities.) In fact, black Students at predominantly white institutions are often discouraged from pursuing what are called the "hard sciences", or professional scientific fields such as Engineering. On the other hand, black colleges and universities say to our students: Go for it! If you want to be an Astronaut, why not? If you want to be a theoretical physicist or a theoretical mathematician, why not?

We do not accept the notion that black people do not have the

brainpower to pursue certain fields. In fact, when we see what some of us have mastered despite the obstacles put before us, we know that we have the intellect and the ingenuity to do anything if given half the chance. The historically black colleges and universities give their students more than half a chance!

Historically, these institutions have been the training grounds for generations of African and African American leaders. And as we look to the 21st century, this remains an important part of their mission. They afford students the opportunity to fill leadership roles on campus, and this in turn helps them become independent and critical thinkers, decision makers, risk takers, trailblazers.

The historically black colleges and universities are also important repositories of our history. Today, most reputable universities, white or black, are diversifying and updating their courses of study to reflect the history, cultures and contributions of peoples of different races, cultures and ethnic backgrounds. But this has been a part of the mission of black colleges all along. And as we move toward the 21st century, these institutions should take the lead in crafting a curriculum that will expose and expunge, reexamine and rectify the deep-seated and far-ranging Eurocentric distortions of the history and cultures of Non-Western peoples, particularly of African peoples, as taught in virtually every educational institution around the world.

We must not underestimate the time it will take to rectify and rewrite the history of African peoples worldwide. The distortion of this history was not completed overnight. It has served to justify European claims to racial and cultural superiority, which, in turn, was used to legitimize their subjugation, enslavement and colonization of

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African peoples. The task of reexamining and reclaiming Africa's place in history will be a long and arduous one that will probably consume the attention of scholars for another hundred years. It is obviously not an undertaking for black colleges alone. But our institutions, more than any others, should develop the African-centred curricula that will re-examine our history, retell our stories, reanalyse our institutions, reframe our priorities, and redirect our development and our destinies.

No two institutions are more important to this mission than Lincoln University and the University of Fort Hare. As the first institutions of higher learning for youth of African descent in the United States of America and South Africa, respectively, Lincoln University and Fort Hare have remarkably parallel histories. Hopefully, through the continuation of their separate roles as well as through cooperation and collaboration with each other, they will have intentionally paired futures.

Let me just take a moment to focus on the parallels in the history of these two institutions. I have already noted that Lincoln, founded in 1854, and Fort Hare founded in 1916, were the first colleges for blacks established in the United States and in South Africa, respectively. But the influence of both of these institutions go far beyond their respective countries. Both institutions have been made famous by their graduates who went on to become world renowned leaders. And, interestingly, Lincoln, like Fort Hare, is known as much for the prominent African leaders among its graduates, as it is for its famous African American graduates.

Lincoln is the Alma Mater of hundreds of African Americans who achieved firsts in their fields:

Thurgood Marshall, the first black Supreme Court Justice, and Langston Hughes, the first internationally acclaimed black poet, are the names that would be most familiar to this audience. But Lincoln is equally well known as the Alma Mater of Kwame Nkrumah, the first Prime Minister and first President of Ghana, and Nnamdi Azikiwe, the first indigenous Governor General and first President of Nigeria. Scores of other West Africans (and some East Africans) who became prominent government officials and noted professionals in many fields also graduated from Lincoln.

Less well known is the fact that before Fort Hare was founded, Lincoln University educated two generations of men who went on to become major leaders in Southern Africa. This little known history is chronicled in Dr Horace Mann Bond's history of the first hundred years of Lincoln University, entitled Education for Freedom. The highlights of the Southern African connection to Lincoln University are also captured in a 1990 article by Dr Sibusiso Nkomo, a Lincoln graduate who went on to become Chairman of our Political Science Department. Twenty-three South African students enrolled at Lincoln between 1896 and 1923. The two who entered in 1896 were Thomas C Katiya and Edward T Magaya, both of whom earned degrees from Lincoln's Seminary as well as its undergraduate College. In 1901, Reverend P J Mzimba, founder of the Independent Presbyterian Church of Africa, brought eight other young men to Lincoln, including his own son, Livingstone Ntabene Mzimba. Of the early South African students, Reverend Katiya and Rev Mzimba seem to have become the best known, but all of them became prominent theologians and educators, and early opponents of the South African system of "Native Reserves".

With the founding of Fort Hare in 1916, it was no longer necessary for Africans in South Africa to look to Lincoln University and other overseas institutions to educate most of their youth. No doubt, that is one reason for the hiatus in the enrolment of South Africans at Lincoln between the 1920s and the 1960s. As Fort Hare grew, its alumni also made it famous. In fact, Fort Hare's alumni roster reads like a Who's Who of 20th Century Southern Africa, with names like Oliver Tambo, Nelson Mandela, Robert Mugabe, Seretse Khama, Ntsu Mokhehele and Chris Hani prominent on the list.

Lincoln University's Southern African connection was to resume in the 1960s and early 1970s when this institution became the orientation site for the U.S. State Department-sponsored Southern African Students Program. It received another wave of students after the Soweto student uprisings in 1976. Over the period of the '60s and '70s, Lincoln enrolled a large number of students from South Africa, Namibia, Botswana, Lesotho, Mozambique, Malawi and Zimbabwe. It is no accident, therefore, that when Namibia raised its flag of independence in 1990, no less than six Lincoln graduates or former students were occupying prominent places in the government. These include: H G Geingob, Prime Minister; Ben Gorirab, Foreign Minister; Hidipo Hamutenya, Minister of Information; Moses Tjitendero, Speaker of the National Assembly; Mburumba Kerina, member of the National Assembly; and Moses Garioeb, Secretary General of the South West Africa Peoples' Organisation (SWAPO).

Given the phenomenal roles of Lincoln University and Fort Hare in training generations of leaders of 20th century Africa and America, it is appropriate that they continue this

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mission into the 21st century. We know that education is vital to the continued progress and liberation of African people on this continent and wherever they reside as second class citizens. The black populations in South Africa and the United States are two of those that have yet to be accorded their full and equal rights. The colleges and universities established especially to serve these populations are a testament to the efforts of those (white and black) who sought to redress the inequalities by providing the black populations with opportunities for upward mobility through education.

It is not by chance that Dr Horace Mann Bond entitled his history of Lincoln, *Education for Freedom*. As we look to the future, education for the African population in this county and the populations of

African descent in the Americas should prepare men and women for the continued struggle for freedom, justice and equality just as it prepares them for professional careers. We may entrust to others the task of preparing our young people for their professions, but we dare not take the risk of leaving entirely to others the education of those who must lead our continuing quest for the rights and dignity we deserve as human beings equal to all others on this earth.

It is my hope that Lincoln University and Fort Hare will collaborate and cooperate to carry on the mission which they have separately pursued with such success for more than a century. Their parallel histories should become shared destinies, paired futures, as they work together to ensure that

our people will not suffer through another century of discrimination and deprivation.

In the name of those who have led us thus far on our way, particularly the renowned African and African American leaders who graduated from our two institutions, I pray that we will persevere in the struggle. I also pray that some of you who are the proud graduates from Fort Hare at its 70th Commencement will be among those whose names will go down in history as the 21st century successors to Thurgood Marshall, Langston Hughes, Nnamdi Azikiwe, Kwame Nkrumah, Oliver Tambo, Nelson Mandela, Robert Mugabe and the other 20th century giants whom we proudly claim as our own.

Thank you.



STUDENTS AFFIRM RELATIONSHIP BETWEEN

University of Fort Hare

THEMSELVES AND ACADEMICS

Prof Wilson, Members of Council, Senate and Academic Staff, Graduates and Graduands, Ladies and Gentlemen

The SRC, on behalf of the student body, wishes to extend our fraternal greetings and heart-felt gratitude for being afforded and opportunity to speak on this august occasion that marks the 70th Graduation Ceremony of the University of Fort Hare. That the SRC, an organ of civil society, is given a slot is a reflection of our decisive role in student's affairs.

We also would like to welcome, with boundless joy, Dr Niara Sudarkasa, President of Lincoln University Pennsylvania USA - to awarded an Honourary Doctoral Degree in Philosophy.

**ADDRESS BY
CHARLES MABASO
PRESIDENT OF SRC**

Mr Vice-Chancellor - this day marks another mile-stone in the life of this great institution. At one level, the Convocation membership will increase and hundreds of graduates are sent out as sheep in the midst of wolves on the other. They are sent out to a society besieged by a spiral of violence, hunger, poverty and unemployment in a land ruled by arrogant and intransigent protectors of the apartheid order. These power hungry individuals would indeed attempt to frustrate and deskill you, your zeal will be tested.

The community at large expects you to be decisive and intervene in these battles. You will require

indomitable courage to do so. We urge you in all humility, to inhale the spirit of ex-Fort Harians who unfortunately are not with us today. Our heroes and leaders, the late chancellor Dr Oliver Tambo, Chris Thembekile Hani, Chule "KK" Papiyana and many others.

Mr Vice-Chancellor, we would be failing as students in our duty not to express our deepest appreciation to our dearest parents for their tireless commitment to our education. We hold them in high esteem and thank them for their support.

To our zealous academic staff, we wish to say here in front of you stand the fruits of your efforts. Regardless of all the pain and tensions during our academic activities we remain as students,

Saturday, 8 May 1993

grateful to your efforts that have made this day a reality. Turning my attention to the relationship between the general student body and the management, one needs to highlight the fact that we are in a crisis situation. The cause of the crisis Mr Vice-Chancellor, is in my view, a result of our inability, that is, both management on the one hand and the student body on the other, to correctly appraise and appreciate the inherent contradiction between the student body and management.

We have failed to understand that the resolution of old conflicts prepares a stage for new conflicts and I must say, ladies and gentleman, that these contradictions will remain here, now and a hundred years thereafter.

I should think it is very proper for me to point out that what keeps a situation of learning electronic, dynamic and self-propelling are the contradictions inherent within that

situation and without which there would be stagnation and anarchy, for the forces hostile to the process of transforming would seize that opportunity and use it for their own mischievous ends.

In conclusion, it is our hope that with the second phase of the Strategic Planning we will work together to make Fort Hare a better place.



University of Fort Hare
Together in Excellence

Saturday, 8 May 1993



Niarra Sudarkasa, President of Lincoln University electrifies audience with her indomitable spirit.



A Photo Opportunity : Economic Sciences group captures the moment