



GRADUATION CEREMONY

Wednesday, 1st April,
1931.

*Fort Hare,
Alice, Cape Province,
South Africa.*

Legenda Press.



University of Fort Hare
Together in Excellence

South African Native College,

FORT HARE, ALICE,
SOUTH AFRICA.

GRADUATION CEREMONY,

Wednesday, 1st April, 1931.

The sixth Graduation Ceremony at Fort Hare was held in the Assembly Hall of the College at 3.30 p.m. on Wednesday, 1st April, 1931.

The Chair was taken by the Principal who called upon the Rt. Rev. Bishop Smyth, M.A., M.B., to read a passage from Scripture, after which prayer was offered by the Rev. A. J. Cook, B.A., and the Lord's Prayer was sung in Xosa by the students.

The Secretary of the College Senate, Mr. D. D. T. Jabavu, B.A., then presented Mr. George Molife to the Principal who awarded him the Diploma in Arts of the South African Native College for the completion of the following Courses :

Major Subjects : Ethics, 1st class (two courses)
Psychology (two courses).

Subsidiary : English (two courses), Logic, History,
Social Anthropology, Zulu, Zoology.

Rev. J. Lennox, O.B.E., M.A., having offered a prayer of dedication, the Principal introduced Dr. N. M. Hoogenhout, Vice-Chancellor of the University of South Africa, who thereafter constituted the assembly a congregation of the University of South Africa.

To him were presented the following candidates for Degrees of the University.

Bachelor of Laws :

Zachariah Matthews, B.A. (1924).

Subjects : Roman-Dutch Law (3 courses), Roman Law (2 courses), South African Criminal Law (2 courses), Native Law and Administration, Constitutional Law, History of Roman-Dutch Law, Union Statute Law, (one course each).

Bachelor of Arts :

Celilia Nikani.

Major Subjects : English (3 courses), Psychology (2 courses).
Subsidiary : Mathematics, Economics, Social Anthropology, Zoology, Latin, Chemistry.



University of Fort Hare
Together in Excellence

Cecil Accom.

Major Subjects : English (3 courses), Ethics (2 courses).
Subsidiary : Chemistry, Physics, Logic, Psychology,
Latin, Politics.

Arthur D. Lazarus.

Major Subjects : English (3 courses), Psychology (2 courses).
Subsidiary : Logic, Ethics, Economics, Politics, Latin,
Botany.

In absentia :

Weaver Ncwana.

Major Subjects : Psychology (2 courses), Ethics (2 courses).
Subsidiary : English (2 courses), Education, Mathematics,
Chemistry, Latin, Zoology, Economics,
Social Anthropology.

John Milton Noah.

Major Subjects : Psychology, (2 courses), Ethics (2 courses).
Subsidiary : English (2 courses), Mathematics, Educa-
tion, Chemistry, Geography, Xosa.

These degrees having been conferred, the Vice-Chancellor addressed the Congregation. Dr. Hoogenhout said :—

Custom demands that on an occasion such as this an address be inflicted on the congregation in general and the graduands in particular. As however our day regards long addresses with as little favour as long skirts and long sermons, I do not intend to detain you long. In addition to the degree which I am privileged to confer on you, there are a couple of ideas I would like to suggest to you for your earnest consideration and reflection.

A question that has intrigued me and occupied my thoughts for a long time revolves round the point whether the studies and subjects demanded of our university students really answer the purpose and aim for which they spend a considerable part of their valuable young lives at the university.

What is truth? jesting Pilate asked, and I feel constrained to put the same question, though not in a spirit of jest, and attempt to find a solution to it.

How did we arrive at the conventional university studies and subjects, in the faculties of arts and pure science more especially? Do they still serve the purpose for which they were originally devised and intended or have they grown antiquated and become sterile?

Some time ago I came across the following statement



in a discussion of an educational topic :—" Education is like a Penelope's web, which must be unwoven and re-woven by each successive generation." Did our university curricula keep this requirement in view or has this aspect of the case been ignored as if there is to be found one definite type of education with fixed subject content that will stand as a constant for all ages and climes and peoples ? If the answer to the foregoing is in the negative is the time not overdue for re-organising education—including university education—in terms of pulsating modern life ? It is more than half a century ago that Huxley delivered himself of his famous dictum : " This is an age of modern artillery and we attempt to turn out boys to battle with it, equipped with the sword and shield of the gladiator." I cannot always satisfy myself that the " universitas " of our day if weighed in the balance may not be found wanting in respect of the aim and purpose of the training it affords for adjustment to the intricacies of modern conditions of existence.

Inasmuch as life is not a constant but an everchanging factor, the kind of education required to prepare the rising generation for a full participation in that life requires in its turn to be continuously brought up to date so as to keep pace with the evolution in modern thought and life requirements.

It is a wrong notion that the schoolmaster—or for that matter the university professor—performs the role of torchbearer and pioneer, lighting and blazing the way for developing the conditions under which the surrounding life manifests itself. So far from marching in the van of progress he really seems to be following in the wake of the progress, in the trough of the wave, performing the useful but none the less ancillary function of organising and systematising and " reducing to practice " that which continuously developing life has already settled for itself for the time being.

The present as it manifests itself from day to day forms the indispensable link between the past and the future. Regarded educationally it means handing on to the rising generation that portion of the spiritual possessions of the race which has been found to be of intrinsic value at a



certain stage in the hope that it may prove equally valuable for the succeeding stage of development. What has been proved to be valueless is discarded as so much ballast. In this way a continuity in the line of development is ensured to which each successive generation must add the content which it considers of value for contemporaneous life. Stated in this way the question appears very simple and the solution obvious. When coming to practical details one is of course faced with the difficulty that not all individuals of the same generation are in agreement on what is valuable and what not. Hence the constant conflicts about education which are the despair of educationists. There always are the conservative and radical elements: the *laudatores temporis acti* and the revolutionaries and iconoclasts, but the world does not stand still while they are arguing the point—the development of life proceeds in spite of their expressed differences of opinion.

I must confess that I am neither a hidebound conservative nor an irresponsible radical in this matter. In evolution rather than revolution I consider the solution of the problem is to be sought, if only to avoid shocks and short cuts to make up leeway.

To my mind the difficulty of devising an ideal and efficient system of education—whether university, or high school or primary school—centres round these ever-changing conditions of life. Gradually the young of the nation must be initiated into and made full participants in its life, but it is almost impossible to predict with any degree of certainty in what direction the changes in that life are trending. This is one of the main reasons why the community is apt to blame its educational system for the production of misfits and its frequent demands for an overhauling of that system so as to bring it into line with modern requirements. This educational strife and unrest of our times remind me of chasing a will-o'-the-wisp. It is all due to this uncertainty what life is going to demand by way of preparation from the new generation gradually striving to adapt itself to the needs of this latest phase of life. (Remember Huxley's previously quoted dictum).

Now in times of steady and gradual evolutionary deve-



lopment of world conditions the educationist may succeed to a certain extent to devise a scheme of education and instruction apparently satisfying the demands of his day, but when the world gets topsy-turvy as it did in the last two decades the educationist is almost bound to flounder along by way of trial and error to piece together the fragments of the shattered educational vessel. There are no proofs that the human race has undergone an appreciable change, mentally or physically, in historical times. Man is the creature of the circumstances by which he is conditioned and which he in turn is attempting to condition and shape to his needs.

If we are convinced that our university education in common with our school education stands in need of reform we are obviously calling for an enterprise which extends far beyond a mere revision of curricula and involves reconsideration of the whole function and place of the schools and institutions for higher education in this changing world. If education is to help young people to live more intelligently and sanely, we cannot content ourselves with teaching skills or developing mere vocational proficiency or supply a general liberal education. We must educate for the future and the kind of life these young people are going to face five or more years hence. That is not a purely didactic undertaking but a task of communicating insights and experiencing. It is a matter of life itself and how we are to live. And if life lies outside the schools and universities, then we shall have to devise some other agency or institution to meet needs in this direction.

To veer round gradually to our starting point let us for a moment look closer up at this question of vocational efficiency and life-interest. If the foregoing statements are accepted as being relevant to this situation, it would seem that the only reason for invoking vocational efficiency as our guide and of appealing to vocational interests in our students lies in our inability to get outside the usual preoccupation with subjects and departments and courses. If we are determined to set up specific subject matter which must be taught, then it may be necessary for us to work in terms of a vocational program and depend upon



a vocational interest. By way of contrast, however, if we are prepared to accept the variety of experience and knowledge, which is necessary for young people in their preparation for living intelligently and meeting more successfully the human adjustments demanded in marriage, home making, the care of children and their participation in the social life around them particularly in the gaining of understanding and insights, it would be safe to say that one did not need to rely upon a desultory vocational interest. The dominant preoccupation of the adolescent is his relationship to those around him, particularly in social life. These preoccupations and interests are what dominate his experiencing and learning and his attempts to classify his goals and ambitions in his occupational pursuits. At the present time it is freely acknowledged that this driving effort is largely if not wholly ignored in our educational procedures, because we rule out these genuine interests in our educational activities and because we are so apt to respond to the student's questions and need of advice by attempting to force upon him *our* particular conception and the values of an older generation or by talking with him in a way that *we* know and *he* strongly suspects to be neither candid nor genuine, thereby directing our young people to the sources of information for the guidance and direction they need as are casually supplied by literature, movies, radio and other non-academic agencies. The above is the basis for my plea that the first step in bringing educational activities into line with present day requirements of life is to classify our aims and purposes, so that we shall be in a position to develop some criteria by which to gauge the effectiveness of our educational activities and achievements.

By way of conclusion one further remark addressed more particularly to to-day's graduands. Perhaps you will ask me what all the foregoing has to do with you on this auspicious occasion in your academic career. It has a very direct and pertinent bearing on you. Most of you have arrived at the threshold of practical life. Do you feel properly equipped for your share in this life and, if your reply to the question is in the positive, do you regard it as due to or in spite of your university training? The



question might strike you as merely rhetorical and for the present you are at liberty to regard it as such, seeing that you are not likely to be in a position to supply an answer based on your own experience. As, however, you gain that experience, I trust that the ideas which I have brought to your notice to-day will occupy your minds with attempts at solving a problem which is as arresting as it is interesting and difficult.

Finally, if you are prepared to accept the foregoing as substantially true of education in general, it only rests for me to suggest to you by way of stressing the points raised that the problem of the kind of education which will prove of greatest worth to your own people is one that merits your very careful and prayerful consideration. You are going to be the leaders in thought and otherwise of your people and their educational weal or woe cannot be a matter of indifference to you, always bearing in mind that education cannot and may not be divorced from the demands of contemporaneous life, but should rather be directed towards making that life fuller and more fruitful. That is the task that awaits you and I am convinced that your sojourn at Fort Hare has provided you with the guidance necessary to undertake that task fearlessly and efficiently and I am sure that if you leave the results of your efforts to the judgment of posterity, you will be deemed to have deserved well of your people.

I wish to thank you for your attentive hearing. Dixi.

At the conclusion of the Vice-Chancellor's address Principal Kerr intimated apologies for absence and thanked the Vice-Chancellor. He said that Dr. Hoogenhout had come all the way from Pretoria at great inconvenience to himself, partly by train and partly by motor, by muddy ways and flooded rivers, and that he must leave directly after the Ceremony in order to fulfil his engagements in Pretoria. They as a College appreciated the action of the Vice-Chancellor very highly indeed.

On behalf of the Senate he congratulated the students upon the successful completion of their courses. He pointed out that Mr. Molefe had fulfilled all the requirements for the degree but that he had still to comply with the regulations governing the Matriculation examination



of the Joint Board. Only in this respect did his course differ from those of the other Arts Graduates. He had gained a first class pass in Ethics. He had also completed a Theological Course, was now engaged in the work of the Christian Union and would ultimately enter the Ministry. They rejoiced that the Native ministry was attracting students not less qualified than those that were being gained by the teaching profession.

Of Mr. Matthews he said that he had been the first graduate of Fort Hare. Since leaving College he had been in charge of one of the Native Secondary Schools and that he was now sending to Fort Hare students who were a credit to the College. He had studied privately for the degree of Bachelor of Laws while carrying his responsibility as headmaster. From any point of view it was an encouraging achievement and whether he decided to remain in the teaching profession or to adopt another, they felt sure that he would justify the training that he had gained and use what he had acquired for the good of his people. He had blazed a trail which other students would be encouraged to follow and his example would stimulate others to explore new paths.

Of the other graduates, three were Bantu, one was Coloured, and one was Indian, the first of his race to graduate in South Africa. All were engaged in the work of Secondary education. The experience they now had of others similarly equipped gave good grounds for hoping that not only would they be efficient workmen but that they would regard their tasks in no illiberal sense and would ever keep before them the ideal of self-sacrificing service.

He congratulated the parents of the graduates upon the vision and self-denial which had enabled their daughter and their sons to advance beyond the stage they themselves had reached, and hoped that their example would be followed by many others in humble circumstances.

After the students had sung "God save Africa" the Vice-Chancellor dismissed the Congregation.





GRADUATION CEREMONY

Thursday, 16th June,
1932.

*Fort Hare,
Alice, Cape Province,
South Africa.*



University of Fort Hare
Together in Excellence



South African Native College,

FORT HARE, ALICE,
SOUTH AFRICA.

GRADUATION CEREMONY,

Thursday, 16th June, 1932.

THE seventh Graduation Ceremony at Fort Hare was held in the Assembly Hall of the College at 10.30 a.m. on Thursday, 16th June, 1932.

The Deputy Vice-Chancellor of the University of South Africa, W. P. Bond, Esq., M.A., constituted the Assembly a congregation of the University of South Africa. The Rt. Rev. W. E. Smyth, M.A., M.B., read the scripture lesson, the Rev. J. Lennox, M.A., O.B.E., offered prayer, and the Lord's Prayer was sung in Xosa by the students.

The Secretary of the College Senate, Mr. D. D. T. Jabavu, B.A., presented the following graduands to the Deputy Vice-Chancellor :

For the Degree of Master of Arts (English) :

Donald G. S. Mtimkulu, B.A. (1927).



University of Fort Hare
Together in Excellence

For the Degree of Bachelor of Arts :

Isaiah Oldjohn.

Major subjects : English (3 courses) ; Psychology (2 courses).
Subsidiary : Bantu Studies ; Education ; Ethics ; Politics ;
Ancient Philosophy ; Social Anthropology ;
Chemistry.

Bennie Mashologu.

Major subjects : English (3 courses) ; Ethics (2 courses).
Subsidiary : Psychology ; Social Anthropology ; Politics ;
Physics ; Chemistry ; Sesuto.

Selby Ngcobo.

Major subjects : English (3 courses) ; Ethics (2 courses).
Subsidiary : Logic ; Psychology ; Politics ; Social Anthro-
pology ; Chemistry ; Mathematics.

Johannes Shembe.

Major subjects : Ethics (2 courses) ; Psychology (2 courses).
Subsidiary : English (2 courses) ; Logic ; Politics ; Social
Anthropology ; Physics ; Chemistry.

These degrees having been conferred, the Vice-Chancellor addressed the congregation. Mr. Bond said :—

Mr. Principal Kerr, Members of the Staff of the College and Students, Ladies and Gentlemen,

No one regrets more than I do the absence of the Vice-Chancellor, who is detained at Bloemfontein by official duties. In his place you have to accept an ordinary member of the Council of the University of South Africa, who is proud of the honour of representing the University on this august occasion, one who for more than twenty years moved in and out among you, and knows the hills and valleys, the streams and forests of this lovely region of the Amatole Range. Supported though I am by my learned friends on the dais and these borrowed plumes, the Vice-Chancellor's robes, you must not expect me to solve in a few minutes the so-called Native Problem, when I have been unable in a long life-time to solve the problem of my own simple individuality. Rather shall I attempt to give a short outline of the progress in Native education that I have myself observed during my long association as Inspector of Schools with Mission schools. Nor need I make any apology to you for speaking of education, since the students of this College, whether they become teachers or adopt another calling, must always be regarded as the teachers and leaders of their own people,



for they have enjoyed educational facilities denied to the mass of their fellows.

But first of all I must congratulate most heartily the graduands of to-day, who have completed with distinction the course they set out to cover and have conferred honour not only on themselves and their families, but also on this College and on the Native people in general. It is indeed a proud moment for you, and not less so because your minds in remembering to-day your parents and older relatives will confess that they, without the opportunities which are yours, yet showed a self-denial and a steadfastness of purpose that were wholly admirable, and which indeed you cannot hope to excel.

And now for a brief summary of Native educational progress during the last quarter of a century. In 1905 appeared the report of the Native Affairs Commission with its strong recommendation that a College for Native students should be established. The evidence and arguments of Dr. Stewart of Lovedale that education must penetrate from above to those below proved convincing, and from that time on the dream of a few enthusiasts began to take shape. In that year I was appointed an Inspector of Schools in a Tembuland circuit and became acquainted with Native teachers and pupils. I found at work a most devoted body of missionaries who spared no pains to extend the benefits of church and school teaching. Inconveniences of many kinds and isolation were cheerfully borne.

School buildings were often very poorly constructed, but there was much zeal among teachers and pupils, and many of the chiefs and headmen were anxious for their people to receive education. Still, one felt the lack of united purpose and guiding principles in Native education.

Between 1905 and 1916 the idea of a Native College, in spite of many obstacles, direct opposition and the beginning of the Great War, was kept constantly before the public and the Government by a devoted band of enthusiasts who followed in Dr. Stewart's footsteps, funds were gradually collected from European and Native sources, and Dr. Henderson, nobly prodigal of his own time and



health, continued to urge upon the Government, his fellow missionaries and others the crying need of an institution for the higher education of Native students. To him this College owes a great debt of gratitude, and also to Mr. Tengo Jabavu who by pen and speech championed the cause and helped to win the support of the Transkeian General Council and the Native people as a whole. A leading part, too, was played by Mr. Hobart Houghton, the Inspector of this Circuit, who for many years kept the scheme before the Press and was responsible for collecting considerable sums of money. In February, 1916, after countless difficulties had been surmounted the College was opened by the Prime Minister of the Union, General Botha. No one who was present on that occasion can ever forget the striking presence of General Botha, his sincere and touching address, the praise of right education by one who so modestly said "I am no scholar," yet surpassed us all in nobility of character and in devotion to the common good.

From the outset the College was fortunate in its Principal, who quietly set to work raising the general level of attainment and building on a sure, if modest, foundation. Well do I remember the patient hearing Principal Kerr gave me when, young and venturesome I tendered him advice as to how best to deal with the difficulties of his new post.

He thanked me sincerely, and then like a wise man, forgot my admonitions, and went on his own way. So the College was established and settled down to its many duties.

In 1919 the Native Education Commission held its sessions at Umtata and King William's Town. As Chairman, the late Dr. W. J. Viljoen was courteous to all of us and showed a touching respect for the Native members of the Commission, particularly for Mr. Tengo Jabavu, whose knowledge of his own people, high regard for missionary enterprise and shining sincerity made him a most valuable delegate. Dr. Henderson and the Rev. A. J. Lennard were of very great assistance in bringing the Conference to a successful conclusion. Two of its findings were especially helpful. It was agreed that Native



schools should have a department of their own under the charge of a Chief Inspector for Native Education, and in Mr. W. G. Bennie, an Old Lovedalian, a gifted linguist and administrator, the Superintendent-General of Education found just the right man. Secondly, it was recommended that in every school manual work of some practical kind should be an essential part of the curriculum.

As a result of this policy, gardening, weaving and kindred crafts have been vigorously undertaken, stimulating interest in home circumstances and Nature generally and providing welcome relief from close book study.

Gradually Native Institutions were able to start secondary classes of their own ; so that to-day we find the College engaged in work of a university standard and winning the esteem and support of all parties in the State. Often though one may hear doubt expressed as to the value of higher education for Natives, never yet have I personally heard adverse criticism levelled at the administration of this College. Quite recently a signal honour was conferred upon Principal Kerr. The Senate and Council of the University of South Africa unanimously agreed :—

- (a) That the South African Native College be recognised as a training centre for the Higher Education Diploma.
- (b) That the College lecturers in the Higher Education Diploma subjects be recognised as internal examiners for the Higher Education Diploma examination ;
- (c) That the South African Native College be represented by at least one member on the Senate of the University of South Africa and on the Faculty of Education.

This means that your Principal is now a member of the Senate of the University of South Africa. At the April meeting of the Senate at Potchefstroom I know that the tact and wisdom of Mr. Kerr gained for him immediately the support and sympathy of all his colleagues.

So much then for the outline of Native educational progress during the last twenty-five years.





GRADUATION CEREMONY

THURSDAY, 9TH MARCH,
1933.

*Fort Hare,
Alice, Cape Province,
South Africa.*



LOVEDALE PRESS
University of Fort Hare
Together in Excellence

May I now reveal the secret of success in life and offer you the key that will unlock the treasure-house of true happiness? Listen to the words of the poet :—

“ I come in the little things,”

Saith the Lord.

“ Not borne on morning wings

Of majesty, but I have set my feet

Amid the delicate and bladed wheat

That springs triumphant in the furrowed sod.”

Your people's own fertile lands are being fast ruined by overstocking, erosion and noxious weeds. What of the lovely valleys we used to know, fast becoming a wilderness of sluits and stones? As we drove here to-day, we passed a Native settlement once nobly set amid fair scenes, now a grassless region of hideous denudation, the home of gaunt hunger. Let it be the endeavour of all who go forth from this College to arrest by personal and continued effort, this destruction of Nature's gifts.

In an adjoining district during the disastrous drought of 1926-1928, the Native teachers with encouragement from their Missionary and the Inspector of Schools, but without financial assistance from the State, improved the appearance of every school building in the circuit, fenced and planted gardens and were able at the end of the drought period to hold a successful exhibition of garden produce and handwork. Meanwhile their pupils made better progress than before in their studies and took a keen interest in their practical work.

Let it then be your persistent aim as teachers to reclaim the waste areas of your own land and so to set an example of industry and public spirit that will encourage others to follow your lead and make education seem a desirable thing. By so doing you will earn the gratitude of the people among whom your work lies, and leave behind a memorial more lasting than stone or bronze.

And now for a last word. If at times your spirit flags and life appears monotonous and desperately hard, take courage from these noble words of a modern writer :—



University of Fort Hare
Together in Excellence

“ The impenetrable clouds that bound our life in every direction may hide innumerable trials and dangers, but there are times and seasons, there are moods of exaltation, moments, as it were, of revelation—when the whole universe about us seems bright with the presence of as yet unimaginable things.

“ Faced by such a prospect, how can the faintest heart lack faith or courage ? ”

At the conclusion of the Vice-Chancellor's address Principal Kerr intimated apologies for absence from members of Council and other friends of the College. He referred with appreciation to the visiting professors from Rhodes University College, from the neighbouring Institutions of Lovedale, Healdtown, St. Matthew's and Fort Cox, and from the towns of Alice, Fort Beaufort, King William's Town and Grahamstown.

He thanked Mr. Bond for his courtesy in presiding over that congregation. He said that Mr. Bond was well known in that area. For years, he had inspected the schools of the district and was, therefore, one of those peculiarly able to measure the progress of Native Education over a period of years as he had done that morning so informatively and with such great charm. Lately he had been a member of the Council of Rhodes University College and of the University of South Africa and was at that time Mayor of Grahamstown. They appreciated his coming and heartily thanked him for the address to which they had just listened.

On behalf of the Senate he congratulated the students on the successful completion of their courses.

Of Mr. Mtimkulu he said that he was the first Native student to take the degree of Master of Arts. Mr. Mtimkulu had passed the B.A. degree with distinction in English and Ethics. He had on the strength of this been awarded a Scholarship by the University of South Africa and had elected to specialize in English. To have successfully completed the tests was no mean achievement for one whose mother tongue was other than English. Mr. Mtimkulu had once more made a demonstration of what



University of Fort Hare
Together in Excellence

SOUTH AFRICAN NATIVE COLLEGE,
FORT HARE, ALICE,
SOUTH AFRICA.

GRADUATION CEREMONY,

Thursday, 9th March, 1933.

The eighth Graduation Ceremony at Fort Hare was held in the Assembly Hall of the College at 11.30 a.m. on Thursday, 9th March, 1933.

The Vice-Chancellor of the University of South Africa, S. H. Pellissier, Esq., B.A., Director of Education in the Orange Free State, constituted the Assembly a congregation of the University of South Africa. The Rev. J. Lennox, O.B.E., M.A., read the scripture lesson, the Rev. A. J. Cook, B.A., offered prayer and the Lord's prayer was sung in Xosa by the students.

The Secretary of the College Senate, Mr. D. D. T. Jabavu, B.A., presented the following graduands to the Vice-Chancellor:—

For the Degree of Master of Arts (Philosophy) :

Samuel Oppelt, B.A. (in absentia).

For the Degree of Bachelor of Arts :

Ellen P. Ngozwana :

Major Subjects: Psychology (2 courses); Ethics (2 courses).

Subsidiary Subjects: English (2 courses); Xosa (2 courses); Social Anthropology; Botany; Zoology.

Frank Noble Black Lebentlele :

Major Subjects: English (3 courses); Sesuto (2 courses) (class I).

Subsidiary Subjects: Psychology (2 courses); Ethics; Social Anthropology; Physics; Chemistry; Botany; Zoology.

James J. R. Jolobe :

Major Subjects: English (3 courses); Ethics (2 courses).

Subsidiary Subjects: Xosa; History; Social Anthropology; Politics; Psychology; Zoology.



was possible for a Native student who added diligence and perseverance to natural ability.

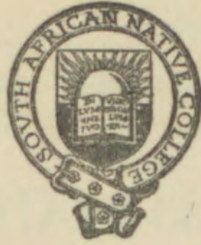
Of the Bachelors of Arts two were from Natal, one from Basutoland, and one from the Cape. All these were going forward to service in Native Secondary schools. He wished to say three things to them : Firstly, that the work they were setting their hands to would require continual effort on their part to improve upon the equipment with which they were attempting to do it. All the knowledge and skill that they could acquire would be found to be little enough for the work of teaching : Secondly, apart from teaching, they would more and more come to recognize the necessity of self-cultivation if they were to enjoy the highest values in life and attain to the greatest happiness : Thirdly, they should realize that the task before their generation was nothing short of the building up of a complete Christian civilization, nor should they be content with anything lower than this. There were other agencies working towards the same end, but in education they had one agency in which they could put forth all their strength and be satisfied that the effort would not be in vain.

Those present that day to bid them God-speed wished them to say in their hearts this prayer of dedication :

“ Send us this day amongst our fellows
Held every moment in thine own strong friendship,
To be for thee, triumphantly,
The herald of thy Will, thy Word,
Thy generous Love, thy Hope, thy Joy,
Thy Might, thy Purity, thy Beauty.”



University of Fort Hare
Together in Excellence



GRADUATION CEREMONY

THURSDAY, 9TH MARCH,
1933.

*Fort Hare,
Alice, Cape Province,
South Africa.*



University of Fort Hare
Together in Excellence

George B. Molefe : (in absentia).

Major Subjects: Ethics (2 courses) (class I); Psychology (2 courses).

Subsidiary Subjects: English (2 courses); Zulu; History; Social Anthropology; Logic; Zoology.

George Singh :

Major Subjects: English (3 courses) (class I); Ethics (2 courses).

Subsidiary Subjects: History (2 courses); Mathematics; Psychology; Logic; Chemistry; Zoology.

These degrees having been conferred, the Vice-Chancellor addressed the congregation.

Mr. Pellissier said:—

Principal Kerr, Ladies and Gentlemen,—To me, a grandson of a French missionary who as a young man left his native land just over a century ago never to return to it again but to devote his whole life to the service of his Master in teaching and uplifting the Native people of the interior of South Africa, it is indeed a unique and grand privilege to-day to confer degrees on Native graduands from the third or fourth succeeding generation of that people. I therefore feel proud and highly honoured to preside over this congregation to-day and I wish those early pioneers could look down upon us here to see the fruits of their labours. The social and spiritual advancement of the Native races of South Africa called from time to time many brave and noble men and women away from their respective native lands to come and do service in our country. Their motto in imparting the elements of learning to the primitive races, in whose midst they were labouring, always was: "The fear of the Lord is the beginning of wisdom." The foundation was indeed well and truly laid and to-day we are privileged in witnessing how some of the coping-stones are now being placed in position.

At the outset I wish to convey my heartiest congratulations to you graduands on whom degrees have been conferred to-day and I wish to say to you that you are the privileged few of your race, in that Providence has en-



University of Fort Hare
Together in Excellence

dowed you with intellectual gifts which made it possible for you to master the different problems in your studies and to pass your examinations ; and further in that, through the aid of interested individuals, societies or institutions, you have been enabled to attend this college and to drink at the fountain of knowledge. But, as usual, privileges bring responsibilities and on you in particular there rests a heavy responsibility. You are going to be the future leaders of your people and I am sure that it is the wish, the hope and the prayer of every one here to-day that your leadership will be wise, just and pure, and that it will be based on the same religious foundation as that on which the pioneer missionaries founded their work in our land. The benefits resulting from good leadership cannot be measured, while the evil fruits of wicked and foolish leaders are destructive. Hence the responsibility. If this responsibility is realised and appreciated while you are at college, it will be a case of "dreaming dreams and seeing visions." These dreams and visions will be in respect of the future of the Bantu nation and will fire your imagination, rouse you to look round and study the problems confronting your people and inspire you to aim at becoming Moses, Davids and Nehemiahs of your race.

University students who are not interested in the problems surrounding them are not real students. In every country of the world the youth, and particularly the young men and women at the universities, are alive to the questions affecting the welfare of their respective countries. Over twenty years ago I had the privilege, as a student, of travelling in Europe and I was struck by the fact that wherever I found South African students—and this was the case in many countries—I realised that their thoughts were continually flashing across the seas to South Africa, that they were concerned about the future of the then recently established Union of South Africa, and that they were like fiery steeds impatiently champing their bits and stamping their feet, eager and desirous to return to serve their people and their country. Many of these students have already made their mark and are busy doing great work. It is my wish that you, students of Fort Hare, and



particularly you who have received degrees to-day should likewise receive your inspiration here and leave this college full of wholesome ambitions, ready to serve unselfishly, devoting your lives to the service of your people.

Elisha's servant, before his eyes were opened, could not see the hosts of horses and chariots in the mountains round and for the protection of his master. May your eyes also be opened to behold the hosts, not consisting of horses and chariots, but of problems, difficult problems, encompassing your people and decidedly not there for its protection but threatening its very existence. Read the report of the Native Economic Commission and your eyes will indeed be opened. We find that the problems enumerated in that report are many and various. In less than a century the conditions, under which the Bantu races in South Africa live, have changed tremendously. A hundred years ago the eastern part of the Cape Colony and the territory north of the Orange River were not occupied by Europeans and in these parts the Abantu lived according to their own traditions and customs. It must not be inferred however that there were then no factors which threatened their existence. There were indeed. Inter-tribal fights and wars of conquest exterminated whole tribes. But adverse factors under civilised and protected conditions very often prove more destructive in the case of a primitive people than wars, because they undermine and weaken for extermination to follow. It is therefore to my mind of paramount importance that you students, who are having the privilege of receiving university education, should study and ponder over the problems connected with your people, with a view to deciding where and in which capacity you are called to service with devotion.

I shall leave it to experts to deal with and give advice on soil erosion in the Native territories, overstocking, the need for replacing scrub animals with better stock, the eradication of fast spreading noxious weeds, better and improved methods of cultivation of the soil, the tsetse fly, the mosquito in malarial districts and all the other, perhaps more serious, problems which affect Natives in towns and on farms. I wish however to touch briefly on the educa-



tion problem with the hope that many of the students of this college will eventually enter the ranks of the teaching profession and assist in solving it. Every individual or commission that has reported during the last ten to twenty years on our Native education systems in South Africa, is of opinion that there are very many serious fundamental defects present in them. On the other hand those responsible for these systems do not dispute the correctness of these criticisms—some admit that they are correct—and yet we do not take steps to bring about the desired changes.

The Phelps-Stokes Commission urged “the adaptation of education to the needs of the people as the first requisite of school activities” and severely criticised us for transferring the educational conventions of Europe and America wholesale to the people of Africa. It is definitely of opinion that where and when we failed such failure was due to lack of adaptation.

Victor Murray in the *School in the Bush* holds the following ideal before us and by implication condemns our systems: “The rationale of African education from this point of view is to seek to preserve a characteristically African culture and to train the Africans themselves to develop it and purify it and bring it into the common stock of the world’s good. The African, therefore, should be educated along his own lines and individual Africans who are able to profit by a high degree of education should be encouraged to go back to their own people and help to educate them.” He is further of opinion that “given time, however, the African who has accepted this alien culture, at first without question, will begin to modify it and to work out for himself a new creation. That this in the long run—probably generations hence—is likely to happen is a conclusion fully warranted from the analogy of history.” The Native Economic Commission whose report was recently published has also strong criticisms to offer. In paragraph 611 of its report it says: “If one considers the details of education now provided, one is immediately struck by the ineffectiveness of a large part of it. Nearly 60 per cent of the Native children at school



do not emerge from the sub-standards. Less than a third reach Standard II. In actual practice this means that the great majority only learn to read simple words and to do simple sums. It would be interesting to investigate how much of this remains after the child has left school a few years." In paragraph 629 it says: "The present education, altogether apart from its quantitative deficiency, is inadequate to encompass these ends. Its orientation is wrong. It tends to inculcate the idea, and is based on the assumption, that the Native must rise on the shoulders of the White man and in a non-Native, i.e. European, environment. The advancement of a race can only be achieved by improving its spiritual fibre, and progress can only be based on hard work. The Native is an apt imitator and can learn in the schools all the things that Europeans can teach. But something more is required to make education a genuine thing in his life. Unless he can experience, unless he can achieve, unless he can move upward by developing the qualities which he possesses, his progress towards real civilization will be slow. . . . Civilization can only be achieved by tireless effort, and the great bulk of the Natives are still at the stage when they have to master this lesson. The more the European does for the Native and the less he does for himself the slower will his real advancement be."

As regards that fundamental question about the correct medium of instruction that should be used in Native schools, the Commission expresses the following view in paragraphs 633 and 634 :—"A further implication of these views is the essential need for using the vernacular as medium of instruction. Proper comprehension of the fundamentals is of more importance than the learning of a single accomplishment, like a European language. Owing to the short school life of a Native, he learns the accomplishment badly and the fundamental not at all. From the purely economic point of view, therefore, the attempt to educate the Native through a strange medium involves a large amount of waste of the short time which he spends at school."

There is no doubt that great reforms are necessary and



overdue. What shape these reforms will take, we cannot definitely say at present, as we are all still feeling our way because individuals and commissions that have ventured to criticise existing systems have acted in the same way as most critics usually do by omitting to give in detail remedies for all the ills which they have discovered. Some time or other the defects will have to be remedied but it is essential, before this is done, that a correct diagnosis be carried out as the diagnosis is always of greater importance than the remedy, which is obvious once the origin and nature of the defect is known. I look to you, students of Fort Hare, as the privileged few of your people inasmuch as you have been in the position to enjoy a university training, to tackle this question of education reform, because the European, however disinterested he may wish to be, is always unconsciously desiring to steer your future in a direction in which he would like to see it develop. The ultimate right to advise in this matter must, to my mind, rest with the leaders of the Native people. We are waiting for a Booker Washington to rise and show the way. May he be among you to-day.

Apart from the problems which I have pointed out to you and which I would like to see that you study and try to solve, there is also another big task for you to perform. This task is to collect or create the necessary technical terms required for teaching the ordinary school subjects in all the standards of the primary school through the medium of the vernacular. In the Orange Free State, the Province in which I am in charge of education, the definite ideal and aim of the Education Department is eventually to teach all school subjects in all the standards of the Primary School, with the exception of the two official languages, through the medium of the home language of the child. At present this ideal has been realised to a certain extent in so far that instruction through the medium of the home language has been introduced up to Standard II. We however, sorely feel the need of teachers who can teach through the vernacular and we also feel the need of text books dealing with subjects like geography, history, nature study, arithmetic, etc. The demand and the need are there



and we feel convinced that the supply will soon be forthcoming if you, young men and women, prove equal to the occasion and tackle the task when once you have left college and are engaged in teaching.

May I also point out to you the necessity of studying both official languages of our country, in order that you may keep in touch with and understand both sections of the European community, and further because it will be essential in case some of you become teachers that you should know both these languages. In the Orange Free State both official languages are compulsory in all the schools under the jurisdiction of the Department of Education, and consequently every prospective teacher who attends our training institutions is required to pass in both official languages in our examination for professional certificates. With satisfaction I learn from your college calendar that provision has been made for the teaching of Afrikaans in this institution. I hope many of you will avail yourselves of this opportunity. I am sure that you will be intensely interested to hear from me that at one of the country high schools for European children in our Province provision is made for the teaching of Sesuto as the third language for Matriculation and that when the first course in Sesuto was started last year twelve Afrikaans-speaking pupils selected Sesuto in preference to Latin or German. At present there are twenty taking this subject in that school. It is further generally expected that in the near future several of the High Schools, especially those near the Basutoland border, where nearly every boy and girl that grew up on a farm can speak Sesuto fluently from early childhood, will introduce Sesuto as an alternative subject to Latin, German or French for the Matriculation examination. Hence if Afrikaans-speaking boys and girls are beginning to take an interest in and study one of the Native languages you should, to my mind, return the compliment and reciprocate by studying Afrikaans.

In conclusion let me give you the assurance that I am deeply interested in the welfare of your people and the education of their children, and that it is a great pleasure and a privilege to me to-day to be in your midst for the



purpose of conferring degrees on your graduands. May this institution grow and flourish for the benefit of all the Native races of the Union.

Professor Dingemans, as Chairman of the South African Native College Council, conveyed the thanks of the gathering to the Vice-Chancellor. He declared it was the third occasion on which a Vice-Chancellor of the University of South Africa had personally attended to confer degrees upon graduands of the Native College. He said that the Vice-Chancellor combined the qualities of *suaviter in modo* which, in plain language, just means "reasonableness, courtesy and foresight," with *fortiter in re*. As Director of Education of the Free State no doubt he had often felt the need of both these qualities, because there were some peculiar people who when times became bad immediately thought of the first service of the State—education—as a fit subject for retrenchment. No doubt such met in the Vice-Chancellor not merely a passive resister but a doughty and determined champion of education.

"The Vice-Chancellor," went on Professor Dingemans, "reminded us that his grandfather came to this land to devote his time and talents to the Natives of South Africa. In other words, a real interest in the Native people and all that concerns them is undoubtedly in our Vice-Chancellor's blood. It was not necessary for Mr. Pellissier to tell us of his interest in the Natives' march towards progress. A few years ago the Free State was not particularly pre-eminent among the Provinces in the interest it showed in Native education and in providing funds for that object. Since Mr. Pellissier has assumed the reins of office that condition of affairs has slowly but surely been changed. A considerable sum of money is now spent in the Free State on Native education. Many schools have been established, and in some centres, such as Kroonstad, some small schools have been amalgamated into strong central schools. The credit for these changes largely lies with Mr. Pellissier and his lieutenant Mr. Kuschke."

Professor Dingemans proceeded to urge the staff and students of Fort Hare not to despise the day of small things.



He himself could remember the day in 1905 when the whole of Rhodes University College at Grahamstown—Council, staff and students—were gathered in one room and the Chairman of the Council told the newly appointed professors not to despise the day of small things. “Is there anyone here who can remember 1916 when this College was started, with Mr. Kerr as Principal, fresh from ‘Caledonia stern and wild,’ with a handful of helpers housed in a dilapidated building which certainly could only by courtesy be called an educational institution, starting with firm faith in their hearts—is there anyone remembering these humble beginnings whose heart is not filled with real gratitude to God? Progress has been achieved. And from the achievements of the past we all take confidence for the future.”

The speaker went on to say that this confidence was based mainly on two considerations. First, that the College was not called into being by the resolutions of Governments or other associations. “It was born out of one hundred years of devoted missionary labour.” It was fitting that the College Council when it was asked to choose a motto should have chosen the words, “In Thy light shall we see light.” Second, confidence was based on the real place of affection which the College in its short career had established in the hearts of the Native people in the Union and beyond.

Proceeding, Professor Dingemans said he wished to associate himself with the congratulations given to the graduates. To obtain a degree was for a Native student a considerable achievement. The day before he had been privileged to hear from the lips of Principal Kerr the story of one or two of the graduates and it was a tale that filled him with admiration. “And when one congratulates the graduates one ought not to forget their parents. There must be many a mother and father present here to-day who have made constant sacrifices for a considerable period of years to enable their sons and daughters to receive their education and to pass on freely to others less privileged than themselves what they have freely received. The sacrifice which many Native parents make is worthy of admiration. But may



I also hope that the graduates will find that sacrifice to be a stimulus to use both their study and their leisure to the best advantage." The speaker went on to say that the Vice-Chancellor had emphasized the need of adapting our education to the real needs of the people, and had quoted the Native Economic Commission's Report to the effect that a lot of the education was ineffective. "I was glad to hear that he added that it is easy to criticise and not so easy to suggest effective remedies." In this matter they were gradually getting on to the right road and making slow but definite progress, as Mr. Kuschke and Mr. Welsh, the Chief Inspectors for Native Education in their respective Provinces, could tell. He himself, at the first graduation in 1924, had expressed the hope that the College would blaze a trail of its own and gradually adapt the European education to the needs of the Native people. He hoped that some of the graduates of the College would be among those who would produce literature for their people. The College tried to be symmetrical in its education, giving to the body as well as the mind and spirit what is due, and so to make a four-squared man.

Principal Kerr said that he had taken the opportunity of the meeting of the College Council to ask the Chairman of Council, Professor Dingemans, to convey thanks to the Vice-Chancellor, a duty that usually he himself performed, and now he found that instead of being relieved of the duty of thanking one speaker he found imposed upon him the duty of thanking two. Professor Dingemans had only lately been called to be Chairman of Council, but he was sure everyone would agree that the destinies of the College were in able hands. Mr. Kerr said he would like the congregation to know that, although the College existed primarily for the benefit of the Native people, members of other communities were welcomed. One of the students who had received his degree that morning was a member of the Indian community and the student who had graduated as Master of Arts was a member of the Coloured community. The Vice-Chancellor and Professor Dingemans had both expressed the hope that some of the graduates would be future authors. One of



the graduates (Mr. Jolobe) was an author before he came to College, having written a Xosa novel.

Mr. Kerr intimated that a number of telegrams, letters and messages of good wishes had been received and were greatly appreciated. The members of the staff, concluded the Principal, rejoiced very greatly with the parents and friends of the graduates in the success that had attended their efforts, and they advised them to proceed upon the same way and to attain still higher honour and scholarship.

A prayer of dedication having been offered by Rev. A. Cardross Grant, M.A., the Vice-Chancellor dismissed the congregation.



University of Fort Hare
Together in Excellence



GRADUATION CEREMONY

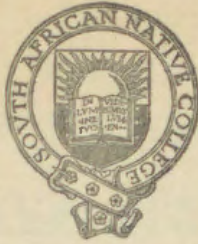
FRIDAY, 9TH MARCH,
1934.

*Fort Hare,
Alice, Cape Province,
South Africa.*

LOVEDALE PRESS.



University of Fort Hare
Together in Excellence



GRADUATION CEREMONY

FRIDAY, 9TH MARCH,
1934.

*Fort Hare,
Alice, Cape Province,
South Africa.*



University of Fort Hare
Together in Excellence

SOUTH AFRICAN NATIVE COLLEGE,
FORT HARE, ALICE,
SOUTH AFRICA.

GRADUATION CEREMONY

Friday, 9th March, 1934.

The ninth graduation at Fort Hare was held in the Assembly Hall of the College at 11-30 a.m. on Friday, 9th March, 1934. Mr. W. P. Bond, M.A., Deputy-Vice-Chancellor of the University of South Africa, constituted the meeting a congregation of the University. A passage of Scripture was read by the Rev. A. J. Cook, B.A., Warden of the Methodist Hostel. The Right Rev. Bishop Ferguson Davie, Warden of the Anglican Hostel, offered prayer, at the conclusion of which the Lord's Prayer in Xhosa was sung by the congregation.

The following graduands were presented to the Deputy Vice-Chancellor by Mr. D. D. T. Jabavu, B.A., Secretary of the College Senatus.

Bachelor of Arts :

Pascoe Bopela :

Major Subjects : English (3 courses); Ethics (2 courses).
Subsidiary Subjects : Mathematics ; Chemistry ; Psychology ;
Latin ; Logic ; Physics.

Reginald Cingo :

Major Subjects : Psychology (2 courses); Ethics (2 courses).
Subsidiary Subjects : English (2 courses); Roman Law;
Roman-Dutch Law; S.A. Criminal Law; Native Law; Constitutional Law.

Somarsundram Cooppan :

Major Subjects : English (3 courses); Psychology (2 courses).
Subsidiary Subjects : History (2 courses); Mathematics;
Latin; Ethics; Chemistry.

Joel Makae :

Major Subjects : Social Anthropology (2 courses);
Sesuto (3 courses).
Subsidiary Subjects : English (2 courses); Psychology;
Ethics; Logic; Physics; Sociology.



Paul Oliphant Mosaka :

Major Subjects: Psychology (2 courses); Ethics (2 courses) (class I).

Subsidiary Subjects: English (2 courses); Mathematics; Latin; History; Chemistry; Social Anthropology.

Nozipo Ntshona :

Major Subjects: Psychology (2 courses); Ethics (2 courses).

Subsidiary Subjects: English (2 courses); Xhosa (2 courses); Logic; Botany; Zoology.

In Absentia :

Jeremiah Moshesh :

Major Subjects: English (3 courses); Psychology (2 courses).

Subsidiary Subjects: Ethics (2 courses); Logic; Chemistry; Sesuto; Social Anthropology.

The Vice-Chancellor called upon Professor R. W. Varder, Dean of the Faculty of Science of the University of South Africa, to address the Congregation.

Professor Varder said :—

Mr. Deputy Vice-Chancellor, Principal Kerr, members of the Council and Senate, students of the South African Native College, ladies and gentlemen :

Before I say anything else I wish to thank you for the honour you have done me in asking me to address this congregation.

From the time of my first visit to your College I have continued to be impressed very favourably with the atmosphere of your institution, with the friendly and healthy relations which exist between the staff and students, and between the principal and the staff, and also with what is perhaps more rare, the splendid co-operation between members of your institution representing the various Christian denominations.

The growth of this College has not been as rapid as that of many European Colleges in this country, but taking into consideration the special difficulties you have had to overcome in establishing a College for the higher education of Natives, I consider you have done more than well. Your foundations have been well laid, and it is obvious to the most casual observer that a great future lies before this institution.



You are now at a stage where you are about to make provision for the teaching of courses in science beyond the first year courses you have been offering for some years past. When you have the staff, apparatus and laboratories for these courses you will be able to meet the demand which exists among your students to be prepared for degrees in Science. It is for this reason that I have been asked to address you to-day.

It is natural that the arts side of University work should be developed first. The standard course for, and the one of most educational value to, the majority of students, is one in which the literature, philosophy and history of men are studied. While I do not think compulsory courses in science should be part of the training of students for the Bachelor of Arts degree, there can be no doubt that their education is more complete if they have had some scientific training. Much depends on the personal inclinations of the student. I think, however, that any institution is failing seriously in its functions if it does not make provision for the inclusion of at least two science courses in the arts curriculum.

There is however another class of student, less in numbers than those who take the Arts course, whose natural bent is towards science, and who will only be trained to the best benefit of the community by being allowed to take degree courses which are predominantly scientific. While your College has hitherto produced graduates in arts and even a Master of Arts, it has been very lacking in the number of teachers of science subjects, in apparatus for the teaching, and in laboratories. The first step towards development in this direction has however been taken by the appointment of additional lecturers in Physics and in Botany. The next step, namely, the provision of apparatus and buildings for the teaching of Physics, Chemistry, Botany and Zoology is a very expensive one. While much good work has been done and still is being done by way of teaching science in makeshift buildings, the training of students under such conditions is expensive in the long run, and puts a big strain on the teacher. The choice between using makeshift buildings and the building



of new laboratories is, I think fortunately, not before your governing body. You have no building, even a temporary one, in which to house your scientists and you to have face the problem of raising a sum of at least £20,000 for laboratories. This estimate has been reached only after careful consideration and provision is made only for those needs which are certain to occur in the near future.

It is quite unnecessary for me to discourse at length before an audience such as this on the general educative value of science, or on the value that science has been to mankind, for now, as never before, in every branch of life, we are reaping the fruits of the labour of those who have studied Nature and formulated her laws. This country is now being asked that facilities shall be provided at this college for students to receive a training which will enable them to go in amongst their people and make available for them these gifts which the world's scientists have given to the human race.

Perhaps the greatest gift science has in store for the Native races of this country is a speedy release from the slavery of witchcraft. In this matter you are now in the position Europeans were in hundreds of years ago. While they, through knowledge, are freed from the worst aspects of witchcraft, and are now in most cases troubled only by harmless superstitions, you are in a state where witchcraft plays a very big and very harmful part in your tribal life. Let students go forth from this college to teach their people that the Creator of this Universe has decreed that material phenomena are governed by definite laws, many of which have been discovered and fully tested by experience. Let them learn that when a child dies, or when crops fail, it is often due to disregard of some simple law of nature, and is certainly not due to the bewitching influence of an enemy. I can sum it up no better than in the words of the Bible: "Ye shall know the truth, and the truth shall make you free."

There is at present a growing demand for science teachers in Native high schools—a demand which cannot be met at this college with its present equipment. The



training of Native agriculturists is at present far too superficial, but with the proposed extension of your courses and the farming facilities at present available at this College, this training can be made much more thorough and useful.

A further problem whose solution is long overdue is that of providing medical practitioners to serve Natives in rural areas. I am not an expert on the training of medical students but I do think the time has come to give at this College, if not the full medical course, at any rate a course which will enable those who have taken it, to deal with the more ordinary medical needs of Natives in the country districts. The question will be asked: Are there students at this College who have the ability to take advantage of these proposed facilities for scientific training? I can speak only from my own experience in examining students of this College in first-year physics—a subject many students do not find easy. In all groups I have found the average standard of these students equal to, or better than, the average in European colleges, and on several occasions there have been amongst them students of the first rank. On at least one occasion I have seen a similar report on their standard in first-year Mathematics. We need, I think, have no doubt that students will be available to take degrees in science.

The means of raising money for these new buildings and for equipment will, I know, receive the earnest attention of your principal and the members of your council. The Government of this country contributes liberally to all institutions for higher education and provides you with a considerable sum each year for current expenses. Further if the recommendations of the recent Commission are accepted the Government will be prepared to make liberal *pro rata* contributions to those institutions who help themselves by obtaining money from private sources—a point which prospective benefactors should note. In any case when one considers the big Native population in the Union and considers the small amounts spent on Native education compared to the amounts spent on education generally, it is perhaps not too much to hope that our Government will see to it that at least one institution in the Union



University of Fort Hare
Together in Excellence

is fully equipped, if even on a small scale, for the higher education of Natives.

Also would it be too much to expect that some of the wealth of our mines—a few crumbs from an overladen table—should be returned for purposes of higher education to the race whose labour is largely the instrument of obtaining this vast wealth from the earth?

In conclusion I wish to congratulate those of you who have graduated to-day. You have had the advantage of learning and training which those amongst whom you will work have not had. Help them in every way you can. Let them see that learning and true Christianity are things that count in every-day life. You carry a heavy responsibility, for you will be looked on by those who meet you as the best fruit of your College and by your works it will be judged. See to it that, wherever you are, people will think that Fort Hare is working on right lines, and turns out sound scholars and good citizens.

Mr. M. G. Apthorp, B.A., Chief Native Commissioner, Ciskei, expressed the regret felt by all that the Chairman of the Governing Council, Professor Dingemans, had found it impossible to be present. Only urgent duty elsewhere had prevented his attendance. As Vice-Chairman of the Council Mr. Apthorp expressed the sincere and grateful thanks of the congregation to Professor Varder for his most interesting address. "What you have told your audience to-day is of the greatest importance. You have touched on the advance which this College is about to make in providing advanced courses in science, a step forward which involves increased expenditure on staff, buildings and equipment. You have drawn attention to the value of science as a training to equip students to help their own people in after life and I think that all those who like myself are engaged in the administration of Native Affairs will welcome this development which will, I think, be manifested to the greatest value and measure in agriculture and medicine."

Mr. Apthorp went on to refer to the possibility of Natives being trained at Fort Hare for some form of medical service and declared that, in his view, if health work was



to be done effectively it must be done by competent, fully qualified Native doctors. He declared that Professor Varder's statement that, in his experience gained through examining students of the College, these students are equal to or better than the average in European colleges, was a very important one. "If we have facilities," said Mr. Apthorp, "for Natives to become qualified medical practitioners I am sure that there will be no lack of those who will pass the necessary tests."

"I do wish to draw the attention of all here to-day to the crying need for better medical services in the rural areas. We take infinite pains to look after the cattle and sheep but do very little to treat the ills to which the frail human body is liable."

Principal Kerr declared that they were extremely grateful to Mr. Bond who for the second time had presided over a graduation ceremony at Fort Hare and whose graceful words delivered two years ago were still remembered. "I wish," said Mr. Kerr, "to assure this audience that there is a very great deal of European interest in the progress of the Native people. Only those of us who are on the staff of this College know how much help we have received from the beginning from the University of South Africa and its constituent colleges, and especially from our near neighbour, Rhodes University College. The service which Professor Varder has done us today is only one of many that he has rendered to us and our students during the last ten years." Mr. Kerr intimated apologies for absence from Professor Dingemans, Sir Charles Crewe, Mr. Howard Pim, Rev. A. A. Wellington (Principal of Healdtown) and Mr. Every (Principal of Fort Cox).

Referring to the development of the College, Principal Kerr paid tribute to the support accorded by the Native people. In the early days of the College one of the members of Council had declared, "We need money, but beyond all things we need students, and we must look to the Native people to send those students." The confidence that had been reposed in the Native people had been fully justified. The College started with eighteen students



most of whom were not much beyond Standard VI and only two possessed the Junior Certificate. To-day in addition those in sub-matriculation courses, there were fifty-five students who had passed Matriculation and were taking degree courses.

“ Those present at this graduation ceremony are witnessing a still further step being taken by the College. Professor Varder, the Dean of the Faculty of Science of the University of South Africa, has come to tell us that, although we have directed our attention to the production of graduates in arts, that is not enough. We must set our faces to the production of graduates in Science. Last night the Council of this College was able, through the provision made by the Union Government, to appoint two new members to the Science Faculty. We have doubled the scientific staff in one night! I wish as publicly as possible to say that much of the necessity for this step is to be found in the devoted work of the scientists we have had on our staff, especially Mr. Dent and Miss Lyle, who, according to the testimony of a Government Commission, have been seriously overworked during the past few years.”

Principal Kerr proceeded to express the hope that the efforts made by the Native people themselves would inspire others to come to the aid not only of the College but of all institutions labouring amidst great difficulties for the benefit of the South African Natives. It needed only inspired imaginations to ensure that the further needs in scientific equipment and accommodation would be visualised and met. He was sure that, when Professor Varder's address was printed and sent throughout the country, many of his statements would be taken to heart. The encouragement which had been given through the testimony borne concerning the quality of the Fort Hare students would cheer many. “ We should hate to believe or imagine that because seven Native and Indian graduates have completed their course there is to be an upturning of the social system of South Africa. These men rather are to be pillars of any sound social system in this country.”

The speaker bore testimony to the fact that some of the students had overcome great difficulties in completing their



courses of study. Some had had to leave College for shorter or longer periods in order to work for the necessary means. One of the graduates had for the last two years been principal of a Native school whose enrolment was over a thousand with a staff under him of over twenty. "There is nothing," said the Principal, "that encourages us so much as the way in which these students help themselves."

The recent Committee of Enquiry into subsidies to Universities in South Africa had said it would not discuss the question whether Natives are capable of proceeding to undergraduate work, for the very good reason that some had been doing so at Fort Hare for several years. "You cannot put any limit to the capacity of a people whose sons and daughters are able to do the things I have been telling you of this morning." Principal Kerr concluded by referring to developments in medicine and believed that before long there would be announced proposals showing that the Government is at last seriously considering the matter of medical services for the Native people.

The Rev. John Lennox, O.B.E., M.A., Warden of the Presbyterian Hostel, pronounced the Benediction. *Nkosi Sikelel' I-Afrika* and *God Save the King* having been sung, the Vice-Chancellor dismissed the congregation.



University of Fort Hare
Together in Excellence