



University of Fort Hare
Together in Excellence 1972

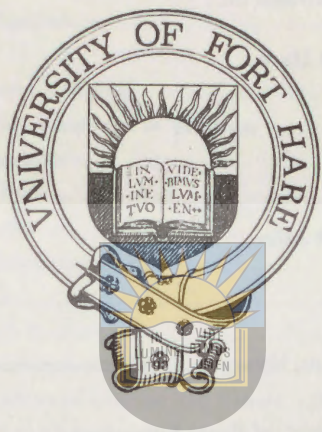
UNIVERSITY OF FORT HARE

CALENDAR



University of Fort Hare
Together in Excellence

NEW BIOLOGY BUILDING



University of Fort Hare
Together in Excellence

1972

UNIVERSITY OF
FORT HARE

CALENDAR

CORRESPONDENCE

All correspondence to be addressed to:

**The Registrar,
University of Fort Hare,
Private Bag 314,
Alice,
Cape Province.**

Telegraphic address: **Unifort Alice.**

Telephone numbers:



Enquiries, admissions, library and academic departments	281
University Librarian	313
Building Section (Dept. of Bantu Education)	349
Fort Hare Farm	45
Honeydale Farm	2303

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DIARY 1972

JANUARY:

Saturday	1	Public Holiday: New Year's Day
Saturday	15	Final date: entrance applications
			Final date: applications for bursaries and loans
Monday	17	.....	Finance committee
Friday	28	.....	Bursaries committee (renewals)

FEBRUARY:

Wednesday	9	.....	Academic staff to report for duty
Monday	14	.....	Supplementary examinations commence
Thursday	17	.....	Bursaries committee (new applications)
Friday	18	.....	First year students report at hostels
			Finance committee and Deans (savings)
Monday	21	.....	Orientation lectures for first year students
Tuesday	22	.....	Registration of first year students
Wednesday	23	.....	Senior students report at hostels
Thursday	24	.....	Registration of first year students (continued)
			Registration of senior students
			Faculty of Agriculture: fixed items for agenda:
			(i) Student affairs
			(ii) Submissions for creation of new posts: 1973
Friday	25	.....	Registration of senior students (continued)
			Final date: application for matriculation exemption
Monday	28	.....	First day of first semester
			Hostels committee
			Faculties of Law and Science:
			Fixed items for agenda:
			(i) Student affairs
			(ii) Submissions for creation of new posts: 1973
Tuesday	29	.....	Faculties of Theology, Arts, Education, Commerce and Administration: fixed items for agenda:
			(i) Student affairs
			(ii) Submissions for creation of new posts: 1973

MARCH:

Friday	3	.....	Professorial committee
			Publications committee
Monday	6	.....	Final date: late registration
			Housing committee
Tuesday	7	.....	Library committee
Monday	13	.....	Final date: changes in curricula
Tuesday	14	.....	Senate executive committee
Thursday	16	.....	Bursaries committee
Friday	17	.....	Finance committee
Friday	24	.....	Building extensions committee
Tuesday	28	.....	Senate
Wednesday	29	.....	Last day of first quarter
Friday	31	.....	Public Holiday: Good Friday

APRIL:

Monday	3	.....	Public holiday: Easter Monday
Thursday	6	.....	Public holiday: Van Riebeeck Day
Monday	10	.....	First day of second quarter
Friday	14	.....	Finance committee
Monday	17	.....	Housing committee
Tuesday	18	.....	Senate executive committee
Friday	21	.....	Advisory Council
Saturday	22	.....	Graduation ceremony

MAY:

Monday	1	.....	African studies committee
Tuesday	2	.....	Council
Thursday	4	.....	Publications committee
			Faculty of Agriculture: fixed items for agenda:
			(i) Departmental lists of examiners and moderators
			(ii) Amendment of rules and syllabi
Monday	8	.....	Library committee
			Faculties of Law and Science: fixed items for agenda:
			(i) Departmental lists of examiners and moderators
			(ii) Amendment of rules and syllabi
Tuesday	9	.....	Faculties of Theology, Arts, Education, Commerce and Administration: fixed items for agenda:
			(i) Departmental lists of examiners and moderators
			(ii) Amendment of rules and syllabi
Thursday	11	.....	Public holiday: Ascension Day
Tuesday	23	.....	Senate executive committee
Thursday	25	.....	Bursaries committee
Friday	26	.....	Finance committee
Monday	29	.....	First year students: last day for submission of matriculation or other required certificate to the Registrar
Tuesday	30	.....	Building extensions committee
Wednesday	31	.....	Public holiday: Republic Day

JUNE:

Thursday	1	.....	Housing committee
Tuesday	6	.....	Enlarged Senate
Wednesday	14	.....	Finance Committee
Thursday	15	.....	Advisory council
Friday	16	.....	Final date: submission of estimates of departments by Deans
Tuesday	20	.....	Council
Thursday	22	.....	Last day of first semester

JULY:

Monday	10	.....	Public holiday: Family Day
Thursday	20	.....	First day of second semester Bursaries committee
Friday	21	.....	Finance committee
Thursday	27	.....	Publications committee Faculty of Agriculture: fixed items for agenda: (i) Submissions for promotion of staff: 1973 (Heads of departments of faculties) (ii) Submissions for new departments and courses: 1973
Monday	31	.....	Final date: despatch of papers in draft form to external examiners Hostels committee Faculties of Law and Science: fixed items for agenda: (i) Submissions for promotion of staff: 1973 (Heads of departments of faculties) (ii) Submissions for new departments and courses: 1973

AUGUST:

Tuesday	1	.....	Faculties of Theology, Arts, Education, Commerce and Administration: fixed items for agenda: (i) Submissions for promotion of staff: 1973 (Heads of departments of faculties) (ii) Submissions for new departments and courses: 1973
Thursday	3	.....	Professorial committee
Monday	7	.....	Housing committee
Tuesday	8	.....	Library committee
Friday	11	.....	Finance committee
Tuesday	15	.....	Senate executive committee
Tuesday	29	.....	Senate
Thursday	31	.....	Last day of third quarter

SEPTEMBER:

Monday	4	.....	Public holiday: Settlers' Day
Thursday	7	.....	First day of fourth quarter Advisory council Final date: submission of examination papers to Examinations Officer
Tuesday	12	.....	Council Building extensions committee
Wednesday	13	.....	Council Finance committee
Thursday	21	.....	Bursaries committee
Tuesday	26	.....	African studies committee
Thursday	28	.....	Faculty of Agriculture

OCTOBER:

Monday	2	.....	Final date: submission of year marks Faculties of Law and Science
Tuesday	3	.....	Faculties of Theology, Arts, Education, Commerce and Administration
Friday	6	.....	Library committee
Tuesday	10	.....	Public holiday: Kruger Day
Thursday	12	.....	Publications committee
Friday	13	.....	Finance committee
Tuesday	17	.....	Senate executive committee
Friday	20	.....	Final date: cessation of lectures
Monday	23	.....	Housing committee
Wednesday	25	.....	Examinations commence
Tuesday	31	.....	Senate

NOVEMBER:

Tuesday	7	.....	Building extensions committee
Friday	10	.....	Finance committee
Thursday	16	.....	Advisory council
Saturday	18	.....	Examinations cease
Tuesday	21	.....	Council
Monday	27	.....	Final date: submission of examination marks to faculty secretaries
Thursday	30	Final date: despatch of supplementary examination papers in draft form to ex- ternal examiners

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DECEMBER:

Friday	1	Faculties: Fixed item for agenda: exclusion of students on academic grounds
Wednesday	6	.....	Senate executive committee
Thursday	7	.....	Last day of second semester
Saturday	16	.....	Public holiday: Day of the Covenant
Monday	25	.....	Public holiday: Christmas Day
Tuesday	26	.....	Public holiday: Boxing Day

Administrative offices close: 25th December, 1972—2nd January, 1973 inclusive

THE UNIVERSITY OF FORT HARE, SOUTH AFRICA

1. The Establishment and History of Fort Hare

The opening of Fort Hare University College on the 8th February, 1916, was the culmination of a long and persistent missionary endeavour in the field of Bantu Education by the United Free Church of Scotland. As early as 1878 Dr. James Stewart of Lovedale recognised the necessity for providing an Institution which would give an education, under Christian auspices, of University standing.

On representations made by Dr. Stewart, the Inter-Colonial Native Affairs Commission, 1905, of which Sir Godfrey Lagden was president, recommended "that a Central Native College or similar Institution be established and aided by the various States for training Native teachers and in order to afford opportunity for higher education to Native students."

A guarantee fund was established for which an executive board under the chairmanship of the Rev. James Henderson, M.A., Principal of Lovedale, was established in 1907. A grant of R20,000 was made towards the fund by the Transkeian Territories General Council. The United Free Church of Scotland offered a site at Fort Hare as part of a contribution of R10,000 and other contributions were made or promised.

In November, 1914, a Constitution for the College was finally adopted and a Governing Council for the College established which held its first meeting in January, 1915. The site offered at Fort Hare for the College by the United Free Church of Scotland was accepted and with the promise of an annual grant by the Government, the College was declared open on the 8th of February, 1916, by General Louis Botha, Prime Minister of the Union of South Africa.

Dr. A. Kerr was the Principal of the College since its foundation in 1916 and he served the College in this capacity until his retirement in 1948. The extension and development of the College under Principal Kerr is a fitting tribute to a life of unselfish and devoted service to the cause he had made the aim and ambition of his life.

Professor C. P. Dent, who joined the staff in 1922, was principal from March, 1949. He retired at the end of 1955 owing to ill-health after 33 years of devoted service to the College.

Since 1955 the post of Principal was not filled permanently, temporary appointments being made from time to time. Professor H. R. Burrows who had recently retired from the Chair in Economics at the University of Natal, acted as Principal from the beginning of 1958 to the end of 1959 when the College was transferred to the Department of Bantu Education and Prof. J. J. Ross appointed as Rector of the College.

After the retirement of Prof. Ross, Prof. J. M. de Wet was appointed Rector with effect from 1st July, 1968.

Fort Hare as a College had, of course, only a very small and tentative beginning. A start was made by the College at two levels. While a few students were prepared for university entrance, the majority had to make good the deficiencies of their post-primary education or study for diplomas in Commerce and Agriculture. Fulltime staff numbered two; classes were held in a small bungalow which was to be "home" for the first five years.

In 1918, the Union Government lent R21 600 to build the middle portion of the main tuition block, which the Governing Council unanimously agreed to associate with the name of Dr. Stewart. In spite of the difficulty of war conditions, the erection of the first permanent building of the College was ensured. In the same year the Wesleyan Methodist Church of South Africa, which had been interested in the scheme from its inception, determined to proceed immediately with a hostel to accommodate students belonging to that denomination and, availing itself of opportunities provided by the Governing Council, resolved to transfer its Theological Seminary for Native Ministers to Fort Hare.

The Administration of Basutoland began in 1919 to contribute an annual grant of R600 to the funds of the College and sent a representative to sit on the Governing Council of the College. The first portion of Stewart Hall was completed and taken over for teaching in 1920. This was formally opened by the Rt. Hon. F. S. Malan, Minister for Education, on January 8th, 1921. A Wesleyan hostel and warden's residence were completed and the warden appointed to the staff in the same year and the Church of the Province rented a house as a temporary hostel and the warden was made a member of the College staff.

The College was incorporated as an institution for higher education under the Education Act of 1923. Students were prepared for the degrees of the University of South Africa, a federal university consisting of a number of constituent colleges—Cape Town, Stellenbosch and Witwatersrand were already independent universities. Fort Hare was not one of these colleges and its students were registered as external students. The University, however, eventually allowed to Fort Hare some of the privileges granted to the Constituent Colleges.

Five members of the staff of Fort Hare were appointed as additional members of the Boards of Faculties of the Senate of the University, thus giving them a share in the framing of regulations, syllabuses and courses of study. Further, professors and lecturers of the College were accorded the status of internal examiners. Students were granted, *inter alia*, privileges afforded internal students, and Fort Hare was recognised as an approved institution of training for the University Education Diploma. Although from 1924 the College assumed the dual role of a secondary school and a University College, by 1937 it was possible to concentrate on the studies of a higher education programme.

Beginning in 1921, buildings were erected for Arts and Science; a Library named after a great Johannesburg liberal of bygone days, Howard Pim; and the F. S. Malan Anthropological Museum together with an assembly hall, dining hall, three hostels for men, one for women—all built to a master plan drawn up by the Department of Public Works and all capable of extension and addition. There are now seventy staff houses. While substantial contributions have been made by donors, the main financing apart from Government subsidies has been that of the three co-operating churches. In addition the Y.M.C.A.'s of the United States and Canada provided a Christian Union building.

To improve agricultural training an additional farm of 1 250 acres and dairy cattle were purchased in 1926. The College Farm land was thus brought up to a total of some 1 600 acres.

In 1934 the Chamber of Mines gave R150 000 as an endowment for Native Medical Education and this was handed over to the College for that purpose by the Minister of Education. In the same year separate departments of Botany and Physics were established, making a B.Sc. course possible. In March, 1936, Senator the Rt. Hon. F. S. Malan laid the foundation stone of the new Science Block for Chemistry, Physics and Medicine. This was named Livingstone Hall and declared open by the Hon. J. H. Hofmeyr, M.A., LL.D., on March 24th, 1937.

On November 8th, 1940, the Welsh Wing of Stewart Hall, which housed the Biological laboratories and lecture-rooms, was declared open by Senator the Hon. W. T. Welsh. Towards the cost of this the Transkei gave R2000 in recognition of the services of Senator Welsh as Chief Magistrate from 1920-1933. On April 5th, 1941, the Women's Hostel (Elukhanyisweni) was declared open by Mrs. M. Ballinger, M.A., M.P.

Henderson Hall, housing the Howard Pim Library and the F. S. Malan Museum, was declared open on March 28th, 1942, by Rev. A. W. Wilkie, D.D., C.B.E. On September 20th, 1946, Lt.-Col. James Donaldson, D.S.O., founder of the Bantu Welfare Trust and donor of about R400 000 to African progress, laid the foundation stone of the Donaldson Wing of Stewart Hall, thus completing the original teaching block of the College.

During 1947 and 1948 the Presbyterian, Methodist and Anglican Hostels were extended, thus making provision for over 300 men students. A dining hall and additional bedrooms were completed at the Women's Hostel in 1949. Yet between 1937 and

1951 development was retarded through the absence of staff on war service and because of financial stringency. By 1950, however, the student roll had increased from 139 to 382.

As it became clear that some of the constituent colleges of the University of South Africa would eventually branch out into independent universities, the Government appointed a commission to report upon the future structure of higher education in South Africa. This commission recommended that the existing constituent colleges, with the exception of Huguenot University College, should be accorded independent university status and Fort Hare affiliated to one of the independent universities. In March of 1951 Fort Hare became allied to its nearest friend and neighbour, Rhodes University, sixty miles away. This association was most valuable to Fort Hare; it gave the assurance that her students continued to be measured by the academic standards applied to Europeans.

2. Transfer of Fort Hare University College to the Department of Bantu Education

In accordance with Government Notice No. 168, 1959 (*Government Gazette* of 21st August, 1959, p. 12) issued in terms of sub-section (2) of the University College of Fort Hare Transfer Act, 1959 (Act No. 64 of 1959,) the maintenance, management and control of the University College of Fort Hare was assigned to the Minister of Bantu Education with effect from the 1st January, 1960.

The transfer of the college to the Department of Bantu Education has been effected as a necessary step in the implementation by the Government of its policy to provide more adequate and more effective university training for the Bantu by the creation of separate university colleges for the different ethnic groups, and to remove the limitations and anomalies arising from a system of so-called open universities.

The University College of Fort Hare caters specifically for the Xhosa-speaking group of the Bantu. The University Colleges at Turfloop (Northern Transvaal) and Ngoye (Zululand) cater for the Sotho and the Zulu-speaking groups respectively. Coloured students have been provided for at the Western Cape University College at Bellville (Cape) and a University College in Natal has been founded for Indian students.

The Act provided for the University of South Africa to act as examiner in all courses for which the syllabus of the University makes provision. In regard to the prescribing of courses and the conduct of examinations, there has been the closest co-operation between the University College and the University of South Africa.

In addition to the new faculties and departments introduced since 1960, a department of Land Surveying has been introduced as from 1966.

During 1962/63 a beginning was made with a comprehensive programme for the extension of buildings. Since then buildings completed include a new administrative block, the extension of Stewart Hall to provide additional staff offices, the extension of Livingstone Hall to provide additional laboratories and lecture rooms to accommodate the departments of Natural Sciences more satisfactorily and a new and separate building to accommodate the Library. New hostel accommodation for both men and women students has been completed and a beginning has been made with the Henderson Hall Extension. The first section of this work is nearing completion. Buildings for the Faculty of Agriculture are in an advanced stage of erection and a start has been made with new extensions at Iona Hostel. Plans for a new Great Hall are now being drawn. Comprehensive plans for building extensions during the next few years have been approved.

The enrolment since 1960, the year of the transfer, was as follows (the figures are the official figures as on the first Tuesday of June):

	Men	Women	Total
1960	308	52	360
1961	304	40	344
1962	207	35	242
1963	198	41	239
1964	210	62	272
1965	245	72	317
1966	318	84	402
1967	334	102	436
1968	350	101	451
1969	376	111	487
1970	470	143	613
1971	570	202	772

The drop in enrolment for the first few years was, of course, anticipated in view of the opening of the two other University Colleges for the Bantu and the University College for Coloured students at Bellville and for Indian students at Durban. Prior to the transfer the students now registered at these other new University Colleges would normally have registered at Fort Hare. The low-water mark was reached in 1963 since which year there has been a marked increase as the number of Xhosa-speaking students from the high schools who qualified for registration, increased very rapidly. There is every reason to expect that the marked increase in enrolment will be maintained and even surpassed during the following years.

It follows that the programme for the expansion of buildings and academic facilities will have to be stepped up considerably. In this regard the Department of Bantu Education has already instituted a Planning Committee to plan in advance, and on a long-term basis, for the necessary expansion.

3. University of Fort Hare

In terms of Government Notice No. 689 (Government Gazette of 30th April 1969) the University of Fort Hare Act (Act No. 40, 1969) granted University status to the University College of Fort Hare and provided for the administration and control of the affairs of the University, and for the regulation of its activities and matters incidental thereto.

As from 1st January 1970 the University College became a University, known as the University of Fort Hare. The first Chancellor of the University, Dr. P. E. Rousseau was inducted during the 1970 graduation ceremony and Independence Festivities held on the 30th May, 1970. The Act provides that the Rector is Vice-Chancellor *ex officio*, and consequently the serving Rector, Prof. J. M. de Wet, became the first Vice-Chancellor of the autonomous University.

The Act states that the University shall serve the Xhosa National Unit.

The high standard of the degrees of the University is protected by the appointment, as additional members of Senate, of professors of other universities, for as long as may be considered necessary, and also by a system of external examiners and/or moderators.

Fort Hare will therefore in future be in a position to adapt both the content of its curricula and the methods of presentation more effectively and more adequately to the needs of the people it serves, without in any way sacrificing the high standards of university education.

Everything therefore augurs well for the future and there is every indication that Fort Hare, in its new status, will make an outstanding and invaluable contribution to the development of the Xhosa people.

THE UNIVERSITY OF FORT HARE LIBRARY

The Library was founded in 1916 and in 1918 contained 450 volumes. Students acted as Librarians and in 1922 a Library Committee was instituted. In the early thirties there were years that the Library had to go without a Librarian.

In 1934 the Library was named after Mr. Howard Pim, a Johannesburg accountant and member of the College Council, who bequeathed the major portion of his private

library (2 000 volumes) to Fort Hare. From the beginning the Library owed much to many generous donations by public and private bodies. The Library is still indebted to many donors and to the publishers of both English and Afrikaans-medium newspapers for their generosity.

The Library contains a valuable Africana collection, known as the Howard Pim Collection of Africana.

In 1935 the first full-time Librarian was appointed ; the first fully qualified Librarian was appointed in 1944. In 1958 the Librarian became a full member of the Senate and the Library Committee was replaced by a Library Advisory Committee.

On the 1st January, 1971, the book stock amounted to ± 75 000 volumes.

F. S. MALAN MUSEUM

The F. S. Malan Museum is housed on the upper floor of Henderson Hall occupying approximately 4 250 sq. ft. of floor space. Its history dates back to 1941 when it was established as an ethnological study museum under the Department of Anthropology, a research museum with opportunities for outside research workers and a visiting institution for school children and other interested persons.

Since its inception the museum has collected over 10 000 exhibits, the bulk of which came from two donors in 1962. The first donation was received from the Department of Bantu Education which divided the Bantu exhibits of the Union Festival among the University Colleges of the Republic ; the second was a donation by Mrs. M. E. Kirkwood of Johannesburg of 7 000 articles comprising the Estelle Hamilton-Welsh Collection.

The collection was made by Mrs. Gertrude H. van der Merwe and her daughter Mrs. Estelle Hamilton-Welsh, after whom it is named, over a period of many years commencing in the 1880's. Only articles made and worn by Africans were collected. The Collection may fairly be said to mark the end of an epoch in the material culture of the Bantu since it was made under conditions which may never recur. Large collections of Fingo, Xhosa, Mpondo, Zulu, Thembu and Ndebele beadwork, genuine Mpondo, Thembu, Fingo, *Abakhwetha* and diviners' costumes, charms and medicines from various tribes, spears and battle axes, grass and woodwork form part of this famous collection. It was once displayed at the Empire Exhibition in Johannesburg in 1936 and at the Glasgow Exhibition in 1937.

For many years the museum was administered by an Honorary curator (Prof. A. J. D. Meiring) assisted by Mr. G. I. M. Mzamane. A fulltime curator (Mr. V. Z. Gitywa) has been appointed since the middle of 1959, working in conjunction with an assistant curator and a Museum committee.

Since 1965 a gallery of contemporary African art (A. J. D. Meiring Art Gallery) has been added to the museum. The gallery houses a fine collection of contemporary African art including works by artists such as G. M. M. Pemba, Michael Zondi, Eric Ngcobo, Cyprian Shilakoe, Azaria Mbatha, Gladys Mgudlandlu etc. Exhibitions of contemporary African art are held annually in the gallery, including one-man shows. The gallery is much involved with the promotion of African art and African artists.

XHOSA DICTIONARY

Dr. Albert Kropf's *Kafir-English Dictionary* has, since its first appearance in 1899, been regarded as the only standard work of its kind in Xhosa. The second edition, prepared for the press by the Rev. Robert Godfrey M.A., was published in 1915. When this was sold out in the late 1920's or early 1930's the Rev. Mr. Godfrey was requested to revise the dictionary and to transcribe it into the *New Orthography* of 1934. But before it could be printed in the 1950's the orthography was modified once more to become what is now known as *Standard Xhosa Orthography*, in which the three exotic non-roman symbols of the New Orthography were eliminated. As a result of this change of orthography Godfrey's work could not be published.

As the need for a standard Xhosa Dictionary was acutely felt by students of the language, Prof. J. A. Louw of the University of South Africa, in collaboration with the Xhosa Language Committee of the Department of Bantu Education, persuaded the Lovedale Press to have Godfrey's work transliterated into the Standard Orthography and published. Two attempts were made to have this done, but it proved impracticable until, in 1966, the Rector of the University College of Fort Hare decided that the compilation of a new Xhosa Dictionary should be undertaken at Fort Hare and that the definitions should be given in both English and Afrikaans, a project since then extended to include definitions in Xhosa as well, thus making it a fully trilingual dictionary, the first of its kind for any Bantu language in South Africa. With the approval of the Minister of National Education, the National Council for Social Research (now the Human Sciences Research Council) made an annual grant of R6000 available for the project (increased to R6600 in 1970). The University College of Fort Hare undertook to pay the salary of the Editor-in-Chief and the Transkei Government offered to contribute up to R10 000 per annum for the payment of the salaries of three assistant editors. This contribution has averaged R8 500 per year and is steadily rising. The Ciskeian Territorial Authority, which was approached recently for assistance, has agreed to make R3 000 per annum available.

The work of compiling the dictionary was commenced by the Director, working alone, in June 1967. In 1968 the staff was increased by the appointment of four assistant editors, an Afrikaans translator and a typist.

The project is controlled on behalf of the Fort Hare Council by a *Xhosa Dictionary Committee*. The foundation members of this committee were the Rector of the University College of Fort Hare, Prof. J. J. Ross, as chairman, the chairman of the Fort Hare Council, Prof. P. F. D. Weiss, the President of the National Council for Social Research, Dr. P. M. Robbertse, a representative of the University of South Africa, Prof. J. A. Louw, a representative of the University of Cape Town, Prof. E. O. J. Westphal, a representative of the Lovedale Press, Mr. G. Reid, a representative of the Transkei Government, Mr. D. M. Ntusi, and the Editor-in-Chief, Mr. H. W. Pahl, as secretary.

Xhosa is rich, not only in vocabulary, that adequately meets the needs of the traditional Xhosa culture, but also in idiomatic expressions and imagery which enable good speakers to reach great heights of oratory. Numerous words can be found which can be used in a hundred or more idiomatic expressions. As many of these as time and funds will permit will be incorporated in the dictionary.

REGULATIONS IN CONNECTION WITH THE ADMISSION AND REGISTRATION OF STUDENTS

I. ADMISSION

1. In these regulations "admission" means approval to report for registration as a student at the University, irrespective of whether the prospective student has been registered as a student previously or not.

2. Application for admission must be made by post on the prescribed form. Application for admission in person is not allowed.

3. The form of application must be completed in detail and signed by the prospective student and his parent or guardian before a commissioner of oaths. The completed form must be sent to the Registrar so as to reach him on or before the date indicated on the form.

4. Each application for admission must be accompanied by the following :—

- (i) As regards new students a testimonial of good conduct may be obtained from a minister of religion, Bantu Affairs Commissioner or District Magistrate or Principal of the last school attended.
- (ii) a medical certificate of health on the prescribed form.
- (iii) in the case of a prospective student who wishes to register for the first time, if a certificate has not yet been issued, some form of proof that he complies with the necessary prerequisites for the course or courses for which he desires to register.

5. Application forms must be posted to the University by registered mail together with a sum of R10 which will form part of the fees payable by the student. Should the applicant not register, fees for board and lodging will be recovered from this amount and the balance refunded to the applicant.

6. No prospective student may report for registration at the University unless he has been notified by the Registrar in writing that he has been admitted.

7. Admission as defined above, lays no obligation on the University to register a prospective student. Before a candidate can be registered as a student, he must also comply with the requirements for registration.

II. REGISTRATION

No candidate for registration shall be registered unless he satisfies the Registrar in regard to each of the following requirements :—

- (1) Each prospective student must report for registration at the office designated for this purpose, on the date and during the times laid down. No candidate shall be allowed to report for registration after the last date and time laid down, unless the written consent of the Rector for such late registration has been obtained, and an additional late registration fee of R4 has been paid.
- (2) At the time of reporting for registration the written permission to report for registration must be produced (see I, 6 above).

- (3) Each candidate for registration must complete and sign the prescribed registration form. By his signature on the registration form, a candidate will signify that he has undertaken strictly to comply with all the rules and regulations of the University, including those of the hostel where he may reside. He also agrees to reside at the particular hostel to which he may have been assigned.
- (4) The account of each student to whom a bursary, loan or other allowance is payable, will be credited quarterly with 25% of the amount of such bursary, loan or allowance. The portion of the prescribed fee which is due after subtraction of 25% of a bursary, loan or other allowance which is payable to the student, must be paid on the date of registration. Fees are payable quarterly in advance.
- (5) Each prospective student must submit to the Registrar an approval of the courses he intends to follow, signed by the Dean of the Faculty concerned. In choosing courses of study, the time-table must be consulted so as to avoid clashes.
- (6) No candidate shall be registered as a student unless he is admitted as a resident student to one of the hostels, except if he has a written exemption by the Rector from such residence.
- (7) The registration of first year students is subject to the suspensive condition that each such student shall submit his matriculation certificate, or his exemption therefrom, or any other qualification required for admission to a particular course, to the Registrar for noting purposes, on or before the 30th of May, during the year in which the student is registered for the first time.
- (8) If in the opinion of the Minister, it is not in the interest of the institution to register a candidate who reports for registration, he may refuse to allow such a candidate to be registered, even if such a candidate complies with all the other conditions of registration.
- (9) On registration each registered student shall be supplied with a registration card which will serve as evidence that he has been registered as a student.
- (10) Nobody who has not been registered as a student may attend lectures, use a hostel or dining-room, or avail himself of any privilege whatsoever which may be offered by the Institution.

PROCEDURE FOR CHANGING COURSES

- (1) No student will be permitted to change his courses after the date set down in the Diary.
- (2) If a student wishes to change his courses, he must obtain a "Change of courses" form from the Students' Registration Office. The changes in curriculum must be approved by the Dean of the Faculty who will then return the form to the Students' Registration Office.

CODE OF BEHAVIOUR

1. The Rector is the chief disciplinary officer of the University (and is in the first place responsible for the application of disciplinary measures.).

2. It is expected of students to conduct themselves inside and outside of the buildings, or on or off the campus, in such manner that the good name of the University or the proper conduct of the work of the University is not or cannot be prejudiced.

A student on being found guilty of contravening this regulation may be deprived of the rights and privileges which he enjoys as a student of the University or he may be denied further admission as a student of the University, or his further re-admission may be made dependent upon the payment of a fine not exceeding R50.

3. Abuse of liquor will not be tolerated. Students who transgress in this connection, either on or off the University campus, expose themselves to very severe disciplinary measures which may even extend to immediate expulsion from the University.

Possession, use or supplying of alcoholic drink in the hostels by students is forbidden.

4. Should a student, on account of being found guilty of contravening any regulation, be deprived either temporarily or permanently of the rights and privileges he enjoys as a student of the University, or be refused re-admission either temporarily or permanently, he forgoes all claim to a refund, reduction or rebate of fees paid or payable to the University for the quarter concerned.

5. No disciplinary measure will be taken until a student has had an opportunity to defend himself: Provided that where circumstances demand, a student may be suspended immediately by the Rector pending investigation of his/her alleged offence.

The above code of behaviour is instituted in order to maintain a high academic and social standard at the University of Fort Hare. Students and parents are requested to give their fullest co-operation to the University in the execution of this policy.

When a Student must Leave the Hostel

(1) Should a student who resides in a hostel, fail to be admitted to the examinations on account of poor academic progress during any year, he shall leave the hostel when lectures cease.

(2) A student who resides in a hostel shall leave such hostel not later than three days after his examinations.



FEES PAYABLE TO THE UNIVERSITY

BOARD AND LODGING

(1) A full-time student shall pay to the university *one hundred rand* (R100) for board and lodging, if he is required to reside in a hostel of the university.

(2) An occasional student shall pay to the university *seventy cents* (70c) per day or part of a day up to a maximum of *twenty rand* (R20) per month if he resides in a hostel of the university.

(3) A casual visitor shall pay to the University *seventy cents* (70c) per day or part of a day if he resides in a hostel of the University, or *thirty cents* (30c) per meal, as the case may be.

(4) A full-time or an occasional student shall pay to the University a room charge of *fifteen cents* (15c) per day if he resides in a hostel of the University during periods when the hostels and/or dining halls are officially closed and no food is provided.

Students writing supplementary examinations, post-graduate students and all other students arriving before the date on which they must report (see diary) must report to the Accountants office within three days for payment of additional boarding fees.

REGISTRATION FEE

(1) A student shall pay a registration fee of *ten rand* (R10) per year.

(2) An additional amount of *four rand* (R4) shall be payable in respect of any late enrolment.

OTHER FEES

Special, Aegrotat or Supplementary Examination and Local Fees

1. (a) The fees for any special, aegrotat or supplementary examination shall be *ten rand* (R10) per course.

(b) The fees payable for medical aid, sport and recreation amount to R10.00 per annum of which R1 is for Medical Aid and R9 for sport and recreation.

- (c) A deposit of R6 is payable at a hostel for the use of University property, including a bedroom key. This amount is refundable on such property being handed over in good order when the student finally leaves the university and will be repaid after the close of registration in the year following the students final departure.

COMPOSITE FEES

(Including examination, laboratory and library fees)

1. Undergraduate.

(a) Diplomas and Certificates.

Secondary Teacher's Diploma (S.T.D.).

First year : As for the first year of study for the degree concerned,
e.g. B.A., B.Comm., B.Sc.

Second year :

University Education Diploma (U.E.D.—non-graduate).	R 20.
Diploma in Theology.	R 80.
Attorneys' Admission Certificate.	R 80.
Public Service Law Certificate.	R 80.
Diploma in Commerce and Administration.	R 80.
Senior Diploma in Commerce and Administration.	R 80.
Lower Diploma in Library Science.	R 80.
Diploma in Agriculture.	R100.
Diploma in Social Work.	R100.

(b) Degrees.

B.A., B.Bibl., B.Proc.	R 80.
B.Jur., B.Admin., B.Comm., B.Theol.	R 90.
B.A. (S.W.), B.Sc.	R100.
B.Sc. Agric., B.Agric., B.Sc. (Land Surveying).	R110.

2. Postgraduate.

University Education Diploma (U.E.D.)	R 80.
Higher Diploma in Library Science	R 80.
Bachelor of Laws (LL.B.).	R 80.
Bachelor of Education.	R 90.

for the full course.

Honours Degrees.

Faculties of Science and Agriculture. R110.

for the full course.

Other Faculties. R 90.

for the full course.

Masters' Degrees.

Faculties of Science and Agriculture. R 80.

for the full course.

Other Faculties. R 60.

for the full course.

Doctors' Degrees.

Faculties of Science and Agriculture. R140.

for the full course.

Other Faculties. R120.

for the full course.

Resubmission of a Thesis

2. The fee for the resubmission of a thesis for a Master's degree shall be *thirty rand* (R30) and for a Doctor's degree *sixty rand* (R60).

Advance Statements

3. The fee for an advance statement in respect of a completed degree, diploma or certificate shall be *fifty cents* (50c).

Certified Statements

4. A certified statement in respect of courses passed towards a degree, diploma or certificate shall be supplied on application and on payment of a fee of *fifty cents* (50c).

Duplicates of Diplomas and Certificates.

5. A duplicate of a diploma or certificate shall not be issued, but a certified statement, bearing the university arms and giving the title and date of the diploma or certificate, shall be supplied on application and on payment of a fee of *one rand* (R1).

Special Students

6. A student taking a course of study for which no degree, diploma or certificate is awarded, shall pay a fee of *twenty rand* (R20) per course per year in addition to the registration fee.

Graduation, Exemption and Status Fees.

7. The fees payable in respect of graduation, exemption and status shall be as follows:

Graduation	: In praesentia	: Nil
	: In absentia	: R10
Exemption	: R2	per course
Status	: R6	

GENERAL PROVISIONS

Liability of Students

1. A student shall be fully liable for all fees payable by him in terms of these regulations.

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When Fees must be Paid

2. (1) The registration fee shall be payable on notification of admission.

(2) Fees for board and lodging, tuition, and hostel deposit shall be payable in advance before the student is registered, but with the exception of hostel deposit may be paid in three equal payments and in which case the payments shall be effected as follows:—

First payment: On or before registration.

Second payment: On or before the first day of May.

Third payment: On or before the first day of the second semester.

N.B.—Credits in students fee accounts will be refunded on the third Friday of every month. No refunds will be made unless the fees for the full year have been paid or guaranteed.

(3) Notwithstanding the provisions of subregulation (2), the tuition and examination fees of a student in one of the following courses of study shall be payable during the first year of study:—

(a) B.Ed. degree.

(c) Master's degree.

(b) Honours degree.

(d) Doctor's degree.

(4) All other fees, apart from the fees mentioned in subregulations (1) and (2), shall be payable in such manner and at such times as the Council of the University may determine.

Default of Payment

3. In the case of a student who fails to pay the fees for which he is liable on the dates as prescribed in these regulations, the Council may—

(i) exclude such student from a hostel; or

(ii) exclude such student from lectures; or

(iii) exclude such student from both hostel and lectures; or

(iv) refuse admission to examinations to such student.

Remission of Fees for Board and Lodging and Other Fees

4. (1) In the case of a student who resides in a hostel and is prevented by illness, or by any other reason approved by the council, from completing his studies in the year of study concerned, and leaves such hostel before 1 October, the Council may, on the recommendation of the Rector, reduce the fees payable for board and lodging on the basis of *one hundred rand* (R100) less *seventy cents* (70c) for each day the student resided in the hostel.

(2) The registration fee shall under no circumstances be refunded.

(3) If a student, for some reason or other acceptable to the Council, abandons his studies during any year of study and leaves the university, part of the fees [excluding fees provided for in subregulations (1) and (2)] paid by him to the University may be refunded to him on a basis approved by the Secretary for Bantu Education after consultation with the Treasury.

PAYMENT OF FEES

All sums paid by or on behalf of students will be credited to their fee accounts until their fees *for the year* have been met in full. Until this is the case, *no refund will be made* in respect of overpayment of any instalment.

Example showing method of applying awards to fees due.

Fees of student for year (Less R10 Registration Fee)	R186
Awards held :—	
Regional authority grant	R60
University bursary	R60 R120

Amount to be paid by student R66

+ R10 Registration Fee payable on notification of admission.

The amount of R66 is payable in four instalments of R16.50 each payable on the specified dates.

Note carefully, the awards held are set against the fees for the year.

In regard to State or University loans, students must note that the loan is only effective after due completion of the loan agreement form. No credit will be allowed in respect of a loan until the agreement form has been fully and properly completed. Students are warned that in their own interests they must bring with them the full fees for the first quarter as failure to do so renders the student liable to be called upon to withdraw from the University.

Even if the first quarter's fees are paid in full, it will be the duty of every student who has been awarded a University or State loan, to obtain the loan agreement form from the Accounts office as soon as he is advised of the award and to see that it is properly completed and handed in to the Accountant before the commencement of the second quarter, in order to ensure that he receives credit for the loan.

Students, parents and guardians are expected to acquaint themselves with the fees due. The University does not undertake to send accounts in this connection.

Fees must be sent direct to the Registrar and not to students. Pocket and book money must be sent to students direct.

The University cannot allow any student to remain who arrives without the necessary cash or documents or whose fees are not promptly and fully paid.

Students should on no account deposit with the University any money intended for their personal use. A bank or Post Office Savings Account should be used.

FINANCIAL ASSISTANCE TO STUDENTS

Application for a Study Loan

1. (1) Any student or any prospective student may apply to the University for a study loan.
- (2) The application shall be made on a form approved by the University.
- (3) The application shall be submitted to the Registrar of the University before or on a date determined by the Council.
- (4) The Council may grant to any successful applicant such study loan as determined by the Minister in terms of the Act.
- (5) All study loans granted in terms of subregulation (4) shall be subject to the conditions set out hereunder.

Conditions Attaching to Study Loans

2. (1) Any student to whom a study loan is granted shall conclude a study loan agreement with the Council on a form approved by the Secretary of Bantu Education. If the loan agreement is not completed by student and surety within a reasonable period, the loan may be withdrawn by the Council.

(2) The account of a loan holder shall be credited yearly with the granted instalment of the loan.

(3) No moneys shall be payable direct to a loan holder.

(4) If a loan holder—

- (a) abandons his studies; or
- (b) fails to attend classes regularly, or does not apply himself diligently and conscientiously to his studies, or does not make satisfactory progress, or fails his examinations; or
- (c) without reasons acceptable to the Council, fails to complete the course of study within the determined period; or
- (d) is found guilty of a criminal offence; or
- (e) is for whatever reason suspended from the university; or
- (f) for whatever reason fails to complete the course of study,

the Council shall have the right to terminate the study loan agreement, in which case all moneys due by the loan holder in terms of the study loan agreement shall immediately become claimable together with interest at 6 per cent per annum calculated from the date of termination of the study loan agreement.

(5) Any study loan shall, subject to the provisions of the Act, be repayable to the Council of the University on 1st April of the year following the year in which the course of study has been completed: Provided that the Council may approve that the study loan be repaid over a longer period in instalments of not less than *ten rand* (R10) per month, and in which case interest at the rate of 6 per cent per annum shall be levied from the date the study loan becomes repayable.

(6) As soon as the loan holder, after completion of his course of study, accepts a post, he shall immediately notify the Council of the name and address of his employer.

(7) The loan holder shall, after completion of his course of study, immediately notify the Council of any changes in respect of—

- (a) his residential and working address;
- (b) the address of his surety;
- (c) the name and address of his employer.

(8) The provisions of subregulations (6) and (7) shall also apply to any loan holder whose loan agreement has been terminated by the Council in terms of subregulation (4).

(9) The loan holder shall authorise his employer to recover the amount due to the Council in terms of the study loan agreement, together with any interest, in monthly instalments of not less than *ten rand* (R10) per month from any salary payable to him and to pay it over to the Council.

(10) Notwithstanding anything to the contrary contained in these regulations, any loan shall be interest-free as long as the loan holder, with or without a study

loan, studies full time at a university, and a loan shall not be repayable during such period.

Postponement of Termination of Study Loan Agreement

3. Notwithstanding anything to the contrary contained in these regulations, the Council may postpone the termination of a study loan agreement if a loan holder—

- (a) fails in any year of study or passes in his final year but does not fully qualify for the award of a degree, diploma or certificate, and such loan holder repeats at his own expense the year of study concerned or the missing courses or subjects at the university in the subsequent year;
- (b) interrupts his studies on account of financial difficulties, and takes up employment with the purpose of saving money to enable him to return to the university as a full-time student: Provided that—
 - (i) the loan holder shall obtain the prior approval of the Council for such interruption;
 - (ii) such interruption shall not be for longer than 2 years; and
 - (iii) the Council shall have the right to terminate the study loan agreement with retrospective effect as from the date on which the studies were initially interrupted if the loan holder fails to continue his studies at the university;
- (c) interrupts his studies on account of illness or for some reason or other acceptable to the Council, and intends to return to the university after such interruption as a full-time student to continue his studies: Provided that:—
 - (i) in the case of illness, the loan holder shall, as soon as possible, submit to the Council a medical certificate issued by a registered medical practitioner;
 - (ii) in the case of other reasons, the loan holder shall obtain the prior approval of the Council for such interruption;
 - (iii) such interruption shall not be for longer than 2 years; and
 - (iv) the Council shall have the right to terminate the study loan agreement with retrospective effect as from the date on which the studies were initially interrupted, if the student fails to continue his studies at the university.

Exemption of Surety

4. Should a loan holder, during his studies or after completion thereof, but before the loan has been repaid, die or become mentally disordered, or otherwise become physically incapable of fulfilling his obligations under the study loan agreement, and the debts cannot be recovered from the estate of such loan holder, or from such loan holder himself, the council may release the surety from his contractual obligations.

Accounts and Records

5. (1) The council shall maintain such accounts and records as are essential for the proper exercise of control over grants, payments and recoveries of study loans.

(2) The Secretary for Bantu Education may at any time order that the accounts and records referred to in subregulation (1) be submitted by the Council to him or to an officer designated by him, for inspection.

Writing Off of Study Loans

6. No irrecoverable loans shall be written off without the approval of the Secretary.

SCHOLARSHIPS, BURSARIES AND LOANS

The above may be divided into three main groups.

- A. Awards made by or subject to the recommendation of the University.
- B. Awards made independently by other bodies.
- C. Awards for medical studies.

All awards are subject to satisfactory conduct and progress. The University may revise an award, or advise another body to do so, where it considers that awards in excess of reasonable needs have been secured by a student.

Group A

(1) State Study Loans :

B.A. and B.Sc.	Maximum R120 p.a.
U.E.D.	„ R120 p.a.
S.A.T.D.	„ R80 p.a.

Other Diploma Courses. Maximum awards of R100.00 p.a.

State study loans to students who intend following Teaching careers will be awarded on a non-repayable basis provided that:

- (i) the prescribed number of Teaching courses are followed
- (ii) after graduating the student undertakes to work for the Bantu Education Department for a period not less than the duration of the loan.

(2) Awards made from the Trust Funds of the University :

These are at the discretion of the Council and are recommended by its Bursaries Committee, and will seldom exceed the above in the case of undergraduates. Outright awards will only be made in cases of exceptional merit.

A number of outright postgraduate awards are made annually, the maximum amount allowed in any one case being R200.00

(3) At present the following awards are made on the recommendation of the University:—

- (a) Union Festival Bursaries: Bursaries of R200.00 each, tenable for 2 years, are provided through the Department of Bantu Education for post-graduate students.
- (b) Shell, S.A. (Pty) Ltd. provides three awards for undergraduate students of R150.00 each tenable for 3 years. There is no obligation to work for the Shell Co. later. There is also a Shell loan fund.
- (c) The Iron and Steel Corporation (ISCOR) provides five award of R160.00 p.a. each (R80.00 outright, R80.00 loan) tenable for three years, open to undergraduate students.
- (d) The South African Broadcasting Corporation provides one outright bursary of R160 p.a. tenable for three years for students who wish to make service with the Corporation a career. A curriculum prescribed by the Corporation must be followed.
- (e) Council for Scientific and Industrial Research (C.S.I.R.). See Group B.
- (f) Grobbelaars Funeral Insurers provide two bursaries of R50.00 each.
- (g) Volkskas Beperk at present provides R300.00 p.a. for bursaries to students studying Afrikaans-Nederlands.
- (h) The Bantu Investment Corporation of S.A. (Ltd.) provides bursaries of R250 p.a. each for students in Commerce and Administration. Successful candidates must undertake to work at the Corporation, a Government Department or Territorial Authority during University vacations, and after completion of the course must report for employment at an approved institution.

Group B.

Awards are made by the undernoted bodies, independent of the University. A complete list cannot be given, for bodies may enter or withdraw as donors without advising the University:

- (1) The Transkeian Government and the Regional Authorities of the Ciskei, make grants ranging from R34.00 to R200.00 to students of the University.
- (2) Grants are made by a number of Municipal Councils, e.g. Pretoria, Port Elizabeth and East London. These usually approximate to the fees payable. Students resident in municipal areas are advised to ascertain if their Councils are open to entertain applications for awards.
- (3) Various religious bodies make grants to students. Applicants are advised to consult their local minister.
- (4) The Council for Scientific and Industrial Research (C.S.I.R.) provides valuable research grants ranging up to R700.00 open to competition by post-graduate students.

- (5) The National Council for Social and Economic Research provides both bursaries and ad hoc grants for post-graduate research.
- (6) The University Scholarship Fund, East London, provides a number of valuable awards.
- (7) The Non-European Students Fund, P.O. Box 4728, Cape Town, provides a number of loans for students from Cape Town who have successfully completed one year of University study.
- (8) Certain Rotary Clubs make grants to students. The local secretary should be consulted.
- (9) Viedge Bros., P.O. Viedgesville, Transkei, provides an award of R180.00 p.a. tenable by the son of a Chief.
- (10) Mobil Oil S.A. (Pty) Ltd., P.O. Box 35, Cape Town, provides undergraduate awards equal to the amount of the consolidated fees.
- (11) The Joint Council for Europeans and Africans, c/o Rhodes University, Grahamstown, provides a number of awards to persons resident in Grahams-town and the Albany area.
- (12) The J.H. Hofmeyr Scholarship Fund (established under the will of the late Mrs. D. C. Hofmeyr) provides two scholarships of R400.00 each tenable for three years, open to undergraduate students at Fort Hare. Applications should be addressed to The Trustees, J. H. Hofmeyr Scholarship Fund, Standard Bank of S.A. Ltd., Trustees Branch, P.O. Box 1330, Pretoria.
- (13) The Federal Republic of Germany offers two scholarships to Non-European students, tenable at a German University; DM400.00 per month for twelve months, return fare to Germany paid, tuition and examination fees paid.
- (14) The S.A. Mutual Life Assurance Society offers five Old Mutual Bursaries of R600.00 each tenable for 2 years at any S. African University. Open to post-graduate students only.
- (15) The National War Fund, 363 Schoeman Street, Pretoria, considers awards to deserving students who are children of ex-servicemen.
- (16) S.A. Breweries Ltd., provides a number of valuable awards tenable at any S.A. University Institution. The conditions may be obtained on application to the firm.
- (17) The United Tobacco Co., (South) Ltd., provides an outright grant of R200 tenable at Fort Hare for 3 years for an undergraduate student domiciled in the Transkei.
- (18) The Union of Jewish Women of Southern Africa, P.O. Box 3622, Johannesburg, offers the Toni Saphra Bursary (up to R500.00 p.a.), to a woman graduate "whose proposed course of study will fit her more adequately to render some form of social service to the South African community."
- (19) The Adams College Educational Trust, 7th floor, Salisbury House, 349 West Street, Durban, gives grants and loans of varying amounts to approved students.
- (20) The Isaacson Foundation, P.O. Box 97, Johannesburg, makes awards of up to R300.00 in any one case.
- (21) The South African Institute of Race Relations, P.O. Box 97, Johannesburg, makes awards of varying amounts, usually limited by the amount of fees payable.
- (22) The Sir Ernest Oppenheimer Memorial Trust, P.O. Box 4902, Johannesburg, makes awards of varying amounts, sometimes of as much as R300.00 in an individual case, according to need.
- (23) Universitas Books of Pretoria Library Science bursary of R100.00.

LIBRARY REGULATIONS

Definitions.

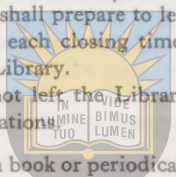
1. In these Regulations, unless the context indicates otherwise, the word:—
 - (a) “book”, means any publication in codex form, including pamphlets but excluding periodicals;
 - (b) “borrower”, means a member of staff, a student or an external borrower, who is registered by the University Librarian as a person who may borrow publications from the Library subject to the provisions of these Regulations;
 - (c) “desk”, means any of the issue desks in the Library unless indicated otherwise;
 - (d) “external borrower”, means a borrower who is not a student nor a member of staff, but who is registered by the University Librarian as a borrower in terms of these Regulations;
 - (e) “Library”, means the Library of the University of Fort Hare and includes its branches;
 - (f) “publication”, means any book, periodical, document, print pamphlet or similar article;
 - (g) “staff”, means the academic, the administrative and the library staff of the University of Fort Hare;
 - (h) “student”, means a registered student of the University of Fort Hare duly registered as a borrower by the University Librarian;
 - (i) “University Librarian”, means the University Librarian of the University of Fort Hare or his duly authorised representative;
 - (j) “user”, means any person admitted to the use of publications in the Library.

2. Any user or borrower who acts contrary to the provisions of these Regulations may be suspended from the use and access to the Library by the University Librarian for a period of not more than five days. If the University Librarian is of the opinion that the breach of the Regulation is of such a serious nature as to warrant a suspension of more than five days, he shall immediately report such breach to the Rector of the University by letter, and he shall only re-admit such user or borrower to the Library on such date as the Rector, by written notice to the University Librarian, may decide.

Use of the Library

3. Students, members of staff and external borrowers are admitted to the use of the Library and may borrow publications subject to the provisions of these Regulations: Provided that the University Librarian may, in his discretion, admit other persons to the use of the Library.
4. No user shall introduce into the Library any overcoat or briefcase, handbag or any such receptacle, but shall leave them in the appointed place, indicated by a notice.
5. (a) No user shall introduce into the Library any publication not belonging to the Library or any publication belonging to the Library, that has been charged to his name: Provided that a borrower may introduce into the Library such publication charged to his name, which he wishes to return, to be handed in at the desk immediately upon entering the Library.

- (b) Students' notebooks may be brought into the Library and shall be offered to the assistant at the main desk for inspection upon entrance.
 - (c) All publications and/or notebooks to be taken from the Library shall be offered for inspection to the assistant at the desk when the borrower or user leaves the Library.
 - (d) Publications that may not be introduced into the Library may be kept in the appointed place referred to in Regulation 4.
 - (e) No user shall write or make any marks in, or deface any publication belonging to the Library.
6. No books marked "In the Library only" or books kept at the desk under close control, shall be removed from the Library or lent to anyone and such books shall be consulted in the Library upon such conditions as the University Librarian may decide, and shall be returned to the desk after use.
 7. No user, when in the Library, shall raise his voice above a whisper or create any noise or disturbance or smoke, drink or eat, or carry on any conversation in the public spaces.
 8. (a) Ten minutes before each closing time of a Library session a bell shall ring to indicate that users shall prepare to leave the Library.
 (b) Five minutes before each closing time a bell shall ring to indicate that users shall leave the Library.
 (c) Any user who has not left the Library at such closing time commits a breach of these Regulations.
 9. No user who has removed a book or periodical from the shelves for perusal in the Library shall replace such book or periodical on the shelves, but shall leave it on the table where it has been used.


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Borrower's Pockets

10. (a) Students who wish to borrow publications from the Library shall, at the beginning of each academic year, after they have been registered as students, register as borrowers at the main desk.
 (d) Undergraduate students and external borrowers shall be entitled to three borrower's pockets each.
 (c) Post graduate students shall be entitled to six borrower's pockets each.
 (d) Each borrower's pocket entitles the borrower in whose name it has been made out to borrow one book at a time for a period not exceeding two weeks.
 (e) The loan of a publication may be renewed for a further period at the discretion of the University Librarian.
 (f) No borrower's pocket shall be lent to, or borrowed from anyone or in any way be used by anyone to whose name it has not been made out.
 (g) Should any student or external borrower lose any borrower's ticket made out to his name, the University Librarian may issue a duplicate thereof upon payment by such student or external borrower of the sum of 25 cents: Provided that such issue cancels the lost pocket and any student using or attempting to use such cancelled pocket commits a breach of these Regulations: Provided further that no person shall be thereby relieved of any liability which may be or may have been incurred by reason of the use of the lost pocket: Provided further that anyone borrowing or attempting to borrow a book on any borrower's pocket not made out in his name, commits a breach of these Regulations.

External Borrowers

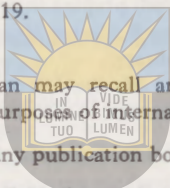
11. (a) Persons other than members of staff, who are not students, may be admitted by the University Librarian, in his discretion, as external borrowers and shall then be registered as such upon production of a receipt by the Accountant to the effect that a deposit of R2 has been paid. Such deposit shall be repaid upon production to the Accountant of a notice by the University Librarian to the effect that the registration of the external borrower has been cancelled, that no books are outstanding and that all borrower's pockets have been returned.
- (b) A book shall only be lent to an external borrower if such book at the time is not in regular demand.

Borrowing of books by members of staff

12. Members of staff may borrow publications from the Library subject to the provisions of these Regulations, on the following conditions:—
 - (a) That such publication be returned to the Library within a reasonable time after it has been recalled by the University Librarian: Provided that the member of staff has had the publication for a period of at least 14 days.
 - (b) The provisions of this Regulation shall not be prejudicial to the provisions of Regulations 13 to 19.

Borrowers in general

13. The University Librarian may recall any publication borrowed from the Library at any time for purposes of internal Library organisation.
 14. No borrower shall lend any publication borrowed from the Library to anyone.
 15. A borrower shall be held liable for any loss or damage in respect of any publication issued to him in his name.
 16. Any borrower may request that a publication that is out on loan be reserved for him and he shall be notified when such publication becomes available.
 17. No borrower shall remove any publication from the Library until its issue has been duly recorded by the University Librarian.
 18. No issue in respect of the loan of a publication shall be made during the period commencing ten minutes before each closing time of a library session.
 19. (a) All publications lent to borrowers shall be returned before the end of each academic semester.
 - (b) Any borrower who fails to return any publication borrowed from the Library at the end of an academic semester is liable to a fine of R1 per publication not returned, irrespective of whether the publication is subsequently returned or not.
 - (c) If a borrower does not return such publication after he has become liable to the fine of R1, he shall, in addition, be liable for the replacement cost of the publication.
 - (d) Any such borrower shall, as long as he has not complied with the provisions of this Regulation after the fine has become due, be suspended from all use of the Library until he has done so.
20. No borrower shall write or make marks in any publication borrowed from the Library or deface it in any way and anyone returning to the Library a publication that has been damaged by writing or otherwise, shall be held responsible for such damage, unless it has been noted on the relative borrower's card at the time of issue.



University of Fort Hare

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Overdue publications

21. A publication borrowed from the Library is overdue after the borrowing period as prescribed by these Regulations has expired or if a reasonable period has lapsed after the book has been recalled by the University Librarian.
22. The fine for an overdue publication is 5 cents per day or part thereof, subject to a maximum of R2 per volume. After such maximum is reached the provisions of Regulation 19(d) apply.

Periodicals

23. (a) Periodicals shall not be lent to borrowers: Provided that not more than five volumes of bound periodicals may be lent at a time to members of staff or post-graduate students for a period not exceeding two weeks.
- (b) Current issues of periodicals shall be displayed in the periodical reading room until they are replaced by a subsequent issue.
- (c) Users shall not remove or borrow periodicals from the periodical reading room and users shall exclusively use this reading room for the perusal of periodicals.
- (d) Heads of Departments, however, may borrow current issues of listed periodicals (proposed listings to be submitted to the Library Advisory Committee) upon production of the appropriate notification slip issued by the University Librarian for each issue, at the periodical desk, for a period not exceeding 3 days.
- (e) No user has access to the periodical stacks. The user shall apply for any periodical at the periodical desk for perusal in the periodical reading room and such periodical shall not be removed from the periodical reading room except in cases where these Regulations provide otherwise. The University Librarian, however, may in his discretion permit members of staff or post-graduate students access to the periodical stacks.

Inter-Library Loans

24. (a) Inter-Library Loan services are available for staff and post-graduate students.
- (b) Any user who fails to return on or before the due date any publication borrowed on the Inter-Library Loan Service, shall be suspended from all borrowing privileges until such time as such due publication has been returned.
- (c) If the use of any publication or other material is in any way restricted by these Regulations, such restriction shall be made a condition of the loan to the library which borrows such publication from the Library on an Inter-Library Loan and vice versa.
- (d) If application has been made for a periodical article under the Inter-Library Loan system and the lending library is supplying the Library with a photocopy of the article, the applicant shall pay for the cost of such photocopy and he shall become its owner.

Special Material

25. Manuscripts, microfilms, microcards and microfiches are only available for use in the Library and shall not be removed from the Library.

Africana Library

26. Publications in the Africana Library shall not be lent. Such publications shall not be removed from the Africana Library but shall be perused in that library.

ACADEMIC DRESS

The academic dress for officers of the University shall be as follows:

1. CHANCELLOR.

Gown. Black silk with gold silk facings down each side in front and gold silk square collar at the back. The collar and facings are edged with black velvet ribbon and wide gold lace. The gown is edged round the bottom with wide gold lace and so is the bottom of each long closed sleeve. The sleeves are trimmed with gold lace bars and gold tassels and with a long vertical band of gold lace. The sleeve-openings are edged with gold lace and at the top of each sleeve there is a band of gold embroidery. The gown has a vent at the back for ease of movement and this is also edged with gold lace.

Hat. Black velvet mortar board with a gold tassel and gold lace edging.

2. VICE-CHANCELLOR/RECTOR.

Gown. The same as that of the Chancellor, but trimmed with silver lace instead of gold.

Hat. Black velvet mortar board with a silver tassel and silver lace edging.

3. CHAIRMAN OF COUNCIL.

Gown. Black silk and has facings of the same material edged with 1" gold lace which goes right round the yoke of the gown at the back and front. The sleeves are square and of the style worn by Presbyterian Ministers (i.e., they are open right down the front from shoulder to bottom) and are of black silk lined with gold silk.

Hat. Black velvet mortar board with a black tassel and gold lace edging.

4. COUNCIL MEMBERS.

Gown. Black stuff, undergraduate style, with two gold cord loops (6") and two gold buttons on each side of the yoke in front.
No Hats.

5. CHAIRMAN OF THE ADVISORY COUNCIL

Gown. As for the Chairman of Council, but sleeves lined with poppy red (No. 97).

Hat. As for the Chairman of Council, with facings, tassel, etc., in poppy red.

6. MEMBERS OF THE ADVISORY COUNCIL.

Gown. As for the members of Council, but with red cord loops and buttons (poppy red, or as near to it as possible).

7. REGISTRAR.

Gown. Black Russel Cord with 4" wide black velvet facings, extended around neck and edge with a 1" gold lace. Long pointed sleeves caught up with gold cord and the crest of the University.

Hat. Black velvet mortar board with gold tassel.

8. OTHER ADMINISTRATIVE OFFICERS.

Gown. At Graduation Ceremonies, other Administrative Officers are to wear plain black undergraduate gowns if they are not Graduates. No Hats.

9. GRADUATES.

Doctors.

- Gown.** Undress — the Master's gown with the yoke completely outlined with gold cord, and with a gold cord and button on the yoke of the gown at the back.
- Full dress — Oxford Doctorate pattern, black silk faced, down each side in front, with gold silk 6 inches wide edged with silk of the colour distinctive of the degree, 1 inch wide. Sleeves faced with gold silk.
- Hood.** Full shape — D.Litt. et Phil., D.Theol., LL.D., D.Ed., D.Com., D.Sc. (Land Surv.), D.Phil. (S.W.), D.Bibl., D.Sc., D.Admin., D.Sc. (Agr.):—
Silk of the colour distinctive of the degree, lined with gold and piped with twisted black and gold cord.
Degree colours are:—

D.Litt. et Phil.:	Ultramarine blue	(148)
D.Theol.:	Violet	(179)
LL.D.:	Cardinal red	(186)
D.Ed.:	Old rose	(157)
D.Com.:	Rust brown	(58)
D.Sc. (Land Survey.):	Gun metal grey	(42)
D.Phil. (S.W.):	Kingsfisher blue	(164)
D.Bibl.:	Pale blue	(84)
D.Sc.:	Silver grey	(153)
D.Admin.:	Rose beige	(18)
D.Sc. (Agr.):	Emerald green	(213)

- Undress — As for Masters.
- Full dress — Black velvet or cloth board with gold tassel.

Masters.

- Gown.** Oxford M.A. shape, black stuff or silk and with a small gold button and horizontal gold cord on both sides of the yoke in front.
- Hood.** Full shape, black silk lined with gold silk and faced, inside the cowl, with the colour used for the corresponding Bachelor's degree, 3 inches wide.
- Cap.** As for Bachelors.

Honours Bachelor.

- Gown and Cap** as for Bachelor Degrees.
- Hood.** The hood for the corresponding Bachelor's degree with the addition down the anterior side of a gold cord. $\frac{1}{4}$ of an inch wide.

B.Ed. LL.B.

Gown and Cap as for B.A.

- Hood.** Simple shape, black silk lined with gold and bound over the anterior side with silk, 3 inches wide inside and $\frac{1}{2}$ an inch wide outside, of the colour distinctive of the degree, viz. :—

B.Ed.	Old rose	(157)
LL.B.	Cardinal red	(186)

B.A., B.A., (S.W.), B.Bibl., B.Jur., B.Theol., B.Agr., B.Sc., B.Com., B.Admin., B.Sc. (Land Surv.).

- Gown.** Black stuff, with pointed sleeves slit from shoulder to wrist, gathered together at wrist with small gold cord and two buttons.

Hood. Simple shape, black silk faced to a depth of 4 inches with gold (54) silk and bound over the anterior side with silk, 1 inch wide inside the anterior side and $\frac{1}{2}$ inch wide outside, of the colour distinctive of the degree, viz. :—

B.A.	Ultramarine blue	(148)
B.Bibl.	Pale blue	(84)
B.Jur.	Cardinal red	(186)
B.Theol.	Violet	(179)
B.Agr.	Apple green	(22)
B.Sc.	Silver grey	(153)
B.Com.	Rust brown	(58)
B.Admin.	Rose beige	(18)
B.A. (S.W.)	Kingfisher blue	(164)
B.Sc. (Land Survey).	Gun metal grey	(42)

Cap Black cloth mortar-board with mixed black-gold tassel.

B.Sc. (Agric.).

Gown and Cap as for B.A.

Hood. As for B.Agr., but bound with emerald green (213) silk, 2 inches wide inside and $\frac{1}{2}$ inch wide outside.



University of Fort Hare
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CHANCELLOR

P. E. ROUSSEAU, M.Sc. (Stell.), D.Sc. (h.c.) (O.F.S. and Stell.), M.I.Chem. E.

VICE-CHANCELLOR AND RECTOR

Prof. J. M. DE WET, M.Sc. (S.A.), B.Sc. Eng. (Rand), D.I.C., Ph.D. (Lond.).

VICE-RECTOR

Prof. A. COETZEE, Cand. Theol. (Stell.), M.A. (S.A.), D.Litt. (O.F.S.).

THE COUNCIL

Dr. C. H. BADENHORST

Mr. F. H. Y. BAMFORD

Mr. J. M. CHRISTOPHER

Prof. J. J. GERBER (Chairman).

Dr. G. DE V. MORRISON, M.P.

The Hon. Mr. Justice G. G. A. MUNNIK

Prof. A. A. THERON

Prof. J. A. VAN EEDEN

Prof. G. VAN N. VILJOEN

Prof. S. LINDE, (Senate Representative).

Prof. G. J. J. VAN RENSBURG, (Senate Representative).

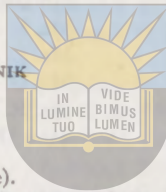
The Secretary for Bantu Administration and Development, *ex officio* (Mr. J. P. DODDS) or his authorised representative (Mr. L. S. DE WET)

The Secretary for Bantu Education, *ex officio* (Dr. H. J. VAN ZYL) or his authorised representative.

The Secretary for Education, Transkei Government, *ex officio* (Mr. J. L. K. HEYSTEK).

The Director of Education and Culture, Ciskei Territorial Authority (Mr. A. S. BURGER).

The Registrar is *ex officio* Secretary of the Council.



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Mr. H. BUBU

Mr. R. CINGO

Mr. V. K. DUBE

Mr. S. S. GUZANA (Chairman)

Rev. J. J. R. JOLOBE

Mr. T. M. MBAMBISA

Mr. E. J. N. MOAHLOLI

Mr. H. NABE

Mr. M. T. NKUNGU

Mr. D. M. NTUSI

Mr. I. SANGOTSHA

Prof. M. O. M. SEBONI

Mr. F. SIYO

Mr. S. S. NGCUME of the Administration is the Secretary

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Professor J. M. DE WET
Dr. H. J. VAN ZYL
Professor A. COETZEE
Professor A. A. THERON

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The Vice-Rector
Council Representative
Advisory Council Representative
Senate Representative:

Professor J. M. DE WET
Professor A. COETZEE
Mr. Justice G. G. A. MUNNIK
Mr. H. NABE

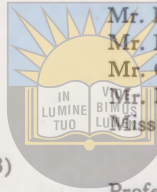
Professor J. B. THOM
(alternate
Professor H. L. N. JOUBERT)

The Hostel Wardens:

Beda Hall
Iona House
Wesley House
The Hutments
Elukhanyisweni
Sub-Warden:

Professor M. O. M. SEBONI

Mr. E. MAKHANYA
Mr. L. M. MBADI
Mr. O. H. D. MAKUNGA
Mr. R. L. PETENI
Miss D. N. JAFTA



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The Vice-Rector
The Registrar
The Estate Manager
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Professor A. COETZEE
Mr. H. VAN HUYSSTEEN
Mr J. S. M. CLARK
Professor J. B. THOM
Professor S. Linde
Professor W. C. Els

Hostel Committee : (1970-1973)

The Rector
The Vice-Rector
The Boarding Master
The Hostel Wardens:
Beda Hall
Iona House
Wesley House
The Hutments
Elukhanyisweni
Sub-Warden:
Staff Members:

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Professor A. COETZEE
Mr P. J. W. POTTAS

Professor M. O. M. SEBONI
Mr E. Makhanya
Mr L. M. MBADI
Mr O. H. D. MAKUNGA
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Miss D. N. JAFTA
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Professor E. H. GRAVEN
Mr J. M. ELS

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The Vice-Rector
The Registrar
Council Representative
The Assistant Registrar
(Finance)

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Professor A. COETZEE
Mr H. VAN HUYSSTEEN
Professor S. LINDE

Mr D. J. JACOBS

Xhosa Dictionary Committee :

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Human Sciences Research Council
Chairman of Council
University of Cape Town
University of South Africa
Faculty of Arts, Fort Hare
Lovedale Press
Transkei Government
Ciskei Government
Director, Xhosa Dictionary Project

Professor J. M. DE WET
Dr. P. M. ROBERTSE
Professor J. J. GERBER
Professor E. O. J. WESTPHAL
Professor J. A. LOUW
Professor A. COETZEE
Mr. R. WHITE
Mr D. M. NTUSI
Mr. S. QABA
Mr. H. W. PAHL

Xhosa Dictionary Executive Committee :

Professor J. M. DE WET
Professor A. COETZEE
Mr. R. WHITE
Mr. H. W. PAHL

JOINT COMMITTEES OF COUNCIL AND SENATE:

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The Vice-Rector
Council Representative
Faculty Representatives:

Theology

Law

Arts

Science

Education

Commerce and Administration

Agriculture

Co-opted member

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Professor A. COETZEE

Professor S. LINDE

Professor H. L. N. JOUBERT

Mr G. S. WOOD

Mr. J. M. ELS

Professor S. LINDE

Professor B. DE V. VAN DER MERWE

Professor W. BACHER

Professor E. H. GRAVEN

Professor M. O. M. SEBONI

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Council Representative:
Senate Representatives:

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Professor A. COETZEE

Professor G. J. J. VAN RENSBURG

Mr M. SPRUYT

Professor D. H. MEIRING

Professor J. B. THOM

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Department of Bantu Education

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Mr J. J. AGENBACH

Mr J. ADDIS

Mr A. FRENCH

Mr H. VAN HUYSTEEN

Mr J. S. M. CLARK

The Registrar

The Estate Manager

Honorary Degrees Committee : (1971-1973)

The Chairman of Council

The Rector

The Vice-Rector

Two Council Members:

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Professor J. M. DE WET (Chairman)

Professor A. COETZEE

Mr JUSTICE G. G. A. MUNNIK

Professor S. LINDE

Two Advisory Council Members:

Mr R. CINGO

Mr N. T. NKUNGU

Three Members of Senate:

Professor A. S. GALLOWAY

Professor K. JACOBS

Professor M. O. M. SEBONI

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1970-1972

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Professor F. HECHT, Cand.Phil. (Halle), Cand.Theol. (Halle), Cand. Min.(Berlin),
D.D.(Pret.).

Law

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

Arts

Professor T. M. D. KRUGER, M.A. (Pret.), D.Litt. et Phil. (S.A.) (*on leave* 1972)

Acting Dean, 1972: Professor E. J. DE JAGER, M.A., D.Phil. (Potch.)

Science

Professor G. J. J. VAN RENSBURG, B.Sc. (Potch.), M.Sc. (Pret.), Ph.D. (S.A.), H.E.D.

Education

Professor B. DE V. VAN DER MERWE, M.A., D.Ed., (O.F.S.)

Commerce and Administration

Professor J. H. SMITH, M.Com., U.E.D. (O.F.S.), D.Com. (U.P.E.)

Agriculture

Professor H. v. H. VAN DER WALT, B.Sc. (Agric.) (Pret.), Ph.D. (Calif.)

University of Port Harcourt
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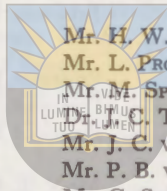
THE SENATE

The Rector, Prof. J. M. DE WET (Chairman)

The Vice-Rector, Prof. A. COETZEE (Vice-Chairman)

Prof. W. BACKER
 Prof. D. L. BROWN
 Prof. C. G. COETZEE
 Prof. E. J. DE JAGER
 Prof. P. A. DUMINY
 Prof. L. EEKHOUT
 Prof. W. C. ELS
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 Prof. D. J. L. JACOBS
 Prof. K. JACOBS
 Prof. H. L. N. JOUBERT
 Prof. A. P. KRIEL
 Prof. T. M. D. KRUGER
 Prof. J. A. LAMPRECHT
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 Prof. D. H. MEIRING
 Prof. G. I. M. MZAMANE
 Prof. G. C. OLIVIER

Prof. M. O. M. SEBONI
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 Mr. A. S. BURGER, (Council Representative)
 Mr. F. A. DE VILLIERS
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 Mr. J. LABUSCHAGNE
 The Hon. Mr. JUSTICE G. G. A. MUNNIK,
 (Council Representative)
 Mr. H. W. PAHL
 Mr. L. PROCTOR
 Mr. M. SPRUYT
 Mr. W. C. THERON
 Mr. J. C. VAN EEDEN
 Mr. P. B. VAN SCHALKWYK
 Mr. G. S. WOOD



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MEMBERS OF THE SENATE APPOINTED IN TERMS OF SECTION 10(2) OF THE ACT.

Member	Faculty
Prof. A. G. ROOKS (Natal)	Theology
Prof. A. H. VAN ZYL (Pretoria)	Theology
Prof. R. C. BEUTHIN (Rhodes)	Law
Prof. S. J. SCHOEMAN (Port Elizabeth)	Arts
Prof. H. v. d. M. SCHOLTZ (Cape Town)	Arts
Prof. E. O. J. WESTPHAL (Cape Town)	Arts
Prof. W. P. ROBBERTSE (Potchefstroom)	Science
Prof. H. J. SCHUTTE (Rhodes)	Science
Prof. J. G. C. SMALL (Port Elizabeth)	Science
Prof. R. G. MACMILLAN (Natal)	Education
Prof. D. HOBART HOUGHTON (Rhodes)	Commerce and Administration
(Alternate: Prof. J. A. CILLIERS (South Africa))	
Prof. G. D. B. DE VILLIERS (O.F.S.)	Agriculture
Prof. P. C. J. OBERHOLZER (Pretoria)	Agriculture

COMMITTEES OF SENATE:

Executive Committee : (1970-1972)

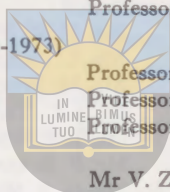
The Rector	Professor J. M. DE WET, (Chairman)
The Vice-Rector	Professor A. Coetzee (Vice-Chairman)
The Senate Representatives on Council:	Professor S. LINDE
	Professor G. J. J. VAN RENSBURG
Deans of Faculties:	
Theology	Professor F. HECHT
Law	Professor J. B. THOM
Arts	Professor T. M. D. KRUGER
	(1972: Professor E. J. DE JAGER)
Science	Professor G. J. J. VAN RENSBURG
Education	Professor B. DE V. VAN DER MERWE
Commerce and Administration	Professor J. H. SMITH
Agriculture	Professor H. v. H. VAN DER WATT

Management Committee of the Executive Committee :

Professor A. COETZEE
 Professor T. M. D. KRUGER
 Professor B. DE V. VAN DER MERWE

African Studies Committee : (1970-1973)

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The Vice-Rector (ex officio)	Professor A. COETZEE
Professor of Anthropology	Professor E. J. DE JAGER
Curator of the F.S. MALAN Museum	Mr V. Z. GITYWA
Other Members	Professor C. G. COETZEE
	Professor G. J. M. MZAMANE
	Professor W. C. ELS
	Vacancy



University of Port Elizabeth
 Together in Excellence

Time-table Committee : (1970-1973)

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The Vice-Rector (ex officio)	Professor A. COETZEE
Staff members:	Dr S. F. G. WESSELS
	Professor R. A. VAN DEN BERG

The Library Advisory Committee : (1970-1973)

The Rector (ex officio)	Professor J. M. DE WET
The Vice-Rector (ex officio)	Professor A. COETZEE
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Deputy Librarian	Mr E. MAKHANYA
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	Professor J. B. THOM
	Professor J. T. GREEN
	Professor H. v. H. VAN DER WATT

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Vice-Chairman of Senate	Professor A. COETZEE
Departmental Heads of the Faculty of Law:	
Constitutional Law	Mr J. LABUSCHAGNE
Mercantile Law	Mr G. S. WOOD
Private Law	Mr F. A. DE VILLIERS
Criminal Law	Professor J. B. THOM

Publications Committee: (1970-1973)

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The Vice-Rector (ex officio)
The Librarian
Other Members

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Professor A. Coetzee
Mr M. SPRUYT
Professor E. J. DE JAGER
Professor J. B. THOM
Professor H. L. N. JOUBERT
Dr. M. C. EKSTEEN

Professorial Committee: (1970-1973)

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The Vice-Rector
The Senate Representatives
on Council:

Professor J. M. DE WET
Professor A. COETZEE

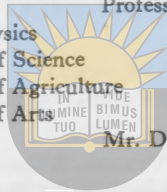
Two senior Professors:

Professor S. LINDE
Professor G. J. J. VAN RENSBURG
Professor K. JACOBS
Professor A. S. GALLOWAY

Science Workshop Control Committee:

The Rector (ex officio)
The Vice-Rector (ex officio)
Head of the Department of Physics
Representative of the Faculty of Science
Representative of the Faculty of Agriculture
Representative of the Faculty of Arts
Assistant Registrar (Finance)

Professor J. M. DE WET
Professor A. COETZEE



Mr. D. J. JACOBS

Students Amenities Committee.

Professor E. J. MARAIS, (Convener)
Professor J. B. THOM
Professor H. L. N. JOUBERT.

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ACADEMIC STAFF

FACULTY OF THEOLOGY

Old Testament Studies and Hebrew :

- *Professor: F. HECHT, Cand. Phil. (Halle), Cand. Theol. (Halle),
Cand. Min. (Berlin), D.D. (Pret.)
Lecturer: W. J. ODENDAAL, M.A., B.Theol. (Stell.)

New Testament Studies and Pastoral Theology :

- *Professor: H. L. N. JOUBERT, M.A. (Stell.), M.Th. (Princeton), Th.D. (Amst.)

Systematic Theology :

- *Professor: J. A. LAMPRECHT, B.A. (Rand), B.D. (Lond.), D.D. (S.A.)

Ecclesiastical History and Missiology :

- *Professor: Vacant
Part Time Lecturer: R. H. R. LIDDELL, M.A., D.D. (h.c.) (St. Andrews)
Secretary/Typist: Mrs J. M. F. ROBINSON

FACULTY OF LAW

Mercantile Law :

- Professor : Vacant
*Senior Lecturer : G. S. WOOD, B.A., LL.B. (Natal)

Private Law :

- *Senior Lecturer : F. A. DE VILLIERS, B.Comm., LL.B. (Potch.)
Senior Lecturer : W. DE HAAN, B.A. LL.B. (Stell.)
Senior Lecturer : M. V. LESTON, B.A. Hons. Halle U.E.D. (O.F.S.)
Lecturer : B. S. KOVANA, B.A., LL.B. (S.A.)

Criminal Law and Procedure

- *Professor : J. B. THOM, B.A., LL.B. (Stell.)
Senior Lecturer : Vacant

Constitutional and Public International Law :

- *Senior Lecturer : J. LABUSCHAGNE, M.A. (Pret.), LL.B. (S.A.)
Lecturer : F. VENTER, B.Jur. et Comm., LL.B. (Potch.)
Secretary : Mrs L. I. TERWIN

FACULTY OF ARTS

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- *Professor : E. J. DE JAGER, M.A., D.Phil. (Potch.)
Senior Lecturer : P. D. BANGHART, B.A. (Nebraska), M.A. (Stell.)
Lecturer : R. M. DERRICOURT, B.A. Hons. (Cantab.)
Lecturer : P. D. VAN LILL, B.A. Hons. (Stell.)
Lecturer : D. M. GROENEWALD, B.A. Hons. (Stell.)
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Senior Lecturer and Curator: V. Z. GITYWA, B.A.Hons. (S.A.), M.A. (Fort Hare)
Assistant Curator : C. M. LAMLA, B.A., U.E.D. (S.A.)

Afrikaans-Nederlands (and German)

- *Professor : Vacant
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Lecturer : K. H. SCHMIDT, B.A.Hons. (Pret.)
Junior Lecturer (In German): K. N. VAN DER WALT, B.A. (Potch.)

Bantu Languages : (Xhosa, Zulu, Northern and Southern Sotho, Tswana and Venda.)

- *Professor : G. I. M. MZAMANE, M.A. (S.A.)
Professor of Literature: A. P. KRIEL, M.A. (Stell.), Ph.D. (Cape Town)
Lecturer : L. M. MBADI, B.A. (Rhodes), B.A.Hons. (S.A.)
Lecturer : Miss D. N. JAFZA, B.A. (Rhodes), B.Ed., B.A.Hons (S.A.)
Junior Lecturer : B. KHOALI, B.A. (Fort Hare)

English :

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Senior Lecturer : Miss V. W. HENLEY, M.A., U.E.D. (Rhodes)
Lecturer : Mrs E. N. E. VERSCHOOR, B.A. (Cape Town), B.A.Hons,
S.T.D., (S.A.).
LECTURER : R. L. PETENI, B.A.Hons., U.E.D. (S.A.)

Greek : (including Hellenistic Greek and Principles of Greek Culture)

- *Senior Lecturer : J. M. ELS, M.A. (Potch.)

History :

- *Professor : C. G. COETZEE, M.A., D.Phil. (Stell.)
Lecturer : J. C. VISAGIE, M.A. (S.A.), N.D.A.

Latin :

- *Professor : K. JACOBS, Lit.Hum.Drs. (V.U.Amst.), D.Litt. et Phil. (Leiden)

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University Librarian: M. SPRUYT, D.Litt. (Leiden), L.Dip. Libr. (Pret), H.Dip.
Libr. (S.A.)

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- *Professor : E. J. MARAIS, B.A. (Stell.), M.A. (S.A.), B.D. (V.U.Amst.),
D.Phil. (S.A.)
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Political Science and Public Administration :

- *Senior Lecturer : M. C. EKSTEEN, M.A., D.Phil. (O.F.S.)
Senior Lecturer : J. C. VAN DER WALT, M.A. (Pret.)
Lecturer : G. P. MARÉ, B.A. (Hons.) (Stell.)

Psychology :

- *Professor : T. M. D. KRUGER, M.A. (Pret.), D.Litt. et Phil. (S.A.)
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Lecturer : J. W. CUMES, M.A. (Rand)
Research Assistant: Miss P. N. T. BAM, B.A. (Fort Hare)
Research Assistant: Miss E. MAKWETU, B.Sc. (Rhodes), B.Sc. (Hons.) (Fort Hare)

Sociology :

- Professor : Vacant.
Lecturer : W. D. VICTOR, B.A.(Hons.) (O.F.S.)
Research Assistant: M. W. MAKALIMA, B.A. (S.S.) (S.A.)
Research Assistant: Vacant

Social Work :

- *Professor : M. A. HOUGH, B.A. (S.W.) (Stell.), B.A. Hons. (S.A.), M.S.
(S.W.) (Boston).
Senior Lecturer : J. J. F. C. HEYDENRYCH, M.A. (Sociol.), B.A. (Hons.)
(Soc. Work) (Stell.)
Lecturer : T. N. V. MAQASHALALA, B.A. (S.S.) (S.A.)
Lecturer : R. BOTHA, B.A. (S.W.) (U.P.E.)

Language Laboratory :

- *Director : L. PROCTOR, M.A. (Cantab.), T.T.D.
Language Laboratory Assistant: Vacant.

Secretary : Mrs J. A. SMITH, B.A. (Rhodes)
Secretary/Typist : Vacant

FACULTY OF SCIENCE

Applied Mathematics and Statistics :

*Professor : S. LINDE, M.Sc. (O.F.S.)
Senior Lecturer : P. C. N. GROENEWALD, M.Sc. (O.F.S.)
Lecturer : P. C. WAGENER, B.Sc.(Hons.) (S.A.), M.Sc. (Pret.)

Botany :

*Senior Lecturer : D. N. BOSHOFF, D.Sc. (Potch.)
Honorary Research Fellow: M. H. GIFFEN, M.A. (Cape T.), M.Sc. (Cantab.)
F.R.M.S., Ph.D. (S.A.)
Lecturer : R. L. VERHOEVEN, M.Sc. (Pret.)
Lecturer : O. H. D. MAKUNGA, B.Sc.(Hons.) (S.A.), U.E.D. (Rhodes).
Lecturer : D. P. FERREIRA, B.Sc.(Hons.) (Potch.)
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Chem. I.
Professor : D. H. MEIRING, D.Sc. (O.F.S.), M.S.A.Chem.I.
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Lecturer : I. C. DU PREEZ, M.Sc. (O.F.S.)
Junior Lecturer : P. D. GOOLA, B.Sc.(Hons.) (S.A.)
Technician : M. WALTON

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*Professor : W. C. ELS, M.A., M.Ed. (O.F.S.), D.Litt. et Phil. (S.A.)
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Lecturer : C. J. UYS, B.A.(Hons.) (Stell.)
Lecturer : V. TAYLOR, B.A.(Hons.) (Stell.), S.T.D. (U.P.E.)

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Lecturer : C. S. KINGSLEY, M.Sc. (O.F.S.)
Lecturer : C. J. GUNTER, M.Sc. (O.F.S.)

Land Surveying :

*Professor : L. EEKHOUT, B.Sc. (Eng.) (Rand), B.Sc. (Photogram. Eng.)
(Delft).
Professor : G. C. OLIVIER, B.Sc. (S.A.), Dip.L.S. (J.C.P.E.), L. (S.A.),
M.I.G.L.S.

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(S.A.), H.E.D.
Senior Lecturer : S. F. G. WESSELS, M.Sc. (Potch.), Ph.D. (U.P.E.), U.E.D.
Lecturer : Mrs J. UYS, B.Sc. (Stell.)

Physics :

*Professor : Vacant
Senior Lecturer : P. H. PIETERSE, M.Sc. (Stell.)
Senior Lecturer : S. J. BURGER, M.Sc. (Stell.)
Lecturer : J. R. SERETLO, M.Sc. (S.A.)
Junior Lecturer : M. C. RADEBE, M.Sc. (S.A.)
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Chief Technician: M. H. W. THIELEMANN
Assistant Technician: N. E. SCHAEFFER

Zoology :

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Senior Lecturer : J. W. MAKHENE, M.Sc. (S.A.)
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Lecturer : Miss J. P. F. WILLIAMS, B.A.(Hons.) (S.A.), B.Sc.(Hons.) (Rhodes)

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Secretary/Typist : Mrs E. WANNENBURG

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Didactics and Administration :

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D.Litt. et Phil., (V.U.Amst.)
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Lecturer : N. KATIYA, B.A. (Rhodes), B.A., B.Ed. (S.A.)

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Historical Education :

- *Professor : D. F. VAN DYK, B.A., D.Ed. (O.F.S.)

Philosophy of Education :

- *Professor : B. DE V. VAN DER MERWE, M.A., D.Ed. (O.F.S.)
Lecturer : Vacant

Sub-Department of Fine Arts :

- Lecturer : Miss E. MARAIS, B.A. (Fine Arts) (Rhodes)
Lecturer : M. G. T. HALLIER, B.A. (F.A.) (Rand)
Research Assistant (Faculty of Education): J. P. NGUBANE, B.A. (Fort Hare)
Secretary/Typist : Vacant

FACULTY OF COMMERCE AND ADMINISTRATION

Business Economics and Co-operative Work :

- *Professor : D. J. L. JACOBS, B.A., B.Comm. (S.A.), D.Comm. (Potch.),
T.E.D.
Lecturer : J. M. LANGUAGE, B.Comm. (S.A.), B.Comm. (Hons.) (O.F.S.)

Economics and Economic History :

- *Professor : J. H. SMITH, M.Comm., U.E.D. (O.F.S.), D.Comm. (U.P.E.)
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Junior Lecturer : W. C. NKHULU, B.Comm. (Fort Hare)

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Senior Lecturer : E. BEGEMANN, M.Comm. (Potch.)
Lecturer : H. G. ROSSOUW, B.Comm. (O.F.S.)

Industrial Psychology :

- *Professor : W. Backer, M.A., D.Phil. (Potch.)
Lecturer : Q. T. MJOLI, B.A.(Hons.), B.Sc.(Hons.) (Fort Hare)
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FACULTY OF AGRICULTURE

Agricultural Economics :

(Sub-departments: Agricultural Engineering and Biometry)
Senior Lecturer : S. J. DE SWARDT, M.Sc. Agric. (Natal)

Agronomy :

(Sub-departments: Horticultural Science, Pasture Science and Plant Pathology.)
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Senior Lecturer (Agronomy): J. N. MARAIS, M.Sc.Agric. (Pret.), Ph.D. (Purdue)
Senior Lecturer (Pasture Science): W. S. W. TROLLOPE, M.Sc.Agric. (Natal)
Lecturer (Pasture Science): Vacant
Lecturer (Horticultural Science): B. V. COURT, B.Sc.Agric. (Pret.)
Lecturer (Horticultural Science): Vacant
Lecturer (Plant Pathology): J. P. MILDENHALL, B.Sc. Agric. (Natal), M.Sc. Agric., Ph.D. (Wisconsin)
Technical Assistant: C. NYANGINTSIMBI

Animal Science :

(Sub-departments: Anatomy and Physiology, Animal Health, Dairy Science and Technology, Poultry Science and Sheep and Wool Science.)
*Professor : D. L. BROWN, M.Sc.Agric. (Natal), D.Sc.Agric. (O.F.S.)
Senior Lecturer (Animal Health): S. STAMPA, Dr MED. VET. (Giessen)
Senior Lecturer (Animal Science): E. J. B. BISHOP, M.Sc.Agric. (Stell.)
Lecturer (Sheep and Wool Science): Vacant
Senior Technical Assistant: A. M. DIANGAMANDLA

University of Fort Hare

Soil Science :

Together in Excellence

(Sub-departments: Biochemistry, Genetics and Plant Physiology.)
*Professor : H. v. H. VAN DER WATT, B.Sc.Agric. (Pret.), Ph.D. (Calif.)
Senior Lecturer (Soil Science): M. HENSLEY, M.Sc.Agric. (Natal)
Senior Lecturer (Biochemistry): P. W. CLOETE, M.Sc., D.Sc.Agric. (Pret.)
Lecturer (Genetics): J. H. G. DE VILLIERS, B.Sc.Agric. (Natal)
Lecturer (Genetics): Vacant
Senior Technical Assistant: W. NGALEKA
Mechanic/Demonstrator: H. L. ROSKILLY
Secretary/Typist : Mrs C. VERHOEVEN

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O. F. RAUM, Ph.D. (Lond.)

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Assistant Registrar (Administration): J. DE M. MALAN
Assistant Registrar (Finance and Stores): D. J. JACOBS, B.Sc. (Stell.), B.Com. (S.A.)
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Assistant Librarian: Vacant

Assistant Librarian: Vacant

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Clerical and Technical Assistant: L. DIKWENT

Typist: Mrs F. T. NABE

GENERAL LEGAL PROVISIONS APPLICABLE TO STUDENTS OF THIS UNIVERSITY

Sections 20, 27, 28, 29, 30 and 42 of the University of Fort Hare Act, No. 40 of 1969.

20. (1) No person shall be registered as a matriculated student of the University unless—

- (a) he has obtained the matriculation certificate issued by the Joint Matriculation Board referred to in section 15 of the Universities Act, 1955 (Act No. 61 of 1955), or has in the opinion of the said Matriculation Board satisfied the conditions of exemption from the matriculation examination and has obtained a certificate to that effect: Provided that the council may in addition prescribe by regulation, as a prerequisite to admission to any particular course at the University, the attaining of a specified standard in any specified subject at the matriculation examination or at an examination recognized for the purpose by the said Matriculation Board; or
- (b) he is a graduate of a university institution or has been admitted by a university institution to the status of a graduate; and
- (c) he has complied with such other conditions as the council may prescribe by regulation: and
- (d) he has paid the requisite moneys.

(2) Every person registered as a student of the University shall renew his registration annually so long as he continues to be a student of the University.

(3) A student of the University who fails to satisfy the prescribed minimum requirements of study may be refused permission by the council to renew his registration as a student.

(4) The council may after consultation with the senate and with the prior approval of the Minister limit the number of persons who may be permitted to register for any course, in which case the senate may select from among those persons qualified to proceed to such course the persons who shall be permitted to register therefor.

27. (1) At the University there shall be—

- (a) faculties of arts, natural sciences, education, law, agriculture, commerce and administration, and theology; and
- (b) such other faculties as the council may from time to time establish after consultation with the senate and with the approval of the Minister.

(2) The council may not without the prior approval of the Minister establish any department or any course for a degree, diploma or certificate or in a subject, for which express authority to the university college did not exist under any law immediately prior to the fixed date.

28. (1) Subject to the provisions of this Act, the University may confer such degrees in a faculty as it may deem fit.

(2) The designation of any particular degree in any faculty shall be as prescribed by statute.

(3) Save as provided by section 31, the University shall not confer any degree upon any person who has not attained the prescribed standard of proficiency in any examination of other test.

(4) Subject to the provisions of this Act, the University may grant a diploma or certificate to any person who has pursued a course of study provided by the University or to any other person who in its opinion possesses the qualifications for such a diploma or certificate.

29. Subject to the provisions of the statute, the council may, on the recommendation of the senate—

- (a) admit a graduate of any other university institution or of any university outside the Republic to a status at the University equivalent to that which he possesses at such other university institution or at such university;

(b) admit as a candidate for the honours degree of bachelor or for the degree of master or doctor of the University any person who has passed at any other university institution or at any university outside the Republic or at any other institution considered by the senate to be equivalent to the University, such examinations as in the opinion of the senate are equivalent to or higher than the examinations prescribed for a degree of the University which is a prerequisite for such honours degree of bachelor or degree of master or doctor of the University.

30. Any examination or other test of the University shall be conducted under the control of the senate and subject to the provisions of the statute: Provided that until the Minister otherwise determines, the services of external examiners, or moderators appointed by the council on the recommendation of the senate shall be utilized, in such manner as the senate may with the approval of the council determine, for the purpose of conducting any examination or other test (including any treatise or thesis) at the end of the final semester in a major subject leading to a degree, diploma or certificate, and such other examinations (if any) as the council may on the recommendation of the senate determine.

42. (1) If any person has passed any examination or other test conducted prior to the fixed date by the University of South Africa in terms of section 21(1) of the University College of Fort Hare Transfer Act, 1959 (Act No. 64 of 1959), or by the university college in terms of section 23 of that Act, such person shall, for the purposes of the conferring or the granting of any degree, diploma or certificate by the University, be deemed to have passed a corresponding examination or test of the University.

(2) Any person who is or was registered as a student of the university college on or before the fixed date for a degree, diploma, certificate, examination or other test of the University of South Africa, shall be deemed to be or to have been registered for the corresponding degree, diploma, certificate, examination or other test of the University, and the University shall not be obliged to prepare any such person for the relevant degree, diploma, certificate, examination or other test of the University of South Africa.

University of Fort Hare
Together in Excellence

EXTRACTS FROM THE STATUTE OF THE UNIVERSITY OF FORT HARE

Government Notice R.2001 dated 5.11.1971.

Paragraphs 46, 47, 48, 52, 53, 54 and 55.

Admission to equal status

46. (a) A graduate of any other university institution or of any university outside the Republic who has been admitted in terms of section 29(a) of the Act to an equivalent status, and

(b) a person who is admitted in terms of section 29(b) of the Act as a candidate for a degree,

shall pay the fees prescribed by the Act, and the council may in any such case determine the effective date and other conditions, if any, of such admission.

Examinations and other tests

Examiners.

47. Subject to the provisions of sections 30 of the Act, every examination or other test by which a course for a degree, diploma or certificate is completed, shall be conducted by at least two examiners appointed by the senate.

Year-marks of candidates.

48. A candidate shall, before the examination at the end of every course attended by him, be awarded a year-mark for his work during the year, and the senate may lay down—

(a) that he shall not be admitted to the examination at the end of a course, unless he obtains the minimum year-mark determined by the senate for that course; and

(b) that for the purpose of calculating the final mark in a particular course, the year-mark as well as the mark obtained in the examination shall be considered, in such proportions as the senate may determine.

University of Fort Hare
Together in Excellence
Minimum period of attendance

Ordinary and Honours Bachelor's Degrees

52. Subject to the provisions of the Act and this Statute, no candidate shall be admitted to the degree of bachelor unless he has completed, subsequent to the date of validity of the matriculation certificate or of the certificate of full exemption from the matriculation examination issued by the matriculation board, the following minimum period of attendance recognised for such degree:

(a) for the degree of Bachelor of Arts in pure arts or social work, or Bachelor of Science, or Bachelor of Theology or Bachelor of Law or Bachelor of Laws or Bachelor of Commerce or Bachelor of Administration or Bachelor of Agriculture; at least three academic years;

(b) for the degree of Baccalaureus Procurationis or Bachelor in Library Science or Bachelor of Science in land surveying or agriculture: at least four academic years;

(c) for the degree of Bachelor of Education: a period of

(i) at least two years where he has obtained prior to the completion of this period of attendance the degree of Bachelor of Arts or Science or another degree accepted by the senate as equivalent thereto; or

(ii) at least one year where he has obtained prior to this period of attendance either an approved four-year bachelor's degree or an approved three-year bachelor's degree and also an approved diploma or certificate in education;

(d) for any other degree of bachelor which is not an honours degree: at least three academic years;

(e) for the honours degree of bachelor: at least one academic year after completion of a degree qualifying for a bachelor's degree recognised by the senate for this purpose.

Master's Degree.

53. Subject to any provision to the contrary in the Act and this Statute, no candidate shall be admitted to the degree of master in any faculty other than the Faculty of Education until at least one year after he has satisfied the requirements of the honours degree of bachelor or at least two years after he has been admitted to the ordinary degree of bachelor or to the status thereof in the faculty concerned: Provided that in the Faculty of Education at least one year shall elapse after he has been admitted to the degree of Bachelor of Education or to the status thereof.

Doctor's Degree.

54. Subject to any provision to the contrary in the Act and this Statute, no candidate shall be admitted to the degree of doctor in any faculty until at least four years after he has been admitted to the degree of bachelor or to the status thereof.

Attendance at and examinations of other universities

55. (1) Notwithstanding any provision to the contrary in this Statute and subject to the provisions of sub-paragraph 3, the senate shall accept as part of the attendance of a student at the University qualifying for admission to a degree of bachelor, other than a one-year honours degree of bachelor, periods of attendance as a registered matriculated student at another university institution recognised by the senate for this purpose: Provided that such period of attendance shall be accepted only in the case of a recognised course and that the senate may, in the case of a student, accept, so far as may be practicable, certificates of proficiency in any subject issued by the senate of such other university: Provided further that no such candidate shall be admitted to a degree unless he has complied with the provisions of sub-paragraph (2), and—

- (a) passed such examinations as the senate may determine;
- (b) paid such fees as may be prescribed; and
- (c) complied in other respects with the requirements for the degree.

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(2) A candidate shall not be admitted to an ordinary degree of bachelor in terms of sub-paragraph (1) unless—

- (a) his periods of attendance at the other university or institution and at the University together are not less than the full period prescribed for admission to such degree; and
- (b) he has attended approved courses at the University—
 - (i) for the degree of Bachelor of Education, for at least the final academic year;
 - (ii) for a degree of bachelor for which the prescribed period of attendance is four years, for at least the final two academic years; and
 - (iii) for any other degree of bachelor, for at least two academic years: Provided that he has attended at least half the total number of courses prescribed for the degree.

(3) The senate may accept, as part of the attendance of a student qualifying for admission to a degree of bachelor other than a one-year honours degree of bachelor periods of registration as a matriculated student of the University of South Africa: Provided that such period of registration may be accepted only in the case of a course recognised by the senate and that the senate may in the case of a student accept, as far as may be practicable, certificates of proficiency in any subject issued by the senate of the University of South Africa: Provided further that in all other respects the provisions of sub-paragraphs (1) and (2) shall apply *mutatis mutandis* and that the candidate has—

- (a) passed such examinations as the senate may determine;
- (b) paid such fees as may be prescribed; and
- (c) complied in other respects with the requirements for the degree.

REGULATIONS

Government Notice No. R. 1448 dated 20.8.71.

University of Fort Hare—Regulations

The Minister of Bantu Education has, by virtue of the powers vested in him by section 33 (5) of the University of Fort Hare Act, 1969 (Act 40 of 1969), as amended, approved the following regulations of the University of Fort Hare:

1. No person shall be admitted to a course of study for the degree of Bachelor of Science in pure science or for the degree of Bachelor of Science in Agriculture unless he has obtained the matriculation certificate issued by the Joint Matriculation Board, or a certificate of exemption from the matriculation examination issued by the said Matriculation Board and, in addition, has attained the pass standard in mathematics at the matriculation examination or at an examination recognised for the purpose by the said Matriculation Board.

2. A student who—

- (a) one year after the commencement of his studies has not completed at least one course, or
- (b) two years after the commencement of his studies has not completed at least two courses,

may be refused permission by the Council to renew his registration as a student.



University of Fort Hare
Together in Excellence

GENERAL RULES FOR DEGREES, DIPLOMAS AND CERTIFICATES

A. GENERAL RULES FOR ALL DEGREES

Definitions

G.1. In these rules, unless the context indicates otherwise—

- (i) "course" means that portion of the syllabus in any subject which is prescribed as a unit of study extending over one academic year, and "half-course" has a corresponding meaning, two half-courses being equivalent to one course;
- (ii) "curriculum" means the collective aggregation of all those courses in various subjects which together are required to be completed as prescribed in the rules in order to comply with the requirements for a degree;
- (iii) "examination" includes the ensuing supplementary, aegrotat or special examination; and
- (iv) "Senate" includes the Dean of a Faculty acting within the scope of his authority on behalf of the Senate in dealing with a matter related to the curriculum of a student.

Registration and approval of curriculum

G.2. On the appointed day each year, or within such extended period as may be permitted, every person admitted as a student of the University shall submit his proposed curriculum for approval by the Senate, and a curriculum thus approved shall not be modified except by permission of the Senate.

G.3. Except by permission of the Senate a student shall not be registered in the same academic year for more than one degree, diploma or certificate, nor shall a student of the University be registered in the same academic year as a student of another university

Amendment of rules

G.4. If the rules for a degree are amended, a student registered under the old rules who obtains credit in the academic year preceding the introduction of the new rules and who continues his studies without interruption may, subject to any provision to the contrary, elect to proceed under either the old or the new rules: Provided that—

- (a) such election shall be final, and
- (b) if he elects to proceed under the old rules and thereafter fails to obtain credit in any subsequent academic year or interrupts his studies at any time, he shall thenceforward be obliged to proceed under the new rules.

Condonation of breach of rules

G.5. Notwithstanding any provision to the contrary the Senate may condone a breach of the rules if it is satisfied that the student concerned was not at fault and would suffer undue hardship if the breach were not condoned.

B. GENERAL RULES FOR A DEGREE OF BACHELOR

Curriculum

G.6. (1) Subject to the provisions of sub-paragraph (2), every student for a degree of bachelor shall attend, as a registered matriculated student, an approved curriculum in terms of the rules for the degree concerned.

(2) The Senate may approve a special curriculum within the framework of the rules for a student who has been exempted from any course or courses in terms of the provisions of the Statute or of paragraph G.14 of these rules, or who interrupted his studies prior to a change in the rules for the degree for which he is registered and is consequently obliged to proceed under the new rules.

(3) The rules for a degree may lay down what further requirements must be complied with before a degree is awarded.

G.7. Subject to any provision to the contrary a student shall not be admitted to the second or subsequent course in a subject unless he has obtained credit for the preceding course.

G.8. The rules for a degree may prescribe that —(a) a student shall not be admitted to a particular course in a subject unless he has completed specified ancillary courses in another subject or subjects or unless such courses are taken concurrently with the particular course concerned; or (b) a student shall not obtain credit for a course completed by him until such time as he completes another specified course or courses.

Examinations

G.9. (1) In order to complete a course, a student must obtain—

(a) a year mark of at least 40%;

(b) at least 40% of the marks in the examination;

(c) such sub-minimum as the Senate may prescribe for any specified part of the examination; and

(d) at least 50% in the year mark and examination combined, the proportion in which the two are combined to be as determined by the Senate for each course.

(2) A student shall not be admitted to the examination at the end of a course unless he has obtained a year mark as specified in clause (a) of sub-paragraph (1).

(3) An examination shall include a written test comprising one or more papers as determined by the Senate, and may also include a practical or oral test or both.

(4) The Head of a Department in consultation with the examiners may require a student to present himself for an additional oral examination immediately after the ordinary examination, and a student shall be available for the purpose for three days after his last examination has been written.

(5) Every examination shall be held under the control of the Senate and, unless otherwise stated, shall be held at the end of the academic year.

G.10. The rules for a degree may provide that a student who fails to complete a course may be admitted to the ensuing supplementary examination and, if so, shall prescribe the conditions for admission thereto.

G.11. (1) A student who was prevented by illness on the day of an examination or immediately before it from writing or completing one or more papers may be permitted by the Rector (or an officer designated by him) to present himself for an aegrotat examination, provided he produces a medical certificate stating the nature and duration of the illness and declaring that for health reasons it was impossible or undesirable to write the examination on the specified day.

(2) A student who was prevented by family circumstances such as the death or serious illness of a relative during the examination from writing one or more papers may be permitted by the Rector (or an officer designated by him) to present himself for a special examination, provided satisfactory evidence of such circumstances is produced.

(3) Permission in terms of sub-paragraph (1) or (2) will not be granted to a student whose application fails to reach the Registrar at least one week before the end of the academic year.

G.12. The Senate may in a special case and subject to such conditions as it may prescribe regarding year marks, permit a student who has failed in an examination to present himself for re-examination at the end of a subsequent academic year without re-attending the course or courses concerned.

G.13. A holder of a diploma or certificate, or a holder of a degree, who is required to complete only one course in order to qualify for admission as candidate for a degree, or for another degree may, by permission of the Senate, present himself for examination for the purpose at either an ordinary or a supplementary examination: Provided that permission to present himself at a supplementary examination, where such an examination would not otherwise take place, will not be given save in exceptional circumstances.

Exemptions

G.14. (1) The Senate may, subject to such conditions as it may lay down, exempt a student from a course if he has obtained credit for the same or an equivalent course towards another degree, diploma or certificate of the University: Provided that no such student shall be admitted to a degree of bachelor unless—

- (a) he has attended approved courses towards that degree as follows:—
 - (i) for the degree of Bachelor of Education, for at least the final academic year;
 - (ii) for the degree of Bachelor of Laws, for at least the final two academic years;
 - (iii) for any other degree of bachelor, for at least one-half of the total number of courses prescribed for the degree;
 - (b) he shall have passed such examinations as the Senate may determine; and
 - (c) he shall have complied in all other respects with the requirements for the degree.
- (2) Notwithstanding the provisions of sub-paragraph (1), a student shall not select, as a major or principal subject for a degree, a subject taken by him as a major or principal subject for another degree.

Credit

G.15. (1) Subject to any provision to the contrary a student shall obtain credit for every course completed by him: Provided that the rules for a degree may lay down that a student may not proceed to the second or subsequent year of study in any particular subject or in any subject whatever until he has completed the minimum number of courses prescribed for the purpose.

(2) A student shall not obtain credit for the final course in a subject designated a major subject in the rules for a degree unless he presents himself for examination in the final courses of two such subjects simultaneously at the first attempt: Provided that if at such first attempt or thereafter he completes the final course in one major subject, he shall obtain credit therefor.

Courses attended not for degree purposes (N.D.P.)

G.16. (1) The Senate may permit a person, whether matriculated or not, to register as an occasional student for a course or courses otherwise than as a candidate for a degree, subject to such conditions as have been or may be prescribed.

(2) The Senate may permit a student registered for a degree to register for a course or courses otherwise than as part of his curriculum, and additional thereto, subject to such conditions as have been or may be prescribed.

(3) Subject to the provisions of paragraph G.14, the Senate may grant a student credit towards a degree for one or more courses completed by him while registered in terms of the provisions of sub-paragraph (1) and (2) or both, subject to such conditions as it may prescribe in an individual case: Provided that a student shall not be granted credit for any such course unless, at all relevant times—

- (a) he was suitably qualified to register for the degree concerned; and
- (b) the course could have formed part of an approved curriculum for the degree.

C. GENERAL RULES FOR THE HONOURS DEGREE OF BACHELOR

Admission

G.17. A person shall not be admitted as a candidate for an honours degree of bachelor unless he—

- (a) has been admitted to a degree of bachelor at the University; or
- (b) is a graduate of any other university institution or of any university outside the Republic and has been admitted to the status of bachelor at the University; or
- (c) has passed at any other university institution or at any university outside the Republic or at any other institution considered by the Senate to be equivalent to the University, such examinations as in the opinion of the Senate are equivalent to or higher than the examinations prescribed for a degree of bachelor of the University.

G.18. A person who wishes to be admitted as a candidate for an honours degree of bachelor, must submit to the Registrar a written application setting out his qualifications and stating in which department he wishes to study.

G.19. Without prejudice to its general powers to admit or refuse admission to an applicant, the Senate may require an applicant to undergo a test on his proficiency in the subject of his proposed study if he either—

- (a) obtained the qualification on which his application is based at another university or institution; or
- (b) being a graduate of the University, did not include the subject as a major subject in his undergraduate curriculum.

Duration of course

G.20. The honours course shall extend over not less than one academic year of full-time study, but if the rules in a particular faculty so permit, a candidate may, with the approval of the head of the department concerned, attend and complete the course in two successive parts, each extending over one academic year.

Ancillary courses

G.21. The Senate may require a candidate to attend specified ancillary courses in addition to the honours course and may require him to complete such courses by examination before he presents himself for any specified part of the honours examination.

Foreign language tests

G.22. The Senate may require a candidate to pass a test in an approved modern foreign language.

Examination

G.23. (1) The honours examination shall comprise—

- (a) not less than four nor more than six papers including oral and practical papers: Provided that the number of oral papers shall not exceed that laid down in the rules for the degree concerned;
 - (b) the examination prescribed to complete the ancillary subjects, if any, required in terms of paragraph G.21; and
 - (c) such foreign language test, if any, as is required in terms of paragraph G.22.
- (2) The examination shall be held—
- (a) in the case of an honours course taken in one part: after the completion of the course; or
 - (b) in the case of an honours course taken in two parts: in such manner as is determined by the Senate, provided that as far as is practicable, each part will comprise approximately half of the papers.
- (3) In order to pass the honours examination a candidate must obtain—
- (a) an aggregate of at least 50% of the marks in all the papers referred to in sub-paragraph (1)(a);
 - (b) such sub-minimum as the Senate may prescribe for any paper; and
 - (c) a pass mark in every other examination or test referred to in sub-paragraph (1).

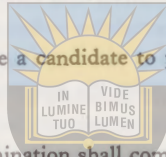
Re-examination

G.24. (1) Except by permission of the Senate a candidate may not present himself for examination more than twice in the same department.

(2) If a candidate fails in an examination or test required in terms of paragraph G.23. (1)(b) or (c), but attains such standard as the Senate prescribes for the purpose, he may present himself for re-examination therein after the lapse of such period as the Senate determines.

Distinction

G.25. The degree shall be conferred with distinction on a candidate who attains in the examination such standard as is prescribed in the rules for the honours degree concerned.



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D. GENERAL RULES FOR THE DEGREE OF MASTER

Admission

- G.26. A person shall not be admitted as a candidate for a master's degree unless he—
- (a) has been admitted to an honours degree of bachelor at the University; or
 - (b) has been admitted to a postgraduate degree of bachelor at the University; or
 - (c) is a graduate of any other university institution or of any university outside the Republic and has been admitted to the status of a holder of either of the qualifications referred to in (a) or (b) above; or
 - (d) has passed at any other university institution or at any university outside the Republic or at any other institution considered by the Senate to be equivalent to the University, such examinations as in the opinion of the Senate are equivalent to or higher than the examinations prescribed for either of the qualifications referred to in (a) or (b) above.

G.27. A person who wishes to be admitted as a candidate for a master's degree must submit to the Registrar a written application setting out his qualifications and, where applicable, the title of his proposed dissertation and a outline of his method of research.

G.28. Without prejudice to its general powers to admit or refuse admission to an applicant, the Senate may require an applicant to undergo a test on his proficiency in his subject.

Minimum period of registration

G.29. A candidate shall, during not less than one academic year, prosecute advanced study or research or both under the guidance of a supervisor appointed by the Senate.

Progress requirements and provision for suspension or cancellation

G.30. The Senate may at any time suspend or cancel the registration of a candidate who in its view is not making satisfactory progress with his studies.

G.31. If a candidate fails to complete his studies within five years of registering for the degree, the Senate may refuse to renew his registration or may renew it subject to any conditions it may see fit to impose.

Examination

G.32. A candidate shall either—

- (a) submit a dissertation on the approved topic; or
- (b) present himself for an examination comprising at least two written papers; or
- (c) submit a dissertation and in addition present himself for a written or oral examination as determined by the Senate on the recommendation of the Board of the Faculty concerned.

Re-examination

G.33. Except by permission of the Senate a candidate may not present himself for examination more than twice.

Dissertation

G.34. A candidate wishing to receive his degree at a particular graduation ceremony shall notify the Registrar not later than a date two weeks before the last Faculty meeting of the preceding year of his intention to submit his dissertation, and shall submit it not later than 31st December of that year, or, by special permission of the Head of the Department, not later than 31st January: Provided that this does not constitute a guarantee on the part of the University that the dissertation will have been examined in time for the ensuing graduation ceremony.

G.35. A candidate shall not submit a dissertation unless it is accompanied by a written declaration by the supervisor in which permission is granted to lodge the dissertation. Such declaration does not commit the supervisor to recommend the award of the degree.

G.36. For examination purposes a candidate shall present the dissertation in triplicate. After approval of the dissertation, and before conferment of the degree, the candidate shall submit a further seven copies, unless special permission has been granted for the submission of a smaller number.

G.37. (1) A dissertation shall, unless exemption is granted from this requirement, be typed in double spacing and be stoutly bound.

(2) The title page of a dissertation shall bear the following inscription:

1. (Full title of dissertation).....
2. by (Full name of candidate).....
3. Submitted in satisfaction/partial satisfaction of the requirements for the degree of Master ofin the Faculty of of the University of Fort Hare.
4. Date submitted.....

G.38. (1) A dissertation which has previously been submitted for a degree at another university shall not be accepted, but material taken by the candidate from existing publications and properly acknowledged may be incorporated in the dissertation.

(2) A candidate shall submit, together with his dissertation, a copy of every dissertation previously submitted by him for another degree, whether it was accepted or not.

G.39. A dissertation shall not be approved unless it provides proof of the candidate's acquaintance with the methods and techniques of research. The language must be correct and the technical workmanship satisfactory.

Distinction

G.40. A master's degree may be awarded with distinction to a candidate who in the opinion of the Senate has attained the desired standard.

Publication

G.41. If, at the date of presentation, a portion of the dissertation submitted has not been published, or is not being published in a manner satisfactory to the University, the University shall have the right to reproduce the work in whole or in part, for purposes of research. The University may waive this right, provided that the candidate makes arrangements for publication of the work in a manner satisfactory to the University.

E. GENERAL RULES FOR THE DEGREE OF DOCTOR

Admission

G.42. Except where the rules in a particular faculty provide otherwise, a person shall not be admitted as a candidate for a doctor's degree unless he—

- (a) has been admitted to a master's degree at the University; or
- (b) is a graduate of any other university institution or of any university outside the Republic and has been admitted to the states of master at the university; or
- (c) has passed at any other university institution or at any university outside the Republic or at any institution considered by the Senate to be equivalent to the university, such examinations as in the opinion of the Senate are equivalent to or higher than the examinations prescribed for the degree of master at the University.

G.43. A person who wishes to be admitted as a candidate for a doctor's degree must submit to the Registrar a written application setting out his qualifications and, in the case of an application in terms of clause (a) of paragraph G.45, the title of his proposed thesis and an outline of his method of research.

G.44. Without prejudice to its general powers to admit or refuse admission to an applicant, the Senate may require an applicant to undergo a test on his proficiency in his subject.

How degree may be obtained :

G.45. The degree may be obtained either—

- (a) by means of research on an approved topic prosecuted under the guidance of a promoter appointed by the Senate; or
- (b) on the grounds of meritorious publications, if so provided in the rules in a particular faculty.

Provision for suspension or cancellation

G.46. The Senate may at any time suspend or cancel the registration of a candidate who in its view is not making satisfactory progress with his studies.

Examination

G.47. (1) A candidate admitted in terms of clause (a) of paragraph G.45 shall submit a thesis on the approved topic and, if so prescribed in the rules of the Faculty or required by the examiners, present himself for an oral or written examination on the subject of his thesis or the relevant subject as a whole.

(2) A candidate admitted in terms of clause (b) of paragraph G.45 shall submit his publications for examination, in which case the rules relating to the submission of a thesis shall apply *mutatis mutandis*.

G.48. (1) A candidate may not submit a thesis unless his promoter has reported to the Senate that he is satisfied with the candidate's knowledge of the subject as a whole.

(2) The Senate may require a candidate to attend and by examination to complete a programme of study before he may submit his thesis.

Re-examination

G.49. Except by permission of the Senate a candidate may not present himself for examination more than twice.

Thesis

G.50. A candidate wishing to receive his degree at a particular graduation ceremony shall notify the Registrar not later than a date two weeks before the last Faculty meeting of the preceding year of his intention to submit his thesis, and shall submit it not later than 31st December of that year, or, by special permission of the Head of the Department, not later than 31st January: Provided that this does not constitute a guarantee on the part of the University that the thesis will have been examined in time for the ensuing graduation ceremony.

G.51. For examination purposes a candidate shall present the thesis in triplicate. After approval of the thesis, and before conferment of the degree, the candidate shall submit a further seven copies, unless special permission has been granted for the submission of a smaller number.

G.52. When submitted, a thesis shall be accompanied by a declaration by the candidate as to the extent to which it represents his own work, both in conception and execution.

G.53. (1) A thesis shall, unless exemption is granted from this requirement, be typed in double spacing and be stoutly bound.

(2) The title page of a thesis shall bear the following inscription:

1. (Full title of thesis).....
2. by (Full name of candidate).....
3. Submitted in satisfaction/partial satisfaction of the requirements for the degree fo Doctor of.....in the Faculty of..... of the University of Fort Hare.
4. Promoter.....
5. Date submitted.....

G.54. (1) A thesis which has previously been submitted for a degree at another university shall not be accepted, but material taken by the candidate from existing publications and properly acknowledged may be incorporated in the thesis.

(2) A candidate shall submit together with his thesis, a copy of every dissertation or thesis previously submitted by him for another degree, whether it was accepted or not.

G.55. A thesis shall not be approved unless it provides proof of original work by the candidate and constitutes a distinct contribution to the knowledge of and insight into the subject.

Publication

G.56. If, at the date of presentation, a portion of the thesis submitted has not been published, or is not being published in a manner satisfactory to the University, the University shall have the right to reproduce the work, in whole or in part, for purposes of research. The University may waive this right: Provided that the candidate makes arrangements for publication of the work in a manner satisfactory to the University.

F. GENERAL RULES FOR DIPLOMAS AND CERTIFICATES

G.57. The general rules for all degrees and the rules for a degree of bachelor shall apply *mutatis mutandis* to all diplomas and certificates awarded by the University: Provided that any rules which refer to matriculation as a prerequisite for admission shall not apply to those diplomas and certificates for which matriculation is not a prerequisite.



University of Fort Hare
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FACULTY OF THEOLOGY

STAFF

Dean :

Professor F. HECHT.

Old Testament Studies and Hebrew :

*Professor: F. HECHT, Cand.Phil. (Halle), Cand. Theol. (Halle), Cand.Min. (Berlin),
D.D. (Pret.).

Lecturer: W. J. ODENDAAL, M.A., B.Th. (Stell).

New Testament Studies and Pastoral Theology :

*Professor: H. L. N. JOUBERT, M.A. (Stell.), M.Th. (Princeton), Th.D. (Amst.).

Systematic Theology :

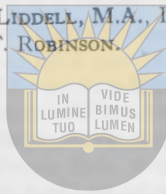
*Professor: J. A. LAMPRECHT, B.A. (Rand), B.D. (Lond.), D.D. (S.A.)

Ecclesiastical History and Missiology :

*Professor: Vacant.

Part time Lecturer: R. H. R. LIDDELL, M.A., D.D. (h.c.) (St. Andrews).

Secretary/Typist: Mrs J. M. F. ROBINSON.



University of Fort Hare
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*Heads of Departments.

FACULTY OF THEOLOGY

Degrees and Diplomas

- Th.1. (1) The following degrees are conferred in the Faculty:—
Bachelor of Theology B. Theol.
Bachelor of Theology (Honours) .. B. Theol. (Hons.)
Master of Theology M. Theol.
Doctor of Theology D. Theol.
- (2) The following diploma is granted in the Faculty:—
Diploma in Theology.

The following faculty rules are to be read in conjunction with the provisions of the Act, Statute, regulations and general rules.

The Degree of Bachelor of Theology*

Curriculum

- Th.2. The curriculum shall extend over three years of full-time study.
- Th.3. (1) The following courses are prescribed for the first year of study:—
Biblical Studies I
Systematic Theology I
Ecclesiastical History and Missiology I
Philosophy of Religion and Comparative Religion I
- (2) In addition a student shall complete the course Greek 1A, unless exempted therefrom by the Head of the Department of Greek.
- (3) A student shall not be permitted to register for any of the course prescribed for the second year of study before he has completed at least two of the courses referred to in sub-paragraph (1).

*Note: *Official languages*: Although no formal requirements are set, it is strongly recommended that a student spends at least 12 hours of study in the Language Laboratory on a course in one or both of the official languages.

- Th.4. The following courses are prescribed for the second year of study:—
Biblical Studies II
Systematic Theology II
Ecclesiastical History and Missiology II
Greek I
Pastoral Theology I
- Th.5. (1) The following courses are prescribed for the third year of study:—
(i) Biblical Studies III
(ii) Systematic Theology III
OR
Ecclesiastical History and Missiology III
(iii) Hebrew I
- (2) The two courses taken under (i) and (ii) shall be deemed to be major subjects for the purpose of paragraphs G.15.(2) and Th.8.

Examination

- Th.6. (1) In order to complete a course, a student must comply with the requirements laid down in the general rules for a degree of bachelor and obtain a sub-minimum of at least 35% in each paper.
- (2) The year mark and the examination shall be combined in equal proportions.

Supplementary examinations

- Th.7. (1) A student in his first year of study will be admitted to a supplementary examination in a course in which he has failed, provided he has obtained:
- (a) a year mark of at least 50%;
 - (b) at least 40% of the marks in the examination; and
 - (c) the pass mark in at least two other courses at the same examination.
- (2) A student in his second year of study will be admitted to a supplementary examination in a course in which he has failed, provided he has obtained:
- (a) a year mark of at least 50%;
 - (b) an average of at least 45% for the year mark and examination combined; and
 - (c) the pass mark in at least two other courses at the same examination.
- (3) A student in his third year of study will be admitted to a supplementary examination in a course in which he has failed:—
- (a) in the final course of a major subject, provided he has obtained:
 - (i) a year mark of at least 50%;
 - (ii) an average of at least 45% for the year mark and examination combined;and has completed the final course of his other major subject;
 - (b) in one other course, provided it is the last remaining requirement for his degree.

Distinctions

- Th.8. A student shall be awarded a pass with distinction in a subject if he obtains at least 75% of the marks in the examination in the third course in that subject.

The Degree of Bachelor of Theology (Honours).

Admission

- Th.9. (1) A person shall not be admitted as a candidate for the degree of Bachelor of Theology (Honours) unless he—
- (a) has been admitted to the degree of Bachelor of Theology or to the status of Bachelor of Theology at the University; or
 - (b) has been admitted to the degree of Bachelor of Arts at the University with Biblical Studies and Systematic Theology as his major subjects; or
 - (c) has been admitted to the status of Bachelor of Arts at the University by virtue of possession of the degree of Bachelor of Arts of another university with Biblical Studies and Systematic Theology as his major subjects; or
 - (d) qualifies in terms of paragraph G.17 (c) of the general rules for the honours degree of bachelor.
- (2) A person holding such a degree of Bachelor of Arts shall not be admitted as candidate for the degree unless—
- (a) he has complied with the language requirements for the degree of Bachelor of Theology;
 - (b) he has obtained credit for Ecclesiastical History and Missiology I, Pastoral Theology I and Philosophy of Religion and Comparative Religion I.

Duration of course

- Th.10. The honours course shall extend over not less than two academic years of full-time study.

The honours course

- Th.11. (1) The degree may be conferred in one of the following subjects:—
- Biblical Studies
 - Ecclesiastical History and Missiology
 - Systematic Theology

- (2) In addition to the subject selected for honours, a candidate shall complete—
- (a) ancillary courses in—
 - (i) Pastoral Theology
 - (ii) and (iii) the two subjects in sub-paragraph (1) not selected for honours.
 - (b) the following courses offered in the Faculty of Arts, unless exempted on the grounds of courses previously completed:—
 - (i) Greek II
 - (ii) Hebrew II
- (3) Before being admitted to the examination, a candidate shall be required to satisfy the Senate that his knowledge of Latin is adequate in relation to the subject of his honours course.
- (4) A candidate holding the degree of Bachelor of Arts with Biblical Studies and Systematic Theology as his major subjects must take Ecclesiastical History and Missiology II during the first year of the honours course.

Examination

- Th.12. (1) The examination shall comprise—
- (a) six papers of three hours each in the subject selected for honours in terms of paragraph Th.11. (1);
 - (b) one paper of three hours in each of the three ancillary subjects prescribed in terms of paragraph Th.11. (2).
- (2) All the papers shall be written papers: Provided that oral examinations may be substituted for not more than three written papers.
- Th.13. The Senate may require a student to present himself for all the papers at one and the same examination, or may require some papers to be written at the end of the first academic year and the rest at the end of the second academic year.

Distinction

- Th.14. The degree shall be conferred with distinction on a candidate who has obtained an average of at least 75% of the marks for any five papers.

The Degree of Master of Theology

For details about qualification for registration, duration of course and dissertation see the Statute and the General Rules for the degree of Master.

Choice of subject

- Th.15. The degree may be conferred in the subject taken by the candidate for his honours degree.

Examination

- Th.16. A candidate shall present himself for an examination comprising four written papers of three hours each and shall, in addition, submit a dissertation which shall be marked as a fifth paper.

Distinction

- Th.17. The degree shall be conferred with distinction on a candidate who has obtained an aggregate of at least 75% of the marks for the examination and the dissertation.

The Degree of Doctor of Theology

The following special rules of the Faculty apply in addition to the provisions of the Statute and the General Rules for the degree of Doctor:

- Th.18. (1) Before a candidate may submit his thesis he shall attend a programme of study in a major discipline and two subsidiary disciplines selected from the following:
1. Biblical Studies (Old Testament)
 2. Biblical Studies (New Testament)
 3. Systematic Theology
 4. Ecclesiastical History
 5. Missiology
 6. Philosophy of Religion and Comparative Religion
 7. Pastoral Theology
- (2) Before being admitted to the examination a candidate shall satisfy the Senate as to his language qualifications in relation to the disciplines selected by him, as enumerated hereunder:—
- (a) *Old Testament* :
 - (i) A second Semitic language at first year level;
 - (ii) Hebrew III, unless exempted by the Senate; and
 - (iii) A reading knowledge of German.
 - (b) *New Testament* :
 - (i) An adequate knowledge of Latin;
 - (ii) Greek III, unless exempted by the Senate; and
 - (iii) A reading knowledge of German.
 - (c) *Systematic Theology* :
 - (i) Latin II, unless exempted by the Senate; and
 - (ii) A reading knowledge of German.
 - (d) *Ecclesiastical History* :
 - (i) Latin II, unless exempted by the Senate; and
 - (ii) A reading knowledge of German or French.
 - (e) *Missiology Together in Excellence*
 - (i) A reading knowledge of German; and
 - (ii) A reading knowledge of Dutch.
 - (f) *Philosophy of Religion and Comparative Religion* :
A sound knowledge of the language required by the special field of study.
 - (g) *Pastoral Theology* :
 - (i) Latin II, unless exempted by the Senate; and
 - (ii) A reading knowledge of German or French.

Examination

- Th.19. (1) A candidate shall present himself before the Faculty for an oral examination in his major discipline and two subsidiary disciplines.
- (2) At least one year after passing the oral examination a candidate shall submit a thesis.
- (3) A thesis shall not be approved unless it provides proof of a thorough knowledge of the subject as a whole as well as in the disciplines immediately concerned.

Diploma in Theology

Admission

- Th.20. A person shall not be registered as a student unless—
- (a) he has obtained the School-leaving Certificate (not lower than S2) of the Joint Matriculation Board or a certificate recognised by the Senate as equivalent thereto, or
 - (b) he has satisfied the Senate that by virtue of his maturity he is competent to attend the course.

Duration of curriculum

Th.21. The curriculum shall extend over three years of full-time study.

Composition of curriculum

Th.22. (1) The curriculum shall comprise the following courses:—

Biblical Studies I, II, III.

Systematic Theology I, II.

Ecclesiastical History and Missiology I, II

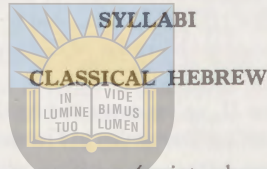
EITHER Systematic Theology III

OR Ecclesiastical History and Missiology III.

Philosophy of Religion and Comparative Religion I.

Greek I, or Hebrew I, or Social Anthropology I, or Psychology I, or Xhosa I.

(2) A student may not take more than five courses in any academic year.



Course 1:

Paper 1: Language.

(a) Principles of Hebrew grammar (script, phonetics, accents, accidence of pronoun, strong noun, irregular nouns, particles, numerals up to 100 and strong verbs, with verbal suffixes).

(b) Simple translations from and into Hebrew.

Paper 2: Background.

(a) The nature of Hebrew language and thinking (Part I).

(b) Old Testament history and its Near Eastern background from the beginnings to the destruction of the First Temple.

(c) Survey of Biblical Geography.

Course II:

Paper 1: Language.

(a) Principles of Hebrew grammar (weak verbs and nouns derived from them, comparison, particles) with translations from and into Hebrew.

(b) Principles of Hebrew syntax, with relevant exercises.

(c) Philological study of fifteen chapters from the historical, and ten chapters from the prophetic literature of the Old Testament.

Paper 2: Background and Text.

(a) The nature of Hebrew language and thinking (Part II).

(b) The history of the Jews from the destruction of the First Temple to the destruction of the Second Temple.

(c) A survey of Biblical Archaeology.

(d) The text of the Old Testament.

Course III:

Paper 1: Language.

(a) Characteristics of the Hebrew language and its place among the Semitic languages.

(b) Philological study of ten chapters from the more difficult prophetic books and ten from the poetic and wisdom literature of the Old Testament. Some texts from Jesus Sirach and from a Mishana tractate.

Paper 2: Aramaic or Ugaritic.

(a) Introductory grammar and outline of the literature of either the Aramaic or the Ugaritic language.

(b) Translation from seen and unseen texts into English.

Greek IA.

(One paper)

1. A study of the grammar (accidence and syntax) of Greek.
2. Translation of sentences and/or passages from and into Greek.
3. A survey of Christian Greek Literature.

Greek IB.

(Two papers)

1. Formal grammar of Greek.
2. Exercises in unseen translations and simple translations into Greek.
3. A study of selected chapters from the following prescribed books:—
 - (a) The Greek New Testament.
 - (b) Xenophon: *Anabasis*.
 - (c) The *Didache*.

(Translation, grammatical comment, context and background).

4. A survey of Greek history in the Hellenistic period (336-31 B.C.), with reference in particular to the nature of the Hellenistic State and cultural trends of the period.

(A) B.A. AND B. THEOL.

I. BIBLICAL STUDIES.

Course I:

Section A: Old Testament.

- (a) An introductory study of the fields ancillary to Old Testament Studies.
- (b) An outline of the History of Israel.
- (c) A study of selected pericopes of the R.S.V. concerning the understanding of "History" in Ancient Israel.

Section B: New Testament.

- (a) An introductory study of the fields ancillary to New Testament Studies.
- (b) A survey of New Testament history and content.
- (c) Prescribed chapters from the Synoptic Gospels (R.S.V.) for interpretation.

Course II:

Paper 1: Old Testament.

- (a) An introduction to forms and pre-history of Old Testament literature.
- (b) An introduction to Old Testament literature from its beginning to the Exile.
- (c) The religious and theological message of the Old Testament (Part I)

Paper 2: New Testament.

- (a) An introduction to the Gospels, Acts and the Pauline letters.
- (b) An introduction to the cultural and religious environment of Early Christianity.
- (c) A systematic survey of the message of the Synoptic Gospels and the Pauline letters.

Course III:

Paper 1: Old Testament.

- (a) An introduction to Old Testament literature after the Exile.
- (b) The religious and theological message of the Old Testament (Part II).
- (c) The history of the Old Testament Canon.

Paper 2: New Testament.

- (a) An introduction to the non-Pauline epistles and the book of Revelation.
- (b) A survey of the message of the writer of Hebrews and of John.
- (c) The history of the New Testament Canon.

Paper 3: Bible Interpretation.

Section A: Old Testament.

- (a) The various witnesses to the text of the Old Testament.
- (b) The Hermeneutics of the Old Testament.
- (c) Prescribed pericopes of the R.S.V. for interpretation.

Section B: New Testament.

- (a) The various witnesses to the text of the New Testament.
- (b) The Hermeneutics of the the New Testament.
- (c) Prescribed pericopes of the R.S.V. for interpretation.

II. SYSTEMATIC THEOLOGY

Course I.

1. General introduction to the study of Systematic Theology.
2. Relation of Systematic Theology to
 - (a) Science
 - (b) Philosophy
3. Studies in the understanding of Christian dogmatic formulae.
4. Introduction to Christian ethics.

Course II.

Paper 1:

1. The Christian doctrine of God.
2. The Christian doctrine of the Holy Trinity.
3. The Christian doctrine of the Person of Christ.

Paper 2:

1. The Christian doctrine of the Holy Spirit.
2. The Christian doctrine of Creation and Providence.
3. Christian Ethics as the Divine Command.

Course III.

Paper 1:

1. The Christian doctrine of Reconciliation and Redemption.
2. The Christian doctrine of the Church and the Sacraments.

Paper 2:

1. The Christian doctrine of man and sin.
2. Eschatology.
3. The Kingdom of God.

Paper 3:

1. Christian Ethics—The teaching of Christ and Paul.
2. Christian and Philosophical teaching about Ethics.
3. Studies in Agape and Eros.
4. Modern Ethical Theories.

III. ECCLESIASTICAL HISTORY AND MISSIOLOGY

Course I.

- (a) General survey of Church History.
- (b) A special study of post-Reformation Church History until the modern era.

Course II.

Paper 1 :

Mediaeval Church History.

Paper 2 :

The Reformation and Counter-Reformation.

Course III

Paper 1 :

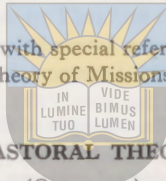
The first six centuries until Gregory the Great.

Paper 2 :

- (a) The problem of the meaning of history.
- (b) The Church and Church History.
- (c) History of doctrines in the fourth and fifth centuries.

Paper 3 :

- (a) Modern Church History with special reference to South Africa.
- (b) An introduction to the Theory of Missions.



IV. PASTORAL THEOLOGY

(One paper)

1. (A) Basis and aim of the practice of the New Testament Church with regard to: Homiletics, Catachetics, Liturgics, Polemics, Cybernetics and Diaconics.
(B) The quest for an application of the findings of the study in (A) above to the circumstances of the younger Churches in Africa.
2. (A) History and significance of the discipline of Pastoral Theology.
(B) Pastoral Psychology with special reference to the younger Churches in Africa.

V. COMPARATIVE RELIGION AND PHILOSOPHY OF RELIGION I.

(One paper)

Section A :

Comparative Religion.

1. Introductory: with special reference to
 - (i) Africa and
 - (ii) Christianity.
2. Selected religious studies: Primitive religions:
Magic and Religion; African Religions, Hinduism, Judaism, Islam.

Section B :

Philosophy of Religion.

1. Introductory: The Fruits of Modern Research; the problems of Value and Truth; the relation of Religion, Revelation, and Philosophy.
2. Religion and Religions in the works of K. Barth and E. Brunner.

(B) B.THEOL. (HONS.)

I: SYLLABUS FOR B.THEOL. (HONS.) IN BIBLICAL STUDIES WITH MAIN EMPHASIS ON OLD TESTAMENT.

Paper 1 :

(a) A survey of Near Eastern archaeology and history, significant to life and institutions of Ancient Israel.

(b) A study of the inter-Testamental period and its cultural, literary and ideological background.

(c) Illustrations of the principles of textual criticism taken from the Biblia Hebraica.

Paper 2 :

Exegetical study (including grammatico-historical and theological data) of approximately fifteen prescribed chapters from various parts of the Old Testament (using the Hebrew text).

Paper 3 :

A historical and critical study of the leading schools of Old Testament interpretation.

Paper 4 :

Theology of the Old Testament with particular reference to God, Man, the Sacrificial System, the Messianic Hope.

Paper 5 :

Old Testament—New Testament Interrelationship:

(a) The significance of the Old Testament for the understanding of the event of Christ in the New Testament.

(b) The differences between the concepts of the Old Testament Canon in Synagogue and Church.

(c) The nature of Paul's theological criticism of the Old Testament.

Paper 6 :

(a) Exegetical study (including grammatico-historical and theological data) of approximately six prescribed chapters from various parts of the New Testament (using the Greek text).

(b) The unity and variety of the revelation of God in the New Testament.

II: SYLLABUS FOR B.THEOL. (HONS.) IN BIBLICAL STUDIES WITH MAIN EMPHASIS ON NEW TESTAMENT.

Paper 1 :

(a) The cultural and religious environment of New Testament times.

(b) Survey of the Inter-Testamental period.

(c) Illustrations of the principles of textual criticism taken from the Greek New Testament.

Paper 2 :

Exegetical study (including grammatico-historical and theological data) of approximately twenty prescribed chapters from various parts of the New Testament (using the Greek text).

Paper 3 :

A historical and critical study of the leading schools of New Testament interpretation.

Paper 4 :

The unity and variety of the revelation of God in the New Testament.

Paper 5 :

(a) The relationship between the New and the Old Testament.

(b) The concept of a New Testament Canon.

(c) The Old Testament and the Messianic consciousness of Jesus.

Paper 6 :

(a) Exegetical study (including grammatico-historical and theological data) of approximately six prescribed chapters from various parts of the Old Testament (using the Hebrew text).

(b) Theology of the Old Testament with particular reference to God, Man, the Sacrificial System, the Messianic Hope.

III: SYLLABUS FOR B.THEOL. (HONS) WITH MAIN EMPHASIS ON SYSTEMATIC THEOLOGY.

Paper 1 :

Survey of the Prolegomena to Dogmatics and a brief survey of the theology of the 19th and 20th Centuries which led to the contemporary Dogmatic position.

Paper 2 :

Survey of the most important questions relating to Communication, Mission, and the confrontation between Dogmatics, Philosophy and Science today.

Paper 3 :

A Choice of a main direction in Dogmatics from: Doctrine of the Word; OR the Doctrine of God; OR the Doctrine of Creation; OR the Doctrine of the Consummation.

Paper 4 :

A choice of a main direction in Christian Ethics.

Paper 5 :

Specialisation and the study of sources, EITHER:

(a) Luther and Lutheranism OR Calvin and Calvinism OR the Reforms of France OR Holland OR England, OR

(b) Specific problems in respect of Ecclesiology, Pneumatology, Missiology and Ecumenism.

Paper 6 :

A study of a contemporary theologian.

University of Fort Hare
Together in Excellence

IV: SYLLABUS FOR B.THEOL (HONS.) WITH MAIN EMPHASIS ON ECCLESIASTICAL HISTORY AND MISSIOLOGY.

Paper 1 :

(a) The development and methods of ecclesiastical Historiography.

(b) Study of an important period of doctrinal development.

Paper 2 :

A special study in Church History and History of Doctrines from the original sources covering one of the following periods:

(a) the early period until Gregory I

OR

(b) the Middle-ages

OR

(c) Reformation and Counter Reformation

OR

(d) Post-Reformatory period.

Paper 3 :

History of Missions: One of the following subjects:

(a) Christianizing of the Germanic tribes

OR

(b) Missions in the Middle ages

OR

(c) Christianizing of Africa south of the Sahara

OR

(d) The world mission of the Church in the Twentieth Century.

Paper 4 :

Study of the life and work of:

- (a) A Church Father.
- (b) One of the Reformers.

Paper 5 :

A study of the following Councils:

- (a) Trent
- (b) First and Second Vatican Council.

Paper 6 :

Theory of Missions :

- 1. The Christian Message in a non-Christian World.
- 2. Mission and Church.
- 3. Mission and the Oekoumene.

V.: B.THEOL. (HONS): SYLLABUS FOR PASTORAL THEOLOGY.

Paper 1 :

Renewal of the Church :

- 1. The preaching.
- 2. The liturgy.
- 3. Singing and music.
- 4. The lay movement.



Paper 2 :

Section A :

New Man in the Church University of Fort Hare

- 1. The foundation. *Together in Excellence*
- 2. The edification.
- 3. The mission.

Section B :

Pastoral psychology

FACULTY OF LAW.

ACADEMIC STAFF

Mercantile Law :

Professor: Vacant.

Senior Lecturer: G. S. WOOD, B.A. LL.B. (Natal) (Head of the Department)

Private Law :

Senior Lecturer: F. A. DE VILLIERS, B.Comm., LL.B (Potch.) (Head of the Department and Vice-Dean of the Faculty).

Senior Lecturer: W. DE HAAN, B.A., LL.B. (Stell.)

Senior Lecturer: M. L. LUPTON, B.A.(Hons.), LL.B. (O.F.S.), U.E.D.

Lecturer: B. S. KOYANA, B.A., LL.B. (S.A.)

Lecturer: Vacant

Criminal Law and Procedure.

Professor: J. B. THOM, B.A., LL.B. (Stell.) (Head of the Department and Dean of the Faculty)

Senior Lecturer: Vacant.

Constitutional and Public International Law.

Senior Lecturer: J. LABUSCHAGNE, M.A. (Pret), LL.B. (S.A.), (Head of Department)

Lecturer: F. VENTER, B.Jur. et Comm. LL.B. (Potch.)

Secretary: Mrs L. I. TERWIN



University of Fort Hare
Together in Excellence

DEGREES AND CERTIFICATES IN LAW

L1. The following degrees are granted:—

- | | |
|-------------------------------------|---------|
| (1) Bachelor of Law..... | B.Jur. |
| (2) Baccalaureus Procuracionis..... | B.Proc. |
| (3) Bachelor of Laws..... | LL.B. |
| (4) Master of Laws..... | LL.M. |
| (5) Doctor of Laws..... | LL.D. |

L2. The following certificates are granted:—

- (1) Public Service Law Certificate.
- (2) Attorneys' Admission Certificate.

Regulations

The following faculty rules are to be read in conjunction with the provisions of the Act, Statute, regulations and general rules.

Exemption:

L3. Exemption may be granted, on the ground of previous study, from not more than one half of the courses required for any particular degree or certificate; provided, however, that candidates holding a B.Jur. or B.Proc. degree shall be entitled to exemption from a maximum of three courses more than one half of the courses prescribed for the LL.B., in which case it shall be required of such candidates to take one additional course for each course passed in excess of such half.

Non-degree and non-certificate purposes:

L4. Not more than one course may be taken for non-degree and non-certificate purposes. Such course may be taken during any year of study; provided that at no time shall more than two courses (including courses being repeated because of previous failure) be taken in addition to the number of courses prescribed for a particular year.

Order of courses:

L5. On the recommendation of Faculty, Senate may permit a student to follow the courses in an order other than that prescribed in L11, L15, L20, L22, L23, L31 and L35.

Admission to examination:

L6. A candidate may not present himself for examination in any course unless he has attained a year mark of at least 40%.

Pass mark:

L7. To pass a course, a candidate shall obtain at least 40% in the examination, and, in addition thereto, an average for the year mark and the examination of at least 50%, such year mark and examination mark to carry equal weight for this purpose.

Distinction:

L8. A candidate shall pass a course with distinction if he obtains a pass mark of at least 75%.

Supplementary examinations:

L9. No candidate who has failed in any course shall qualify to write a supplementary examination in that course unless he has obtained at least 40% of the marks in the examination and, in the case of a first year student, a year mark of at least 50%.

Bachelor of Law

Admission to the course of study:

L10. To be admitted to the course of study candidates shall possess a Matriculation or Matriculation Exemption Certificate, or a certificate of conditional exemption from Matriculation issued to students from foreign countries.

Curriculum :

L11. The courses shall be as follows:

First Year :

- (i) Introduction to Law.
- (ii) Private Law I.
- (iii) Private Law II.
- (iv) Native Administration I or Political Science I or Special Latin or Latin I.
- (v) Interpretation of Statutes (half course).

Second Year :

- (i) Criminal Law.
- (ii) Law of Evidence.
- (iii) Mercantile Law I.
- (iv) Constitutional and Administrative Law.
- (v) Law of Criminal Procedure.

Third Year :

- (i) Private Law III.
- (ii) Mercantile Law II.
- (iii) Roman Law.
- (iv) Law of Civil Procedure.
- (v) Private International Law (half course).

Completion of Curriculum :

L12. (1) To be admitted to the second year of the curriculum a student shall have completed at least three full courses of the first year; provided that a student who has three full courses or two full courses and one half course in his first year outstanding, may take one second year course in addition to such outstanding first year courses. To be admitted to the third year, a student shall have completed all the courses of the first year and at least three courses of the second year; provided that a student who has three second year courses outstanding, may take one third year course in addition to such outstanding courses. *Together in Excellence*

(2) A student shall receive credit for each individual course which he has passed, save in the third year when he shall receive credit only if he has passed simultaneously in at least two courses of that year.

Pass with distinction :

L13. To obtain the degree with distinction, a student shall pass all the courses of the final year simultaneously, three of them with distinction, and achieve an average of 70% in all five courses.

Baccalaureus Procuratoris

Student attention is drawn to the circumstance that they will not be admitted as attorneys unless they have passed the required Matriculation examination in English.

Admission to the course of study :

L14. To be admitted to the course of study, candidates shall possess a Matriculation or Matriculation Exemption Certificate or a certificate of conditional exemption from Matriculation issued to students from foreign countries.

Curriculum :

L15. The courses shall be as follows:

First Year :

- (i) Introduction to Law.
- (ii) Private Law I.
- (iii) Private Law II.
- (iv) Special Latin or Latin I or Accounting (Special course) or Accounting I or Political Science I or Native Administration I.
- (v) Interpretation of Statutes (half course).

Second Year :

- (i) and (ii) Special Latin and Accounting (Special Course) or Accounting I, or if Special Latin has already been completed, Accounting (Special Course) or Accounting I and one of the following, or if Accounting (Special Course) or Accounting I has already been completed, Special Latin and one of the following, Political Science I or Latin I or Native Administration I.
- (iii) Criminal Law.
- (iv) Mercantile Law I.

Third Year :

- (i) and (ii) Afrikaans-Nederlands I and a second course in one of the following: Political Science or Latin or Native Administration.
- (iii) Law of Evidence.
- (iv) Constitutional and Administrative Law.
- (v) Law of Criminal Procedure.

Fourth Year :

As in the Third Year of the B.Juris

Completion of Curriculum :

L16. (1) To be admitted to the second year of the curriculum a student shall have completed at least three full courses of the first year; provided that a student who has three full courses or two full courses and one half course in his first year outstanding may take one second year course in addition to such outstanding first year courses. To be admitted to the third year, a student shall have completed at least three courses of the second year; provided that a student who has a maximum of three full courses outstanding, may take one fourth year course in addition to such outstanding courses. To be admitted to the fourth year, a student shall have completed all the courses of the first and second years and at least three courses of the third year; provided that a student who has three third year courses outstanding, may take one fourth year course in addition to such outstanding courses.

(2) A student shall receive credit for each individual course which he has passed, save in the fourth year, when he shall receive credit only if he has passed simultaneously in at least two courses of such year.

(3) A student shall not obtain credit for Roman Law, until he shall have passed the Matriculation Examination in Latin or a course in Latin which is certified by the Joint Matriculation Board, to be equivalent to the Matriculation examination in Latin (eg. Special Latin).

Pass with distinction :

L17. To obtain the degree with distinction, a student shall pass in all the courses of the final year simultaneously, three of them with distinction, and achieve an average of 70% in all five courses.

Bachelor of Laws

Admission to the course of study :

L18. A student shall not be admitted to the course of study unless he holds a Bachelor's degree.

General Curriculum :

L19. The courses shall be as follows:

- (i) Introduction to Law.
- (ii) Law of Persons and Family Relations (Private Law I).
- (iii) Law of Things and Succession (Private Law II).
- (iv) Interpretation of Statutes (half course).
- (v) Private International Law (half course).
- (vi) Criminal Law.
- (vii) Law of Evidence.

- (viii) Law of Companies, Partnerships and Insolvency (Mercantile Law I).
- (ix) Constitutional and Administrative Law.
- (x) Roman Law.
- (xi) Law of Obligations (Private Law III).
- (xii) Law of Criminal Procedure.
- (xiii) Law of Civil Procedure.
- (xiv) Law of Insurance, Industrial Property and Negotiable Instruments (Mercantile Law II).
- (xv) Advanced Private Law A.
- (xvi) Social and Economic Legislation.
- (xvii) Public International Law.
- (xviii) Advanced Constitutional and Administrative Law.
- (xix) Advanced Criminal Law.
- (xx) Advanced Law of Procedure.
- (xxi) Advanced Private Law B (one semester*)
- (xxii) Jurisprudence.
- (xxiii) Comparative Law or Bantu Law.
- (xxiv) English I or Special English.
- (xxv) Afrikaans-Nederlands I or Special Afrikaans.
- (xxvi) Latin I.

*The examination in this course will be written at the end of the first semester.

In addition to the foregoing, a dissertation of limited scope on a topic approved by the Board of Faculty must be handed in at the end of the first semester of the final year.

In terms of Rule L3, the following additional courses may be prescribed:

- (i) Mercantile Law III.
- (ii) Whichever of Comparative or Bantu Law has not yet been passed.
- (iii) Native Administration I.

Curriculum following upon a Bachelor of Law:

L20. (1) The courses shall be as follows:

First Year (fourth year of study) :

- (i) Advanced Private Law A.
- (ii) Social and Economic Legislation.
- (iii) Public International Law.
- (iv) and (v) Two of English I (or Special English), Afrikaans-Nederlands I (or Special Afrikaans), or Latin I.
- (vi) Comparative Law or Bantu Law.

Second Year (fifth year of study) :

- (i) Advanced Constitutional and Administrative Law.
- (ii) Advanced Criminal Law.
- (iii) Advanced Private Law B (one semester*).
- (iv) Advanced Law of Procedure.
- (v) Jurisprudence.
- (vi) Whichever of English I (or Special English), Afrikaans-Nederlands I (or Special Afrikaans), or Latin I has not been previously passed.
- (vii) Dissertation.

(2) To be admitted to the second year of the curriculum a student shall have passed at least three courses of the first year; provided that a student who has three courses of the first year outstanding, may take one course from the third year in addition to such outstanding courses.

(3) A student shall receive credit for each individual course which he has passed, save in the second year when he shall receive credit only if he has passed simultaneously in at least four courses of such year (of which the dissertation may be one).

*The examination in this course will be written at the end of the first semester.

Curriculum following upon a B.Proc. :

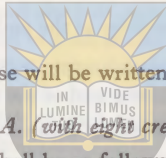
L21. (1) The courses shall be as follows:

First Year (fifth year of study) :

- (i) Advanced Private Law A.
- (ii) Social and Economic Legislation.
- (iii) Public International Law.
- (iv) Comparative Law or Bantu Law.
- (v) English I (or Special English).
- (vi) Latin I or Native Administration I.

Second Year (sixth year of study) :

- (i) Advanced Constitutional and Administrative Law.
 - (ii) Advanced Criminal Law.
 - (iii) Advanced Law of Procedure.
 - (iv) Advanced Private Law B (one semester*)
 - (v) Jurisprudence.
 - (vi) Bantu Law or Comparative Law (whichever has not yet been passed).
 - (vii) Dissertation.
- (2) As in L20. (2)
- (3) As in L20. (3)



*The examination in this course will be written at the end of the first semester.

Curriculum following upon a B.A. (with eight credits) :

L22. (1) The courses shall be as follows:

First Year (fourth year of study) :

- (i) Interpretation of Statutes (half course).
- (ii) Private International Law (half course).
- (iii) Criminal Law.
- (iv) Law of Evidence.
- (v) Mercantile Law I.
- (vi) Whichever of English I or Special English, Afrikaans-Nederlands I or Special Afrikaans, Latin I, or Constitutional and Administrative Law has not been previously passed.

Second Year (fifth year of study) :

- (i) Advanced Private Law A.
- (ii) Mercantile Law II.
- (iii) Law of Criminal Procedure.
- (iv) Law of Civil Procedure.
- (v) Social and Economic Legislation.
- (vi) Public International Law.

Third Year (sixth year of study) :

As for the Second Year of the LL.B following upon the B.Jur.

- (2) As in L12. (1).
- (3) A student shall receive credit for all individual courses passed save in the third year when he shall receive credit only if he has passed simultaneously in at least four full courses of such year (of which the dissertation may be one).

Curriculum following upon a B.Com. (with eight credits) :

L23. (1) The courses shall be as follows:

First Year (fourth year of study) :

- (i) Private Law I.
- (ii) Interpretation of Statutes (half course).

- (iii) Private International Law (half course).
- (iv) Criminal Law.
- (v) Roman Law.
- (vi) Whichever of English I (or Special English), Afrikaans-Nederlands I (or Special Afrikaans), or Latin I has not been previously passed.

Second Year (fifth year of study) :

- (i) Advanced Private Law A.
- (ii) Law of Evidence.
- (iii) Constitutional and Administrative Law.
- (iv) Law of Criminal Procedure.
- (v) Law of Civil Procedure.
- (vi) Public International Law.

Third Year (sixth year of study) :

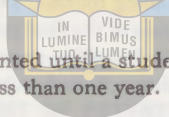
As for the Second Year of the LL.B. following upon the B.Jur.

- (2) As in L12. (1).
- (3) As in L22. (3).

Distinction :

L24. To obtain the degree with distinction, a student shall obtain an average of 70% for all law courses, and shall, in addition thereto, obtain distinctions in five of the final year law courses (for which purpose the dissertation shall count as a law course).

Master of Laws



Admission :

L25. The degree shall not be granted until a student shall have held a LL.B. or an equivalent degree for a period of not less than one year.

Requirements :

- L26. (1) A dissertation on an approved topic.
- (2) An oral examination on the field of study of the dissertation, to be undergone before the dissertation is submitted for consideration.
- (3) The General Rules relating to Master's degrees shall apply *mutatis mutandis*.

Distinction :

L27. The degree may be obtained with distinction.

Doctor of Laws

Admission :

L28. The degree shall not be granted until a student shall have held a LL.B. or an equivalent degree for a period of not less than three years.

Requirements :

- L29. (1) (i) A thesis on an approved topic.
- (ii) An oral examination on the field of study of the thesis, to be undergone before the thesis is submitted for consideration.
- (iii) The General Rules relating to Doctor's degrees shall apply *mutatis mutandis*.
- (2) The LL.D. degree may also be conferred on the ground of meritorious publications.

Public Service Law Certificate

Admission to the course of study :

L30. To be admitted to the course of study a student shall possess a Senior or Matriculation or Matriculation Exemption Certificate, or a certificate of conditional exemption from Matriculation issued to students from foreign countries.

Curriculum :

L31. The courses shall be as follows:

First Year :

- (i) Introduction to Law.
- (ii) Private Law I.
- (iii) Private Law II.
- (iv) Interpretation of Statutes (half course).

Second Year :

- (i) Criminal Law.
- (ii) Law of Evidence.
- (iii) Mercantile Law I.
- (iv) Law of Criminal Procedure.

Third Year :

- (i) Private Law III.
- (ii) Mercantile Law II.
- (iii) Roman Law.
- (iv) Law of Civil Procedure.

Completion of curriculum :

L32. (1) To be admitted to the second year, a student shall have completed at least two full courses of the first year; provided that a student who has two full courses or two full courses and a half course of the first year outstanding, may take one second year course in addition to such outstanding courses. To be admitted to the third year, a student shall have completed all the courses of the first year and at least two courses of the second year; provided that a student who has three courses of the second year outstanding, may take one third year course in addition to such outstanding courses.

(2) As in L12. (2).

Distinction :

L33. As in L13. *Together in Excellence*

Attorneys' Admission Certificate*

L34. To be admitted to the course of studies, a student shall possess a Matriculation or a Matriculation Exemption Certificate, or a certificate of conditional exemption from Matriculation issued to students from foreign countries.

Curriculum :

L35. The courses shall be as follows:

First Year :

- (i) Introduction to Law.
- (ii) Private Law I.
- (iii) Private Law II.
- (iv) Interpretation of Statutes (half course).
- (v) Special Latin.

Second Year :

- (i) Criminal Law.
- (ii) Law of Evidence.
- (iii) Mercantile Law I.
- (iv) Constitutional and Administrative Law.

Third Year :

- (i) Private Law III.
- (ii) Mercantile Law II.

*Students' attention is drawn to the circumstance that they will not be admitted as Attorneys unless they have passed the required Matriculation examination in the two official languages

- (iii) Roman Law.
- (iv) Law of Criminal Procedure.
- (v) Law of Civil Procedure.

Completion of curriculum :

L36. (1) To be admitted to the second year, a student shall have completed at least two full courses of the first year (Special Latin excluded); provided that a student who has two full courses or two full courses and a half course outstanding, may take one second year course in addition to such courses. To be admitted to the third year, a student shall have completed all the courses of the first year and at least three courses of the second year; provided that a student who has three courses of the second year outstanding, may take one third year course in addition to such courses.

(2) A student shall not obtain credit for Roman Law, until he shall have passed the Matriculation examination in Latin or a course in Latin which is certified by the Joint Matriculation Board to be equivalent to the Matriculation examination in Latin (e.g. Special Latin).

(3) As in L12. (2).

Distinction :

L37. As in L13.



DEPARTMENT OF PRIVATE LAW

University of Fort Hare
Tog (One paper)
Excellence

A. Introduction to Law.

1. Introduction to the study of law.
2. Philosophical introduction to law.
3. History of South African Law (both South African Roman-Dutch Law and South African Bantu Law).
4. Introduction to the administration of justice in South Africa (both legal systems).
5. Introduction to South African positive law (both legal systems).

B. Private Law (South African Roman-Dutch Law and South African Bantu Law) :

Course I (The Law of Persons and Family Relations)

(Two papers)

1. The Law of Persons:
 Origin and termination of legal personality, and the different circumstances determining legal status. (One paper of 1½ hours)
2. The Law of Family Relations:
 The Law of Husband and Wife, and the Law of Parent and Child. (One paper of 3 hours)

Course II (The Law of Things and Succession)

(Two papers)

1. The Law of Things, including an outline of Land Registration and Water Law. (One paper)
2. The Law of Succession and Administration of Deceased Estates. (One paper)

Course III (The Law of Obligations).

(Two papers)

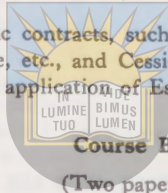
1. The Law of Contract and Quasi-contract
General principles and specific contracts (especially Purchase and Sale, Hire-Purchase, Lease and Service Contracts). (One paper)
2. The Law of Delict and Quasi-Delict
General principles and specific delicts. (One paper)

C. Advanced Private Law (both Legal Systems) :

Course A (Private Law IV)

(Two papers)

1. (a) Legal persons and other social institutions.
(b) Particular types of donations and bequests, such as Fideicommissum, Stipulatio Alteri, Trust and Foundation. (One Paper)
2. (a) Particular specific contracts, such as Agency and Mandate, Suretyship, Deposit, Carriage, etc., and Cession.
(b) The nature and application of Estoppel. (One Paper)



(Two papers)

1. (a) Capita selecta from delictual and quasi-delictual liability.
(b) Unjustified Enrichment. (One Paper of 3 hours)
2. The latest reported cases on the whole field of Private Law.
(One paper of 1½ hours.)

D. Jurisprudence :

(Two papers)

1. A Historical study of legal philosophical systems. (One paper of 1½ hours)
2. (a) General legal principles and concepts.
(b) Particular questions of legal science. (One paper of 3 hours)

E. Roman Law :

(Two papers)

1. (a) Outline of the history of Roman Law.
(b) Outline of the law of Procedure.
2. Private Law.

F. Comparative Law :

(One paper)

1. Nature and history of Comparative Law.
2. A comparative study of some legal systems as examples of the Anglo-American and Continental European groups of legal systems.
3. A comparative study of some African legal systems, with particular reference to the other legal systems in Southern Africa.

G. *Private International Law* :

(One paper)

1. Private International Law (including its historical development), Public International Law, Jus Gentium, and the application of Bantu Law in South Africa
2. South African Private International Law.

H. *Bantu Law* :

(One paper)

1. The principal Bantu legal systems of Southern Africa.
2. General characteristics of Bantu Law contrasted with those of South African Roman-Dutch Law.
3. The recognition and application of Bantu Law in Southern Africa.
4. Sources of origin and sources of reference of Bantu Law.
5. The conflict between Roman-Dutch Law and Bantu Law on the one hand, and between different Bantu legal systems on the other.
6. The administration of Bantu Law in Southern Africa.
7. The Law of Persons and Family Relations.
8. The Law of Things.
9. The Law of Succession.
10. The law of Contract and Quasi-Contract.
11. The Law of Delict and Quasi-Delict.
12. Criminal Law.
13. The Law of Procedure and Evidence.

DEPARTMENT OF CRIMINAL LAW AND PROCEDURE

A. *Criminal Law* :

(One paper)

1. Introduction to the study of Criminal Law:
The distinction between Criminal Law and other fields of law; the evolution of Criminal Law; theories of Criminal Law; Criminal Law and the science of Criminal Law; history and sources of South African Criminal Law; the concept of crime; the distinction between common law and statutory crimes.

2. The general doctrines of Criminal Law:

The elements of crime; attempt; perpetrators and accomplices; accessories after the fact; incitement and conspiracy.

3. The more important common law and statutory crimes under the following heads:

Crime against the State; crimes against life; crimes against bodily integrity, honour, dignity, good name and liberty; crimes against property, sexual crimes, crimes relating to marriage, religion and morality; crimes against the administration of justice; offences under the following Acts: Children's Act, No. 33 of 1960; Prevention of Corruption Act, No. 6 of 1958; Stock-theft Act No. 57 of 1959; Immorality Act, No. 23 of 1957.

B. *Criminal Procedure* :

(One paper)

1. Introduction to the study of Criminal Procedure:

The function of Criminal Procedure; the place of Criminal Procedure in the legal system; the distinction between Criminal Procedure and other fields of law.

2. The principles of South African Criminal Procedure in the superior and lower courts (including Bantu courts) under the following heads:

The various criminal courts; the jurisdiction of the criminal courts; extradition of criminals; the prosecution of crime; means of securing the attendance of the accused at criminal trials; search; entry of premises; seizure of property; rescue of women detained for immoral purposes; bail; preparatory examinations; indictments and charges; arraignment of the accused; the course of the trial after arraignment up to and including judgment; special entries and reservation of law; review and appeal.

C. *Civil Procedure* :

D. *Advanced Criminal Law*:

(One paper)

Capita selecta from Criminal Law.

E. *Advanced Law of Procedure*.

(One paper)

1. *Capita selecta* from Civil and Criminal Procedure.
2. *Medicina Forensis*.

F. *Law of Evidence* :

(One paper)

Criminal and civil cases (including Bantu courts).

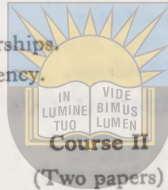
DEPARTMENT OF MERCANTILE LAW

A. *Mercantile Law* :

Course I

(Two papers)

1. Company Law.
2. (a) The Law of Partnerships
(b) The Law of Insolvency.



(Two papers)

1. (a) An outline of the elementary principles of the Law of Negotiable Instruments.
(b) The Law of Insurance.
2. The Law of Industrial Property.

Course III

As for Commercial Law III.

B. *Commercial Law (for B.Com. students)* :

Course I

(Two papers)

1. (a) Introduction to Law.
(b) General principles of the Law of Contract.
2. Special Contracts, including:
Purchase and Sale.
Hire Purchase.
Lease.
Service.
Agency.
Carriage of Goods.
3. Real and Personal Security, including:
Mortgage.
Pledge.
Suretyship.
Liens.

Course II

(Two papers)

1. (a) The Law of Insurance.
(b) The Law of Negotiable Instruments.
(c) The Law of Industrial Property.
2. (a) The Law of Partnerships.
(b) Company Law.

Course III.

(Two papers)

1. Advanced study of certain *capita selecta* from Company Law.
2. The Administration of Insolvent and Deceased Estates.

DEPARTMENT OF CONSTITUTIONAL AND PUBLIC INTERNATIONAL LAW

A. *Constitutional and Administrative Law :*

(One paper)

1. The development of the British parliamentary system, the "Rule of Law" and fundamental liberties.
2. Constitutional Law of South Africa:
The executive, legislative and judicial powers; the provinces, South West Africa and the Transkei; Bantu, Coloureds and Asiatics in South Africa.
3. Citizenship.
4. Introduction to Administrative Law, including the civil liability of the state.

B. *Public International Law :*

(One paper)

- General principles of Public International Law.
The Law of Peace and the elementary principles of law of War.
The law relating to the most important organisations of Public International Law.
The International status of South West Africa.

C. *Advanced Constitutional and Administrative Law :*

(Two papers)

1. (a) *Capita selecta* from Constitutional Law.
(b) Comparative Constitutional Law.
2. A detailed study of Administrative Law.

D. *Interpretation of Statutes :*

(One paper of 1½ hours)

The principles of the Interpretation of Statutes.

E. *Social and Economic Legislation :*

(Two papers)

The course will include the more important aspects of the following legislation:

1. The Children's Act.
The Group Areas Act.
The Community Development Act.
Income Tax legislation.
Certain other Welfare Legislation.
The Physical Planning Act.
Legislation concerning State controlled corporations.

2. The Apprenticeship Act.
The Factories, Machinery and Building Work Act.
The Workmen's Compensation Act.
The Industrial Conciliation Act.
The Wage Act.
The Bantu Labour Act.
The Bantu Building Workers Act.
The Bantu Labour (Settlement of Disputes) Act.

VOCATIONAL CHANNELS OPEN TO STUDENTS QUALIFIED IN THE VARIOUS COURSES OF STUDY:

1. The Public Service Law Certificate will enable holders thereof to be appointed as public prosecutors and even magistrates.
2. Prospective attorneys may register for the B.Proc. degree.
3. The B. Juris degree covers the Public Service Law Examinations and the Attorneys' Admission Examinations. The LL.B. degree may be obtained after a further two years of study.
4. Students who wish to acquire a cultural or commercial background, should consider registering for the B.A. or B.Com. degree, in which case the LL.B. degree may be obtained after a further three years of study.
5. To register for the LL.B. degree, a student shall possess a bachelor's degree. Possession of an LL.B. degree is sufficient academic qualification to be admitted as an Advocate. Judges are usually appointed from the rank of Advocates.
6. The required term of articles for admission as an attorney, depends on the candidate's qualifications, and are normally as follows:
 - (a) Matriculation exemption (and Attorneys' Admission Certificate)—five years.
 - (b) Bachelor's degree (B.Juris, B.A., B.Com.)—three years.
 - (c) LL.B. degree—two years.

FACULTY OF ARTS

Introduction

The Faculty of Arts is one of the two oldest faculties at Fort Hare. It offers training in the humanities and makes provision for both elementary and advanced tuition in a variety of disciplines and specialities. In the Faculty students are prepared for careers as social workers, teachers, librarians and psychologists amongst others. There are also limited but increasing opportunities in research and academic fields for students who pursue their studies beyond the undergraduate level. An Arts degree is also a key to administrative and management work in the emergent Public Services of the Transkei and the Ciskei, as well as in local and other authorities and also in some branches of industry and commerce.

Although the Faculty is by no means a professional training school the subjects offered are basic to an understanding of human life and culture and therefore form the underpinning for professional and other people in positions of leadership and influence in a wide variety of fields.

Faculty Staff

Dean	: Prof. T. M. D. KRUGER, M.A. (Pret.), D.Litt. et Phil. (S.A.)
Vice-Chairman of Faculty	: Prof. E. J. DE JAGER, M.A., D.Phil. (Potch.) (Acting Dean: 1972).
Secretary	: Mrs. J. A. SMITH, M.A. (Rhodes).
Secretary/Typist	: Vacant.



University of Fort Hare
Together in Excellence

RULES FOR THE FACULTY OF ARTS

The following faculty rules are to be read in conjunction with the provisions of the Act, Statute, regulations and general rules.

Degrees and Diplomas

A.1. (1) The following degrees are conferred in the Faculty:—

- I *In Arts*:
 - Bachelor of Arts.....B.A.
 - Bachelor of Arts (Honours).....B.A. (Hons.)
 - Master of Arts.....M.A.
 - Doctor of Literature and Philosophy.....D.Litt. et Phil.
- II *In Library Science*:
 - Bachelor in Library Science.....B.Bibl.
 - Bachelor in Library Science (Honours).....B.Bibl. (Hons.)
- III *In Social Work*:
 - Bachelor of Arts in Social Work.....B.A. (S.W.)
 - Bachelor of Arts in Social Work (Honours).....B.A. (Hons) (S.W.)
 - Master of Arts in Social Work.....M.A. (S.W.)
 - Doctor of Philosophy.....D.Phil.

(2) The following diplomas are granted in the Faculty:—

- Lower Diploma in Library Science.
- Higher Diploma in Library Science.
- University Diploma in Social Work (Dip. Soc. Work)

The Degree of Bachelor of Arts

Duration of curriculum

A.2. The curriculum shall extend over three years of full-time study.

Composition of curriculum

A.3. A curriculum shall consist of at least ten but not more than twelve courses selected from the following:—

Group A (Humanities)

- (1) Afrikaans-Nederlands I, II, III
Bantu Language Special, Bantu Language I, II, III.
English I, II, III
German Special, German I, II.
Greek I, II, III
Hebrew I, II, III
Latin Special, Latin I, II, III.

- (2) Anthropology I, II, III
Archaeology I, II
Criminology I, II
Economics I, II, III
Geography I, II, III
History I, II, III
Mathematics I, II, III
Native Administration I, II, III
Philosophy I, II, III
Political Science I, II, III
Psychology I, II, III
Public Administration I, II, III
Sociology I, II, III

- (3) Education
Economic History
Library Science
Principles of Greek Culture
Statistics

} one course only

Group B (Law) (One course only except where otherwise indicated)

- Bantu Law
- Constitutional and Administrative Law
- Introduction to Law
- Private Law I, II, III
- Roman Law

Group C (Theology)

- Biblical Studies I, II, III
- Ecclesiastical History and Missiology (one course only)
- Philosophy of Religion and Comparative Religion (one course only)
- Systematic Theology I, II, III

Group D (Science) (One course only)

- Botany
- Chemistry
- Geology
- Physics
- Zoology

- A.4. (1) A student shall include in his curriculum at least two subjects to be designated major subjects, in each of which he shall complete three courses: Provided that—
- a special course taken in terms of paragraph A.10 shall not be recognized as a course for this purpose; and
 - a student who completes two courses in Archaeology shall be deemed to have taken Archaeology as a major subject.
- (2) A student shall select either—
- both major subjects from Group A; or
 - both major subjects from Group C; or
 - One major subject from Group A and the other from either Group B or Group C.
- A.5. A student shall not take more than five courses in his first year of study, nor more than four courses in his second year of study nor more than three courses in his third year of study: Provided that in his second or third year he may take one course in excess of the maximum if it is a course in which he previously failed: Provided further that for the purpose of the above maxima Greek IA and Greek IB shall be deemed to be full courses.

Determination of year of study

- A.6. A student shall be deemed to be in his first year of study until he has obtained credit for at least two courses; in his third year of study when he is taking courses which will enable him to complete the requirements for the degree in that year; otherwise he shall be deemed to be in his second year of study.

Selection of courses

- A.7. A curriculum shall, except by permission of the Senate, include—
- at least four non-initial courses;
 - at least five courses from Group A(1) and (2);
 - at least two courses from Group A(1), including at least one course in Afrikaans-Nederlands or English;
 - at least one course from Group A(2) or A(3) or C;
 - at least one more course from Group A(2), A(3) or B or C, which may be a second course in a subject selected in terms of clause (d) above: Provided that a curriculum shall not include courses selected from more than one of the three groups B, C and D.
- A.8. Except by permission of the Senate a student shall not be given credit for—
- more than two courses from Group B: Provided that a student who selects Private Law as a major subject may include up to six courses from Group B in his curriculum;
 - more than six courses from Group C;
 - more than one course from Group D;
 - both Statistics and a course in Mathematics;
 - both Principles of Greek Culture and Greek I;
 - more than five courses in Bantu languages;
 - courses from more than two Bantu languages;
 - more than one Bantu language from any one of the following groups:
 - Nguni group (Xhosa, Zulu)
 - Sotho group (Northern Sotho, Southern Sotho, Tswana)

Special admission provisions for certain subjects

- A.9. (1) A student shall not be admitted to a course in Mathematics or in Physics unless he has attained the pass standard in Mathematics at the matriculation examination or at an examination recognized for the purpose by the Joint Matriculation Board.

- (2) Except by permission of the Senate a student shall not be admitted to a course in English or in Latin unless he has attained the pass standard in the subject concerned at the matriculation examination or at an examination recognized for the purpose by the Joint Matriculation Board.
- (3) Greek I consists of two half-courses, IA and IB and must be taken in that order. No credit towards a degree is given for IA; in special circumstances and with permission of the Head of the Department a student may be exempted from this course. To obtain credit for Course I a student must pass IB.
- (4) A student may only take Archaeology I after or concurrently with Anthropology I.

Special Language courses

- A.10. Credit shall be given for a special course in German or in Latin or in a Bantu language (where another Bantu language is selected as a major subject): Provided that—
- (a) such course may be selected only by a student who has not passed in the subject at the matriculation or equivalent examination; and
 - (b) credit shall not be given for more than one such course.

Ancillary courses

- A.11. A student shall not be admitted to the third course in any one of the major subjects listed below unless he has completed the courses specified as ancillary thereto or takes them concurrently with the major subject concerned: Provided that, where an ancillary course and the final courses in major subjects are taken concurrently and the student passes in one or both major subjects but fails in one or more ancillary subjects, he shall be deemed to comply with the provisions of this paragraph if he thereafter completes the ancillary course in which he failed.

<i>Major subject</i>	<i>Ancillary subjects</i>
Nguni language	Southern Sotho I or Anthropology I.
Sotho language	Xhosa I or Anthropology I.
Anthropology	Archaeology I.
Archaeology	Anthropology I.
Psychology	At least one of the following: Anthropology I Sociology I Philosophy I
Public Administration	Political Science I
Sociology	At least one of the following: Anthropology I Psychology I
Latin	Principles of Greek Culture, but it must be taken together with Latin II or Latin III
Native Administration	At least one course in Anthropology.
Economics	Economic History.

Examination

- A.12. (1) In order to complete a course, a student must comply with the requirements laid down in the general rules for a degree of bachelor and obtain a sub-minimum of at least 35% of the marks in each paper.
- (2) The year mark and the examination shall be combined in equal proportions.
- A.13. (1) A student in his first year of study will be admitted to a supplementary examination in a course in which he has failed, provided he has obtained:—
- (a) a year mark of at least 50%;
 - (b) at least 40% of the marks in the examination; and
 - (c) the pass mark in at least two other courses at the same examination.

- (2) A student in his second year of study will be admitted to a supplementary examination in a course in which he has failed, provided he has obtained:—
- a year mark of at least 50%
 - an average of at least 45% for the year mark and examination combined; and
 - the pass mark in at least two other courses at the same examination.
- (3) A student in his third year of study will be admitted to a supplementary examination in a course in which he has failed:—
- in the final course of a major subject, provided he has obtained.
 - a year mark of at least 50%;
 - an average of at least 45% for the year mark and examination combined; and has completed the final course of his other major subject;
 - in one other course, provided it is the last remaining requirement for his degree.

Distinction

- A.14. A student who obtains 75% of the marks in the final course in a major subject shall be awarded a pass with distinction in that subject.

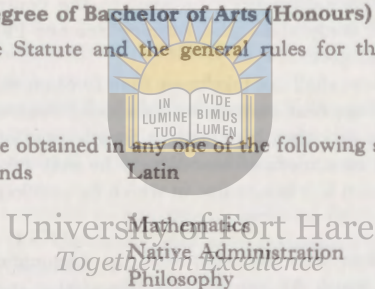
The Degree of Bachelor of Arts (Honours)

(Please refer also to the Statute and the general rules for the honours degree of bachelor)

Subjects

- A.21. The degree may be obtained in any one of the following subjects:—

- | | |
|----------------------|-----------------------|
| Afrikaans-Nederlands | Latin |
| Anthropology | |
| Archaeology | Mathematics |
| Bantu Languages | Native Administration |
| Economics | Philosophy |
| English | Political Science |
| Geography | Psychology |
| Greek | Public Administration |
| History | Sociology |



Admission

- A.22. Such specific admission requirements as may be prescribed shall be as stated in the syllabus concerned.

Sub-minimum

- A.23. There shall be a sub-minimum of 40% for each paper.

Distinction

- A.24. The degree shall be conferred with distinction on a candidate who obtains an aggregate of 75% of the marks for the honours course.

The Degree of Master of Arts

(Please refer also to the Statute and the general rules for the degree of Master).

Subjects

- A.31. The degree may be conferred in any one of the following subjects:—

- | | |
|----------------------|-----------------------|
| Afrikaans-Nederlands | Latin |
| Anthropology | |
| Archaeology | Mathematics |
| Bantu Languages | Native Administration |
| Economics | Philosophy |
| English | Political Science |

Geography
Greek
History

Psychology
Public Administration
Sociology

Examination

- A.32. The form for the examination in any subject shall be a dissertation unless the syllabus concerned indicates otherwise.

The Degree of Doctor of Literature and Philosophy

(Please refer to the Statute and the general rules for the degree of Doctor)

The Degree of Bachelor in Library Science

Duration of curriculum

- L.S.1. The curriculum shall extend over four academic years of fulltime study.
- L.S.2. (1) A curriculum shall consist of fourteen courses,
(a) ten courses selected in terms of the rules for the degree of Bachelor of Arts: and
(b) Library Science I, II, III and IV
(2) Notwithstanding any provision to the contrary, a student in his fourth year of study shall take Library Science IV and the third course in one other subject.
- L.S.3. A student shall not take more than five courses in his first year of study, nor more than four courses in his second year of study, nor more than three courses in either his third or fourth year of study: Provided that in the second or a more advanced year he may take one course in excess of the maximum if it is a course in which he previously failed.

Exemptions

- L.S.4. (1) A student who has completed the Elementary or Secondary examination of the South African Library Association may be exempted from Library Science I or Library Science I and II respectively.
(2) A student who is in possession of the Lower Diploma in Library Science may be exempted from a maximum of five courses.

Determination of year of study

- L.S.5. A student shall be deemed to be in his first year of study until he has obtained credit for Library Science I and at least one further course; in his second year of study when he has obtained credit in Library Science I and II and at least five further courses; in his fourth year of study when he is taking courses which will enable him to complete the requirements for the degree in that year; otherwise he shall be deemed to be in his third year of study.

Examination

- L.S.6. (1) In order to complete a course, a student must comply with the requirements laid down in the general rules for a degree of bachelor and obtain a sub-minimum of at least 35% of the marks in each paper.
(2) The year mark and the examination shall be combined in equal proportions.
- L.S.7. (1) A student in his first year of study will be admitted to a supplementary examination in a course in which he has failed, provided he has obtained.
(a) a year mark of at least 50%
(b) at least 40% of the marks in the examination; and
(c) the pass mark in at least two other courses at the same examination.
(2) A student in his second and third year of study will be admitted to a supplementary examination in a course in which he has failed, provided he has obtained:-

- (a) a year mark of at least 50%
 - (b) an average of at least 45% for the year mark and examination combined; and
 - (c) the pass mark in at least two other courses at the same examination.
- (3) A student in his fourth year of study will be admitted to a supplementary examination in a course in which he has failed:—
- (a) in the final course of a major subject, provided he has obtained.
 - (i) a year mark of at least 50%;
 - (ii) an average of at least 45% for the year mark and examination combined;
 and has completed the final course of his other major subject;
 - (b) in one other course, provided it is the last remaining requirement for his degree.

The Degree of Bachelor in Library Science (Honours)

(Please refer also to the Statute and the general rules for the honours degree of bachelor.)

Admission

- L.S.11. A person shall not be admitted as a candidate for the degree unless he—
- (a) has been admitted to the degree of Bachelor in Library Science of the University; or
 - (b) holds a four year Bachelor's degree in Library Science of any other university institution or of any university outside the Republic and has been admitted to the status of Bachelor in Library Science at the University; or
 - (c) has been admitted to any other degree of Bachelor or to the status thereof at the University and is in possession of a Higher Diploma in Library Science; or
 - (d) qualifies in terms of paragraph G.17.(c) of the general rules for the honours degree of bachelor.

Examination

- L.S.12. (1) The examination shall consist of five papers of three hours each.
 (2) There shall be a sub-minimum of 40% for each paper.

Distinction

- L.S.13. The degree shall be conferred with distinction on a candidate who obtains an aggregate of 75% of the marks for the course.

Lower Diploma in Library Science

Admission

- L.S.21. A person shall not be registered as a student unless he has obtained the matriculation certificate issued by the Joint Matriculation Board or a certificate of exemption therefrom.

Duration of curriculum

- L.S.22. The curriculum shall extend over two years of full-time study.

Composition of curriculum

- L.S.23. The curriculum shall consist of seven courses comprising—
- (a) Library Science I and II; and
 - (b) Five courses selected in accordance with the rules for the degree of Bachelor of Arts.
- L.S.24. Library Science I may be taken in either the first or second year of study and, if taken in the second year, may be taken concurrently with Library Science II.

Examination

- L.S.25. (1) In order to complete a course a student must comply with the requirements laid down in the general rules for a degree of bachelor and obtain a sub-minimum of at least 35% of the marks in each paper.
- (2) The year mark and the examination shall be combined in equal proportions.
- L.S.26. (1) A student in his first year of study will be admitted to a supplementary examination in a course in which he has failed provided he has obtained.
- (a) a year mark of at least 50%;
- (b) at least 40% of the marks in the examination; and
- (c) the pass mark in at least two other courses at the same examination.
- (2) A student in his second year of study will be admitted to a supplementary examination in a course in which he has failed, provided he has obtained.
- (a) (i) a year mark of at least 50%;
- (ii) an average of at least 45% for the year mark and examination combined; and
- (b) in one other course, provided it is the last remaining requirement for his diploma.

Higher Diploma in Library Science

- L.S.31. A person shall not be admitted as a student unless he holds an approved degree of Bachelor of the University or has been admitted to the status thereof.
- L.S.32. The curriculum shall comprise Library Science I, II, III and IV and shall extend over at least one year of full-time study.
- L.S.33. A student qualifies for the diploma by completing all four courses at the same examination.
- L.S.34. (1) In order to complete a course a student must comply with the requirements laid down in the general rules for a degree of bachelor and obtain sub-minimum of at least 40% of the marks in each paper.
- (2) The year mark and the examination shall be combined in equal proportions.

The Degree of Bachelor of Arts in Social Work

Duration of curriculum

- S.W.1. The curriculum shall extend over three academic years of full-time study.

B.A. rules

- S.W.2. Subject to any provisions to the contrary in these rules, the rules for the ordinary degree of Bachelor of Arts shall apply.

Composition of curriculum

- S.W.3. The curriculum shall consist of at least ten but not more than twelve courses.
- S.W.4. A student shall include in his curriculum—
- (a) Social Work I, II and III;
- (b) *Either*
- Sociology I, II and III and at least Psychology I and II,
- or*
- *Psychology I, II and III and at least Sociology I and II;
- (c) courses selected from the following:—
- Economics I, II, III
- Criminology I
- Anthropology I, II
- History I
- Philosophy I
- Political Science I
- Native Administration I

One of—

Afrikaans-Nederlands I
a Bantu Language I
German Special
English I

*Students are strongly advised to take Psychology III or to take it after completion of the degree.

- S.W.5. A student shall carry out such practical social work as is prescribed by the Head of the Department with a registered welfare organization. A student shall make his own arrangements subject to the approval of the Head of the Department, who retains the right to make arrangements on behalf of a student.
- S.W.6. A student shall not be admitted to the second or third course in Social Work unless he has satisfactorily completed the practical work for the preceding course.

The Degree of Bachelor of Arts in Social Work (Honours)

(Please refer to the Statute and to the general rules for the honours degree of bachelor)

The Degree of Master of Arts in Social Work

(Please refer to the Statute and to the general rules for the degree of Master)

The Degree of Doctor of Philosophy in Social Work

(Please refer to the Statute and to the general rules for the degree of Doctor)

University Diploma in Social Work

Admission

S.W.11.

A person shall not be registered as a student unless—

- (a) he has obtained the School-leaving Certificate of the Joint Matriculation Board or a certificate recognized by the Senate as equivalent thereto, or
- (b) he is at least 25 years of age and has satisfied the Senate that he has attained a standard of education equivalent to that required for the School-leaving Certificate.

B.A. (S.W.) rules

S.W.12. Subject to any provisions to the contrary in these rules, the rules for the degree of Bachelor of Arts in Social Work shall apply.

Subjects to be endorsed on diploma

- S.W.13. The results of all examinations shall be endorsed on the diploma issued to a successful candidate.
- S.W.14. A holder of the diploma may present himself for examination in any of the optional subjects in which he has not previously been examined and, if successful, shall be entitled to have his diploma endorsed accordingly.

DEPARTMENTS: ACADEMIC STAFF AND SYLLABI
AFRICAN STUDIES: (ANTHROPOLOGY, ARCHAEOLOGY AND NATIVE ADMINISTRATION)

(a) *Staff*

*Professor	: E. J. DE JAGER, M.A., D.Phil. (Potch.)
Senior Lecturer	: P. D. BANGHART, B.A. (Nebraska), M.A. (Stell.)
Lecturer	: P. D. VAN LILL, B.A.Hons. (Stell.)
Lecturer	: R. M. DERRICOURT, B.A. (Hons.) (Cantab.)
Lecturer	: D. M. GROENEWALD, B.A. (Hons.) (Stell.)
F. S. MALAN Anthropological Museum and A. J. D. MEIRING Art. Gallery	
Senior Lecturer and Curator:	V. Z. GITYWA, B.A.Hons. (S.A.), M.A. (Fort Hare).
Asst. Curator	: C. M. LAMLA, B.A. U.E.D. (S.A.).

(b) *Syllabi*

ANTHROPOLOGY

Course I (Two papers)

Paper 1.

- (a) The scope and task of the subject.
- (b) The concepts culture, society and people.
- (c) Review of the basic Anthropological phenomena and general principles connected with Economic and Social organization, religious systems and systems of Government and Law.
- (d) Introduction to Physical Anthropology:
 - (1) Introduction and scope of the subject.
 - (2) Anthropometry: Use and handling of instruments.
 - (3) Introduction to the Biological history of man.
 - (4) The concept race and a study of the distribution and racial divisions of the peoples of the world.

Paper 2.

- (a) Review of the Ethnic composition and a classification of the Peoples of Africa.
- (b) An ethnographic study of the Bushmen and Hottentots in general.
- (c) Intensive Ethnographic study of one Nguni group (Mpondo) and one Sotho group (Southern Sotho or Bapedi).
- (d) Introductory study of the contact between European and Bantu in South Africa and attendant Anthropological problems.

Course II (Two papers)

Paper 1.

- (a) An intensive study of the concepts culture and society.
- (b) Anthropological theories advanced in connection with social organization, political organization, economic organization, religion. (Students will be supplied with a reading list by the lecturer).

Paper 2.

- (a) Ethnography of Africa:
 - (1) A detailed study of one culture outside Southern Africa: The Azande or Nuer.
 - (2) A detailed study of either the Political Systems or Systems of Kinship and Marriage in Africa.
- (b) Selected studies of peoples and cultures from the Pacific Islands.

*Heads of Departments

Course III (Three papers)

Paper 1.

(a) A Study of the different Anthropological trends and approaches with special reference to the 20th century.

(b) An introductory study of the methods and techniques of fieldwork in Anthropology.

Paper 2.

(a) An intensive study of the processes of cultural interchange in general, and of acculturation in a particular area or particular areas or among a particular people or particular peoples.

(b) Study of the application of Anthropology in Native Administration, mission work, education and economic development in Africa.

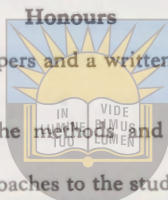
Paper 3.

Selected studies of peoples and cultures from two of the following areas:

(a) North and South America

(b) Australia

(c) Asia.



(Four papers and a written essay)

Paper 1.

(a) An Intensive study of the methods and techniques of fieldwork in Anthropology.

(b) A survey of different approaches to the study of primitive societies.

Paper 2.

(a) The History of Anthropological Theory with special reference to current trends of thought.

(b) Selected theoretical problems from the field of Anthropology.

Paper 3.

Selected detailed studies of various aspects of South African Ethnography.

Paper 4.

(a) An Introduction to Urban Sociology and Anthropology.

(b) A detailed study of Bantu Urban life, and a comparison with West Africa.

An article of 20-30 typed folio pages (10 000-15 000 words) on a subject from the field of Anthropology, approved by the Head of the Department. The article must show proof of the candidate's ability to work independently. It must be of such a standard that it can be published.

The Honours examination shall be written in two parts, part I comprising the written papers and part 2 the article.

ARCHAEOLOGY

1. Archaeology is a two-course major. Students are encouraged not to take Course I before their second year.

2. Anthropology I is required to be taken with or before Course II. History, Geography and Geology are recommended subjects.

3. Practical classes are prescribed for both courses in Archaeology.

4. Students are expected to take part in fieldwork during university vacations when this is arranged.

Course I (Two papers and a practical)

Paper 1.

- (a) Aims, scope and nature of Archaeology. Archaeology and education.
- (b) Basic methods and techniques in fieldwork, laboratory study and interpretation used by the archaeologist.
- (c) Palaeanthropology: an introduction to the concept of the evolution of man with emphasis on prehistoric human types of Southern Africa.

Paper 2.

- (a) An introduction to world Archaeology: the development of man the hunter; the origins and spread of agriculture; the early civilizations.
- (b) The Prehistory of Southern Africa.

Practical:

- (a) The study of human skeletal material.
- (b) Practical techniques in Archaeology.

Course II (Three papers and a practical)

Paper 1.

- (a) The History and Development of Archaeology.
- (b) Advanced methodology including the use of statistics.
- (c) The study of the environmental background to prehistoric man and his culture.

Paper 2.

- (a) Introduction to the study of the primates.
- (b) Palaeanthropology: a detailed study of the origin and development of man.

Paper 3.

- (a) The Archaeology of Africa (concentrating on a special area).
- (b) Prehistoric Art.

Practical:

Field and laboratory techniques in Archaeology and Physical Anthropology.

ARCHAEOLOGY HONOURS

The Honours course consists of four written papers, a practical examination and an original piece of supervised practical work with a report on it. Students may complete the course in a minimum of one academic year together with its succeeding long vacation, during which the research work should be completed. Students are expected to take part in fieldwork during other vacations when this is arranged.

Paper 1.

Selected problems in African Prehistory.

Paper 2.

Specialized practical, analytical and interpretative approaches and techniques in Archaeology.

Papers 3 and 4.

Two topics selected by the students from the following:

- (a) Quaternary geological studies in South Africa
- (b) Faunal remains and their interpretation in Archaeology
- (c) Palynology, flora and climate.
- (d) Lithic analysis and statistical techniques
- (e) Iron Age archaeology and its connections with oral and written history
- (f) Advanced work in Physical Anthropology
- (g) Ethnology of Southern Africa
- (h) Other specialized fields.

Paper 5.

A practical examination with emphasis on the specializations of Papers 3 and 4.

Paper 6.

A report suitable for publication on the results of fieldwork or laboratory research undertaken by the candidate under the supervision of the Department. The report must show use of relevant literature on the topics together with original inquiry.

NATIVE ADMINISTRATION

Course I

(Two Papers)

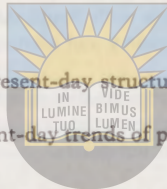
A general historical survey of the development of native policy and administration in South Africa (including South West Africa).

Paper 1.

1. (a) An introduction to the study of the subject Native Administration.
(b) The racial composition and distribution of the South African population.
2. The historical development of native policy and administration in the South African colonies and Republics before unification in 1910.
3. The development of native policy and administration in South Africa during the historical period 1910 to 1950.

Paper 2.

1. A general survey of the present-day structure and functions of native administration in South Africa.
2. A short survey of the present-day trends of policy with regard to natives in South Africa.



University of Fort Hare

(Two Papers)
Together in Excellence

An advanced and intensive study of present-day native policy and administration in South Africa (including South West Africa).

Paper 1.

Aspects of present-day native administration concerning mainly the Bantu in the Bantu areas

1. A definition of the subject Native Administration; its contents, scope, aims and methods.
2. The special administrative structure for Bantu in South Africa: central, regional and district administration; auxiliary institutions; the administration of self-governing Bantu areas; and Bantu authorities.
3. The Bantu areas of South Africa: the reservation of Bantu areas and the rights of Bantu to land in South Africa; general economic conditions, systems of land tenure, administration, reclamation and development.
4. The general civil and political rights of the Bantu in South Africa: franchise and representation in legislative bodies; political development in the Bantu areas; the development of political parties; local government in the Bantu areas; and the recognition of indigenous legal and political institutions.
5. Bantu education and taxation: the control over and financing of Bantu education; differentiation; administrative implications; and Bantu university education.
6. Community development: principles, policy and implementation.

Paper 2.

Aspects of present-day native administration concerning mainly the Bantu in the non-Bantu areas.

1. The Bantu in the urban non-Bantu areas: the process of urbanization; social and economic conditions; group areas and residential segregation; planning and development of Bantu residential areas; Bantu housing; ethnic grouping; administration of urban

Bantu affairs; financing; the supply of liquor to the Bantu; resettlement; native administration in the peri-urban areas; Bantu representation in the administration and town-homeland liaison.

2. Control over movement in South Africa: influx control in the urban and rural non-Bantu areas; population registration; the foreign Bantu problem.

3. Bantu labour: the supply and demand for Bantu labour; the system of migratory labour; recruiting; labour bureaux and the canalization of labour; Bantu farm labour.

4. Industrial legislation affecting the Bantu: the colour bar in occupations; wage determination labour organizations and collective bargaining; protection, welfare and pensions.

Course III

(Three Papers)

Native policy and administration and political development in Africa, with special reference to the area south of the Sahara, and race relations in a world of perspective.

Paper 1.

British policy in Africa, with special reference to South Africa's neighbouring territories.

1. Native policy and administration in the former High Commission Territories. Botswana, Lesotho and Swaziland; the question of incorporation into South Africa; economic dependence on and relations with South Africa.

2. The development of native policy and administration in Rhodesia; a comparison with South Africa.

3. The former colonial and present-day policy of Britain in Africa in general: direct and indirect rule; local government; the development towards self-government and independence; British aid to African territories.

Paper 2.

Political development and international interest in Africa, and former and present-day policies of colonial powers (excluding Britain) in Africa.

1. Political development in Africa: independence; constitutional development; African nationalism and Pan-Africanism; international groupings; the development of indigenous administrative apparatus; problems in socio-economic development.

2. International interest in Africa: the development of international control over native administration in Africa, the Mandate and Trusteeship systems; colonialism and neo-colonialism; the strategic importance of Africa; foreign aid; the role of South Africa in Africa south of the Sahara.

3. A study of former and present-day policies of France, Spain, Belgium and Portugal in Africa; a comparison of policies, also with that of Britain and South Africa.

Paper 3.

Race relations, problems and policies in a world of perspective.

1. An advanced analysis of the discipline Native Administration: a definition of racial contact and conflict; the formulation of policy for the regulation of the contact situation and the solution of racial problems; the implementation of policy and its effect on race relations.

2. Problems in multi-racial communities: analysis of policy and administrative problems in multi-racial communities in the world, with special reference to conditions in the U.S.A., Britain and other selected countries.

3. Race relations: a comparative study of theories on race relations, and their application in Africa (including South Africa) and other parts of the world. International trends of thought on race relations.

4. An advanced study of different trends of native policy with special reference to alternative policies in South Africa: separate development or integration; their aims, practical programs and implications; a comparative study.

Honours

The Examination comprises five papers and may be written in two parts. Part I comprises papers 1, 2 and 3, and Part II papers 4 and 5.

Paper 1.

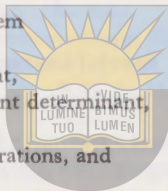
(a) Various methods of investigation and peculiar problems in relation to objective studies of sources, and individual and group field work, also in economically less-developed territories; technical organization and scientific systematization of data collected. (Further attention will be given to the various research methods applicable in each paper).

(b) An intensive study of historical and contemporary trends of policy regarding the relations between the different population groups in South Africa. Attention is given to e.g. the policies of Sir George Grey, Sir Theophilus Shepstone, and the republics (Transvaal and O.F.S.), the conflicting policies at unification, the policy of Gen. J. B. M. Hertzog, and the present-day alternative policies of separate development and integration.

Paper 2.

The principles of development administration. Attention is given to the following aspects:—

- (i) Political sub-system,
- (ii) Administrative sub-system,
- (iii) Economical sub-system,
- (iv) Community development,
- (v) Education as development determinant,
- (vi) International aid,
- (vii) Anthropological considerations, and
- (viii) Demographic aspects.



Paper 3.

(a) A comparative study of the practical implementation of the principles of development in the developing countries. (A case study of the implementation of the principles studied in Paper 3.).

(b) The implementation of development administration in a particular area in Africa.

Paper 4.

A comparative study of race relations; policies and problems in multi-racial countries, including;

- (i) Racial prejudice,
- (ii) Race attitudes,
- (iii) Political systems in multi-racial communities,
- (iv) Industrialization and race relations, and
- (v) A brief study of acculturation. (It will not be expected from students who have taken Anthropology as a major subject for the B.A. degree to do this sub-section. Alternative study material for this sub-section will be prescribed by the Head of the Department in such cases).

Paper 5.

The theoretical background and development characteristics of local government in Africa.

OR

The problems arising from the urbanization of the indigenous populations in Africa south of the Sahara; control and administration in urban areas.

OR

Any approved subject in consultation with the Head of the Department.

GERMAN

Afrikaans-Nederlands (and German)

(a) Staff

- *Professor : Vacant
Senior Lecturer : J. VORSTER, B.A.Hons. (Rand), M.A. (Rhodes).
Lecturer : K. H. SCHMIDT, B.A. (Hons.) (Pret.)
Junior Lecturer (in German): K. N. VAN DER WALT, (B.A.) (Potch.)

(b) Syllabi

(See Afrikaans version for Afrikaans-Nederlands).

Introductory Course

(One paper)

The course is conducted to enable students who know no German to acquire a reading knowledge and an elementary speaking knowledge of the language, and to prepare them for admission to the Special Course and Course I.

Language laboratory work is offered.



Candidates are expected to possess a reasonably fluent and correct reading knowledge of German and to participate in language laboratory work.

Paper 1.—Language.

- (a) Accidence and syntax which will be tested from the application of the linguistic phenomena in the living language.
(b) Idiom of the language and proverbial expressions.
(c) Unseen translation from German into English or Afrikaans and vice versa.
(d) Composition work of limited scope.
(e) Comprehension tests which may be answered in English or Afrikaans.

Paper 2.—Literature.

Questions (which may be answered in English or Afrikaans) on 4 set books (prose and poetry).

Course I

(Two papers)

Only for students who have successfully completed the Special Course or have attained Matriculation standard in German. Candidates are expected to participate in language laboratory work.

Paper 1—Language.

Continuation of the study of accidence and syntax. Exercises in reading, grammar, conversation and composition. Unseen translation from German into English/Afrikaans and vice versa.

Paper 2—Literature and Culture.

At least half of the questions in this paper must be answered in German.

- (a) An outline of the History of German Culture and Literature.
(b) A detailed study of the set works (prose, poetry and drama).

Course II
(Three papers)

Paper 1. Grammar and History of Grammar: Phonetics

SCHABLIN	: Kurze deutsche Grammatik (Hueber)
KAUFMANN	: Wie sag ich's auf Deutsch (Hueber)
TREUHEIT	: Deutsche Sprachkunde für höhere Schulen (Buchner) (Die eerste helfte van die boek)

Paper 2. History of German Literature

KRELL	: Deutsche Literaturgeschichte für höhere Schulen (Buchner)
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Paper 3. Prescribed Works.

SCHUBART	: Gedichte (Fischer-Bücherei)
DROSTE-HÜLSHOFF	: Gedichte (Fischer-Bücherei)
MÖRIKE	: Gedichte (Fischer-Bücherei)
KLEIST	: Amphitryon (Reclam)
TIECK	: Der gestiefelte Kater (Reclam)
EICHENDORFF	: Die Freier (Reclam)
HEBBEL	: Agnes Bernauer/Maria Magdalena (Goldmann)
KLEIST	: Sämtliche Novellen
HEINE	: Aus den Memoiren des Herrn von Schnapelewopski (Reclam)
STIFTER	: Studien I (Goldmann)
JEAN PAUL	: Des Feldpredigers Schmelzle Reise nach Flöz (Clarendon German Series: O.U.P.)
G. KELLER	: Das Sinngedicht (Reclam)
WACKENRODER	: Sämtliche Schriften (Texte deutscher Literatur. Rowohlt's Klassiker)
BONAVENTURA	: Nachtwachen (Reclam)
JUNG-STILLINGS	: Lebensgeschichte (Rowohlt's Klassiker)

BANTU LANGUAGES

Bantu Languages: (Xhosa, Zulu, Northern and Southern Sotho, Tswana and Venda)

(a) Staff

•Professor	: G. I. M. MZAMANE, M.A. (S.A.)
Professor of Literature:	A. P. KRIEL, M.A. (Stell.), Ph.D. (Cape T.)
Lecturer	: L. M. MBADI, B.A. (Rhodes), B.A.Hons. (S.A.)
Lecturer	: Miss D. N. JAFTA, B.A. (Rhodes), B.Ed. (S.A.) B.A.Hons. (S.A.)
Junior Lecturer:	B. KHOALI, B.A. (Fort Hare)

(b) Syllabi

The following are the courses offered in the Department:

- (a) Three courses in Xhosa
- (b) Three courses in Southern Sotho
- (c) One course in Zulu and
- (d) Special courses in Xhosa, Zulu and Southern Sotho.

N.B.—Special courses are only taken by students who have not matriculated in a Bantu language.

Special Course (*Two papers*)

Paper 1. Section A.

The principles of phonetics and phonology of the language. (25%)

Section B.

A simple explanatory study of the morphology and syntax of the language; exercises in the practical use of the language. (75%)

Paper 2.—Section A.

Translations (30%)

Section B.

Essay (30%)

Section C.

Literature. Prescribed works. (40%)

Course I (*Two papers*)

N.B.—To be taken only by students who have passed Matric or a special course in the language concerned or have passed a second course in another Bantu language.

Paper 1.—Section A.

Principles of phonetics and phonology of the language. (40%)

Section B.

Morphology and syntax of the language (60%)

Paper 2.

(a) A literary study of the prescribed works. (80%)

(b) Practical criticism. (20%)

Course II (*Three papers*)

Paper 1.

Comparative linguistics of the main language and another language of the same group. (100%)

Paper 2.—Section A.

Traditional literature of the language. This includes oral lore. (40%)

Section B.

Modern literature, a study of the history and development of modern literature (drama, novel, poetry etc.) of the language. (60%)

Paper 3.

Literature. Prescribed works with more emphasis on "literary criticism". (100%)

Course III (*Three papers*)

Paper 1.

Comparative linguistics of the group of the main language. (100%)

Paper 2.

Comparative Bantu linguistics with reference to:—

(a) The general principles underlying the reconstruction of Ur-languages; Ur-Bantu; sound-shifting from Ur-Bantu to the main language.

(b) The characteristics of the Bantu language family.

(c) The classification of the language of the zone and the characteristics of the zone to which the main language belongs.

(d) The classification of the dialects and the characteristics of the group to which the main language belongs.

(e) Certain aspects of comparative Bantu linguistics with reference to the zone concerned, e.g., phonological laws, class concordance. (100%)

Paper 3.

Advanced literary criticism. Prescribed works. (100%)

Honours

Language and Literature

(a) For the Hons. B.A. a main language as well as a subsidiary language from another group is required.

(b) A third-year course for the B.A. is the prerequisite for the main language.

(c) At least a first B.A. course is required in the subsidiary language from another group.

(d) Anthropology I is required as a prerequisite and may be presented before or simultaneously with the Honours examination.

(e) Candidates are expected to have a reading knowledge of German.

(f) A candidate has a choice of four papers out of six on the understanding that he must hand in an article of 25-30 pages, typed in double spacing on an approved subject before completing the written part of the examination. This article takes the place of a fifth paper, and marks will be allotted as if it were an examination paper.

The examination comprises the following written papers:—

Four papers out of six to be chosen:

Paper 1 : General Phonetics.

Paper 2 : (a) Classification of the languages of Africa.

(b) Bantu Linguistics.

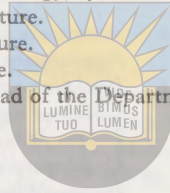
Paper 3 : Comparative Bantu morphology, syntax and semantics.

Paper 4 : Traditional Bantu Literature.

Paper 5 : History of Bantu Literature.

Paper 6 : Modern Bantu Literature.

For prescribed works consult the Head of the Department.



Prescribed Works

University of Fort Hare

XHOSA
Together in Excellence
Special Course

- Ntloko : *UNgodongwana* (Oxford Univ. Press)
Pahl : *Incwadi zesiXhosa zaseOxford, Ibanga 3* (Oxford Univ. Press)
Louw & Jubase : *Handbook of Xhosa* (A.P.B.)

Course I

Paper 2. Section A.

- Madala : *Amavo amafutshane* (Oxford Univ. Press)
Mmango : *Law' i'ahle* (Lovedale Press)
Ngcwabe : *Khala Zome* (A.P.B.)
Tamsanqa : *Inzala kaMlungisi* (Oxford Univ. Press)
Buzani kubawo (Oxford Univ. Press)
Imitha yelanga (Oxford Univ. Press)
Ukuba ndandazile (Oxford Univ. Press)

Paper 2. Section B.

- Madala : *Amavo amafutshane* (Oxford Univ. Press)
Ndovela : *Siko ndini* (Lovedale Press)
Tshaka : *Iintsika zentlambo yeTyhume* (Lovedale Press)

Course II

- Jongilanga : *Ukuqhawuka Kwembeleko* (Lovedale Press)
Mzamane : *Izinto zodidi* (A.P.B.)

- Sinxo : *Umzali wolahleko* (Lovedale Press)
UNomsa (Lovedale Press)
Isakhono somfazi (A.P.B.)
Umfundisi waseMithuqwasi (Lovedale Press)
Imfene kaDebeza (Oxford Univ. Press)
Imbadu (A.P.B.)
Isitiya (Lovedale Press)
UNojayiti wam (Lovedale Press)
- Nyembezi : *Inkinsela yaseMgungundlovu* (Shuter & Shooter)

Course III

Plays

- Mtingane : *Inene nasi Isibhozo* (Oxford Univ. Press)
Mbulawa : *MaMfene* (Shuter & Shooter)
Blöse : *Uqomisa mina nhe uqomisa iliba* (A.P.B.)

Poetry

- Nkulu : *Imvaba* (A.P.B.)
Nyoka : *Uhadi* (Lovedale Press)
Yako : *Ikhwezi* (Lovedale Press)

Prose

- Ngani : *Abantwana bethu* (Lovedale Press)
Qabaka : *Izanzuluwana* (Lovedale Press)
Mqhayi : *Ityala lamawele* (Lovedale Press)
Mqhayi : *Umfundisi waseNtabozuko* (Lovedale Press)
Mqhayi : *U-Don Jadu* (Lovedale Press)
Mqhayi : *U-Adomisi wasentlango* (Lovedale Press)
Mqhayi : *Inzuzo* (Wits. U.P.)
Mqhayi : *U-Agony am-Afrika* (London & Sheldon Press)
Nxumalo : *Ikusasa alaziwa* (A.P.B.)

To be studied for Paper 1 :

- Ziervogel : Swazi Texts, with an English translation, notes, etc. (Van Schaik)

ZULU

Special Course

- Nyembezi : *Igoda, Ibanga 2* (Shuter & Shooter)
Bhengu : *UNyambose noZinitha* (Shuter & Shooter)
Ziervogel et : *Handbook of the Zulu Language* (Van Schaik)

Course I

Paper 2.—Section A.

- Mdluli : *UBhekizwe namadodana akhe* (Voortrekkerpers)
Ntuli : *UBheka* (Shuter & Shooter)
Nyembezi : *Inkinsela yaseMgungundlovu* (Shuter & Shooter)
Dhlomo : *UShaka* (Shuter & Shooter)
Dhlomo : *UDingane* (Shuter & Shooter)
Dhlomo : *UMpande* (Shuter & Shooter)
Dhlomo : *UNomalanga kaNdengezi* (Shuter & Shooter)
Dhlomo : *UCetshwayo* (Shuter & Shooter)
Dhlomo : *UDinuzulu* (Shuter & Shooter)

SOUTHERN SOTHO

Special Course

Mofokeng	:	<i>Pelong ya ka</i> (Wits. U.P.)
Engelbrecht <i>et al</i>	:	<i>Matima lenyora</i> (Bona Press)
’Ferreira	:	<i>’n Leerboek vir Suid-Sotho</i> (With a view to translation) (Van Schaik)

Course I

Paper 2.—Section A.

Motsieloa	:	<i>Thabiso le Dirontsho</i> (Bona Press)
Moiloa	:	<i>Mohahlaula dithota</i> (Via Afrika)
Matlosa	:	<i>Mopheme</i> (Willem Gouws)
Machobane	:	<i>Mphatlalatsane</i> (Moriija) <i>Mahaheng a matsho</i> (Moriija) <i>Senate, Shweshwe a Moshweshwe</i> (Bona Press)

Paper 2.—Section B.

Maboee	:	<i>Menyepetsi ya maswabi</i> (Bona Press)
Lesoro	:	<i>Mathe-malodi</i> (Bona Press)
Malefane	:	<i>Maru</i> (Bona Press)

(a) Staff

*Professor	:	J. T. GREEN, B.A. (Stell.), M.A. (S.A.), Ph.D. (Leeds).
Senior Lecturer	:	Miss V. W. HENLEY, M.A., U.E.D. (Rhodes).
Lecturer	:	Mrs. E. N. E. VERSCHOOR, B.A., (Cape T.), B.A. (Hons.) (S.A.), S.T.D.
Lecturer	:	R. L. PETER, B.A. (Hons.), U.E.D. (S.A.).

University of Fort Hare
Together in Excellence

(b) Syllabi

The courses cover topics arising from the study of the works prescribed. Direct reading of these works is more important than knowledge of what historians of literature say about them; but it is expected that students will regularly consult:—

- The Oxford Companion to English Literature, The Cambridge History of English Literature, the relevant articles in The Encyclopaedia Britannica, and Chamber’s Encyclopaedia, and the Dictionary of National Biography.
- Current criticism in at least two of the following:
The Spectator, The Observer, The New Statesman, The Times Literary Supplement, The Critical Quarterly, A Review of English Literature, Encounter, The Sewanee Review, The Partisan Review.

Course I

The method of commenting on prescribed texts should generally take the form of essays embodying Practical Criticism.

Paper 1.

- Modern English Usage.
- English Phonetics.
- Practical Criticism.

Paper 2.

- Detailed study of three novels.
- Detailed study of three Shakespearian plays.
- Detailed study of certain poems.

Course II

The method of commenting on prescribed texts should generally take the form of essays embodying practical criticism.

Paper 1.

Detailed study of selections of the "Metaphysical" poets, Pope, Hopkins, D. H. Lawrence.

Practical criticism.

Paper 2.

Detailed study of four novels and four plays.

Paper 3.

Literary linguistics. Candidates will be tested on their ability to interpret texts in the following, and on their understanding of topics arising from the works prescribed:

Middle English, Phonetics, Poetics. A survey of critical tradition: Plato, Aristotle, Horace, Longinus.

Course III

The method of commenting on prescribed texts should generally take the form of essays embodying practical criticism.

Paper 1.

Detailed study of selections from the work of Milton, Blake, Wordsworth, Yeats, T. S. Eliot.

Practical criticism.

Paper 2.

Detailed study of five plays.

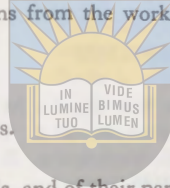
Paper 3.

Detailed study of six novels, and of their part in the tradition of the English novel.

Paper 4.

Literary Linguistics. As for Course II, Paper 3 with reference to a further series of texts.

Poetics. Critical tradition from Plato to the present day.



University of Fort Hare

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Prescribed Books

Course I

Paper 1.

- (a) Donald and Bell : *Planned Interpretation* (O.U.P.)
- (b) Ward : *The Phonetics of English* (Heffer & Sons).
- (c) Thompson : *Reading and Discrimination* (Chatto & Windus).
- (d) *Concise Oxford Dictionary*.

Paper 2.

- (a) Shakespeare : *Much Ado About Nothing, Macbeth, Henry IV, Part 1*. (any complete editions).
- (b) *The Penguin Book of English Verse* (Edited by John Hayward)
- (c) Conrad : *Heart of Darkness* (Dent & Sons).
- (d) Lawrence : *Sons and Lovers* (Penguin).
- (e) George Eliot : *The Mill on the Floss* (Nelson)

Course II

Paper 1.

- (a) Lawrence : *Selected Poems* (Penguin).
- (b) *Metaphysical Poets* (Penguin): Donne, Herbert, Marvell.
- (c) Pope : *The Rape of the Lock, The Dunciad* (Books 1 and IV), *Moral Essays* (Everyman or Oxford Standard Authors).

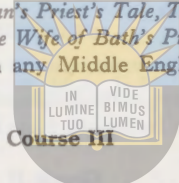
- (d) Hopkins : *Poems* (Penguin).
 (e) Thompson : *Reading and Discrimination* (Chatto and Windus).

Paper 2.

- A. (a) Austen : *Emma*
 (b) Twain : *Huckleberry Finn*
 (c) Hardy : *Tess of the D'Urbervilles*
 (d) Conrad : *Under Western Eyes*
 B. Davis : *Readings in Modern Prose* (Simondium Press)
 C. (a) Shakespeare : *Antony and Cleopatra*.
 (b) Marlowe : *Dr. Faustus*
 (c) Webster : *The Duchess of Malfi*
 (d) Sheridan : *The School for Scandal*

Paper 3.

- (a) Poetics : Aristotle, *Poetics* and Longinus, *On the Sublime*.
 Plato, *The Republic*, Book X; and Horace, *The Art of Poetry*. (Everyman, No. 901)
 (b) Phonetics : *The Phonetics of English*, by Ward (Heffer & Sons).
 (c) Middle English : Chaucer, *The Canterbury Tales: The Prologue, The Nun's Priest's Tale, The Pardoner's Prologue and Tale, The Wife of Bath's Prologue and Tale*
 (In any Middle English Version).



Paper 1.

- Milton : *Paradise Lost*, Books 1 and 2; other selections (In Oxford Standard Authors)
 Blake : *Songs in Two Morning: Mad Songs* and other selections (In Oxford Standard Authors)
 Wordsworth : *The Prelude*; Books 1 and IV; *The River Duddon Sonnets*, and other selections (In Oxford Standard Authors)
 Yeats : *Selections from Collected Poems* (Collected Poems, Macmillan)
 Eliot : *Selected Poems of T. S. Eliot* in *Collected Poems, 1909-1935*, Faber and Faber, paper covered edition)
 Thompson : *Reading and Discrimination* (Chatto & Windus)

Paper 2.

- Shakespeare : *Twelfth Night, Troilus and Cressida, King Lear, Hamlet, Measure for Measure* (any complete edition).

Paper 3.

- Austen : *Persuasion*
 Dickens : *Little Dorrit*
 George Eliot : *Middlemarch*
 Conrad : *The Secret Agent*
 James : *The Portrait of a Lady*
 Lawrence : *The Rainbow*
 Leavis : *The Great Tradition* (Chatto and Windus)

Paper 4.

- Poetics : Enright and de Chickera, *English Critical Texts* (Selections), (O.U.P.)
 Phonetics : Ward: *The Phonetics of English* (Heffer & Sons)
 Middle English : *Sir Cavain and the Green Knight* (Tolkien and Gorden *The Knight's Tale*, Chaucer (Oxford Poet's edition).

GREEK

Greek: (including Principles of Greek Culture)

(a) *Staff*

*Senior Lecturer: J. M. ELS, M.A. (Potch.)

(b) *Syllabi*

Greek 1A.

(One paper)

1. A study of the grammar (accidence and syntax) of Greek.
2. Translation of sentences and/or passages from and into Greek.
3. A survey of Christian Greek Literature.

Greek IB.

(Two papers)

1. Formal grammar of Greek.
2. Exercises in unseen translations and simple translations into Greek.
3. A study of selected chapters from the following prescribed books:—
 - (a) The Greek New Testament: *John*.
 - (b) Xenophon: *Anabasis*.
 - (c) The *Didache*.

(Translation, grammatical comment, context and background).

4. A survey of Greek history in the Hellenistic period (336-31 B.C.), with reference in particular to the nature of the Hellenistic State and cultural trends of the period.

Greek II

(Three papers)

1. A study of Greek grammar, systematically and in relation to the history of the Greek language.
2. Exercises in unseen translation and prose composition.
3. A study of the following prescribed books:—
 - (a) Plato : *The Apology*.
 - (b) Euripides : One Tragedy.
 - (c) Herodotus : One Book.

OR

Clement of Rome : *First Epistle to the Corinthians*.
and

Anon. : *Epistle to Diognetus*.

(d) *The Acts of the Apostles*

OR

Homer : One book of the *Odyssey*.

(Translation, grammatical annotation, explanation of context and content, and questions of a literary nature).

4. A survey of Greek history from about 1200 to 336 B.C., with particular reference to the *polis*, religion and thought.
5. A survey of Greek literature, with special reference to the above prescribed books.

Greek III

(Four papers)

1. Detailed study of Greek grammar, both diachronically and synchronically.
2. Advanced prose composition and unseen translations.
3. A detailed study of the following prescribed books:—
 - (a) Sophocles : One Tragedy.
 - (b) Thucydides : One Book.

- (c) Aristophanes : One Comedy or: Two Epistles. of Paul.
 (d) Plato : *Phaedo* or Greek Papyri: Selections.
 (e) Homer : One Book of the *Iliad* or Clement of
 Alexandria: *Exhortation to the Greeks*.

(Translations, comment on grammar and metre, textual criticism, explanation of context and content and questions of a literary nature).

4. A study of a special period of Greek history including the study of primary sources.

5. A detailed study of a special genre or period of Greek literature.

Principles of Greek Culture

(Two papers)

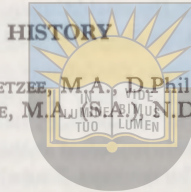
A survey of the following aspects of Greek Culture (as evidenced by Greek authors, whose works are to be read in translation):

- (a) Mythology and religion.
 (b) Literature with special study of a specified branch of literature.
 (c) Political, social and constitutional history in the Classical Period.
 (d) The sculpture and architecture of the Periclean Period.

(a) Staff

*Professor
 Lecturer

: C. G. COETZEE, M.A., D.Phil. (Stell.)
 : J. C. VISAGIE, M.A. (Stell.), N.D.A.



(b) Syllabi

General Remarks :

Students intending to take history as a major subject are strongly advised to

- (a) take at least one qualifying course in one of the following subjects: Political Science, Anthropology, Geography, Economics, Philosophy or Sociology, or
 (b) to acquire a reading knowledge of Afrikaans.

Course I

Paper 1.

A survey of the history of the Western civilisation from its beginning up to and including the Reformation.

Paper 2.

The voyages of discovery (with reference to Arabian and European reports of the nations of Africa) and the History of South Africa up to 1795.

Course II

Paper 1.

European History, 1556—1815.

Paper 2.

History of South Africa, 1795—1881, including

- (a) the British Colonial Policy in this era and
 (b) the settlement of the Zulu, the South-Sotho and the Nguni of the Eastern Cape.

Course III

Paper 1.

European History after 1815.

Paper 2.

- (a) The New Imperialism after 1870 and the rise of anti-colonialism, with special reference to the history of Africa (including South Africa).
 (b) Introduction to the Philosophy and Methodology of History and Historiography.

Paper 3.

Aspects from the history of South Africa after 1881.

B.A. HONS.

General Remarks :

Reading knowledge of both official languages is assumed and it is strongly recommended that reading knowledge of German and/or French be acquired.

The examination comprises the following five papers:

Paper 1.

Method, Technique and Theory of History.

Paper 2.

Historiography and Philosophy of History.

Paper 3.

A documentary study on one of the following:

- (a) The revolutionary era in Europe and America, 1760—1800, with special reference to topics from the American Revolution.
- (b) The era of discovery up to the establishment of the Cape Settlement with emphasis on the van Riebeeck era.
- (c) Aspects of the history of the Eastern Cape Frontier during the first half of the 19th century.
- (d) The aspiration for union and federation in South Africa, 1854—1910, with documentary study on the establishment of Union in 1910.
- (e) European interests in the South-Eastern coast of Africa, 1600--1800.

Paper 4.

Two of the following:

- (a) Population migration of the southern Bantu.
- (b) The history of the southern Nguni or the northern Nguni or the South-Sotho.
- (c) The history of the Monomotapa-Zimbabwe complex.
- (d) The historical relationship and contact between the Bantu and Khoisan.
- (e) Aspects of the history of the Transkei and/or the Ciskei.

Paper 5.

One of the following:

- (a) The U.S.A. during the 19th and 20th centuries.
- (b) Communist Russia and China in modern times.
- (c) The rise of modern Japan.
- (d) International relations, 1890—1945.

M.A.

An M.A. student is expected to complete a dissertation on a subject which, in consultation with the Head of the Department, met with the Senate's approval.

General Remarks :

1. Any student intending to proceed with M.A. after completing the B.A. Hons. course has to pass an oral examination on the period to be covered in his dissertation and on bibliography and historical apparatus.

2. If a student intends to proceed with M.A. a considerable length of time after completing the Hons. course, he has in addition to above mentioned qualifications to meet with his promoter's approval concerning his knowledge of historical method and technique and South African historiography.

3. A student intending to proceed with M.A. is expected to do fulltime research work for at least one year.

D.PHIL

A thesis is required as well as an oral examination on the period to be covered by the thesis.

General Remarks :

- (i) The D.Phil thesis has to be an original contribution to the knowledge of History. It should furnish evidence of insight, critical faculty and synthetical approach.
- (ii) After final submission of the thesis the candidate is required to account orally for the thesis before his examiners.

LATIN

(a) *Staff*

*Professor: K. JACOBS, Lit. Hum. Drs. (V.U.Amst.), D.Litt. et Phil. (Leiden).

(b) *Syllabi*

SPECIAL LATIN

(One paper)

- (a) Questions on accidence and syntax of Latin.
- (b) English sentences for translation into Latin.
- (c) Easy pieces of prose (Latin) for translation into English, of which at least one passage will be taken from a prescribed number of Latin passages.

Course I

(Two papers)

- A. Two set books, both for detailed study. (The questions include passages for translation, grammatical annotations, explanation of context and contents; also literary questions on the authors concerned, both in general and with particular reference to the set books. As far as metre is concerned, students need only study the elegiac couplet).
- B. Prose Composition and unseen translation.
- C. Outline of Roman History to 14 A.D.

Prescribed Texts:

Cicero: *Oratio Philippica II*

Vergil: *Aeneid I*

Course II

(Three papers)

- A. Four set books, two for detailed study. (The questions include passages for translation, grammatical annotations, explanation of context and contents; also literary questions of the authors both in general and with particular reference to the set books. As far as metre is concerned, students need only study the Sapphic and Alcaic stanzas of Horace).
- B. More advanced prose composition and unseen translation.
- C. A study of Roman History from 14 A.D.—337 A.D.

Prescribed Texts:

Horace : Odes (ed. Page)

Livy : Lib. XXX

Terence : *Heauton timorumenos*.

Pliny : Selected Letters (ed. Prichard).

Course III

(Four papers)

- A. Seven set books, four for detailed study. (The questions include passages for translation, grammatical annotation, explanation of context and contents; also literary questions on the authors concerned, both in general and with particular reference to the set books)
- B. Advanced prose composition and unseen translation.
- C. The study of a specified branch of Latin literature.
- D. The study of special period of Roman History.

Prescribed Texts:

Tacitus : *Annals I*.

Lucretius : *De Rerum Natura III*.

Cicero : De Finibus I Vergil : Aeneid VI.
Horace : Satires (ed. Palmer).
Juvenal : Satires (ed. Duff)

Propertius: Elegies I.
Special Branch of Roman Literature : Roman Satire
Special Period of Roman History : 70 B.C. to 14 A.D.
(A study of epigraphic sources is included).

LIBRARY SCIENCE

(a) Staff

*Senior Lecturer : P. B. VAN SCHALKWYK, M.A. (Stell.), H.Dip.Lib. (S.A.).
University Librarian : M. SPRUYT, LL.Drs. (Leiden), L.Dip.Lib. (Pret.), H.Dip.
Lib. (S.A.).

(b) Syllabi

Course I

(Two 3 hour papers.)

Paper 1: Catalography

- (a) Classification: Theory of classification, the Dewey system, practical work.
(b) Cataloguing: Theory of cataloguing, the Anglo-American Code, practical work.

Paper 2: Library organization

- (a) Internal: Departmentalisation, charging systems, Library standards.
(b) External: National library, provincial library services, special libraries, school libraries. Library legislation and Departmental instructions. Library associations.

University of Fort Hare
Course II
Together in Excellence
(Two 3 hour papers).

Paper 1:

- (a) Bibliography
(b) Documentation
(c) Reference work: Sources and methods of reference work. The most important reference works.

Paper 2:

- (a) Book stock
(b) Book selection
(c) Reader's guidance

Course III

(Three 3 hour papers)

Paper 1:

History of writing, of the book, and of the development of printing.

Paper 2:

Advanced catalography

- (a) Classification: Bibliographic classification.
Classification systems—Universal Decimal classification, Library of Congress, Colon classification.
Practical work.
(b) Cataloguing: Series and periodicals. The dictionary catalogue. Subject headings (Sears).
Practical work.

Paper 3 :

Similarities and differences between libraries and museums and archives. Organization, function, material, use.

Course IV

(Three 3 hours papers)

Paper 1 :

Library history.

Paper 2 :

Information retrieval. Automation.

Paper 3 :

Library management:

- (a) Selection and management of personnel.
- (b) Organization.
- (c) Committee work.



In consultation with the head of the department candidates shall choose subjects from each of the following papers:

Paper 1. Philosophy and historiography of Library Science, and Historical Librarianship.

Paper 2. Library management.

Paper 3. Catalography.

Paper 4. Documentation.

Paper 5. Reader's guidance. *Together in Excellence*

PHILOSOPHY

- *Professor : E. J. MARAIS, B.A. (Stell.), M.A. (S.A.), B.D.(V.U.Amst.), D.Th. (S.A.).
Senior Lecturer : B. J. VAN DER WALT, M.A., Th.B. (Potch.).

Course I

(1 paper)

- A. Introduction to:
 - 1. The nature of philosophy.
 - 2. The branches of philosophy.
 - 3. The major philosophical problems.
 - 4. Applied philosophy.
- B. Greek philosophy (with special reference to Plato and Aristotle).

Course II

(2 papers)

Paper 1.

- A. Medieval philosophy (with special reference to Augustine and Aquinas).
- B. Modern philosophy up to Hume (e.g., Descartes, Leibniz, Locke, Honne).
- C. Kant (with special reference to the *Kritik der reinen Vernunft*).

Paper 2.

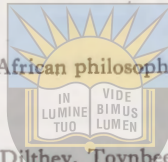
- A. Methodology:
1. Traditional logic: The categorical syllogism.
 2. Symbolic logic: Propositional and predicate logic.
 3. Methods of science: Induction, probability, hypothesis, theory, law.
- B. Epistemology: Origin and extent of knowledge with special reference to the theory of sense-data and to phenomenology.

Course III

(3 papers)

Paper 1.

- A. 19th century philosophy (e.g., Hegel, Comte, Nietzsche).
B. 20th century philosophy (e.g., Husserl, Ryle, Sartre).
- C. Introduction to:
1. Eastern philosophy.
 2. African philosophy.
 3. Contributions of South African philosophers.



Paper 2.

- A. Philosophy of history (e.g., Dilthey, Toynbee, Collingwood).
B. Philosophy of science (e.g., Eddington, Planck, Heisenberg).
C. Philosophy of religion (e.g., Barth, Bultmann, Tillich).

Paper 3.

- A. Metaphysics: A critical discussion of traditional speculative metaphysics as contrasted with contemporary immanent or descriptive metaphysics.
- B. Axiology:
1. Ethics: The major approaches, problems and concepts.
 2. Aesthetics: The major approaches, problems and concepts.
- C. Political philosophy: The major approaches, problems and concepts.

Honours

(4 papers)

Paper 1.

Detailed study of a contemporary philosopher or group of contemporary philosophers.

Paper 2.

Detailed study of a philosophical problem.

Paper 3.

Detailed study of a period in the history of philosophy.

Paper 4.

A critical analysis of a recognized philosophical work.

Master's Course

A dissertation on an approved philosophical subject, which must give evidences of independent critical judgment.

POLITICAL SCIENCE

Political Science and Public Administration

(a) Staff

- *Senior Lecturer : M. C. EKSTEEN, M.A., D.Phil. (O.F.S.)
Senior Lecturer : J. C. VAN DER WALT, M.A. (Pret.).
Lecturer : G. P. MARÉ, B.A. (Hons.) (Stell.).

(b) Syllabi

Course I

(Two papers)

Paper 1.

First capita selecta from the basic principles, trends, periods and theorists in the field of Political Science.

1. General introduction to the study of Political Science.
2. First selection of basic concepts in Political Science.
3. First selections of specific periods and trends in Political Science with particular reference to the relevant theorists.

Paper 2.

Political Institutions and Practices

1. First selection of specific state institutions and political ideas including the relevant theorists.
2. A comprehensive analysis and evaluation of modern Western state institutions and practices with particular reference to contemporary South Africa (and examples from the South African Boer Republics and former British colonies where applicable).

Course II

(Two papers)

Paper 1.

Second capita selecta from the basic principles, trends, periods and theorists in the field of Political Science.

1. Second selection of basic concepts of Political Science.
2. Second selection of specific periods and trends in Political Science with particular reference to the relevant theorists.
3. Aspects of principles in the study of Political Science.

Paper 2.

Third capita selecta from the basic principles, trends, periods and theorists in the field of Political Science.

1. Second selection of specific state institutions and political ideas including the relevant theorists.
2. Modern totalitarian political views and practices.
Ideological basis and general characteristics of German National Socialism; Italian Fascism; Salazarism; Communism.
3. Western democracy and its philosophical bases.

Course III
(Three papers)

Paper 1.

First capita selecta from International Relations, Phenomena and Institutions:

1. The state in the international society.
2. The states system and the Family of Nations.
3. The origin and development of international law.
4. Nationalism, internationalism and imperialism.
5. Colonialism.
6. The existence and problems of national minorities.

Paper 2.

Second capita selecta from International Relations, Phenomena and Institutions.

1. Facilities for international co-operation: the origin of international institutions.
2. Power and power politics.
3. Diplomacy: a means in the service of national policy.
4. A comparative study of the composition, objectives and actions of the League of Nations and the United Nations.

Paper 3.

Third capita selecta from International Relations, phenomena and institutions:

1. War and peace.
2. The mandates and trusteeship systems as forms of international control over dependant territories.
3. International problems of overpopulation, food shortages and raw materials.
4. The role of Africa in world politics.



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The examination consists of five papers, in accordance with the following particulars:

1. A special period or aspect of political theory, to be prescribed from time to time.
2. A special subject of politico-legal development, to be prescribed from time to time.
3. The development of self-government in the South African territories until 1909: Cape Colony from 1806; Natal from 1845; Transvaal and the Orange Free State from 1900. (This study must be done with the assistance of published documents and other available sources.)
4. A comparative study of any THREE constitutions (not including the constitution of South Africa or of the United Kingdom), to be prescribed from time to time.
5. An advanced study of the composition and functioning of the Security Council of the United Nations Organization. (One paper on each head from (1) to (5).

Special Subjects

- (1) The Contract Theory.
- (2) The Doctrine of Sovereignty.
- (3) Switzerland, Russia and the United States of America.

Prescribed Books: Titles will be supplied on request.

Master's Examination

The examination consists of a dissertation which must be on a subject of Political Science, or an allied subject, showing evidence of original research. Such subject to be approved by Senate at least six months before the submission of the dissertation.

PUBLIC ADMINISTRATION

Course I.

Paper 1.

General introduction to the study of Public Administration

Paper 2.

Descriptive and historical aspects of the institutional framework (machinery of government) of Public Administration.

Public Administration II

Paper 1.

The Public Service with special reference to the Republic of South Africa.

- (1) Determination of policy in the public sector.
- (2) Organization.
- (3) Administrative procedure.

Paper 2.

- (1) Public financial administration (central, regional and local).
- (2) Personnel administration in the Public Service with special reference to the Republic of South Africa (central, regional and local).
- (3) Analyses of the functions and administrative institution of a municipality.
- (4) Analyses of the governmental institutions in the Transkei.

Public Administration III

Paper 1.

- (1) State commercial undertakings.
- (2) Control over regional and municipal authorities.
- (3) A comparative study of municipal systems of two or more countries.

Paper 2

- (1) Parliamentary control over executive institutions.
- (2) The organised contact of group interests with the administration hierarchy through councils and commissions.

Paper 3

- (1) Public administration in new states.
- (2) International public administration.
- (3) New developments in the field of public administration.

Honours

The whole examination consists of five question papers namely three papers in Part I and two papers in Paper 2. Parts 1 and 2 can be written together or separately. In consultation with the Head of the Department a candidate will select papers from the following:

Part I: Papers 1, 2 and 3 are respectively (a) and (b) below; plus any one paper from (c) to (e).

(a) Advanced theories and value foundations of Public Administration: *capita selecta* from approaches, writers and schools.

(b) The theory and administrative practice of governmental planning.

(c) Advanced financial administration in the public sector (only if the candidate has passed Economics III.)

(d) Advanced international public administration (only if the candidate has passed Political Science III).

(e) Special problems of decision-making within the ecology of public administration

Part II: Papers 4 and 5 are respectively (f) plus any one of papers (g) to (i).

(f) Advanced study of special contemporary problems of central and local government—*capita selecta*.

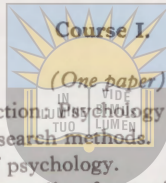
- (g) An advanced comparative study of local government.
- (h) An advanced study of modern inter-governmental relations with special reference to South Africa.
- (i) An Honours paper in a related subject in which the candidate has passed the third course for the bachelor's degree, with the approval of the Heads of the Departments concerned.

PSYCHOLOGY

(a) Staff

Professor	: T. M. D. KRUGER, M.A. (Pret.), D.Litt. et Phil. (S.A.).
Senior Lecturer	: W. G. VAN DER MERWE, M.A. (O.F.S.).
Lecturer	: J. W. CUMES, M.A. (Rand).
Research Assistant	: Miss E. MAKWETU, B.Sc. (Rhodes).
Research Assistant	: Miss P. N. T. BAM, B.A. (Fort Hare).

(b) Syllabi



- Course I.**
(One paper)
- (a) Historical introduction to Psychology as a theoretical and applied science.
(b) Introduction to research methods.
 - Contemporary schools of psychology.
 - Emotion, motivation, personality, frustration and conflict.
 - The influence of nature and nurture.
 - Intelligence, including Piaget's theory of intellectual development.
 - Maturation and learning.
 - Perception, with special emphasis on perceptual studies in Africa.
 - Thinking.
 - Psychophysiology.
 - Vision and the other senses.

Course II.

(Paper 1.)

Section A.: Scientific Research (40%)

- Review of the basic principles of scientific research, stages in the scientific method, planning of research and research problems in psychology.
- Measures of central tendency.
 - The mode
 - The median
 - The arithmetical mean.
- Measures of variability.
 - The range
 - The quartiles
 - The variance
 - The standard deviation.
- The normal distribution curve.

Section B.: Developmental Psychology (60%)

- The nature of development, maturation and learning.
- Prenatal development.

3. Socialization.
4. Interaction between parent and child.
5. Stages of development including Infancy, Early and later Childhood, Adolescence, Maturity and Old age, with reference to emotional, social intellectual, physical and ethical development and the attainment of maturity.

Known data concerning developmental processes in Bantu people will be incorporated as available.

(Paper 2)

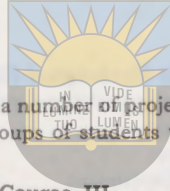
Section A.: *Social Psychology.*

1. Towards a definition of social psychology.
2. Three theories in social psychology. Gestalt, reinforcement, and role theories.
3. Culture and social structure in the definition of man.
4. Social motivation.
5. Social perception.
6. Attitudes.
7. Prejudice.
8. Communication: interpersonal and societal.
9. Cross-cultural research in Africa, with emphasis on conflicting value systems and conflict arising out of technological development.

Section B.: *Differential Psychology.*

1. Individual differences.
2. Sex differences.
3. Cultural differences.

In addition students will be given a number of projects. Topics will be selected from the above material and allocated to groups of students who will present papers for discussion in class.



Course III.

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Paper 1. *Psychopathology.*

1. Origins and development of psychopathology.
2. Normality and abnormality.
3. Intercultural approaches to the study of psychopathology with special emphasis on ukhthwasa and the role of the witchdoctor in African societies.
4. Models of psychopathology.
5. Psychoneurotic, psychotic, psychophysiological and psychopathic conditions seen from the Kraepelinian, behaviouristic, communicational, psychodynamic and existential points of view.
6. Cerebral disorders, mental deficiency, drugs and alcohol.
7. Experimental psychopathology/maladjustment as a personnel problem.
8. A short introduction to Psychotherapy.

Paper 2. *Personality: Theory and Assessment.*

This course presents the student with a selected number of personality theories. It is aimed at illustrating types of theories, rather than embracing as many theories as possible. Where feasible, the personality theory examined is followed by the methods of assessment it generates.

1. *Psychodynamic Theory: Freud's Psychoanalysis.*

Methods of assessment:

- (a) The Rorschach
- (b) The TAT and African TAT.

2. *Phenomenological—Existential Theory.*

- (i) Brentano and Husserl
- (ii) Binswanger and Boss
- (iii) Rogers
- (iv) R. Laing.

Methods of Assessment.

- (a) The Q-sort
- (b) The semantic differential
- (c) The interpersonal perception method.

3. *Cognitive Theory : George Kelly.*

Methods of Assessment.

- (a) The Role Construct Repertory Grid.

4. *The Factorial Approach.*

- (i) R. B. Cattell
- (ii) H. J. Eysenck.

Methods of Assessment.

- (a) The Cattell 16 Personality Factor Inventory.
- (b) The Eysenck Personality Inventory.

5. *The Learning Theory Approach.*

- (i) Pavlov's typology
- (ii) Clark Hull.

Methods of Assessment.

- (a) Russian and American measures of drive and inhibition constructs.

Paper 3.

Section A. : Research Methods in Psychological Research.

1. Basic statistical methods; correlations, reliability and validity of measurements, tests for significance of differences.
2. Experimental procedures:
 - (i) The Laboratory Experiment
 - (ii) The Field Experiment.

Section B. : Psychological Measurement.

1. Measurement of intellectual abilities.
2. Measurement of non-intellectual abilities including principles of employee testing.
3. The use of Psychological Tests with special reference to counselling and personnel selection.

Psychology Honours

Paper 1. Metatheory: See enclosed syllabus.**

Paper 2. Research methods.

Paper 3. Psychopathology and social pathology.

Paper 4. Personality and developmental psychology.

Paper 5. Social psychology: An examination of theories in social psychology as well as of specific areas such as cross-cultural work, especially in Africa and South Africa, social motivation, social perception, attitudes, etc.

Paper 6. Clinical Psychology: A course dealing with the historical and philosophical roots of clinical psychology, therapeutic perspectives, diagnostic methods, research, and therapeutic phenomena.

****Psychological Metatheory.**

This course examines the assumptions upon which some contemporary psychological theories rest, and considers the historical roots of these assumptions.

1. *Behaviouristic Theory.*

1.1. The Behaviouristic approach to theory construction: Epistemology and constructs.

- 1.2. A metatheoretical analysis of C. Hull's approach to theory construction.
- 1.3. A metatheoretical analysis of B.F. Skinner's radical behaviourism.
- 1.4. 'The Behaviouristic approach: Overview and re-evaluation.

2. *Psychodynamic Theory.*

- 2.1. An historical analysis of Freud's suppositions about human nature: determinism, the unconscious, the theory of energy discharge.
- 2.2. The psychodynamic concept of the unconscious.
- 2.3. The logical and scientific status of psychoanalysis.
- 2.4. Critique of Freud's metapsychology.

3. *The Existential Phenomenological Approach.*

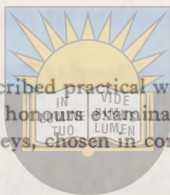
- 3.1. Foundations of the existential-phenomenological approach.
- 3.2. Exposition and critique of Rollo May's Love and Will, as an existential-phenomenological work.
- 3.3. Critique of the work of C. Rogers as a phenomenological theorist.

4. *Specific Issues.*

- 4.1. Models in theory construction.
- 4.2. Levels of explanation: the problem of reductionism.
- 4.3. The historical perspective: Review of Kuhn's "The Structure of Scientific Revolutions".

Practical Work :

A report which deals with the prescribed practical work done by the candidate must be submitted in order to qualify for the honours examination. The report takes the form of one or more case studies and/or surveys, chosen in consultation with the Head of the Department.



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DEPARTMENT OF SOCIOLOGY

- *Professor : Vacant
 Lecturer : W. D. VICTOR, B.A. (Hons.) (O.F.S.)
 Research Assistant : M. W. MAKALIMA, B.A. (S.S.) (S.A.)
 Research Assistant : Vacant.

(b) *Syllabi*

Sociology I

(Two papers)

Paper 1.

1. The field of Sociology: its relation to other disciplines.
2. The biological, psychological and cultural basis of society. Geographical and technical influences on society.
3. Theoretical premises and basic concepts. Activity and systems of action, social action, norms, institutionalization, structure and functions of social systems, institutions and organizations.

Paper 2.

1. Social processes and social control. Social control and its operation, social norms and sanctions, forms of social interaction, stratification, differentiation and mobility.
2. Introduction to social thought: Plato to the Humanistic Period.

Sociology II

(Three papers)

Paper 1.

1. Basic approach in the analysis of the structure of society with specific reference to the analysis of bureaucracy and economic institutions.
2. Detailed study of the social sub-systems: the family school, state, religion, leisure time activity and age groups in contemporary society.

Paper 2.

1. The processes of social change and development and the problems related thereto.
2. Social Pathology: Study of the origins of social pathological phenomena with special reference to conditions in South Africa.

Paper 3.

1. Industrial Sociology.
2. The development of social thought with special reference to the 19th Century.
3. Attendance course: Introduction to social research.
Statistical procedures:

Sociology III (Four papers)

Paper 1.

1. (a) The history of social thought: The study of the 20th Century contributions to the development of social thought.
(b) Contemporary development in Sociology.

Paper 2.

- (a) Social Research. Basic theoretical problems.
- (b) Demography.

Paper 3.

Group Dynamics. *Together in Excellence*

Paper 4.

One of the following, subject to consultation with the Head of the Department:—
Rural-Urban Sociology.
Race Relations.

Honours

Paper 1.

Systematic Sociology and methods of social research.

Paper 2.

The history of Sociology with special reference to standpoints, methods and events in present-day Sociology.

Paper 3-5.

Any three of the following:—

Group dynamics, Education Sociology, Sociology of religion, Sociology of Crime, Social Psychology, Rural-Urban Sociology, Race Relations, Demography and Industrial Psychology.

Criminology I.

1. Introduction to Criminology as a Science: Field, task and methods; the relation of Criminology to the auxiliary sciences, etc.
2. Analysis of the Crime Phenomenon: Concept, personal and situational aspects of the crime phenomenon.
3. Introduction to Penology.
4. Juvenile delinquency: Definition, extent; the relation between child neglect and youth misconduct; the juvenile delinquent—physical and mental aspects of juvenile

delinquents; home environment and juvenile delinquency; factors outside the home and juvenile delinquency; street corner society; analysis of the youth detention centre.

5. The relation between crime and certain social pathological phenomena.

Criminology II

Paper 1. (3 Hours)

1. Introduction to the psychology of Crime.

The physical and mental characteristics of criminals; environmental— and personality factors; the relation between mental deficiency and crime.

2. (a) Introduction to Forensic Psychology.
(b) Sociology of crime.
3. Heredity and Crime.
4. Special course: Human Genetics (9 lectures p.a.) (Department of Genetics)

Paper 2.

1. Penology: The motives of punishment; Penal Theories; Methods of punishment and the development thereof; Modern penal methods.
2. The South African penal system and prison organisation.
3. The Administration of Justice: With reference to Criminal Law and Procedure.
4. Introduction to the History of Forensic Medicine, with reference to Forensic Medicine for the Administration of Justice and penal treatment.



DEPARTMENT OF SOCIAL WORK

(a) Staff.

- *Professor : M. A. HOUGH, B.A. (S.W.) (Stell.), B.A. (Hons.) (S.W.) (S.A.),
M.S. (S.W.) (Boston)
- Senior Lecturer : J. J. F. COOPER, B.A. (Soc. Wk.) (Stell.), B.A. (Hons.) (Soc. Work)
- Lecturer : T. N. V. MAQASHALALA, B.A. (S.S.) (S.A.)
- Lecturer : R. BOTHA, B.A. (S.W.) (U.P.E.)

(b) Syllabi.

Social Work I

(One paper)

Section A.

General introduction to social work.

Section B.

Review of the history of social work and of social welfare activities in South Africa

Section C.

Social Work Administration.

Social Work II

(Two papers)

Paper 1.

The case work method.

Paper 2.

1. Group work.
2. Social Work in Specialized fields.

Social Work III

(Three papers)

Paper 1.

- (a) Social work and personality growth.
- (b) Social work with the psycho-socially disturbed client.

Paper 2.

- (a) The philosophy of Social Work and special aspects of the case-work method.
- (b) (i) Family social work, child welfare and youth care, an intensive study of the Children's Act (Act 33 of 1960, as amended).
- (ii) Social work with special problems, Foster care, institutional care, care for the aged, the unmarried mother and the alcoholic.

Paper 3.

- (a) Community organisation.
- (b) Social policy in South Africa with special reference to the Welfare Organisations Act (Act 40 of 1947 as amended by Act 75 of 1961).
- (c) Social work research.

PRACTICAL

Course I

(a) Students must register with a welfare organization approved by the Senate, or with a regional office of the Department of Social Welfare or Bantu Education or Bantu Administration and Development which employs a trained social worker.

(b) The student must spend one week full-time, or part-time over a longer period, a total of 40 hours, at this organization, to observe the functioning, administration and professional activities of this organization. A report must be submitted to the Head of the Department.

(c) Students must pay three visits to: A place of safety and detention, a retreat for alcoholics, a housing scheme or any similar establishment as may be required by the Head of the Department.

Course II

- (a) Students are required to register with another social welfare agency.
- (b) Case studies and detailed diagnostic and prognostic reports must be submitted on three problem families or three cases of "children in need of care."
- (c) Three weeks practical work must be done, on a full-time basis, with a registered welfare organization.

Course III

- (a) Students are required to register with another social welfare agency.
- (b) Three detailed case studies, on cases specially selected by the Head of the Department, must be submitted.
- (c) The student shall do three weeks practical training under the guidance of a trained social welfare worker.
- (d) The student must pay six visits to various welfare organizations and or institutions and submit detailed reports on such visits.

College Diploma in Social Work.

The courses for the College Diploma are the same as those for the Degree.

Honours

The examination comprises:—

Paper 1.

Theory of social work and the casework method.

Paper 2.

Group work and community organization.

Paper 3.

- (a) Social work research.
- (b) Social work administration.
- (c) Social policy.

Paper 4.

Family care and youth care.

Paper 5.

One of the following:—

- (a) Care of the handicapped.
- (b) Youth care.
- (c) Industrial social work.
- (d) Medical social work.
- (e) Psychiatric social work.
- (f) Marriage guidance and counselling.
- (g) Care for the criminal and juvenile delinquent.

Master's Examination

The examination consists of an treatise on a approved subject from the field of social work, and an oral examination on the general principles of the subject.

LANGUAGE LABORATORY

*Director: L. PROCTOR, M.A. (Cantab), T.T.D.

Assistant: Vacant.

Attendance at Language Laboratory sessions is compulsory for all English I and Afrikaans I students for oral/aural work, i.e. one period per week.

Courses for Afrikaans beginners are also available. Students wishing to use the Language Laboratory for private study in modern languages may do so in their own time.

University of Fort Hare
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In addition to the subjects listed in this prospectus certain other subjects are offered by other faculties which may be taken in the Faculty of Arts as majors, or as ancillary subjects. These subjects are amongst those listed in paragraph A.3 of the rules of the Faculty of Arts. Students are advised to consult the prospectuses of the faculties involved with a view to the content of these subjects.

FACULTY OF SCIENCE

Dean of the Faculty :

Professor G. J. J. VAN RENSBURG, B.Sc. (Potch.), M.Sc. (Pret.), Ph.D. (S.A.), H.E.D

Applied Mathematics and Statistics :

*Professor : S. LINDE, M.Sc. (O.F.S.)
 Senior Lecturer : P. C. N. GROENEWALD, M.Sc. (O.F.S.)
 Lecturer : P. C. WAGENER, B.Sc. (Hons.) (S.A.), M.Sc. (Pret.),

Botany :

*Professor : Vacant
 *Senior Lecturer : D. N. BOSHOFF, D.Sc. (Potch.)
 Honorary Research Fellow : M. H. GIFFEN, M.A. (Cape T.), M.Sc. (Cantab.),
 F.R.M.S., Ph.D. (S.A.).
 Lecturer : R. L. VERHOEVEN, M.Sc. (Pret)
 Lecturer : O. H. D. MAKUNGA, B.Sc. Hons. (S.A.), U.E.D.(Rhodes.)
 Lecturer : D. P. FERREIRA, B.Sc. (Hons.) (Potch.)
 Junior Lecturer : B. B. BALA, B.Sc. (Hons.) S.A.), U.E.D. (Rhodes)

Chemistry :

*Professor : A. S. GALLOWAY, Ph.D. (St. Andrews), F.R.I.C.,
 M.S.A. Chem. I.
 Professor : D. H. MEIRING, D.Sc. (O.F.S.), M.S.A. Chem. I.
 Senior Lecturer : E. W. GIESEKKE, Ph.D. (Rand).
 Lecturer : I. D. DU PREEZ, M.Sc. (O.F.S.)
 Junior Lecturer : P. D. DINGO, B.Sc. (Hons.) (S.A.)
 Technician : M. WALTON

Geography

*Professor : W. C. Els, M.A., M.Ed. (O.F.S.), D.Litt. et Phil.
 (S.A.)
 Senior Lecturer : N. C. LAIT, M.A. (Stell.), P.T.H.C.
 Lecturer : V. UYS, B.A. (Hons.) (Stell.)
 Lecturer : V. TAYLOR, B.A. (Hons.) (Stell.), S.T.D. (U.P.E.)

Geology :

*Senior Lecturer : J. C. THERON, D.Sc. (O.F.S.)
 Lecturer : C. S. KINGSLEY, M.Sc. (O.F.S.)
 Lecturer : C. J. GUNTER, M.Sc. (O.F.S.)

Land Surveying :

*Professor : L. EEKHOUT, B.Sc. (Eng.) (Rand), B.Sc. (Photogram.
 Eng.) Delft.
 Senior Lecturer : G. C. OLIVIER, B.Sc. (S.A.), Dip. L.S. (J.C.P.E.),
 L. (S.A.), M.I.G.L.S.

Mathematics :

*Professor : G. J. J. VAN RENSBURG, B.Sc. (Potch.), M.Sc. (Pret.),
 Ph.D. (S.A.), H.E.D.
 Senior Lecturer : S. F. G. WESSELS, M.Sc. (Potch.), Ph.D. (U.P.E.),
 U.E.D.
 Lecturer : Mrs. J. UYS, B.Sc. (Stell.)

Physics :

*Professor : Vacant.
 Senior Lecturer : P. H. PIETERSE, M.Sc. (Stell.)
 Senior Lecturer : S. J. BURGER, M.Sc. (Stell.)
 Lecturer : J. R. SERETLO, M.Sc. (S.A.)
 Junior Lecturer : M. C. RADEBE, M.Sc. (S.A.)
 Demonstrator-Technician: Vacant.
 Chief Technician to
 Science Departments : M. H. W. THIELEMANN...
 Assistant Technician : N. E. SCHAEFFER.

Zoology :

- *Professor : R. A. VAN DEN BERG, M.Sc. (Natal), D.Sc. (Potch.)
- Senior Lecturer : J. W. MAKHENE, M.Sc. (S.A.).
- Senior Lecturer : I. G. GAIGHER, M.Sc. (Pret.), Ph.D. (R.A.U.)
- Lecturer : Miss J. P. F. WILLIAMS, B.A.(Hons.) (S.A.),B.Sc. (Hons.) (Rhodes).
- Lecturer : J. F. PRINSLOO, M.Sc. (Potch.)
- Lab. Technician Grade A: P. KEKANA.
- Secretary/Typist : Mrs. E. WANNENBURG.
- *Heads of Departments.

RULES

FACULTY OF SCIENCE

The following faculty rules are to be read in conjunction with the provisions of the Act, Statute, regulations and general rules.

Degrees in the Faculty of Science.

- Sc.1. The following five degrees are granted in the Faculty of Science:—
- Bachelor of Science.....B.Sc.
- Bachelor of Science (Land Surveying)..... B.Sc. (Land Surveying)
- Bachelor of Science (Honours)..... B.Sc. (Hons.)
- Master of Science.....M.Sc.
- Doctor of Science.....D.Sc.

The Degree of Bachelor of Science

Duration and curriculum :

Sc.2. The curriculum shall extend over a minimum of three years and shall be composed of courses in the following subjects:—

GROUP I

- | | | |
|---------------------|-------------------------|--------------|
| Mathematics | Botany | Biochemistry |
| Applied Mathematics | Zoology | Surveying I. |
| Physics | Geography | |
| Chemistry | Psychology | |
| Geology | Mathematical Statistics | |
| Biology I | Statistics | |

GROUP II

- | | |
|----------------------|---------------------------------|
| English | Xhosa or another Bantu language |
| Afrikaans-Nederlands | Philosophy I |

Composition of curriculum :

Sc.3. The curriculum shall consist of at least nine qualifying courses divided as follows:

- | | |
|-------------|---------------------|
| First year | Not more than four |
| Second year | Not more than four |
| Third year | Not more than three |

Provided that —

- (1) for the purpose of the above maxima Mathematics IA and Mathematics IB shall be regarded as full courses, except when taken together;
- (2) a student who fails in one or more courses of the first or second year may repeat one such course in a subsequent year and obtain credit for it over and above the stipulated maximum;
- (3) a student may take not more than two courses for non-degree purposes over and above the minimum of nine courses prescribed for the degree;
- (4) a student shall not obtain credit for more than eleven courses for degree purposes.

Repetition of courses.

Sc.4. A course which may be repeated, shall be:

- (a) A course in which the candidate has failed previously for a degree of the University or for a degree of another university;

- (b) a course which a student passed previously but for which he obtained no credit for degree purposes.

Determination of year of study.

Sc.5.

- (1) Each course in which a student passes will be recognised, but a student will not be allowed to proceed with second-year courses until he has passed at least three first-year courses.
- (2) A candidate shall be deemed to be in his first year of study until he has obtained credit in three courses; he shall be deemed to be in his final year of study when he is engaged on the final courses of his major subjects or when he has obtained credits in the final courses of his major subjects, but has still to obtain credits in other courses to complete the requirements for the degree; otherwise he shall be deemed to be in his second year of study.

Restrictions on the selection of courses.

Sc.6.

- (1) (a) No student shall be registered for the B.Sc. degree unless he has passed Matriculation Mathematics.
(b) A student may offer Applied Mathematics II only after Mathematics I; and Applied Mathematics III only after Mathematics II.
(c) To be admitted to the examination in Chemistry II a student shall have passed in Mathematics IA or at least have been admitted to the examination in Mathematics I or Statistics I: Provided that no credit shall be allowed for Chemistry II until Mathematics I or Statistics I has been passed.
(d) To be admitted to the examination in Physics II a student shall have passed in Mathematics IA or at least have been admitted to the examination in Mathematics I: Provided that no credit shall be allowed for Physics II until Mathematics I has been passed.
(e) A student shall offer Botany III only after Chemistry I has been passed.
(f) A student shall offer Zoology III only after Chemistry I has been passed.
(g) A student may offer Mathematical Statistics II only after Mathematics I, and Mathematical Statistics III only after Mathematics II.
(h) Mathematics I consists of two half-courses, IA and IB. No credit towards a degree is given for IA, and to obtain credit for course I a student shall pass both IA and IB. Course IB may be taken only after IA. A student may enrol either for the full course I or only for IA; provided that the Head of the Department shall determine whether a student may proceed with the full course or with course IA only: Provided further that a student who has failed the full course I may be compelled to offer only IA at a subsequent registration. For a candidate writing the full course the two papers shall be those for IA and IB, but the candidate passes or fails the examination as a whole.
(i) A student may take Statistics I only if Mathematics I is not included in the courses for the degree.
(j) A student takes Biochemistry I (S) only after Chemistry I and Biochemistry II (S) only after Chemistry II
- (2) No student shall obtain credit for more than one course from Group II.
- (3) No student shall obtain credit for Biology I and either Botany I or Zoology I.

Major subjects.

Sc.7. Each curriculum shall contain at least two major subjects.

Sc.8. The final examination in a major subject shall not be taken before the third year of study.

Sc.9. (a) Major subjects shall be selected from the following:

Applied Mathematics	Mathematics
Botany	Physics
Chemistry	Zoology
Geography	Psychology

Geology

Mathematical Statistics Statistics

Sc.9. (b) Major subject with two courses: Biochemistry.

Sc.10. A student taking as a major subject any subject listed below, shall take the course listed opposite it:

Major subjects.
Applied Mathematics
Botany
Biochemistry
Chemistry

Geology
Mathematical Statistics
Physics
Zoology

Ancillary subjects

At least two courses in Mathematics
At least one course in Chemistry
At least three courses in chemistry
At least one course in each of
Physics and Mathematics or Statistics.
At least one course in Chemistry
At least two courses in Mathematics.
At least two courses in Mathematics.
At least one course in Chemistry.

Sc.11. A student shall pass in the ancillary subjects listed in Sc.10 above before or together with the examination in the major subject: Provided that if he passes simultaneously in both major subjects, or one major subject in terms of G.21, at the final examination but fails one or more of the compulsory ancillary subjects, he need not re-write the examination in the major subject(s), but shall obtain credit towards the degree for the major subject(s) when he passes in the ancillary subject or subjects.

Year Mark :

Sc.12. In all subjects the percentage awarded to the year mark will be 50.

Supplementary examinations :

Sc.13. (1) A first year student will be admitted to a supplementary examination in any course in which he has obtained a year mark of at least 50% and at least 40% in the examination, provided that he has completed at least two other courses at the same examination.

(2) A second year student will be admitted to a supplementary examination in any course in which he obtained a year mark of at least 50% and an average of examination mark and year mark of at least 45%, provided that he has completed at least two other courses at the same examination.

(3) A third year student will be admitted to a supplementary examination:

- (a) in the final course of a major subject where he obtained a year mark of at least 50% and an average of year mark and examination mark of at least 45%, provided he has completed the final course in his other major subject;
- (b) in one other course, provided it is the last remaining requirement for his degree.

Distinction :

Sc.14. A student shall pass a major subject with distinction if he obtains 75% pass mark in the final examination.

The Degree of Bachelor of Science (Honours)

Sc.15. Every candidate for the degree of Bachelor of Science (Honours) shall have obtained the degree of Bachelor of Science of the University, or shall have been admitted to the status of that degree in the University. If his Bachelor's degree has been obtained (a) in the University without the subject concerned being one of his major subjects, (b) in some other university, he shall satisfy the Senate as to his qualifications in that subject, before being admitted to examination for the B.Sc. (Hons.) degree.

Sc.16. The following are the departments in which the degree of B.Sc. (Hons.) may be conferred:—

Mathematics, Applied Mathematics, Physics, Chemistry, Botany, Zoology, Geography, Psychology, Mathematical Statistic, Geology and Biochemistry.

Sc.17. The B.Sc. (Hons) Examination shall be conducted by means of examination papers and/or practicals, with, in addition, such oral test or translation test as may be prescribed in an individual department, all to be normally held in the period November—December in each year.

Sc.18. Candidates for the B.Sc. (Hons.) examinations in Physics, Chemistry, Biochemistry and Botany shall submit notebooks, containing a record of the practical work they have performed at the practical examination. The record shall be signed by the person under whom they have worked.

Distinction :

Sc.19. A student shall pass with distinction if he obtains an average of 70% in all his papers.

The Degree of Master of Science

Sc.20. The departments in which the degree may be conferred are the same as those listed in regulation Sc.16.

Sc.21. Every candidate for the degree of Master of Science shall have obtained the degree of Bachelor of Science (Honours) of the University in the department in question or shall have been admitted to the status of the degree of Bachelor of Science (Honours) in the University and have satisfied the Senate as to his qualifications in the subject concerned before being admitted to examination for a Master's degree.

Sc.22. The examination for the degree shall consist of examination papers or a dissertation; or a combination of examination papers and a dissertation, as may be prescribed in an individual department.

Sc.23. Every dissertation shall be accompanied by a declaration as to the extent to which the dissertation represents the student's own work both in execution and conception.

Sc.24. The dissertation shall not be presented before the candidate has passed the examination for the B.Sc.(Hons.) degree, nor within a period of less than two years after the Bachelor's degree has been completed.

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The Degree of Doctor of Science

See General Regulations G42—G56.

For further information consult the Dean of the Faculty of Science.

Curriculum for the Degree of B.Sc. (Land Surveying)

The courses shall be as follows:

First Year :

Mathematics I
Physics I
Applied Mathematics I or Geography I
Surveying I
Geometrical Drawing

Second Year :

Mathematics II
Optics
Spherical Trigonometry
Surveying II
Topographical Drawing
Geology I

Third Year :

Surveying III
Field Astronomy
Photogrammetry
Map Projections
Theory of Least Squares

Fourth Year :

Surveying IV
Geodesy
Professional Practice
Prescribed Practical Project
Town and Regional Planning.

Completion of curriculum :

1. To be admitted to the second year of study, a candidate shall have completed at least Mathematics I, Physics I and Surveying I.
2. To be admitted to the third year of study, a candidate shall have completed all the courses of the first year, as well as Mathematics II, Surveying II and Optics.
3. To be admitted to the fourth year of study, a candidate shall have completed all the courses of the first and second year and at least three courses, including Surveying III, of the third year.
4. Before the degree is conferred, candidates should show proof of
 - (a) At least 26 weeks practical field work under the supervision of an approved registered Land Surveyor or an approved competent employer, and
 - (b) the obtaining of a recognised certificate in First Aid.

APPLIED MATHEMATICS

Course I (one paper)

Speed, velocity and acceleration. Force, momentum and the laws of motion. Work, power and energy. Impulsive forces and the impact of elastic bodies. Projectiles. Motion in a circle. Simple harmonic motion.

Statics of a particle, Statics of a rigid body. Conditions of equilibrium.

Dynamics of a rigid body.

Friction.

Centre of gravity.

Elements of hydrostatics.

Course II (two papers)

Plane kinematics: kinematics of a particle and the motion of a rigid body parallel to a fixed plane.

Methods of plane dynamics: Motion of a particle and a system. Moving frames of reference. Projectiles with resistance, harmonic oscillators, general motion under a central force and the planetary orbits.

Moments of inertia. Kinetic energy and angular momentum.

Rigid body rotating about a fixed axis.

General theory of impulsive motion.

Statics in space.

Spatial kinematics of a particle and a rigid body. Moments and products of inertia.

Kinetic energy and angular momentum. Moving frames of reference in space and the motion of a rigid body.

Lagrange's equations.

Virtual work.

The catenary.

Course III (two papers)

Three-dimensional motion of a rigid body. Lagrange's equations.

Hamilton-Jacobi theory. Small vibrations.

Tensor analysis and the theory of relativity.

Electrostatics and electrodynamics with the use of special functions.

Post-Graduate Courses

A good pass in Mathematics III is a compulsory prerequisite for admission to the honours study.

Discuss with the Head of Department.

MATHEMATICAL STATISTICS

N.B.—This Subject may be taken only by B.Sc. Students.

Course I (One paper)

Probability Theory: Permutations and Combinations. Binomial and hyper-geometric probability laws, samples and random numbers. Use of the normal curve. Sample distribution and standard errors. Rank correlation, sign test and U-test. Tests of hypotheses.

Statistics: Diagrammatic and graphical representation of observations. Calculation and meaning of averages. Co-efficients of dispersion and skewness. Moments. Bivariate observations; scatter diagrams, correlation and regression. Fitting of linear and exponential curves and the method of least squares. Time series and index numbers.

Course II (Two papers)

Probability Theory: Axiomatic probability theory, random variables, standard univariate distributions. Jointly distributed random variables, distribution of functions of jointly distributed random variables, conditional distributions. Moments, moment generating functions and characteristic functions. Correlation, regression and correlation ratios. Univariate normal sampling theory.

Statistics: Elementary point estimation, interval estimation and testing of statistical hypotheses. Curve fitting.

Numerical Mathematics: Calculus of finite differences, Interpolation formulae. Solution of linear systems.

Course III (Three papers)

Probability Theory: Distribution theory. Limit theorems. Elementary stochastic processes.

Statistics: Normal sampling theory. Estimation theory. Testing of hypotheses, analysis of variance and covariance, probit analysis, distribution-free methods. Sampling, sampling inspection and quality control. Multivariate distributions, multiple and partial correlation.

Numerical Mathematics: Graduation, orthogonal polynomials, finite difference equations.

Post-Graduate Courses

Prerequisite: Good passes in Mathematics III and Mathematical Statistics III.

Discuss with the Head of the Department.

STATISTICS

Course I (Two papers)

Mathematics: Radian measure. Inverse functions. Permutations and combinations. The binomial for a positive integral exponents. The concept of limits. Differentiation of elementary functions. Derivatives of higher order. Extreme values. Simple integration by means of substitution. Simple determined integrals and the calculation of areas.

Statistics: Collection of statistical data, classification and tabulation. Frequency tables and their graphical representation. Calculation of averages and coefficients of dispersion. Index numbers and time series. Linear regression and correlation.

Probability theory: Combination of probabilities. Binomial distributions with application in sampling theory.

Compound interest and annuities.

Practical work.

Course II (Two papers).

Mathematics: Determinants of second and third order. Solution of simultaneous equations. Standard Integrals, determined integrals, double integrals and approximate integration. Partial differentiation.

Numerical Mathematics: Difference tables and difference operators. Factorial powers. Interpolation formulae for equal intervals.

Statistics: Fitting of frequency curves. Sampling standard errors and application. Normal sampling theory. Large sample theory.

Probability theory: Probability and random numbers. Properties of probability distributions.

Practical work.

Course III (Three papers)

Mathematics: Undetermined forms. Theorem of Taylor and the series development of functions. Beta- and Gamma functions. Differential equations.

Numerical Mathematics: Difference of unequal intervals. Interpolation formulae of Lagrange and Newton. Inverse interpolation. Determinants and matrices. Numerical methods for computing machines.

Statistics: Non-linear correlation and regression. Multiple and partial correlation. Tests of hypotheses. Application of t, F and X^2 tests.

Non-parametric tests. Sampling methods and applications.

Probability theory: Bayes' theorem. Limit theorems. Law of large numbers. Practical work.

BOTANY

Course I

1. Introduction to cytology and biochemistry.
 2. Morphology, structure and life histories from the Bacteriophyta, Phycephyta, Mycophyta, Bryophyta, Pteridophyta, Gymnosperms and Angiosperms.
 3. The principles of plant physiology.
 4. Genetics.
 5. Ecology of South African seed plants.
 6. Economic botany illustrated by plants belonging to the families studied.
- The practical work deals with all sections.

Course II and III

The course covers work on all the main groups of plants and deals with cytology, plant-biochemistry, morphology, anatomy, taxonomy, physiology, genetics and ecology.

Honours Course: This course is taken over a period of two years and covers all the important fields in Botany.

BIOLOGY I

1. Introduction to Cytology and biochemistry.
2. A study in broad outline of the structure and life cycles from the main groups of both plant and animal kingdoms.
3. The principles of plant physiology.
4. The general structure and functions of the important systems, organs and tissues in the mammalian body.

5. Genetics.

6. Ecology.

The practical work deals with all sections.

CHEMISTRY

Course I

Theory:

- A. *Physical Chemistry*: Introductory study of physico-chemical topics.
- B. *Inorganic Chemistry*: The periodic table, and the chemistry of well-known elements in the main groups.
- C. *Organic Chemistry*: Chemistry of simple compounds; introduction to the study of aromatic compounds.
- D. *Analytical Chemistry*: Elementary principles of qualitative and quantitative analysis.

Practical:

Simple preparations; qualitative tests; titrimetric and gravimetric analysis.

Course IA (for B.Agric. candidates)

Theory:

- A. *Physical, Inorganic and Analytical Chemistry*: A study of fundamental principles of physical, inorganic and analytical chemistry with emphasis on those which are of special importance in agriculture.
- B. *Organic Chemistry*: Introductory study of aliphatic, aromatic and heterocyclic compounds; fats, carbohydrates, and nitrogen-containing compounds.

Practical:

Elementary qualitative and quantitative analysis; simple preparations and physico-chemical determinations.

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Course II

Paper 1: *Analytical and Inorganic Chemistry*:

- A. *Analytical Chemistry*: Theory and applications of titrimetry; errors in quantitative analysis.
- B. *Inorganic Chemistry*: Introduction to the study of chemical structures; periodic arrangement of the elements; the chemistry of the typical elements.

Paper 2:

Physical Chemistry: Thermodynamics; kinetic theory of gases; elementary quantum mechanics.

Paper 3: *Organic Chemistry*:

Study of aliphatic compounds and monocyclic aromatic compounds; reaction mechanism.

Practical:

A laboratory study of representative elements and some of their compounds; more advanced titrimetric determinations; physico-chemical experiments; the preparation and reactions of selected aliphatic and aromatic compounds.

Course III

Theory:

Paper 1: *Analytical and Inorganic Chemistry*:

- A. *Analytical Chemistry*: Gravimetric and instrumental methods of analysis.
- B. *Inorganic Chemistry*: Atomic structure; nuclear chemistry; complex compounds; transition and inner transition elements.

Paper 2: *Physical Chemistry*:

Reaction kinetics; thermodynamics of non-ideal systems; electrochemistry; the solid state; surface chemistry.

Paper 3 : Organic Chemistry :

Aromatic, heterocyclic and alicyclic compounds; physical techniques for the determination of the structure of organic compounds.

Practical:

A laboratory study of the transition elements and some of their compounds; physico-chemical experiments in phase equilibrium, surface chemistry, reaction kinetics, electrical measurements, thermodynamics; advanced analytical and preparative methods of organic chemistry.

Honours

Theory:

Paper 1 : Analytical Chemistry :

The theory of and applications of separation methods and instrumental methods of analysis; the statistical treatment of analytical results.

Paper 2 : Inorganic Chemistry :

New developments in advanced inorganic chemistry; preparation, properties and structures of selected elements and compounds.

Paper 3 : Physical Chemistry :

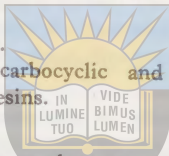
Quantum mechanics; molecular spectroscopy; statistical mechanics; theory of absolute reaction velocities.

Paper 4 : Organic Chemistry.

Reaction mechanism; carbocyclic and heterocyclic compounds; aromaticity; natural products; synthetic resins.

Practical.

Analysis of less well-known elements and complex material; physico-chemical experiments in topics such as electrical and magnetic properties. spectroscopy, calorimetry, reaction kinetics, surface phenomena; determination of functional groups in organic compounds; separation and identification of the components of mixture of organic compounds; preparation of selected organic compounds.



BIOCHEMISTRY

Biochemistry I(s):

Introductory study of the biochemical important chemical compounds and concepts under the headings of occurrence, chemical properties, functions in living organisms and quantitative methods of determination, viz. of carbohydrates, lipids, amino acids, proteins, nitrogen bases, nucleic acids, vitamins, minerals, co-factors and enzymes.

A study of the theoretical approach to the composition and formation of buffer-systems.

General introductory study on the morphological and chemical components of the cell, including chemical and physical characteristics of cell components and elementary intermediate metabolic systems viz. glycolysis, citric acid cycle, Knoop C-2 oxidation of fatty acids, hexose monophosphate shunt, oxidative phosphorylation and photosynthesis.

(6 lectures plus one practical class per week for one year.)

Biochemistry II(s):

An advanced study of intermediate metabolism of carbohydrates, lipids, proteins, peptides, amino acids, nucleic acids and minerals in animals and plants.

Introductory study of enzymes, including principles of catalysis, international rules, thermodynamic and kinetic principles, and principles of isolation methods.

A study of the biochemistry of hormones with specific reference to structure, function, mechanism of action and the integrated pattern of inter-action.

The elementary principles of protein biosynthesis and the biochemistry of specialised tissues including the digestive tract, blood and lymph cerebro-spinal fluid, urine muscle tissue, bone tissue, nerve tissue senses, taste, skin, hair and vocal chords.

(6 lectures plus two practicals per week for one year)

Honours

Biochemistry 10 :

A study of standard laboratory apparatus as well as research methods e.g. chromatography electrophoreses, spectroscopy, distillation, ultra- and centrifugation, counter-current distribution, polarimetry, gaschromatography, manometry, electronmicroscopy, ultrasonic vibration and isotope techniques.

(1 lecture plus 3 practicals (two semesters).

Biochemistry 11:

Special aspects of the biochemistry of plants and micro-organisms including cell-wall structure, mineral metabolism, alkaloids and plant hormones.

(1 lecture for one semester)

Biochemistry 12 :

A study of the advanced principles of nutrition, including energy metabolism, vitamin and trace element nutrition, nutrition and metabolic disorders.

(2 lectures plus 1 practical (one semester).

Biochemistry 13 :

A study of the mechanism of metabolic control in living organisms.

(1 lecture (one semester).

Biochemistry 14 :

The biochemistry of drugs, antibiotics and toxic substances.

(1 lecture (one semester).

Biochemistry 15 :

Physico-chemical properties of amino acids, peptides and proteins, including isolation and purification, structure elucidation and peptide synthesis.

(2 lectures plus 1 practical (one semester).

Biochemistry 16 :

Physico-chemical properties, chemical synthesis, biosynthesis and identification of carbohydrates.

(1 lecture plus 1 practical (one semester).

Biochemistry 17 :

Physico-chemical properties of nucleic acids including protein biosynthesis, the genetic code, structure elucidation and polynucleotide synthesis.

(1 lecture plus 1 practical (one semester).

Biochemistry 18 :

A study of membranes, subcellular particles and the methods of fractionation as well as recombination.

(1 lecture plus 1 practical (one semester).

Biochemistry 19 :

Seminars on the recent developments in biochemistry.

(The equivalent of 1 lecture for two semesters.)

GEOGRAPHY

In computing the year-mark, an assessment of each candidate's record of laboratory and field-work (to a maximum of 50% of the year-mark) will be taken into account; the rest will be computed from assignments, tutorials, seminars and test marks.

The department has the most modern optical and cartographic equipment which are at the disposal of students to aid them in their practical and academic work.

Course I

Revision lectures on the form of the earth, its planetary relations and its representations on globes and maps. Introductory lectures on some basic concepts in Geography. The elements of physical geography and the elements of cultural geography. The practical work includes inter alia, techniques of drawing and measuring; of enlargement and reduction; of representing statistical data diagrammatically. Introduction of vertical

air photos and recognizing geographic phenomena: simple map reading and interpretation exercises. Weather observations at the Department's meteorological station.

Course II

Course II is an extension in both depth and width of the introductory first-year course and a systematic approach is followed, viz., Economic Geography, Social Geography, Geomorphology and seminars on the regional, functional and topical approaches with examples from various continents and topics for B.A. students. In addition B.Sc. students follow a course in Climatology and Meteorology. The practical work includes, inter alia, techniques pertaining to map compilation, map analysis, methods of research in Social Geography; techniques pertaining to Geomorphology—terrain evaluation and block diagrams; Geographical interpretation of airphotos; statistical techniques; map projections.

Course III

The third year of study is a regional and systematic application of the work of the previous years and includes, apart from regional studies of South Africa on geomorphology climatology, social geography and economic geography, also the introduction of Political and Biogeography. Practical work includes advanced photo interpretation work, construction of models of physical systems, socio-economic systems, demographic models, economic models, urban models and settlement location.

Honours Course

The course extends over two academic years and includes the development of geography as a science, modern trends in geography, methods and techniques of geographical research, and specialised studies in selected branches of Geography, viz., Geomorphology, Climatology, Social Geography, Economic Geography, Political Geography.

Note: A differentiated course is offered from Course II onwards for B.A.- and B.Sc. students.

University of Fort Hare

Master's and Doctor's degree

A dissertation or thesis is, inter alia, required.

GEOLOGY

Geology at Fort Hare is given with the requirements of the Ciskei and Transkei in mind. The leaning of the courses is towards Sedimentology or Sedimentary Petrology, while Geophysics and Engineering Geology is considered important and mineralogy and petrology receive much attention. An outline of the curriculum is given below.

Geology I

An introduction to geology gives the background to the study of Geology. It gives an outline of geology, its scope, and place in the modern society. It deals with the Universe, the Earth, rocks and general geologic principles and processes.

An introductory course of stratigraphic principles is given, and the stratigraphy of Southern Africa is reviewed. This gives the relations of South African rocks to each other and to time.

A course in the study of Landforms is given as well as the principles of photogeology and the interpretation of aerial photographs.

The first course in Geology is concluded with Geophysics. The magnetic, electrical, gravimetric, and acoustical methods, as well as borehole logging, hydrology, and petroleum geology are studied.

The practical work includes cartography and exercises on geological maps, in photogeology and geophysics.

Geology II

The year is mainly spent in the study of crystallography, the study of crystals, mineralogy, the study of minerals, and petrology, the study of rocks.

A course in Geochemistry is included, with special attention to the trace elements. Geochemical surveys are reviewed.

The practical course includes crystallography, mineralogy and petrology—much time is devoted to the study of minerals and rocks, and their properties under the microscope. Geophysical and photogeological studies are advanced.

Geology III

Economic Geology, with reference to occurrences of South African deposits, is studied. The course includes the processes of formation, the classification of mineral deposits and mineral localization.

Further courses in Geophysics, Geochemistry and Petrology are given.

The course in Engineering Geology includes the geological side of road building, dam sites, and foundations, while clay mineralogy is also reviewed.

The practical work includes petrology, geophysics and geochemistry, while special attention is given to sedimentary analysis and techniques.



SYLLABUSES IN LAND SURVEYING

First Year :

Surveying I :

The plane table, direct and barometric levelling, simple traversing, tachymetry, simple hand instruments, planimeter, pantograph.

Geometrical Drawing :

Descriptive Geometry, including curves of inter-penetration. Conic sections. Development of surfaces. Lines in space and planes, their traces and true inclination to planes of projection. Isometric and oblique projection.

Mathematics I

Physics I

Applied Mathematics I

Geography I

} as for B.Sc.

Second Year

Mathematics II :

Geology I :

} as for B.Sc.

Optics :

Thick lenses, combinations of lenses, aberrations, eyepieces, objectives and stops. Interference, Newton's rings. Resolving power of telescopes.

Spherical Trigonometry :

Spherical triangles, formulae of the spherical triangle. The polar triangle. Solution of spherical triangles. Small changes. Legendre's theorem. Definition of astronomical terms. Mean and sidereal time. Determination of latitude, longitude and azimuth using a small theodolite.

Surveying II :

Adjustment of levels, theodolites and other surveying instruments. Measurement of base lines and applications of corrections, triangulation, traversing. Trigonometrical levelling, preparation of topographic plans. Special Project which will be carried out during the fortnight immediately following the written examinations in October-November.

Topographical Drawing :

Drawing instruments, lettering (freehand), graphics, use of water colours.

Scales and the plotting of points with given coordinates. Compilation of cadastral maps, working plans and topographical maps.

Third Year

Surveying III :

Primary, secondary and tertiary triangulation. Precise traversing. Precise levelling. Orthometric and dynamic heights. Sections, gradients and volumes. Circular and transition curves and vertical curves. Adjustment of triangulation nets, traverses and level nets. Special Project which will be carried out during the fortnight immediately following the written examinations in October-November.

Field Astronomy :

Determination of latitude, longitude and azimuth by equal altitude methods; the prismatic astrolabe; position lines. Precise determinations; the transit instrument; Talcott's method; azimuth from close circum-polar stars. The computation of Apparent Places of Stars.

Photogrammetry :

Plane perspective. The phototheodolite. Mapping from terrestrial photographs. Elements of photogrammetric optics. Air survey cameras. Geometrical properties of air photographs. Rectification of air photographs. Radial triangulation. Mosaics. Stereoscopy. Mapping from air photographs. Photogrammetric plotting instruments.

Map Projections :

General theory of map projections regarding the earth as a sphere. Distortions of scale, angle, area and shape. Conical projections. Bonne's projection, cylindrical projections including Mercator, the transverse Mercator, zenithal projections, perspective projections, projection of the International Map.

Theory of Least Squares. Together in Excellence

Accidental and systematic errors. Frequency distributions, especially the normal distribution. Measures of precision. Weighted observations. Laws of propagation of errors. The adjustment of direct and indirect observations. The adjustment of equations of condition. The non-linear function. Co-ordinate adjustment of rigorous and approximate methods. The error ellipse.

Fourth Year

Surveying IV :

Geodetic base lines, base extensions, standard methods of reconnaissance of primary, secondary and tertiary triangulation. Trilateration including electronic methods of distance measuring. Adjustment of chains of geodetic triangles, determination of the precision of the results. Determination of circle graduation errors, calibration of levelling staves. Plumb line deflections and the Laplace azimuth equation.

Geodesy :

Spheroids of reference. Geodetic constants. Three-dimensional co-ordinate and differential geometry of the spheroid. Conformal transformation from any surface to any other surface. Spheroidal co-ordinates. General theory of the Gauss conformal projection. Geodesics on the spheroid.

A descriptive treatment of the basic principles of physical geodesy. Determination of "g" by pendulum and gravimeter, the gravity field; free air, Bouguer and Isostatic anomalies.

Professional Practice :

Survey laws and administrative procedures applicable to Bantu areas.

Evaluation of sites, buildings and agricultural and other land.

Town and Regional Planning :

A survey and analysis of land use, site analysis, standards for town development, municipal services including health and institutional services, town layout: statutory regulations and procedures.

Practical assignments: an industrial area;
 a complete town;
 an agricultural settlement.

PHYSICS

N.B.—Candidates must submit evidence of practical work performed.
(See paragraph G17 of the Regulations)

Course I

Mechanics.—Vectors and scalars. Addition of vectors. Linear motion with constant acceleration. Uniform circular motion. Simple treatment of simple harmonic motion. Laws of motion, work, energy. Conservation of energy and of momentum. Law of gravitation. Planetary motion.

Properties of Matter. Elasticity. Hydrostatics. Surface tension. Viscosity.

Heat.—Scales of temperature. Thermometers. Calorimetry. Expansion. Change of state. Elementary Kinetic Theory and the gas laws. Vapours; hygrometry. Transmission of heat. First law of thermodynamics.

Optics.—Nature of light. Reflection, refraction, dispersion. Mirrors and lense. Optical instruments. Photometry. Velocity of light. Elementary concepts of interference. Polarization of light. Photoelectric effect. Spectra.

Sound.—Nature of sound. Velocity of waves. Pipes and strings. Intensity, loudness, pitch and quality. Doppler effect.

Electricity and Magnetism.—Laws of Force, Fields and Induction. Condensers and Dielectrics. Energy of charges.

Electrostatics.

Magnetostatics.—Laws of Force. Fields. Couples on magnet in Field. Magnetometry.

Current Electricity.—Ohm's Law. Heating effect. Divided circuits. Electrolysis. Magnetic effects of current. Electrical measuring instruments. Terrestrial magnetism. Electromagnetic induction. Electric machines—Dynamo—Motor—Transformer.

Electronics and Nuclear Physics.

Elementary and descriptive treatment (where necessary) of.—Force on a moving charge. Electronic charge and Avogadro's law. Thermionic valves. X-rays. Radioactivity—Decay particles. Atomic nucleus. Isotopes. $E=mc^2$ and applications.

Course II

Mechanics.—Rotating bodies. Simple harmonic motion. Impact. Scalar and vector products. Grad.

Properties of Matter.—Elasticity. Surface tension. Viscosity.

Heat.—Thermometry. Conduction. Radiation. First Law of Thermodynamics. Elementary Introduction to the Second Law of Thermodynamics. Kinetic Theory of Gases, Equipartition of energy.

Light.—Wave theory. Doppler effect. Interference. Velocity of light. Geometrical optics.

Electricity and Magnetism.

Electrostatics and Magnetostatics.—Gauss's theorem. Dielectrics. Images—elementary treatment. Dipoles.

Current Electricity.—Currents and magnetic fields. Forces on charges in magnetic and electric fields. Circuits containing inductance, capacity and resistance. Galvanometers, fluxmeter. Elementary Dia-, Para- and Ferro-magnetism. Curie's Law. Alternating current theory. Simple A. C. Bridges.

Atomic and Nuclear Physics.—Decay particles and their identification. Collision. Scattering of particles. Experimental techniques in Nuclear Physics.

Sound.—Velocity of waves. Resonance and forced vibration.

Course III

Heat.—Second Law of Thermodynamics and application. Carnot's Cycle. Entropy-Maxwell's relations and applications. Porous plug experiment. Gibbs-Helmholtz equation. Thermo-electricity. Kinetic Theory of Gases. Mean free path phenomena. Brownian motion. Equations of state. Theory of specific heats. Laws of radiation.

Mechanics.—Central Forces. Further vector theory. Lagrange's Equations.

Light.—Interferometry. Diffraction. Polarization.

Electricity and Magnetism.—Electrostatics—Poisson's Equation. Maxwell's electromagnetic equations and some applications. Theory of electrical conduction in metals. Further alternating current theory. Thermionic Emission. Valve circuits, rectification and amplification, oscillators and counting circuits.

Atomic and Nuclear Physics.—Atomic Spectra. X-rays. Nuclear transitions. Introduction to Quantum mechanics. Solid State physics. Statistical Thermodynamics.

Relativity.—Special Theory

University of Fort Hare

Honours
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1. Thermodynamics. Statistical Mechanics.
2. Electromagnetism and applications. Relativity and applications. Advanced Optics and X-rays.
3. Magnetism (Dia-, Para-, Ferro-, Ferri-, Nuclear magnetism). Solid state.
4. Advanced Mechanics, Quantum Mechanics and Spectra.
5. Nuclear Physics, Theory of experimental techniques for determination of nuclear spins, quadrupole moments and magnetic moments.

Master of Science

Four papers on approved subjects, or Two papers and a dissertation.

MATHEMATICS

Course I

Paper 1 (*Mathematics IA*)

Sets and functions. Binomial theorem. Determinants of the second and third order. Vector algebra.

Differentiation and integration of polynomials.

Maxima, minima and points of inflection.

Paper 2 (*Mathematics IB*)

Trigonometric functions. Addition theorems. Inverse trigonometric functions and solution of trigonometric equations. Differentiation and integration of the elementary functions. The definite integral and applications. Differentiation of vectors.

Course II

Paper 1.

Finite-dimensional real vector spaces; linear subspaces and linear invariants; bases; dimension of a vector space; lines and planes; linear mappings (homomorphisms); homomorphisms and matrices; determinants. Complex numbers.

Paper 2.

Topology for the real numbers.

Differentiable functions.

Functions of several variable

Multiple Intergration

Ordinary Differential Equations: Existence theorems.

Solution of equations of the first order and degree.

Theory of linear equations and solution of linear equations with constant coefficients and homogeneous equations.

Vector Analysis: Vector Algebra, Differential Geometry,

Differential Vector calculus, Integration.

Course III

Paper 1.

Matrix algebra. Transformation of basis vectors of an n -dimensional vector space. Eigen values and eigen vectors of linear mappings. Bilinear and quadratic forms. Elementary theory of groups, rings and fields.

Paper 2.

Analysis: A rigorous treatment of the system of real numbers as a complete archimedean fully ordered field. Metric spaces. Continuity in metric spaces. Uniform continuity. Uniform convergence. Differentiability in normed spaces. The Riemann-Stieltjes integral. Elementary differential geometry.

Paper 3.

Uniform convergence and sufficient conditions for term by term integration and differentiation of a series of functions of a real or complex variable. Properties of power series. The logarithmic, exponential and trigonometric functions of real and complex variables. Line integrals in the real and complex plane. Differentiability of functions of a complex variable, analytic functions and the Cauchy-Riemann equations.

Cauchy's theorem. Taylor and Laurent expansions, residues, contour integration. Conformal mapping and analytic continuation.

Honours Bachelor Examination

Four papers on approved subjects.

Master's Examination

The examination comprises either two papers set on approved subjects and a dissertation on an approved subject, or a dissertation only.

ZOOLOGY

Course I

The final examination of the course will consist of a theoretical paper of 3 hours duration.

The promotion mark of the student will be compiled as follows:

- | | | |
|----------------------------|-----|-----------|
| 1. Final theoretical paper | ... | 300 marks |
| 2. Year mark | ... | 300 marks |

The year mark will be based on the theoretical work and practical work which the student has done during the year.

The general anatomy, physiology, reproduction, distribution and life cycles of animals structural types are studied in this course as an introduction to the Science of Zoology.

Course II

The final examination of the course will consist of two three hour papers each.

The promotion mark of the student will be compiled as follows:

1. Final theoretical paper 1	...	250 marks
2. Final theoretical paper 2	...	250 marks
3. Year mark	...	500 marks.

The year mark will be based on the theoretical work and practical work which the student has done during the year.

- A. Principles of taxonomy.
- B. *Survey of the Invertebrata* :

The general classification, distribution, anatomy, physiology, reproduction, embryology and life cycles of suitable examples of the invertebrate and protochordate groups.

- C. An introduction to Parasitology.

Course III

The final examination of the course will consist of two theoretical papers of three hours each.

The promotion mark of the student will be compiled as follows:

1. Final theoretical paper 1	...	250 marks
2. Final theoretical paper 2	...	250 marks
3. Year mark	...	500 marks

The year mark will be based on the theoretical work and practical work which the student has done during the year.

- A. *A Survey of Vertebrate Groups*.

1. A study of the phylogeny, classification, anatomy, reproduction, life cycles and distribution of the vertebrate groups.

- 2. Theories and Generalizations.

- B. Cytology and Molecular Biology.

- C. Vertebrate Physiology.

- D. Ecology.

- E. Behaviour in Animals.

- F. Vertebrate Embryology.

Honours

Course

The final examination of the course will consist of:

- (i) Three three-hour theory papers;
- (ii) One oral examination, not longer than one hour in duration, and
- (iii) A report on a project which is to be compiled during the period of study and must be handed in before the theory papers are written.

This is a one year course for full-time students, but part-time students will be required to do the same course in a minimum of two years.

The promotion mark of the student will be made up as follows:

(i) Three theory papers, each 150 marks	...	750
(ii) Oral examination	...	250
(iii) Year mark (including Project Mark)	...	1000

The year mark will be based on both theoretical and practical work which the student has done during the study period.

This course must be regarded as a basic training course in zoological research and the factual content will deal mainly with problems in the fields of parasitology, ecology and nature conservation. The students will be required to write seminars on the various topics that will be dealt with.

FACULTY OF EDUCATION

Office Bearers:

Dean : Prof. B. DE V. VAN DER MERWE, M.A., D.Ed. (O.F.S.)

Vice-Dean :

Prof. M. O. M. SEBONI, B.A., D.Ed. (S.A.)

Secretary/Typist : Mrs. J. M. F. ROBINSON.



University of Fort Hare
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FACULTY OF EDUCATION

1. The Faculty of Education is basically responsible for the professional training of teachers.

- 1.1. The Secondary Teachers' Diploma caters for students that did not obtain matriculation exemption.
- 1.2. The Secondary Teachers' Diploma (Fine Arts) can be taken either on the higher or the lower level, and prepares students as art teachers in the high schools or training schools. A fair amount of practical art work is done in training.
- 1.3. The University Education Diploma is a post-graduate course. Students should however, have selected their degree courses in compliance with Regulation E.9. in order to qualify for admission to U.E.D. It is important that prospective student-teachers select their curriculum with great care.
- 1.4. The University Education Diploma (non-grad.) assists students who lack only one year to complete a degree. The degree courses should, however, mainly be school subjects.

2. Prospective teachers are advised to study the types of posts available. Although there is an acute shortage of qualified teachers, it is to be noted that certain subjects are rarely offered. It has to be remembered that Biology is being abolished as subject in the secondary schools. It is important to study the requirements for degree purposes before a curriculum is composed. The so called "late comers" often are disappointed when they discover that their degree does not qualify them for admission to the education diplomas.

3. Practice teaching forms an integral part of teacher training. Prospective education students must report to the Faculty of Education at the end of the academic year preceding their professional year, in order to make the necessary arrangements for teaching at their home school at the beginning of the next school year.

4. The Faculty of Education offers specialised training in pedagogics at post degree level. To assist teachers in service the B.Ed. lectures are offered on Saturdays while the course is being spread over two years.

Well trained educationists are very much in demand.

5. Special grants and loans for deserving students are available.

RULES FOR THE FACULTY OF EDUCATION

The following faculty rules are to be read in conjunction with the provisions of the Act, Statute, regulations and general rules.

DEGREES AND DIPLOMAS

E1. The following degrees are granted in the Faculty :—

Bachelor of Education	..	..	..	B.Ed.
Master of Education	..	..	..	M.Ed.
Doctor of Education	..	..	..	D.Ed.

E2. The following diplomas are issued in the Faculty :—

The University Education Diploma	..	U.E.D.
The University Education Diploma		U.E.D. (Non-Graduate)
The Secondary Teachers' Diploma (Junior Secondary)		S.T.D.
The Secondary Teachers' Diploma (Fine Arts).		S.T.D. (Fine Arts)

The Degree of Bachelor of Education

(Candidates for the B.Ed. must have a thorough reading knowledge of Afrikaans).

Admission to the course of studies.

E3. A student must hold a Bachelor's degree and the University Education Diploma or hold the degree B.P.Ed., provided that a certificated graduate who does not possess the U.E.D. may be admitted to the course of studies on the following conditions :—

(a) If he has had post-matriculation training, he must either—

- produce evidence of five years' satisfactory teaching experience ; or
- pass a test in the five subjects Philosophy of Education, Empirical Education, Historical Education, Didactics and Administration;

(b) If he has had pre-matriculation training, he must—

- produce evidence of five years' satisfactory teaching experience ; and
- pass a test in the five subjects Philosophy of Education, Empirical Education, Historical Education, Didactics and Administration; provided that the test mentioned in each (ii) above shall consist of the papers for the examination for the University Education Diploma.

Duration and Curriculum.

E4. The curriculum shall extend over a period of at least one year and shall consist of the following subjects :—

- Philosophy of Education.
- General Empirical Education.
- Special Empirical Education.
- Historical Education.
- Didactics.
- Administration and Comparative Education.

To pass, a candidate shall obtain 50% in each paper. The yearmark and the examination mark shall carry equal value.

The Degree of Master of Education

E5. (a) *Admission.*

For admission to the course of studies for the M.Ed. course, a student must :

- be in possession of B.Ed. or an equivalent qualification ;
- produce evidence of at least one year's satisfactory teaching experience, and
- convince the head of the department concerned that he has sufficient knowledge of the subject to undertake the course of studies.

(b) *Examination.*

The examination consists of a dissertation in education. The title of a dissertation shall be approved for a period of 5 years after which a student shall, if necessary, apply yearly for an extension of time.

The Degree of Doctor of Education

Duration of Study.

E6. The degree shall not be conferred on a student unless—

- (a) he is a Master of Education of at least four years' standing ; or
- (b) he is a Master of Education of at least three years' standing, at least one of which was devoted entirely to approved research work.

Thesis.

E7. The thesis shall deal with a subject in the field of Education. (See also General Regulations).

The University Education Diploma (U.E.D.)

Admission to the Course of Studies.

E.8. A student must—

- (a) possess a degree;
- (b) have completed degree courses, whether for degree purposes, or for non-degree purposes, in accordance with the provisions of E.9. below.

Degree Courses.

E.9. The degree courses in which a proposed student must pass are as follows; the subject selected under (d) and the other subject under (c) below are regarded as principal teaching subjects:—

- (a) First courses in *three* of the following subjects:—

Afrikaans-Nederlands.	Applied Mathematics.
or Afrikaans.	Physics.
English.	Chemistry.
History.	Botany.
Geography or Geology.	Zoology.
Biblical Studies or	Mathematics.
Ecclesiastical History	Accounting.
Psychology.	Economics.
Library Science.	Business Economics.
Education.	Philosophy.
Anthropology	Any third language.
Native Administration or	
any school subject;	

Provided that at the discretion of the Dean recognition may be given to any two languages other than the official languages. If Psychology and Anthropology are offered as a major, at least an additional 2nd year course in a School subject shall be offered as a teaching subject for the Special Method.

- (b) A first course in a *fourth* subject, which may be selected from (a) above or from the following list:—
 - German (Special Course).
 - Sociology.
 - Systematic Theology.
 - Economic History.
- (c) Second courses in any *two* of the four subjects selected from (a) and (b) above; but none of Economic History II, Native Administration II, Philosophy II, Library Science II, Sociology II and Systematic Theology II shall be regarded as a second course in terms of this paragraph.
- (d) A third course in at least *one* of the two subjects chosen under (c) above. (Mathematics and Applied Mathematics III for B.Sc. (Eng.) shall be regarded as Mathematics III).

(e) Subject to the provisions of (c) above, a student may present one third and two second courses instead of one third, one second and two first courses : Provided that—

(i) a student who has majored in Geology and has taken at least one qualifying course in Geography may offer Geography as a principal teaching subject ;

(ii) a student who has not taken Biology as a major subject, may select it as a principal teaching subject if he has taken the following combination of subjects :

Either Botany or Zoology as a major subject, with at least two qualifying courses in the other :

Provided further, that no student who selects Biology as a principal teaching subject shall offer Botany or Zoology as a further principal teaching subject.

(iii) Physical Science may be selected as a principal teaching subject if the student has taken the following combination of subjects :

Either Physics or Chemistry as a major subject, with at least two qualifying courses in the other :

Provided further that no student who selects Physical Science as a principal teaching subject shall offer either Physics or Chemistry as a further principal teaching subject.

(f) A student who offers a Bantu language as a principal teaching subject, shall write examination in the Method of that particular Bantu language.

Duration and Contents.

E10. (1). The course extends over a period of at least one year and the subjects shall be as follows :—

Major Subjects.

(i) Philosophy of Education.

(ii) Empirical Education.

(iii) Historical Education.

(iv) Didactics.

(v) Administration and Comparative Education.

(vi) and (vii) Method of the two principal teaching subjects for the secondary school. (Two papers).

(viii) and (ix) Practical Teaching (A test in each of the two principal teaching subjects).

(2) Further compulsory subjects:—

Compulsory Subsidiary Subjects.

(x) Theory of Practical Teaching (including Teaching Aids, Blackboard Work and School Hygiene). A candidate can be exempted from the practical requirements in School Hygiene provided that he can produce a recognised certificate of the Red Cross or the St. John's Ambulance.

(xi) and (xii) Written, oral and practical test in the vernacular as well as the two official languages. One of the three must be passed on the higher grade.

Additional Subjects.

(xiii) Physical Education.

(xiv) Music and Choral Singing.

E11. Candidates shall be required to pass in each separate subject of the examination with the following exceptions:—

Candidates who have obtained the Teachers' Diploma of the former South African Native College shall be exempted from writing papers (vi) and (vii), Method of the two principal subjects and, on producing evidence of two years' satisfactory teaching experience shall be exempted from taking subjects (viii) and (ix), (Practical teaching).

Any other candidate shall be exempted from taking subjects (vii) and (ix) Practical Teaching on producing evidence of five years' satisfactory teaching experience.

Completion of Course of Studies.

E12. A student may be admitted to a supplementary examination in a subject in which he has failed, subject to such conditions as the Senate may determine on the recommendation of the Board of the Faculty of Education.

Examination.

E13. (1) A student who lacks only one minor in order to comply with Regulation E.9. may take the examination for the diploma and the minor subject simultaneously, but shall not be granted the Diploma until he has complied with all the academic and professional requirements.

(2) *Sub-minima.*—To pass in the ancillary subjects under E.10. (2), a student must obtain in each subject an aggregate of 50 per cent in the written and the practical examination, with a sub-minimum of 40 per cent in each of the two sections; and in each of the two language tests an aggregate of 50 per cent in the written, the oral and the practical examination with sub-minimum of 40 per cent in each of the three sections for the Lower Medium; and an aggregate of 60 per cent, with a sub-minimum of 50 per cent in each of the three sections for the Higher Medium.

(3) Failure in one of the two teaching tests shall involve re-examination in both tests, irrespective of the average mark obtained. These teaching tests as well as the language tests may not be repeated before May of the following year.

(4) A student may re-write the subjects in which he has failed, but in which he obtained a minimum of 40% for year mark and examination combined, during the ensuing long vacation or at any subsequent ordinary examination.

Distinction.

E14. A candidate may obtain a distinction in any of the principal subjects under E10 (i) to (vi), and he shall obtain the diploma with distinction if he obtains a distinction in four of the above mentioned principal subjects.

The University Education Diploma (Non-Graduate)

E15. A registered student who has completed two years of study towards a Bachelor's degree in such a manner that all the requirements for the degree may be fulfilled by one further year of study, may be admitted to the final year of professional training, and upon completion thereof may be allowed to obtain the University Education Diploma (Non-Graduate) on the following conditions :—

(a) That the number of completed courses for the Bachelor's degree shall be as follows :

For B.A.	7
for B.Sc.	6
for B.Com.	10;

(b) that the courses include at least two teaching subjects in which two qualifying courses shall have been obtained as well as two further qualifying courses selected in accordance with regulation E9 ;

E16. The candidate must further satisfy all the requirements of the prescribed regulations for the ordinary University Education Diploma. Any holder of the U.E.D. (Non-Graduate) may have it converted into U.E.D. (Graduate) by completion of the remaining academic requirements of the latter.

The Secondary Teachers' Diploma (Junior Secondary)

E17. *Aim of the Course.*—To train teachers for the first three years of the Secondary School.

E18. *Duration of the Course.*—The duration of the course shall be two years.

E19. *Entrance Qualifications.*—Before candidates shall be admitted to this course, they must comply with the following requirements :—

(a) *Application for Admission.*—The application for admission must be submitted to the Registrar. (cf. G3.)

(b) *Confidential Report*.—The form concerning the selection of pupil teachers (B.E. 228) must be submitted by the principal of the last school attended, to the Registrar.

(c) *Medical Certificate*.—A medical report (Form B.E. 227) must be submitted to the Registrar by the applicant.

(d) *Academical Requirements*.—A candidate must satisfy the Senate of the University with respect to matriculation qualification or other satisfactory admission certificate, not lower than S2 (Second Class, School Leaving).

Schedule of Subjects :

E20. (1) *First year :*

During the first year of study every candidate shall follow one of the following curricula:—

- (a) B.A.: Five first year courses towards a B.A. degree of which one language and Education I will be compulsory.
- (b) B.Sc.: Four first year courses of which at least three shall be natural sciences and the fourth Education I.
- (c) B.Comm.: A first year course as prescribed by the University, but including Education I.
- (d) A diploma in Commerce and Administration (which has been obtained after Matriculation) and which includes Education I.
- (e) A diploma in Agriculture (which has been obtained after Matriculation) and which includes Education I.

N.B.—(1) Candidates who did not obtain Matriculation or exemption may not have their courses credited towards a degree.

(2) Candidates may take Mathematics (Half Course) instead of Mathematics under clauses (a), (b) and (c) above.

(2) *Second year :*

1. Philosophy of Education.
2. History of Education.
3. Empirical Education.
4. General Didactics.
5. Administration.
6. Practical Teaching: Demonstration and Criticism lessons.
7. Method and Content:

The method and content of at least THREE of the following subjects:

General Science	Physical Science
Biology	Agriculture
Arithmetic	Mathematics
Commerce	Bookkeeping
Typewriting	Shorthand/Snelskrif
Afrikaans	English
Mother Tongue	Latin
Social Studies	School Librarianship or Religious Education.

or

any other subject for the J.C. Course, provided that

- (a) Biology and Physical Science be offered as separate subjects and not together with General Science.
- (b) Not more than *three* languages be included.

8. *Compulsory Practical Subjects :*

- (a) Theory of practical teaching (including Teaching Aids, Blackboard work and School Hygiene).
- (b) Physical Education.
- (c) Music and Singing.

N.B.—Every candidate shall take part in at least two organised games.

Examinations : General Regulations :

E21. (1) To be admitted to the professional course of this diploma, every candidate shall obtain a pass in at least *three* year courses, one of which must be Education I or shall obtain a pass in all but one of the prescribed courses for the diploma in Commerce and Administration or Agriculture.

(2) Re-admission may be refused to a candidate who does not satisfy the minimum requirements of any year's work.

(3) Every examination or qualifying test shall be conducted by at least two examiners.

(4) *Requirements for obtaining the diploma :*

- (a) *First Year :* The candidate must have obtained passes in at least *four* subjects or must have passed in the examination for the diploma in Commerce and Administration or the diploma in Agriculture.
- (b) *Second Year :* A candidate must obtain at least 50% of the maximum marks in every subject with a minimum of 40% in the examination. The year-mark and the examination mark are of equal value.
- (c) A candidate that receives a distinction (75%) in 5 subjects under E.20.2. of the professional year, receives the diploma with distinction.
- (d) *Efficiency in Language :* The proficiency of a candidate to use the different languages as medium will be ascertained by means of the following tests:
 - (i) A written language test.
 - (ii) An oral language test.
 - (iii) A practical teaching language test.

A candidate will pass a specific language in the Higher Grade (Medium) if he obtains an aggregate of 60% with a sub-minimum of 50% in each of the three sections, and in the Lower Grade (Medium) if he obtains an aggregate of 50% with a sub-minimum of 40% in each of the three sections.

An endorsement on the certificate will indicate the language(s) in which the teacher is proficient.

(e) *Practice Teaching :* At least four weeks during the professional year, as well as three weeks at the beginning of the professional year at a school in the vicinity of the student's home, will be given to Practice Teaching.

Every student shall give at least eight criticism lessons of which one must be in the mother tongue and another in the official language(s).

(f) Candidates who have not satisfied all the requirements of this diploma, will only receive a statement of examination results.

(5) *Supplementary examinations :*

(a) *Academic Courses :*

- (i) A candidate who does not pass the required degree courses, will be allowed during his second year of study to sit for examinations in only *one* course, provided that he pays all registration and examination fees which must be paid for the subject, and also provided that no provision be made on the time-table of the second year to attend such a class.

- (ii) If a candidate does not comply with the requirements of regulation (a) (i) during his courses, he may in consultation with the University write such an examination, provided that he passes within six years after he has first presented himself for those examinations.

Provided that the examiner may in borderline cases conduct an oral examination immediately after the written examination and that this mark be submitted to the second examiner with the examination mark.

(b) Professional Subjects :

- (i) A candidate who has obtained 40% in the examination is entitled to a supplementary examination.
- (ii) Supplementary examinations in these subjects shall be conducted at such times and centres as determined by the Senate of the University of Fort Hare: Provided that the examiner may in borderline cases immediately conduct an oral examination and that these marks are submitted to the second examiner together with the examination mark.
- (iii) A candidate shall pass a supplementary examination within five years after he has first presented himself for those examinations.



University of Fort Hare
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THE SECONDARY TEACHERS' DIPLOMA (FINE ARTS)

E.22. *Aim of the Course :*

To train art teachers for the Secondary or High School.

E.23. *Duration of the Course :*

The duration of the course shall be two years (Lower Diploma) or three years (Higher Diploma).

E.24. *Entrance Qualifications :*

- (a) Prospective students should submit examples of their own work or attend a personal interview.
- (b) A medical report (Form B.E. 227) must be submitted.
- (c) A candidate must satisfy the Senate of the University with respect to matriculation qualification or other satisfactory admission certificate, not lower than S2 (Second Class, School Leaving).

E.25. *Schedule of Subjects :*

(a) *Lower Diploma :*

First Year:	1. Education I. (As for B.A.)
	2. A Language. (As for B.A.)
	3. History of Art. I.
	4. Painting I.
	5. Anthropology I. (As for B.A.)
Second Year:	1. Education II. (Special)
	2. Design I.
	3. Sculpture I.
	4. Anthropology I or II OR Language II. (As for B.A.)
	5. Practice Teaching and Theory of Practical Teaching.
	6. History of Art II.

(b) *Higher Diploma :*

Third Year:	1. Education III. (Special).
	2. Sculpture II or Design II.
	3. Painting II.
	4. Aesthetics.
	5. Practice Teaching.

N.B.—1. Where applicable reference should be made to the school syllabi in interpreting this course.

2. Students who did not obtain Matriculation or exemption may not have their courses credited towards a degree.

Examinations :

- E26. (1) (a) To be admitted to the second year of this course, a candidate shall obtain a pass in at least *three* first year courses, one of which must be Education I.
- (b) To be admitted to the third year (Higher Diploma) a candidate must have satisfied the requirements for the Lower Diploma.
- (2) Re-admission may be refused to a candidate who does not satisfy the minimum requirements of any year's work.
- (3) Requirements for obtaining the Diploma(s)
- (a) First Year: A Pass in at least *Four* subjects.
- (b) Second Year: A pass (50%) in every subject, with a minimum of 40% in the examination. The yearmark and the examination mark are of equal value.

- (c) **Third Year:** A pass mark (50%) in every subject. A candidate that receives a distinction (75%) in two subjects of the final year obtains the diploma with distinction.
- (d) **Efficiency in Language:** The proficiency of a candidate to use the different languages as medium will be ascertained in the same way as for Secondary Teachers' Diploma (Junior Secondary) Reg. E.21(4)(d).
- (e) **Practice Teaching:** A test in each of the different sections during the periods of practice teaching as prescribed by the Faculty.
- (4) **Supplementary Examinations :**

A candidate who has obtained at least 40% in the examination is entitled to a supplementary examination: Provided that in the case of a first-year student he obtained a year mark of at least 50%.



University of Fort Hare
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DEPARTMENT OF PHILOSOPHY OF EDUCATION

Professor: B. DE V. VAN DER MERWE, M.A., D.Ed. (O.F.S.)

Lecturer: Vacant

Bachelor's Examination (B.Ed.)

(One paper)

1. Knowledge of the content of the U.E.D. syllabus is a prerequisite with special reference to pedagogics as a science:
 - 1.1. Definition of a science.
 - 1.2. Pedagogics as a science:
 - 1.2.1. Sub-disciplines.
 - 1.2.2. Methods of research.
 - 1.3. Fringe sciences.
 - 1.4. Critical evaluation.
2. Cosmology and education:
 - 2.1. The origin, essence and destiny of the cosmic totality.
 - 2.2. The relation between cosmology and the theory of education.
 - 2.3. Critical evaluation.
3. Philosophic anthropology and education:
 - 3.1. The origin, essence and destiny of man.
 - 3.2. Educational implications with special reference to the meaning and aim of education, the educator and the educand.
 - 3.3. Critical evaluation.
4. Philosophic axiology and education:
 - 4.1. The origin, authority and hierarchy of values.
 - 4.2. Educational implications with special reference to the aims of education.
 - 4.3. Critical evaluation.
5. Educational ethics:
 - 5.1. The difference between ethics and morals.
 - 5.2. The origin and authority of moral values.
 - 5.3. Character as an aim of education.
6. Education and the problem of truth.
 - 6.1. The nature of truth.
 - 6.2. The relation between knowledge, faith and truth.
 - 6.3. Educational implications.
7. The problem of diversity of point of view and the problem of justification of the particular:
 - 7.1. The diversity in theories of education.
 - 7.2. The origin of the diversity.
 - 7.3. Justification of particular views.
 - 7.4. Pedagogics and the diversity.
8. Systems in the philosophy of education with typical representatives of each:
 - 8.1. The origin and characteristics of a philosophy of life.
 - 8.2. The relation between a philosophy of life and a theory of education.
 - 8.3. Theism: Roman Catholic, Protestant and non-christian.
 - 8.4. Idealism.
 - 8.5. Scientism: Realism, naturalism, pragmatism, communism.
 - 8.6. Existentialism and Phenomenology.
9. The problem of scientific criticism in the philosophy of education:
 - 9.1. Subjective criticism.
 - 9.2. Objective norms.
 - 9.3. Critical evaluation.

University Education Diploma (U.E.D. and U.E.D. non-grad.)

(One paper)

1. Introduction: The field and method of research in pedagogics:
 - 1.1. Difference between natural and human sciences.
 - 1.2. The scientific character of pedagogics.
 - 1.3. The part disciplines of pedagogics and their relation to one another.
 - 1.4. Methodological approach in pedagogic research.
 - 1.5. The relation to fringe disciplines: philosophy, psychology, sociology, ethics and theology.
 - 1.6. The autonomic character of pedagogics as a human science.
2. The phenomenon education:
 - 2.1. Training, teaching, education and pedagogics.
 - 2.2. Conditions for education.
 - 2.3. Characteristics of education.
3. Axiological aspects: The aims of education:
 - 3.1. Criteria for aims of education.
 - 3.2. Classification of aims.
 - 3.3. Mediate aims:
 - 3.3.1. physical.
 - 3.3.2. Emotional
 - 3.3.3. Intellectual.
 - 3.3.4. Social (including language).
 - 3.3.5. Historical (with special reference to culture).
 - 3.3.6. Economic.
 - 3.3.7. Aesthetic.
 - 3.3.8. Ethical.
 - 3.3.9. Religious.
 - 3.4. Ultimate aim: Adulthood as normative aspect.
 - 3.5. The relation between the aims of education and the philosophy of life.
4. The educand:
 - 4.1. A pedagogical image of the child.
 - 4.2. Education as assistance and guidance.
5. The educator and educational bodies:
 - 5.1. The parent (Home).
 - 5.2. The teacher (School).
 - 5.3. The minister (church)
 - 5.4. The boarding master (hostel).
 - 5.5. Sports and societies.
6. The necessity, possibility and limits of education:
 - 6.1. The necessity of physical education.
 - 6.2. The necessity of social education.
 - 6.3. The necessity of religious education.
 - 6.4. The educability of man.
 - 6.5. Limits in time, aptitude, environment and human nature.
7. The means of education:
 - 7.1. Means and their application.
 - 7.2. Authority.
 - 7.3. Punishment.
 - 7.4. Cultural norms.
 - 7.5. The relation between means and aims of education.
8. Authority and freedom in education:
 - 8.1. An introduction to the problem of human freedom, with special reference to the child.



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- 8.2. The nature and origin of authority and its relation to discipline.
- 8.3. Educational punishment.
9. A general survey of the trends of thought in pedagogics:
 - 9.1. Scientism (Realism, Naturalism, Pragmatism).
 - 9.2. Idealism.
 - 9.3. Theism, (Roman Catholic, Protestant and non-Christian).
 - 9.4. Existentialism and phenomenology.

Secondary Teachers' Diploma (S.T.D. II)

(One paper)

1. The relation between philosophy of life and education.
 - 1.1. The foundation of a philosophy of life.
 - 1.2. Cosmology, Anthropology, Axiology and Ethics.
 - 1.3. The theory of education.
 - 1.4. Educational practice.
2. Educational bodies and their responsibilities:
 - 2.1. The parent (home)
 - 2.2. The teacher (school)
 - 2.3. The minister (church)
 - 2.4. The boarding master (hostel)
 - 2.5. Sports and Societies.
3. Moral and Social Education:
 - 3.1. Morals and ethics.
 - 3.2. Character as an aim of education.
 - 3.3. The normative aspect of culture.
 - 3.4. Culture as an aim of education.
 - 3.5. Morals, culture and society.
4. Authority and freedom in education:
 - 4.1. An introduction to the problem of human freedom, with special reference to the child.
 - 4.2. The nature and origin of authority and its relation to discipline.
 - 4.3. Education for freedom.
5. Discipline and punishment:
 - 5.1. The difference between discipline and punishment.
 - 5.2. The criteria for educational punishment.
 - 5.3. Conditions of application.
 - 5.4. Different forms of educational punishment.

Education I.

(Half a paper.)

1. Introduction: The field and method of research in pedagogics:
 - 1.1. The difference between human and natural sciences.
 - 1.2. The part disciplines of pedagogics and their relation to one another.
 - 1.3. Methodological approach in pedagogic research.
 - 1.4. The relation to fringe disciplines: philosophy, psychology, sociology, ethics and theology.
2. The phenomenon education:
 - 2.1. Training, teaching, education and pedagogics.
 - 2.2. Conditions for education.
 - 2.3. Characteristics of education.
3. The aims of education:
 - 3.1. Criteria for aims of education.
 - 3.2. Classification of aims.

- 3.3. Mediate aims:
 - 3.3.1. Physical.
 - 3.3.2. Emotional.
 - 3.3.3. Intellectual.
 - 3.3.4. Social (including language).
 - 3.3.5. Historical (with special reference to culture).
 - 3.3.6. Economic.
 - 3.3.7. Aesthetic.
 - 3.3.8. Ethical.
 - 3.3.9. Religious.
- 3.4. Ultimate aim: Adulthood as normative aspect.
- 3.5. The relation between the aims of education and the philosophy of life.
4. The educand:
 - 4.1. A pedagogical image of the child.
 - 4.2. Education as assistance and guidance.
5. The educator and educational bodies:
 - 5.1. The parent (home).
 - 5.2. The teacher (school)
 - 5.3. The minister (church)
 - 5.4. The boarding master (hostel).
 - 5.5. Sports and Societies.
6. The necessity, possibility and limits of education:
 - 6.1. The necessity of physical education.
 - 6.2. The necessity of social education.
 - 6.3. The necessity of religious education.
 - 6.4. The educability of man.
 - 6.5. Limits in time, aptitude, environment and human nature.
7. The means of education:
 - 7.1. Means and their application.
 - 7.2. Authority.
 - 7.3. Punishment.
 - 7.4. Cultural norms.
 - 7.5. The relation between means and aims of education.



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DEPARTMENT OF HISTORICAL EDUCATION

Professor: D. F. VAN DYK, B.A., D.Ed., (O.F.S.)

Bachelor's Examination (B.Ed.)

(One paper)

Section 1

THE THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE HISTORY OF EDUCATION

- 1.1. The meaning, purport, nature, value, place, limits and history of the History of Education.
- 1.2. The method of research of the History of Education:
 - 1.2.1. Formulating the problem.
 - 1.2.2. Collecting the source material:
 - 1.2.2.1. Primary sources.
 - 1.2.2.2. Secondary sources.
 - 1.2.3. Assessment of source material:
 - 1.2.3.1. External criticism.
 - 1.2.3.2. Internal criticism.
 - 1.2.4. Formulating the hypothesis.

- 1.2.5. Writing the report.
- 1.3. Theory of the History of Education:
 - 1.3.1. The problem of selection, arrangement and emphasis.
 - 1.3.2. The problems of cause, motive and influence.
 - 1.3.3. The problem of the present: generalization, prediction, historical analogy, the past in the light of the present, different approaches in regard to the History of Education.

Section 2

PERIODS IN THE HISTORY OF EDUCATION

- 2.1. *Pietism* (c. 1675-1750).
 - 2.1.1. Causes of the movement.
 - 2.1.2. Basic principles of the movement.
 - 2.1.3. Representatives of the movement.
 - 2.1.3.1. In the ecclesiastical sphere—Philipp Jakob Spener (1635-1705) and Nikolaus Ludwig von Zinzendorf (1700-1760).
 - 2.1.3.2. In the educational sphere—August Hermann Francke (1663-1727).
 - 2.1.4. Significance of the movement.
- 2.2. *The Enlightenment* (18th century).
 - 2.2.1. General characteristics of the period.
 - 2.2.2. Rationalism and Empiricism:
 - 2.2.2.1. Origin and basic principles of the movements.
 - 2.2.2.2. John Locke (1632-1704)—Psychological and educational ideas with special reference to his *Some Thoughts Concerning Education*.
 - 2.2.3. Naturalism:
 - 2.2.3.1. Naturalism as a philosophy of life:
 - 2.2.3.1.1. Epistemological starting point.
 - 2.2.3.1.2. Ontology and cosmology.
 - 2.2.3.1.3. Anthropology.
 - 2.2.3.2. Naturalism as a theory of education:
 - 2.2.3.2.1. Basic principles of this theory of education.
 - 2.2.3.2.2. Jean Jacques Rousseau (1712-1778) as a representative of the naturalistic theory of education—political and social theories, educational principles and practice (with special reference to his *Emile*), significance of his educational ideas.
 - 2.2.3.2.3. Contributions of the naturalistic trend to the theory and practice of education.
 - 2.2.4. Philanthropinism:
 - 2.2.4.1. Basic principles of the trend.
 - 2.2.4.2. Johann Bernhard Basedow (1724-1790)
 - 2.2.4.3. Christian Heinrich Salzmann (1744-1811)
 - 2.2.4.4. Significance of the educational work of the Philanthropists.
 - 2.2.5. General influence of the Enlightenment on education.

Section 3

A PERIOD IN THE HISTORY OF EDUCATION IN SOUTH AFRICA: STATE AND MISSIONARY EDUCATION DURING THE 19TH CENTURY IN ONE OF THE PROVINCES

(Where possible students must avail themselves of original and printed documents).

- 3.1. *The Cape Province*
 - 3.1.1. The development of state education for whites during the 19th century:
 - 3.1.1.1. The De Mist period, 1803-1806.
 - 3.1.1.2. The anglicising period, 1806-1839.
 - 3.1.1.3. Period of state aided schools, 1839-1859.
 - 3.1.1.4. Langham Dale as Superintendent General of Education, 1859-1892.

- 3.1.2. The development of state and missionary education to non-whites during the 19th century.
- 3.1.3. The development and influence of Liberalism in the education in the Cape Province during the 19th century.
- 3.1.4. The influence of British educational principles on Cape education during the 19th century.
- 3.1.5. The language medium question in the Cape Province during the 19th century with special reference to education.
- 3.1.6. The significance of this period for 20th century education in the province.
- 3.2. *Transvaal*
 - 3.2.1. The development of state education for whites during the 19th century:
 - 3.2.1.1. The pioneering years, 1838-1858.
 - 3.2.1.2. Education under the General Education Commission, 1859-1867.
 - 3.2.1.3. Education under the Executive Council, 1868-1871.
 - 3.2.1.4. The Burger's period, 1872-1877.
 - 3.2.1.5. The period of British occupation, 1877-1881.
 - 3.2.1.6. The Rev. S. J. du Toit as Superintendent, of Education, 1882-1887.
 - 3.2.1.7. Education under H. Stiemens as Superintendent, 1888-1891.
 - 3.2.1.8. Professor N. Mansvelt as Superintendent, 1891-1899.
 - 3.2.2. The development of state and missionary education to non-whites during the 19th century.
 - 3.2.3. The influence of British educational principles on the educational system of the Transvaal during the 19th century.
 - 3.2.4. The "Uitlanders" (foreigners) and education in Transvaal.
 - 3.2.5. Opposition by the Dutch speaking inhabitants against Transvaal education and educational policy.
 - 3.2.6. The significance of this period for 20th century education in the province.
- 3.3. *The Orange Free State.*
 - 3.3.1. The development of state education for whites during 19th century:
 - 3.3.1.1. Education during the Sovereignty Period, 1848-1853.
 - 3.3.1.2. Founding of a republican educational system, 1854-1872.
 - 3.3.1.3. Education placed on a firm footing by education ordinances no. 5 of 1872 and no. 1 of 1874.
 - 3.3.1.4. The Brebner educational system, 1894-1899:
 - 3.3.1.4.1. Establishment of a Department of Education.
 - 3.3.1.4.2. Basic principles and problems of the Brebner system.
 - 3.3.1.4.3. Consolidation and development of the system.
 - 3.3.1.4.4. Educational practice in Bloemfontein and the country districts.
 - 3.3.1.4.5. Dr. Johannes Brill and the Grey College.
 - 3.3.1.4.6. The Ladies Institute "Eunice".
 - 3.3.2. The development of missionary and state education to non-whites during the 19th century.
 - 3.3.3. The language and language medium question during the 19th century.
 - 3.3.4. Significance of this period for education in the Free State during the 20th century.
- 3.4. *Natal*
 - 3.4.1. The development of state education for whites during the 19th century.
 - 3.4.1.1. Education during the Voortrekker period, 1835-1838.
 - 3.4.1.2. The republic Natalia and education, 1839-1845.
 - 3.4.1.3. First years under the English regime, 1846-1858.
 - 3.4.1.4. Education under Superintendents Dr. R. J. Mann (1859-1870) and T. W. Brooks (1870-1877).
 - 3.4.1.5. Education placed on a firm footing by education ordinances nos. 15 and 16 of 1877.
 - 3.4.1.6. Rapid development under R. Russel:

- 3.4.1.6.1. From 1878-1894 as Superintendent Inspector in collaboration with the Council of Education.
- 3.4.1.6.2. From 1894-1900 as Superintendent of Education in collaboration with the first Department of Education.
- 3.4.2. The development of missionary and state education to non-whites during the 19th century.
- 3.4.3. The language and language medium question during the 19th century.
- 3.4.4. The significance of this period for education in Natal during the 20th century.

University Education Diploma (U.E.D.)

(One paper)

Section 1

- 1.1. *Introduction*: Historical education as a science The oldest civilizations.
- 1.2. *Greek Education*: The Greek ideal of education and teaching system in evolution:
 - 1.2.1. Homeric period (1000-776 B.C.)
 - 1.2.2. Spartan education (850-338 B.C.)
 - 1.2.3. Athenian education (776-146 B.C.)
 - 1.2.3.1. Old Greek period.
 - 1.2.3.2. New Greek period.
 - 1.2.3.3. General Assessment (the Sophists-Socrates-Plato-Aristotle).
- 1.3. *General Survey of the History of Roman Education*:
Historical background and general characteristics of the Roman people.
 - 1.3.1. Early Roman education, 753 to \pm 100 B.C.
 - 1.3.1.1. Early pure Roman education, 753 to \pm 250 B.C.
 - 1.3.1.2. The transition period, from \pm 250 to \pm 100 B.C.
 - 1.3.2. Later Roman education, from \pm 100 B.C to 476 A.D.
 - 1.3.2.1. The imperial period of cosmopolitan hellenized Roman education, from \pm 100 A.D. to \pm 200 A.D.
 - 1.3.2.2. The period of decline from \pm 200 to 476 A.D.
 - 1.3.3. General Assessment (Seneca-Cicero-Quintilian.)
- 1.4. *Early Christian Education*:
Outline and historical background:
 - 1.4.1. Christ as educator.
 - 1.4.2. Christian education.
 - 1.4.2.1. Catechumenal Schools.
 - 1.4.2.2. Catechetical Schools.
 - 1.4.2.3. Episcopal and Cathedral Schools.
 - 1.4.2.4. Monastic Schools.
 - 1.4.2.5. Pagan Schools.
 - 1.4.3. Outstanding figures of christian education (Apostle Paul—Arelus Augustinus).
- 1.5. *General Survey of the development of education in the Middle Ages*:
Historical background.
 - 1.5.1. Education during the early Middle Ages (\pm 500 to \pm 1100).
 - 1.5.1.1. Monasticism.
 - 1.5.1.2. The revival of learning under Charlemagne.
 - 1.5.1.3. Chivalry.
 - 1.5.1.4. Saracen education.
 - 1.5.2. Education during the later Middle Ages (from \pm 1100 to \pm 1500)
 - 1.5.2.1. Scholasticism.
 - 1.5.2.2. Mysticism.

- 1.5.2.3. The rise of cities, commerce and industry and of the middle classes.
- 1.5.2.4. The Mediaeval universities.
- 1.5.2.5. The Renaissance of the twelfth century.
- 1.6. *The Renaissance and Humanism :*
General characteristics—historical
- 1.6.1. The Renaissance in the South
- 1.6.2. The Renaissance in northern Europe.
- 1.6.3. Educational significance of the Renaissance.
- 1.6.4. Outstanding figures inter alia: Vittorius da Feltre and other Humanist teachers.
- 1.7. *The reformation and counter—reformation :*
The Reformation and its meaning in the education of the people—Catholic reactions.
- 1.7.1. The Protestant Reformation.
- 1.7.2. Lutheranism.
- 1.7.3. Calvinism.
- 1.7.4. The Catholic counter-reformation.
- 1.7.5. The educational significance of the Reformation.
- 1.8. *Realism and Pietism (16th and 17th centuries) :*
- 1.8.1. Humanistic realism—Rabelais.
- 1.8.2. Social realism—Montaigne.
- 1.8.3. Sense realism—Comenius, Ratke.
- 1.8.4. Pietism.
- 1.9. *The Disciplinary Movement in Education :*
Summary—John Locke.
- 1.9.1. Formal discipline.
- 1.9.2. Rationalism.
- 1.10. *Naturalism (18th and 19th centuries) :*
Summary.
- 1.10.1. Jean Jacques Rousseau.
- 1.10.2. Johann B. Basedow and philanthropinism.
- 1.10.3. Christian G. Salzman.
- 1.11. *The Psychological Movement (19th century) :*
Summary.
- 1.11.1. Johann Heinrich Pestalozzi.
- 1.11.2. Johann Friedrich Herbart.
- 1.11.3. Friedrich Wilhelm August Frobel.
- 1.12. *The Scientific Movement :*
Summary. Herbert Spencer.
- 1.13. *The Sociological Movement :*
Summary.
- 1.13.1. The period of philanthropy.
- 1.13.2. The transition period.
- 1.13.3. The political period.
- 1.14. *Present Trends in Education :*
Summary.
- 1.14.1. John Dewey (1859-1952).
- 1.14.2. Georg Kerschensteiner (1855-1932).
- 1.14.3. The Jena Plan.
- 1.14.4. William James (1842-1910)
- 1.14.5. The Project Method.
- 1.14.6. Individualizing Education:
- 1.14.6.1. The Montessori System.



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- 1.14.6.2. The Dalton Plan.
- 1.14.6.3. The Decroly Method.
- 1.14.6.4. The Winnetka Technique.
- 1.14.6.5. The Morrison Plan

Section 2

SURVEY OF EUROPEAN EDUCATION IN SOUTH AFRICA

- 2.1. *Education at the time of the Dutch East India Company (1652-1759):*
 - 2.1.1. Early years at the Cape, 1652-1714.
 - 2.1.2. Period of reform and progress, 1714-1782.
 - 2.1.3. Further development under scholars, 1782-1795.
 - 2.1.4. Summary.
- 2.2. *Education in the time of the Batavian Republic (1803-1806):*
 - 2.2.1. Report of de Mist and the first measures.
 - 2.2.2. The school order of de Mist.
 - 2.2.3. Composition of the Council of Scholars.
 - 2.2.4. The ladies' institute.
 - 2.2.5. The Latin school.
 - 2.2.6. Public elementary schools.
 - 2.2.7. Church schools.
 - 2.2.8. The education fund.
 - 2.2.9. The "Tot Nut van 't Algemeen".
 - 2.2.10. Education in rural districts.
 - 2.2.11. Education of non-whites.
 - 2.2.12. Summary.
- 2.3. *General Survey of the Development of Education in England during the 19th century:*
 - 2.3.1. Philantropism in the English Education, 1806-1839.
 - 2.3.2. Beginning of state interference in education, 1839-1865.
 - 2.3.3. State interference increased and the origin of a national educational system, 1865-1902.
 - 2.3.4. Influence of the British system of education on the education at the Cape during the 19th century.
- 2.4. *Cape Education, 1806-1838 :*
 - 2.4.1. Education in the time of the Earl of Caledon.
 - 2.4.2. Education in the time of Sir John Cradock.
 - 2.4.3. Anglicising under Lord Charles Somerset.
 - 2.4.4. Development of local control.
 - 2.4.5. Failure of the Somerset schools and the rise of private schools.
 - 2.4.6. The "Zuid-Afrikaansche Athenaeum".
 - 2.4.7. Education of non-whites.
 - 2.4.8. Training of teachers.
- 2.5. *Education during the Period 1839-1859 :*
 - 2.5.1. The appointment of a superintendent of education, 1839.
 - 2.5.2. Education in the time of James Rose-Innes 1839-1859.
- 2.6. *Education in the time of Langham Dale :*
 - 2.6.1. Early history.
 - 2.6.2. The Watermeyer Education Commission.
 - 2.6.3. The Education Act of 1865.
 - 2.6.4. Extension of state-aided education.
 - 2.6.5. The language problem.
 - 2.6.6. Advanced education.
 - 2.6.7. Higher education.

- 2.6.8. Teacher training.
2.6.9. Conclusion.
- 2.7. *Education in the time of Thomas Muir, 1892-1915 :*
2.7.1. Early history.
2.7.2. Reorganization of the department of education.
2.7.3. Reorganization of the system of inspection.
2.7.4. Training of teachers.
2.7.5. Extension of curricula.
2.7.6. Institution of school boards.
2.7.7. Compulsory education.
2.7.8. Erection of school buildings.
2.7.9. Higher education.
2.9.10. The language problem.
2.9.11. Conclusion.
- 2.8. *Education in the time of Dr. W. J. Viljoen :*
2.8.1. Early history.
2.8.2. Control of education.
2.8.3. Inspection.
2.8.4. Democratization of education.
2.8.5. Classification of schools.
2.8.6. Secondary education.
2.8.7. Centralization.
2.8.8. Curricula and syllabuses.
2.8.9. Medium of instruction.
2.8.10. Examinations.
2.8.11. Increased enrolment.
2.8.12. Teaching staff.
2.8.12. Education of non-whites.
- 2.9. *Education in the time of Prof. M. C. Botha and Dr. W. de Vos Malan. 1929-1953 :*
2.9.1. Introduction.
2.9.2. Medical inspection.
2.9.3. Physical education.
2.9.4. Deviate pupils.
2.9.5. School radio service.
2.9.6. Visual education.
2.9.7. Agricultural education.
2.9.8. Free and compulsory education.
2.9.9. Curricula.
2.9.10. Examinations.
2.9.11. Teachers.
2.9.12. Age of admission and nursery schools
2.9.13. Vocational guidance.
2.9.14. Raising of standard of bilingualism.
2.9.15. Religious Instruction.
2.9.16. School feeding.
2.9.17. Educational research.
2.9.18. Coloured education.



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Section 3 ...

BANTU EDUCATION IN SOUTH AFRICA

- 3.1. *The Bantu Traditional Education before the Coming of the Europeans :*
3.1.1. Introduction.
3.1.2. Old Bantu culture.
3.1.3. Traditional teaching before the arrival of missionaries:

- 3.1.3.1. Informal education.
 - 3.1.3.2. Formal education.
 - 3.1.3.3. Conclusion.
- 3.2. *Arrival of Missionaries and Missionary Education :*
- 3.2.1. *The establishment of mission stations and the various missionary societies :*
 - 3.2.1.1. Introduction.
 - 3.2.1.2. Establishment of mission stations:
 - 3.2.1.2.1. The London Missionary Society.
 - 3.2.1.2.2. Methodist Missionary Society.
 - 3.2.1.2.3. The Church of the Province Missionary Society.
 - 3.2.1.2.4. The Presbyterian Missionary Society.
 - 3.2.1.2.5. Parish Missionary Society.
 - 3.2.1.2.6. Dutch Reformed Church Missionary Society .
 - 3.2.1.2.7. Other.
 - 3.2.2. *Missionary Education :*
 - 3.2.2.1. Establishment of Mission Schools.
 - 3.2.2.2. Catechism classes.
 - 3.2.2.3. Study of the Bible.
 - 3.2.2.4. Language question.
 - 3.2.2.5. Curricula.
 - 3.2.2.6. Influence of missionary education on Bantu Traditional education.
 - 3.2.2.7. Consequences.
 - 3.3. *Bantu Education in the Cape*
 - 3.3.1. *Transfer of Bantu Missionary education to state control :*
 - 3.3.1.1. Introduction.
 - 3.3.1.2. Sir George Grey and Bantu Education.
 - 3.3.1.3. Establishment of Industrial Schools.
 - 3.3.1.4. *Bantu education under direction of Sir Langham Dale, 1865-1892 :*
 - 3.3.1.4.1. Denouncement of Bantu Traditional system of education and the introduction of a Westernized system of education in Bantu schools.
 - 3.3.1.4.2. State-aid to Bantu education.
 - 3.3.1.4.3. Industrial education.
 - 3.3.1.4.4. Education Act of 1865.
 - 3.3.1.4.5. Curriculum.
 - 3.3.1.4.6. Personnel.
 - 3.3.1.4.7. Teaching.
 - 3.3.1.4.8. Inspection.
 - 3.3.1.5. *Dr. Thos Muir and Bantu Education, 1892-1915.*
 - 3.3.1.5.1. Position of teachers in schools.
 - 3.3.1.5.2. Admission ages of pupils.
 - 3.3.1.5.3. Mother tongue instruction.
 - 3.3.1.5.4. Industrial education.
 - 3.4. *Bantu Education in Natal, Transvaal and Orange Free State in the nineteenth century :*
 - 3.4.1. Introduction.
 - 3.4.2. *Natal :*
 - 3.4.2.1. Missionary education.
 - 3.4.2.2. Policy of the Voortrekkers in connection with Bantu education.
 - 3.4.2.3. Sub-sidies to missionary schools, 1856.
 - 3.4.2.4. State control 1884.
 - 3.4.2.5. Training of Teachers, 1886.
 - 3.4.2.6. Appointment of an inspector.
 - 3.4.2.7. Establishment of an industrial school.
 - 3.4.2.8. Bantu education under direction of the Director of Education, 1894.

- 3.4.2.9. Constitution of an Advisory Council, 1907.
- 3.4.3. *Transvaal* :
 - 3.4.3.1. Missionary activities in the Transvaal at 1842.
 - 3.4.3.2. Period before the Anglo-Boer War.
 - 3.4.3.3. The Crown Colony period.
 - 3.4.3.4. Teacher training.
- 3.4.4. *Orange-Free State* :
 - 3.4.4.1. Establishment of a mission station at Philippolis, 1823.
 - 3.4.4.2. Activities of the Parish, Berlin and Wesleyan Missionary Societies.
 - 3.4.4.3. Grants-in-aid to missionary schools by the Republican Government.
 - 3.4.4.4. Outbreak of the Second World War.
- 3.5. *Bantu Education in South Africa During the Following Periods* :
 - 3.5.1. 1910-1917 :
 - 3.5.1.1. Training of teachers.
 - 3.5.1.2. Primary Schools.
 - 3.5.1.3. Appointment of additional school inspectors.
 - 3.5.1.4. Establishment of a library for teachers in service.
 - 3.5.2. 1918-1920 :
 - 3.5.2.1. Revised course for teacher training.
 - 3.5.2.2. Classification of schools.
 - 3.5.3. 1921-1925 :
 - 3.5.3.1. Progressive measures.
 - 3.5.3.2. Introduction of primary school examinations.
 - 3.5.3.3. Appointment of Bantu supervisors for Bantu Education, 1923.
 - 3.5.3.4. Remuneration of teachers according to a fixed salary scale.
 - 3.5.3.5. Development of the Government school system.
 - 3.5.3.6. Revision of the school curricula with emphasis on the instruction of the vernacular.
 - 3.5.3.7. Establishment of agricultural demonstration centres.
- 3.5.4. 1925-1936 :
 - 3.5.4.1. Revision of school curricula.
 - 3.5.4.2. Teacher training.
 - 3.5.4.3. Physical education.
 - 3.5.4.4. Industrial training.
 - 3.5.4.5. Separate inspectorates.
 - 3.5.4.6. Report of the Inter-Departmental Commission on Bantu Education, 1935-1936.
- 3.5.5. 1939-1949 :
 - Development in Bantu Education during the years of the Second World War.
- 3.6. *The Eiselen Commission Report, 1951-1953.*

SECONDARY TEACHERS' DIPLOMA (S.T.D.)

(One paper)

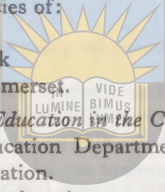
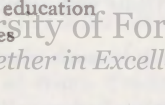
Section I

- 1.1. *Naturalism* (18th and 19th centuries):
 - 1.1.1. General characteristics of Naturalism.
 - 1.1.2. Jean Jacques Rousseau as representative of Naturalism.
 - 1.1.3. Educational significance of Naturalism.
- 1.2. *The Psychological Movement* (19th century).
 - Summary: representatives of the Psychological movement:
 - 1.2.1. Johann Heinrich Pestalozzi.
 - 1.2.2. Johann Friedrich Herbart.
 - 1.2.3. Friedrich Wilhelm August Fröbel.

Section II

SURVEY OF EDUCATION IN SOUTH AFRICA:

WHITES AND NON-WHITES (BANTU EDUCATION EXCLUDED IN THIS SECTION).

- 2.1. *Education at the Cape from 1652-1839 :*
 - 2.1.1. Education under the D.E.I.C. (1652-1795):
 - 2.1.1.1. Early years at the Cape, 1652-1714.
 - 2.1.1.2. Period of reform and progress 1714-1782.
 - 2.1.1.3. Further developments under Scholarchs, 1782-1795.
 - 2.1.1.4. Summary.
 - 2.1.2. *Education under the Batavian Republic (1803-1806):*
 - 2.1.2.1. De Mist's liberal education ordinance.
 - 2.1.2.2. Council of scholarchs.
 - 2.1.2.3. Public and church Schools.
 - 2.1.2.4. Education for non-whites.
 - 2.1.3. *Education under British Rule (1806-1839):*
 - 2.1.3.1. Introduction.
 - 2.1.3.2. Anglicising policies of:
Earl of Caledon
Sir John Cradock
Lord Charles Somerset.

 - 2.2.1. *Development of Education in the Cape (1839-1910):*
 - 2.2.1.1. Creation of Education Department and appointment of Superintendent General of Education.
 - 2.2.1.2. Development of education.
James Rose-Innes
Langham Dale
Thomas Muir.

 - 2.2.2. *Development of Education in the Orange Free State :*
 - 2.2.2.1. The influence of the Great Trek.
 - 2.2.2.2. The settlement of the "Voortrekkers" and their early difficulties.
 - 2.2.2.3. The role played by Rev. Andrew Murray and Brebner.
 - 2.2.2.4. Contribution of Sir George Grey.
 - 2.2.2.5. Assessment of the development in education.
 - 2.2.3. *A brief survey of the development of Education :*
 - 2.2.3.1. in the Union 1910-1960.
 - 2.2.3.2. in the Republic as from 1961.

Section III

- 3.1. *Bantu Education in South Africa.*
 - 3.1.1. An outline of Bantu Traditional education.
 - 3.1.2. Encounter between indigeneous education and missionary westernized system of education.
 - 3.1.3. A few missionaries and missionary societies and their significance to education of the Bantu:
 - 3.1.3.1. London Missionary Society.
 - 3.1.3.2. Glasgow Missionary Society.
 - 3.1.3.3. Rhenish Missionary Society.
 - 3.1.3.4. Wesleyan Missionary Society.
 - 3.1.3.5. Anglican Missionary Society.
 - 3.1.4. State support in the different-territories till 1910.
 - 3.1.5.1. Control and Financing of Bantu Education before 1953 and after 1953.

- 3.1.5.2. Syllabuses, medium of instruction, staffing and inspection, types of schools in any two of the four provinces.
- 3.1.5.3. Steps towards nationalising of Bantu Education.
- 3.1.5.4. A brief survey of development of higher education for the Bantu.

Education I

(Half a paper)

1. *History of Education as a Science :*

- 1.1. Introduction.
- 1.2. The field of research.
- 1.3. The position of History of Education.
- 1.4. Scope of the History of Education.
- 1.5. The value of the History of Education.

2. *The Earliest Civilizations :*

- 2.1. Egypt.
- 2.2. Assyria and Babylonia.
- 2.3. Medes and Persians (+ 8th century B.C.)
- 2.4. Hellenistic culture (33 B.C.)
- 2.5. Hebrew culture (\pm 1500 B.C.)
- 2.6. Roman culture (3rd century B.C.)

3. *Greek Education :*

- 3.1. Introduction.
- 3.2. Spartan education.
- 3.3. Athenian education.
- 3.4. The Sophists
- 3.5. The Greek philosophers.



4. *Roman Education :*

- 4.1. Historical Background.
- 4.2. Differences between Greek and Roman national character and education.
- 4.3. Periods in Roman Education:
 - 4.3.1. Early Roman education (753-145 B.C.)
 - 4.3.2. Graeco-Roman education (146 B.C. -530 A.D.)
 - 4.3.3. Some great names in Roman education (Cicero-Quintilian).

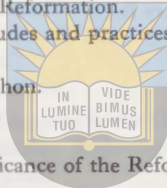
5. *Early Christian Education : (A brief survey).*

- 5.1. A brief historical background.
- 5.2. Christ as educator.
- 5.3. The extension of Christian education in outline:
 - 5.3.1. Catechumenal Schools.
 - 5.3.2. Catechetical Schools.
 - 5.3.3. Cathedral and Episcopal Schools.
- 5.3.4. Great personalities in Christian education (Paul—Clement—Origen and Arelus Augustine).

6. *Education During the Middle Ages : (A general survey)*

- 6.1. Historical background.
- 6.2. *The early Middle Ages (\pm 500- \pm 1100) :*
 - 6.2.1. The educational system of the monastic schools.
 - 6.2.2. The revival of learning under Charlemagne.
 - 6.2.3. Chivalry and the Knight's education.
 - 6.2.4. Saracen education.
- 6.3. *The later Middle Ages (\pm 1100- \pm 1500) :*
 - 6.3.1. Scholasticism.
 - 6.3.2. Mysticism.
 - 6.3.3. The emergence of great cities, commerce and industry .
 - 6.3.4. The Medieval university.

7. *The Renaissance—Humanism* (± 1400-± 1600) :
- 7.1. Causes and characteristics of Renaissance Humanism:
 - 7.1.1. Crusades.
 - 7.1.2. Scholasticism and Universities.
 - 7.1.3. Field of Science.
 - 7.1.4. Printing.
 - 7.2. Trends in Renaissance Humanism:
 - 7.2.1. Moralistic Humanism.
 - 7.2.2. Naturalistic Humanism.
 - 7.2.3. Stylistic Humanism.
 - 7.3. Representatives of the various Humanistic schools:
 - 7.3.1. Vittorino da Feltre.
 - 7.3.2. Desiderius Erasmus.
 - 7.3.3. Juan Luis Vives
 - 7.3.4. Johann Sturm.
 - 7.4. The Educational significance of Renaissance Humanism.
8. *The Reformation and Counter Reformation* :
- 8.1.1. *The Reformation* :
 - 8.1.1.1. Origin of the Reformation
 - 8.1.1.2. Character of the Reformation.
 - 8.1.1.3. Educational attitudes and practices of Reformers:
 - 8.1.1.3.1. Martin Luther.
 - 8.1.1.3.2. Philippe Melanethon.
 - 8.1.1.3.3. Maturin Cordier.
 - 8.1.1.3.4. John Calvin.
 - 8.1.2. Educational significance of the Reformation.
 - 8.2. *The Counter—Reformation* :
 - 8.2.1. Introduction.
 - 8.2.2. Jesuit Teaching Order.
 - 8.2.3. Summary.



DEPARTMENT OF EMPIRICAL EDUCATION

Professor: M. O. M. SEBONI, B.A., M.Ed., D.Ed. (S.A.)

Bachelor's Examination (B.Ed.)

General Empirical Education

(One paper)

1. A general paper of an advanced nature covering:
 - 1.1. The scope and methods of investigation of Empirical Education.
 - 1.2. Critical review of the aim, basic principles, methods and findings of the different psychological trends and their value for Empirical Education.
 - 1.3. Individual and racial differences.
 - 1.4. Nature and nurture.
 - 1.5. Studies in the emotions and the practical application of the findings.
 - 1.6. Laws of learning and the various types of learning.
 - 1.7. The sentiments, temperament and character.
 - 1.8. Child and adolescent psychology.
 - 1.9. Psychological problems and phenomena and their application in education and teaching.

Special Empirical Education

(One paper)

1. Phenomena which have been investigated experimentally:
Learning, fatigue, intelligence, knowledge, development of mental capacities.
2. Special problems such as: Feeble-mindedness, backwardness, giftedness, genius, delinquency and educational retardation.
3. Measurement of personality development: Different aspects thereof, e.g. attitudes, interests, aptitudes, etc.
- 4.1. Difference between neuroses and psychoses.
- 4.2. A study of only those neuroses frequently found in children.
5. Statistical analysis and the principle of experimental work in connection with the investigation of educational problems.
6. Principles of vocational guidance.

The candidate will be expected to show proof of practical acquaintance with the methods of experimental psychology and their application to problems of education such as—

measurement of intelligence;
measurement of achievement;
fatigue, etc.



University Education Diploma (U.E.D.)

(One paper)

1. The scope and methods of empirical education.
- 2.1. Development of psychology before 1900.
- 2.2. Psychology after 1900. The origin, basic principles, methods and educational contributions of modern trends in Excellence
3. Cognitive functions such as attention, memory and thinking.
4. Emotion, sentiment, temperament and character.
5. Impulses and the motivation in behaviour.
6. Introduction to child psychology, including the adolescent.
7. Adjustment; behaviour deviations; the young delinquent.
8. The intellect: measurement of intelligence; individual differences, the backward child and the gifted child.
9. Psychology of Learning:
 - 9.1. Laws and types of learning.
10. Educational measurement.
11. Forgetting, fatigue, transfer of training.
12. Abnormal phenomena (only in school).

Secondary Teachers' Diploma (S.T.D.)

(One paper)

1. Empirical Education as a science.
2. Man as psycho-physical being.
3. The behaviour of children.
4. Development of personality.
5. The learning process.
6. The intellect.
7. Vocational guidance.

Education I

(Half a paper)

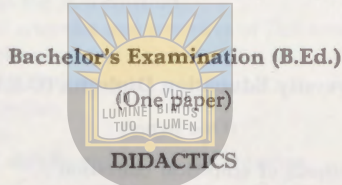
- 1.1. The nature of Empirical Education.
- 1.2. The relationship between psychology and education
- 1.3. Educational Psychology as a science and its field.
2. Introduction to methods of research in Empirical Education.
- 3.1. Brief review of the main psychological trends with special reference to their contributions to education.
- 3.2. Philosophical foundations of Empirical Education.
4. Introduction to the role of education in child development.
5. Introduction to the learning process.
- 6.1. Motivation.
- 6.2. Attitudes.

DEPARTMENT OF DIDACTICS AND ADMINISTRATION

Professor: P. A. DUMINY, B.P.Ed. (Potch.), M.Ed. (Pret.), D.Litt. et Phil. (V.U.Amst)

Senior Lecturer: J. A. T. WENTZEL, B.Sc. (U.P.), M.Ed. (S.A.), D.Ed. (Potch).

Lecturer: N. KATIYA, B.A. (Rhodes), B.A., B.Ed. (S.A.)



- 1.1. Didactics as part-discipline of pedagogics (theory of education).
- 1.2. Distinction between general and special didactics.
- 2.1. An analysis of the didactic situations as:
 - 2.1.1. Teaching situation.
 - 2.1.2. Learning situation. The learning process.
 - 2.1.3. Pre-situated pedagogical field. The possibility of character training in the didactic situation. The problem of transfer in training.
- 2.2. The components of the didactic situation as a pedagogical possibility.
 - 2.2.1. The teacher as educator.
 - 2.2.2. The learning child as educand, with due consideration of the principles of the psychology of human development.
 - 2.2.3. The subject matter as the cultural heritage representing the accepted hierarchy of values.
 - 2.2.4. Principles of curriculum planning.
3. Language as medium and the use of teaching aids in the educative process.
4. Educational principles and their application in teaching: The principles of totality (globalization), individualization, socialization, activity, visualization, human development, authority and liberty.
5. The "New Educational Movement" (More in detail than for U.E.D.).
 - 5.1. Its origin and characteristics.
 - 5.2. The principles of the "New Method"
 - 5.3. Modern educational systems:
 - 5.3.1. The Montessori System.
 - 5.3.2. The Dalton Plan.
 - 5.3.3. The Project Method.
 - 5.3.4. The Jena Plan.
 - 5.3.5. The Decroly School.
 - 5.4. Experiments with these systems and their influence in South Africa.
 - 5.5. Their applicability in the traditional South African School.

- 6.1. Didactical implications of the modern German psychology of thought; with reference to research in South Africa.
- 6.2. The pedagogical implications of intellectualising education.
- 6.3. The education of emotions in the school.
7. Recent views on didactics:
 - 7.1. In America.
 - 7.2. In England.
 - 7.3. On the continent of Europe (especially the Netherlands and Germany)
 - 7.4. In Russia.
 - 7.5. In South Africa.
8. The problem of examinations:
 - Failure and promotion (school and university)
9. An introduction to and the field of study of orthodidactics. As there is an overlap with the work in the U.E.D. course, a more detailed scientific study is expected for the B.Ed. degree.

Administration and Comparative Education

(One paper)

1. Comparative education:

- 1.1. History.
- 1.2. Terminology.
- 1.3. Aims.
- 1.4. Scope.
- 1.5. Methods.
- 1.6. Value.
- 1.7. Institutions.



2. Relations between systems of culture and value and educational systems:

- 2.1. Factors influencing educational systems:
 - 2.1.1. Natural factors.
 - 2.1.2. Historical factors.
 - 2.1.3. Economical factors.
 - 2.1.4. Political factors.
- 2.2. Cultural patterns and value systems:
 - 2.2.1. Religion.
 - 2.2.2. National character.
 - 2.2.3. Language.
 - 2.2.4. Philosophical outlook.
 - 2.2.5. Traditions and fundamental beliefs.
 - 2.2.6. Status of educational thought.

3. Educational policy and control:

- 3.1. The educational policy and control in the Republic of South Africa.
 - 3.1.1. Provincial Educational Departments.
 - 3.1.2. Department of National Education.
 - 3.1.3. Department of Bantu Education.
 - 3.1.3.1. In the Homelands.
 - 3.1.3.2. In the White areas.
- 3.2. Educational policy and control in other African countries.
- 3.3. Educational policy and control:
 - 3.3.1. In England and Wales.
 - 3.3.2. France.
 - 3.3.3. U.S.A.
 - 3.3.4. U.S.S.R.

4. Education in the Republic and in a few other countries. A comparative survey:

- 4.1. Primary education.

- 4.2. Secondary and higher education.
- 4.3. Technical and vocational training.
5. Differentiation in education:
 - 5.1. The basis of differentiation.
 - 5.2. Differentiation in a few countries.
 - 5.3. The comprehensive school:
 - 5.3.1. Definition and description of the comprehensive school.
 - 5.3.2. How the comprehensive school works in practice.
 - 5.3.3. The merits and the demerits of the comprehensive school.
 - 5.3.4. Significance for and possible application in the Department of Bantu Education.
6. Teacher Training:
 - 6.1. Teacher training in certain European countries, U.S.A. and U.S.S.R.
 - 6.2. Training of White teachers in South Africa.
 - 6.3. Training of Bantu teachers in South Africa.
 - 6.4. Training of teachers in other developing countries.
 - 6.5. Comparison of the different systems applied in the training of teachers.
7. The aims of education in a few countries. A comparative study:
 - 7.1. Aims of education in France, England, U.S.A. and U.S.S.R.
 - 7.2. Aims of education in African countries.
 - 7.3. Aims of Bantu education in South Africa.

University Education Diploma (U.E.D.)

(One paper)

UNIVERSITY OF FORT HARE

Together in Excellence

1. The place and role of didactics in the study of pedagogics
 - 2.1. Terminology.
 - 2.2. The relation between teaching and education.
 - 2.3. Pupil, teacher and subject matter as components of the teaching situation
 - 3.1. General didactic principles and their application in teaching situations.
 - 3.2. Methods:
 - 3.2.1. Why a diversity of methods?
 - 3.2.2. Factors influencing the choice of methods.
 - 3.3. General methods and means used in teaching:
 - 3.3.1. Language as educational medium.
 - 3.3.2. Teaching aids in the educative process.
 - 3.3.3. Deductive and inductive, analytical and synthetic forms of thought.
 - 3.3.4. Oral communication in teaching.
 - 3.3.5. The use of literature. Prescribed manuals and the use of the library.
 - 3.3.6. The problem-solving method.
 - 3.3.7. The activity method.
 - 3.3.8. Class discussions.
 - 3.3.9. Procedures of study. The value of discussing different methods of study (Die leergesprek).
 - 3.3.10. School discipline.
 - 3.3.11. Examinations and testing.
 - 3.3.12. Promotion.
 - 3.4. Types of lessons:
 - 3.4.1. Information lesson: with reference to sources of information and their influence on the choice of teaching method.
 - 3.4.2. Revision lesson: with emphasis on the principle of totality.
 - 3.4.3. Drill lesson. Distinction between coaching, habit formation and teaching.

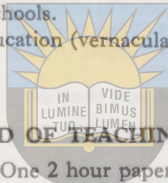
- 3.4.4. Appreciation lesson: with reference to aesthetical and ethical development.
- 4. The "new" education:
 - 4.1. General principles of the "New Educational Movement".
 - 4.2. Progressive educational systems:
 - 4.2.1. The Montessori System.
 - 4.2.2. The Dalton Plan.
 - 4.2.3. The Project Method.
 - 4.2.4. The Decroly School.
 - 4.2.5. The Winnetka Technique.
 - 4.2.6. The Jena Plan.
 - 4.3. Influence of the German psychology of thought on didactics.
 - 4.4. Recent research and modern trends in the field of didactics. In this course an attempt will be made to investigate the applicability of principles and methods in the traditional South African school.

ADMINISTRATION

(One paper)

1. Central and provincial educational systems for the Whites:
 - 1.1. Organization.
 - 1.2. Control.
2. Bantu Education: Organization and control:
 - 2.1. In the Transkei.
 - 2.2. In the Ciskei.
 - 2.3. Bantu Education in the white areas.
 - 2.4. Education in other developing countries in Africa.
3. Education for the Coloureds.
4. Education for the Indians.
5. The School:
 - 5.1. Founding of schools.
 - 5.2. Classification of schools.
 - 5.3. The school as an educational institution.
6. The teaching personnel:
 - 6.1. Training of teachers.
 - 6.2. Provision.
 - 6.3. Conditions of service.
 - 6.4. Duties of the teachers.
 - 6.5. Professional code.
7. Inspection systems:
 - 7.1. Provincial Education Departments.
 - 7.2. Department of National Education.
 - 7.3. Department of Bantu Education.
 - 7.3.1. In the Homelands.
 - 7.3.2. In the White areas.
8. The pupils:
 - 8.1. Admission.
 - 8.2. Compulsory and free education.
 - 8.3. Suspension and expulsion.
 - 8.4. Classification.
 - 8.5. Examinations; promotions and failures.
 - 8.6. Retardation.
 - 8.7. Acceleration.
 - 8.8. Different arrangements in the classroom to cater for individual differences.

9. Facilities:
 - 9.1. Buildings.
 - 9.2. Furniture.
 - 9.3. Equipment.
 - 9.4. School funds.
10. Curricula and syllabuses:
 - 10.1. Schemes of work.
 - 10.2. Preparation of lessons.
 - 10.3. Homework.
 - 10.4. Time-table.
 - 10.5. School reports and returns.
 - 10.6. Registers.
11. School calendar:
 - 11.1. The school week.
 - 11.2. Daily hours.
 - 11.3. School functions.
12. Medium of instruction:
 - 12.1. Single medium schools
 - 12.2. Double medium schools.
 - 12.3. Parallel medium schools.
 - 12.4. Mother tongue education (vernacular).
13. Extra-mural activities.



METHOD OF TEACHING SUBJECTS

(One 2 hour paper each)

For all subjects the following topics
 University of Fort Hare
 Together in Excellence

1. The relation between special didactics and general didactics.
2. The pupil; different types of pupils.
3. The subject teacher:
 - 3.1. His training.
 - 3.2. His personality.
 - 3.3. His duties and responsibilities.
4. The special subject:

The history of its teaching; field; method of research; place and value within the scope of human activities.
5. Aim:

Justification for including the subject in the school programme in the light of the ultimate educational aim: An investigation of

 - 5.1. its instrumental value
 - 5.2. its practical value
 - 5.3. its formative value

Why it is a core subject or an optional subject.
6. The subject matter:
 - 6.1. The place of the subject within the scope of the school programme as a whole.
 - 6.2. The role of the child in the choice of the subject matter with reference to the educational aim.
 - 6.3. Planning the subject matter:
 - 6.3.1. Distinction between the terms *curriculum* and *syllabus*.
 - 6.3.2. The principles to be considered in drawing up a curriculum and in grading syllabus for a special subject.
 - 6.3. A critical analysis and evaluation of the curriculum and the grading of the syllabus for the special subject in one of the provinces.

7. Method:

- 7.1. The role of the components of the didactic situation in the light of the educational aim.
 - 7.2. Application of general didactic principles in the special subject.
 - 7.3. Application of specific methods or combinations of methods in the subject, with due reference to its specific nature; the value and the possibilities of class discussions, the use of reading matter, experiments, the applicability of certain principles and procedures of some of the "modern teaching systems."
 - 7.4. Teaching aids and their use in the subject concerned.
 - 7.5. Preparation and presentation of lessons—classroom discipline.
 - 7.6. The nature of assignments; the homework programme.
 - 7.7. Learning difficulties of pupils with special reference to orthodidactic assistance in the subject concerned.
8. Measurement and evaluation:
- 8.1. as a means of diagnosis
 - 8.2. as a means of selection
 - 8.3. The drawing up of tests and examination questions in the subject concerned

(general).

9. Differentiation:

- 9.1. The necessity of differentiation in this subject.
- 9.2. Differentiation with reference to aim, subject matter, teaching method, assignments, examining.

10. Organization:

- 10.1. Schemes of work: division of the programme for the year.
- 10.2. Preparation and record of work.
- 10.3. Planning the time-table.
- 10.4. The classroom.
- 10.5. Tests and examinations.
- 10.6. Marking sheets and reports.

11. Any aspect of a special nature in the subject concerned not covered by the preceding points.

THEORY OF PRACTICAL TEACHING

(One paper)

1. Audio-Visual Aids:

- 1.1. The Scope of Audio-Visual Aids.
What is meant by Audio-Visual Education
Audio-Visual Aids in modern life—Audio-Visual Aids in Education.
- 1.2. Functions of Audio-Visual Aids in Learning.
Motivation—Clarification—Stimulation.
- 1.3. Principles underlying the successful use of Audio-Visual Aids.
- 1.4. Classification and use of Audio-Visual Aids:
 - 1.4.1. Objects, specimens, models.
 - 1.4.2. Graphic Materials—maps, charts, graphs, cartoons, posters, bulletin board.
 - 1.4.3. Flat or unprojected pictures—types, selecting, presenting.
 - 1.4.4. Projected still pictures—Projector, its selection and operation and care.
Slides—selecting, storage and care.
 - 1.4.5. Motion picture—advantages and limitations.
 - 1.4.6. School Trips and Tours—purpose and types.
 - 1.4.7. Auditory Aids.
Radio—objectives, suggestions for using Radio Broadcasts.
Tape Recorder.
Record Player-
Programmed instruction.

2. Blackboard Work:

- 2.1. History of Blackboard—Chalkboard.
- 2.2. Functions of Blackboard as a Teaching Aid.
- 2.3. Advantages the Blackboard has over Teaching Aids.
- 2.4. Classification of Chalk boards.
- 2.5. The Teacher and the Chalk board. (Writing, quality of lines and letters spacing)
- 2.6. Position and care of Chalkboard.
- 2.7. Writing of T. on the chalkboard (spacing of letters and lines, use of coloured chalk etc.)

How to take care of these

2.8. Chalk, and Duster

How to use these

3. School Hygiene

- 3.1. Function of the human body:
 - 3.1.1. Musculo-skeletal system.
 - 3.1.2. Circulatory system.
 - 3.1.3. Respiratory system.
 - 3.1.4. Digestive system.
 - 3.1.5. Excretory system.
 - 3.1.6. Endocrine system.
 - 3.1.7. Nervous system.
- 3.2. Diagnostics:

only as far as they influence the healthy state of the body.

 - 3.2.1. Food elements—Proteins, Carbohydrates, Fats, Calcium, Iron, Vitamins.
 - 3.2.2. Nature of the element.
 - 3.2.3. Food sources thereof.
 - 3.2.4. Effects of deficiency.
- 3.3. Hygiene:
 - 3.3.1. Personal Hygiene.
 - 3.3.2. Communal Hygiene.
 - 3.3.3. Infectious Diseases:
 - 3.3.3.1. Those effecting children.
 - 3.3.3.2. Exclusion of those infected (From School).
 - 3.3.4. Water supplies.
 - 3.3.5. Organisation of school health services.
- 3.4. First Aid:
 - 3.4.1. Wounds and Wound Treatment.
 - 3.4.2. Fractures and dislocations.
 - 3.4.3. Burns and scalds.
 - 3.4.4. Artificial respiration.
- 3.5. Departmental Regulations governing periods of Isolation for Infectious and Contagious Diseases.

PRACTICAL TEACHING

1. Practice teaching:

- 1.1. At least *three* weeks at the beginning of the professional year at a school in the vicinity of the student's home. The principal to submit a confidential report.
- 1.2. *Four* weeks during the course of training, *two* weeks during the first semester and *two* weeks during the second.
2. Demonstration lessons on suitable topics by approved students.
3. Criticism Lessons: At least *eight* lessons in the presence of a lectures of the University.

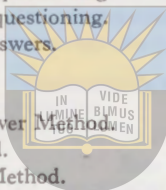
Secondary Teachers' Diploma. (S.T.D.)

(One paper)

DIDACTICS

1. General Didactics: Scope and Basic Concepts.
 - 1.1. What is General Didactics or General Method.
 - 1.2. The Teaching Situation.
 - 1.3. Traditional versus modern Didactics.
 - 1.4. General Didactics and Subject Method.
2. General Didactic Principles and their Application:
 - 2.1. The Principle of Totality.
 - 2.2. The Principle of Interest and Motivation.
 - 2.3. The Principle of Perception.
 - 2.4. The Principle of Environmental Teaching.
 - 2.5. The Principle of Self-Activity.
3. Questioning in the Classroom:
 - 3.1. Teachers' Questions:
 - 3.1.1. Classification.
 - 3.1.2. Characteristics of good questioning.
 - 3.1.3. General Procedures in questioning.
 - 3.2. Treating the Pupils' Answers.
 - 3.3. Pupils' Questions.
 - 4.1. The Telling Method.
 - 4.2. The Question-and-Answer Method.
 - 4.3. The Discussion Method.
 - 4.4. The Problem Solving Method.
5. Specific Types of Lessons.

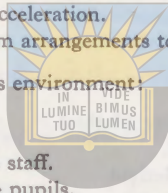
Distinguish between various types of lessons in the Traditional School.
6. Measurement and Evaluation:
 - 6.1. Value of Tests and Examinations.
 - 6.2. Description and Classification of Tests and Examinations.
 - 6.3. General Considerations with regard to T. and E.
 - 6.4. Reporting Pupils' Progress.
7. The Modern Approach to Didactics:
 - 7.1. General Principles of the "New Method"
 - 7.2. Recent views on Didactics with Special Reference to Modern Psychology of Thought.
 - 7.3. Education for Creativity.
 - 7.4. Programmed Instruction.



ADMINISTRATION

1. Comparative survey of the systems of Education in Africa.
 - 1.1. Central and Provincial Educational systems for whites in the Republic of South Africa.
 - 1.2. Bantu Education in the Republic of South Africa:
 - 1.2.1. Department of Bantu Education:
 - 1.2.1.1. Head office in Pretoria; officials and sections.
 - 1.2.1.2. Decentralized control.
 - 1.2.2. Education in the Transkei.
 - 1.2.3. Education in the Ciskei
 - 1.2.4. Education in the white areas.
 - 1.3. Education for the Coloureds.

- 1.4. Education for the Indians.
- 1.5. Educational systems in other African countries.
 - 1.5.1. Patterns of Education.
 - 1.5.2. Some common Educational problems in the developing countries.
 - 1.5.3. Educational planning for national development.
2. The School.
 - 2.1. Founding of new schools.
 - 2.2. Care of Buildings and grounds.
 - 2.3. Furniture.
 - 2.4. Requisitions and control of equipment.
 - 2.5. As Educational institution:
 - 2.5.1. Primary school as Educational Institution
 - 2.5.2. Secondary school as Educational Institution.
3. Organization and management of schools.
 - 3.1. Time-tables for class and homework.
 - 3.2. Registers.
 - 3.3. Returns.
 - 3.4. Schemes and records of work.
 - 3.5. Accounts, records and correspondence.
 - 3.6. Tests, examinations and promotions.
 - 3.7. Retardation and acceleration.
 - 3.8. Different classroom arrangements to cater for individual differences.
4. The ideal school and its environment:
 - 4.1. The principal:
 - 4.1.1. Duties.
 - 4.1.2. Relations with his staff.
 - 4.1.3. Relations with the pupils.
 - 4.1.4. Relations with the parents.
 - 4.2. The teacher:
 - 4.2.1. Training.
 - 4.2.2. Professional code.
 - 4.2.3. Relations with pupils.
 - 4.2.4. Relation with parents.
 - 4.3. The pupils:
 - 4.3.1. Esprit de corps.
 - 4.3.2. Classification.
 - 4.4. Classification of schools:
 - 4.4.1. According to religion or creed.
 - 4.4.2. According to race and/or language.
 - 4.4.3. According to control.
 - 4.4.4. According to purpose and content.
 - 4.4.5. According to standards and level of education.
 - 4.4.6. According to the number of pupils.
 - 4.4.7. According to locality.
 - 4.4.8. According to sex.
5. Departmental regulations and conditions of service.
6. Inspection system:
 - 6.1. Regional inspectors.
 - 6.2. Circuit inspectors.
 - 6.3. Special inspectors.
 - 6.4. Comparison of the inspection systems as applied in the different areas:
 - 6.4.1. In the Transkei.
 - 6.4.2. In the Ciskei.
 - 6.4.3. In the white areas.



University of Fort Hare
Together in Excellence

METHODS FOR SPECIAL SUBJECTS

1. General:
 - 1.1. The course must include content of the work of Form I-III as well as the best teaching methods. It is essential that the content and methods be integrated into a meaningful unity.
 - 1.2. Special attention is to be given to the aims as stipulated in the introductory notes at the beginning of each syllabus. This will ensure that the aims with each subject will be achieved.
2. Approach:

The study of the content as well as the study of the methods can be done in different ways:

 - 2.1. Individual assignments.
 - 2.2. Group assignments.
 - 2.3. Class projects.
 - 2.4. Lessons and notes.
 - 2.5. Practical work. Practical work should be done in all subjects where possible.
3. Planning:
 - 3.1. Schemes of work:
 - 3.1.1. Scheme of work for the year.
 - 3.1.2. Quarterly scheme.
 - 3.1.3. Weekly scheme.
 - 3.1.4. Record of the work done.
 4. The following didactical aspects which are applicable to all subjects, must receive the necessary attention:
 - 4.1. The aims of the specific subject and the correlation amongst the different subjects.
 - 4.2. The introductory notes at the beginning of each subject.
 - 4.3. The importance of a practical approach where special attention is to be given to the problems and circumstances in Bantu Education.
 - 4.4. The use of teaching aids to convey concepts and principles to the pupils.
 - 4.5. Each section of the syllabus should be dealt with. Attention must be given to the following.
 - 4.5.1. The basic knowledge necessary for the understanding of the new work.
 - 4.5.2. The type of lesson to be used for a specific section of the work.
 - 4.5.3. The preparation and presentation of the specific lesson including the lesson notes.
 - 4.5.4. The teaching aids to be used in the specific lesson.
 - 4.5.5. Practical application of the knowledge in every day life. The linkage between the classroom and every day life must be kept in mind. The practical implementation of the knowledge is very important.
5. Examinations and control.

Attention must be given to:

 - 5.1. Correcting and control of the work.
 - 5.2. Compiling of tests and examination papers.
 - 5.3. Practical experience in the compiling of memoranda and correcting of tests.
6. Discussion and evaluation of the available text books for the subject concerned.
7. Basic knowledge.

'To be able to teach any subject successfully in school, a certain amount of basic knowledge is necessary.

 - 7.1. Apart from the work prescribed for Forms I-III a certain amount of basic background subject matter is to be done to avoid any gaps in the knowledge structure of the student.
 - 7.2. Terminology, expressions and abbreviations used in the subject.

- 7.3. Content and the different methods which are applicable are done simultaneously. The student must know the content and how to convey the facts to his pupils.

THEORY OF PRACTICAL TEACHING

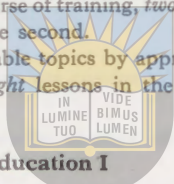
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 - 2.8. Chalk, and Duster: How to take care of these; How to use these.
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 - 3.1. Function of the human body:
 - 3.1.1. Musculo-skeletal system.
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 - 3.1.4. Digestive system.
 - 3.1.5. Excretory system.
 - 3.1.6. Endocrine system.
 - 3.1.7. Nervous system only as far as they influence the healthy state of the body.
 - 3.2. Dietetics:
 - 3.2.1. Food elements—Proteins, Carbohydrates, Fats, Calcium, Iron, Vitamins.
 - 3.2.2. Nature of the element.
 - 3.2.3. Food sources thereof.
 - 3.2.4. Effects of deficiency.

- 3.3. Hygiene:
 - 3.3.1. Personal Hygiene.
 - 3.3.2. Communal Hygiene.
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 - 3.4.1. Wounds and Wound Treatment.
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 - 3.4.4. Artificial respiration.
- 3.5. Departmental Regulations governing periods of Isolation for Infectious and Contagious Diseases.

PRACTICAL TEACHING

1. Practice teaching:
 - 1.1. At least *three* weeks at the beginning of the professional year at a school in the vicinity of the student's home. The principal to submit a confidential report.
 - 1.2. *Four* weeks during the course of training, *two* weeks during the first semester and *two* weeks during the second.
2. Demonstration lessons on suitable topics by approved students.
3. Criticism Lessons: At least *eight* lessons in the presence of a lecturer of the University.



Education I

(Half a paper)

University of Fort Hare

Together in Excellence

1. Didactics and Administration:
 - 1.1. Didactics:
 - 1.1.1. Didactics: pedagogical basis, the three components of the didactic situation (pupil, teacher, subject-matter).
 - 1.1.2. The school:
 - 1.1.2.1. The task of educating and moulding as it concerns the child, the family and the community.
 - 1.1.2.2. The school milieu: social-pedagogical aspects.
 - 1.1.3. The pupil
 - 1.1.4. The subject-matter
 - 1.1.5. The teacher.
 - 1.2. Administration:
 - 1.2.1. Administration of education as a discipline.
 - 1.2.2. Control of education.
 - 1.2.3. The school as educational institution.

Syllabi for the Secondary Teacher's Diploma (Fine Arts)

Lecturer: Miss E. MARAIS, B.A. (Fine Arts) Rhodes.

Lecturer: M. C. T. HALLIER, B.A. (F.A.) (Rand)

Research Assistant: B. B. MAPOSA, B.A., U.E.D. (Fort Hare)

Education I: (Two Papers)

As for B.A.

Education II: (Special) (Two Papers)

1. History of the teaching of art.
2. Introduction to the theory of art teaching.
3. Introduction to the method of art teaching.
4. Introduction to the study of child art.

Education III. (Special) (Two Papers)

1. An essay on one aspect of the art of a relevant tribe.
2. Introduction to Aesthetics.
3. Methods and techniques of art teaching.
4. Introduction to art criticism.

History of Art I. (One Paper)

1. Prehistoric Art.
2. Egyptian Art.
3. Medieval Art.
4. The art of Africa (including art of the Negro and Bantu).

History of Art II. (Two Papers)

- A.
1. Primitive Art (excluding Africa)
 2. The Renaissance.
 3. Art of the Seventeenth Century.
- B.
1. Greek Art.
 2. Art in the Nineteenth and Twentieth Centuries
 3. Contemporary art in South Africa.

Painting I:

Drawing and painting in oil, water and powder colours of compositions to include figures.

Painting II:

Painting in water and powder colours and in oils of various selected subjects.

Sculpture I.:

Modelling and sculpture in various selected media.

Sculpture II.:

Modelling and sculpture continued. Casting of selected forms.

Design I.:

1. The cutting and printing of linecuts and woodcuts in black and white and in colour, including traditional patterns. Lettering.
2. One or more of the following: Pottery, Ceramics, Beadwork, Weaving, Basket and mat work, Craftwork from wood.

Design II.:

Design applied to 2 crafts e.g. Fabric printing, mosaic, stained glass and ceramics, weaving etc.



University of Fort Hare

Regentia in Excellence

FACULTY OF COMMERCE AND ADMINISTRATION

Dean : Prof. J. H. SMITH.
Vice Dean : Prof. S. LINDE
Secretary of Heads of Departments : Dr. M. C. EKSTEEN.
Typist/Secretary : Vacant



University of Fort Hare
Together in Excellence

INTRODUCTION TO PROSPECTUS

The Faculty of Commerce and Administration offers courses toward the degrees B.Comm. and B.Admin. as well as post-graduate courses in various commercial and administrative subjects.

The following departments constitute the Faculty of Commerce and Administration:

- Accounting
- Business Economics and Economics.

Further subjects are presented towards the B.Comm. and B.Admin- degrees by the following departments or sub-departments from other faculties: Political Science and Public Administration, Statistical Methods, Statistics and Elementary Theory of Finance, Industrial Psychology, Native Administration, Afrikaans, English, a variety of law subjects for example Commercial Law and Social and Economic Legislation, etc.

A Degree in the above directions qualifies one for a wide variety of positions in Commerce and Industry as well as in Public Service. A great number of vacancies at present exist in these directions in metropolitan areas, border areas and homelands.

FACULTY OF COMMERCE AND ADMINISTRATION REGULATIONS

Degrees and Diplomas in Commerce and Administration.

Regulations for Degrees and Diplomas in Commerce and Administration

The following faculty rules are to be read in conjunction with the provisions of the Act, Statute, regulations and general rules.

C.1. The following degrees and diplomas are granted in the Faculty:

I. In Commerce:

- Bachelor of Commerce.....B.Comm.
- Bachelor of Commerce (Honours).....B.Comm. (Hons.)
- Master of Commerce.....M.Comm.
- Doctor of Commerce.....D.Comm.

II. In Administration:

- Bachelor of Administration.....B.Admin.
- Bachelor of Administration (Honours).....B.Admin. (Hons.)
- Master of Administration.....M.Admin.
- Doctor of Administration.....D.Admin.

III. Diploma in Commerce and Administration Dip. Comm.

IV. Senior Diploma in Commerce and

- Administration.....Senior Dip. Comm

The Degree of Bachelor of Commerce

C.2. Candidates may qualify for the degree Bachelor of Commerce under any one of the following four headings: Economics and Business Economics, Accounting, Law and Statistics.

The courses shall be as follows:

I. *Economics and Business Economics :*

First year :

1. Economics I
2. Business Economics I
3. Economic History
4. Commercial Law I
5. Industrial Psychology I or Economic Geography (From 1972)

- Second year :*
1. Economics II
 2. Business Economics II
 3. Accounting I
 4. Mathematics I or Elementary Theory of Finance and Statistical Methods A
 5. One of the following:
 - 5.1. Commercial Law II
 - 5.2. Industrial Psychology I or II
 - 5.3. Mathematics I (if not taken before)
 - 5.4. Social and Economic Legislation.

- Third year :*
1. Economics III
 2. Business Economics II
 3. Accounting II
 4. One of the following:
 - 4.1. Auditing I
 - 4.2. Commercial Law II or III
 - 4.3. Co-operation.
 - 4.4. Industrial Psychology II or III

II. Accounting :

- First year :*
1. Accounting I
 2. Commercial Law I
 3. Business Economics I
 4. Economics I or Elementary Theory of Finance and Statistical Methods A
 5. Statistics I

- Second year :*
1. Accounting II
 2. Commercial Law II
 3. Business Economics II
 4. Economics II
 5. Auditing I

- Third year :*
1. Accounting III
 2. Commercial Law III
 3. Business Economics III
 4. One of the following:
 - 4.1. Auditing II
 - * 4.2. Cost Accounting
 - * 4.3. Income Tax
 - * 4.4. Accounts of Executors, liquidators and Trustees

*The above course shall be selected in consultation with the Head of the Department.

III. Law :

- First year :*
1. Economics I
 2. Business Economics I
 3. English I
 4. Introduction to Law
 5. The Law of Things and Succession

- Second year :*
1. Economics II
 2. Business Economics II
 3. Accounting I
 4. Mercantile Law I
 5. Afrikaans-Nederlands I.

- Third year :*
1. Economics III or Business Economics III
 2. Mercantile Law II
 3. Social and Economic Legislation
 4. The Law of Contract and Delict.

IV. Statistics :

First year :

1. Statistics I
2. Economics I
3. Business Economics I
4. Accounting I
5. Commercial Law I

Second year :

1. Statistics II
2. Economics II
3. Business Economics II
4. Accounting II
5. Commercial Law II

Third year :

1. Statistics III
2. Economics III
3. Business Economics III
4. One of the following:
 - 4.1. Accounting III
 - 4.2. Auditing I
 - 4.3. Cost Accounting.

Language requirements :

C.3. It is a pre-requisite that a student shall spend at least 12 hours on Afrikaans and English in the Language Laboratory during the first year.

Limitations on Courses :

C.4. No student shall take:—

- (a) Cost Accounting and Income Tax until he has completed Accounting II
- (b) Auditing I except after or together with Accounting II and Commercial Law II
- (c) Auditing II except after or together with Accounting III and Commercial Law III.
- (d) Accounts of Executors, Liquidators and Trustees except after or together with Commercial Law III and Accounting III
- (e) Elementary Theory of Finance and Statistical Methods A unless he has completed Matriculation or Preliminary Mathematics: Provided that in the Accounting direction Preliminary Mathematics can be taken at the same time.

Number of Courses per year :

C.5. (1) *First year :* No student shall take more than six courses.

Second year : No student shall take more than five courses.

Third year : No student shall take more than four courses: Provided that additionally he may repeat one course during the second and third year.

(2) Subject to Rule G.20 a student shall not take:

- (i) A course of the second year unless he has completed *at least* 3 courses of the first year, and
- (ii) A course of the third year unless he has completed *at least* 3 courses of the second year

(3) The half-courses Elementary Theory of Finance statistical Methods A shall be deemed to be one course for this purpose.

Principal Subjects :

C.6. The following subjects are principal subjects:

1. Accounting
2. Auditing
3. Business Economics
4. Commercial Law
5. Economics
6. Industrial Psychology
7. Statistics

Examination.

C.7. (a) Subject to Rules G.6 and G.7 the yearmark and the examination mark will carry equal weight.

Supplementary Examinations.

A student may be admitted to a supplementary examination if he has obtained a final mark of at least 45% in the first or second year of study, or 40% in the third year of study, and provided he has completed at least two courses of the year concerned: Provided that in the case of a first year student he obtained a year mark of at least 50%.

Pass with Distinction :

C.8. A student shall pass with distinction in a principal subject if he attains 75% in the final course.

The Degree of Bachelor of Administration

C.9. Candidates may qualify for the degree Bachelor of Administration under the following two headings:

I. Public Affairs :

First year :

1. Public Administration I
2. Political Science I
3. Economics I
4. Introduction to Law
5. Industrial Psychology I

Second year :

1. Public Administration II
2. Political Science II
3. Economics II
4. Accounting I
5. Constitutional and Administrative Law I

Third year :

1. Public Administration III
2. Political Science III
3. *Two of the following :*
 - 3.1. Economics III
 - 3.2. Constitutional and Administrative Law II
 - 3.3. Industrial Psychology II

II. Personnel Management :

First year :

1. Industrial Psychology I
2. Public Administration I
3. Economics I
4. Business Economics I
5. Political Science I

Second year :

1. Industrial Psychology II
2. Public Administration II
3. Economics II
4. Business Economics II
5. Political Science II

Third year :

1. Industrial Psychology III
2. Public Administration III
3. Social and Economic Legislation
4. *One of the following :*
 - 4.1. Accounting I
 - 4.2. Business Economics III
 - 4.3. Economics III
 - 4.4. Political Science III

Language Requirements :

C.10. It is pre-requisite that a student shall spend at least 12 hours on English and Afrikaans in the Language Laboratory during the first year.

Limitation on Courses :

C.11. A student shall take Public Administration I after or together with Political Science I.

Number of Courses per year :

C.12. The provisions of C.5. shall apply.

Principal Subjects :

C.13. The following subjects are principal subjects:—

1. Business Economics
2. Constitutional and Administrative Law
3. Economics
4. Industrial Psychology
5. Political Science
6. Public Administration

Examination and Supplementary:

C.14. The provisions of C.7 shall apply.

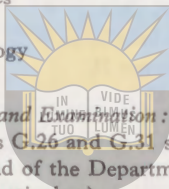
Pass with Distinction :

C.15. A student shall pass with distinction in a principal subject if he attains 75% in the final course.

The Degree of Bachelor of Commerce (Honours)

C.16. The degree may be conferred in the following departments:—

1. Business Economics
2. Economics
3. Industrial Psychology
4. Statistics



Admission to the Course of Studies and Examination :

C.17. (1) The general rules C.26 and C.31 shall apply.

With the approval of the Head of the Department the examination may be written in two parts. (See syllabuses for particulars).

No candidate shall be permitted to present himself for examination in any course of this degree unless he has, in the opinion of the Head of the Department concerned, produced work of a satisfactory standard.

To pass, a candidate who writes the examination as one whole shall obtain an average of 50% in his yearmark and examination mark, with a minimum of 40% in each paper.

A candidate who writes the examination in two parts shall obtain 50% in each paper and pass all the papers of each part simultaneously.

(2) To obtain the degree with distinction a candidate shall obtain an aggregate of 75%.

The Degree of Bachelor of Administration (Honours)

Departments :

C.18. The degree may be conferred in the following departments:—

1. Business Economics
2. Economics
3. Industrial Psychology
4. Political Science
5. Public Administration

Admission to the Course of Studies and Examination :

C.19. The provisions of C.17. shall apply.

The Degrees of Master of Commerce and Master of Administration:

C.20. Apart from the general rules applicable to Masters degrees the special rules of the Faculty apply.

(a) The degrees may be conferred in the following departments:—

- (i) M.Comm: Accountancy, Business Economics, Economics, Industrial Psychology, Statistics.
- (ii) M.Admin.: Business Economics, Economics, Industrial Psychology, Political Science and Public Administration.

(b) *Requirements to pass :*

- (i) If the examination for the degrees M.Comm. and M.Admin. consists of a prescribed number of papers, a candidate shall pass each examination if he attains at least 40% in each paper and an average of at least 50% for all the papers.
- (ii) Where the examination consists of a dissertation, the student shall pass if his dissertation satisfies the examiners.

(c) *Pass with distinction :*

- (i) Where the examination consists of individual papers a student shall pass with distinction, if he obtains an average of at least 75% for the examination as a whole.
- (ii) Where the examination consists of a dissertation, a candidate shall pass with a distinction if, in the opinion of the examiners he has attained a first class standard.

The Degrees of Doctor of Commerce and Doctor of Administration

C.21. Rules G.47 to G.54 shall apply.

**Diploma in Commerce and Administration
and
Senior Diploma in Commerce and Administration.**

Curriculum :

C.22. The courses shall be as follows:—

First year :

1. Economics I
2. Business Economics I
3. Economic History I
4. Commercial Law I
5. Industrial Psychology I or
Economic Geography (from 1972) or English I
or Afrikaans/Nederlands I

Second year :

1. Economics II
2. Business Economics II
3. Accounting I
4. Mathematics I or Elementary
Theory of Finance and Statistical Methods A
5. *One of the following :—*
 - 5.1. Commercial Law II
 - * 5.2. Education I
 - 5.3. Industrial Psychology I or II
 - 5.4. Mathematics I (if not taken before)
 - 5.5. Social and Economic Legislation

*Prospective teachers shall take Education I.

Third year :

1. Economics III
2. Business Economics III
3. *Two of the following :—*
 - 3.1. Accounting II
 - 3.2. Auditing I
 - 3.3. Commercial Law II or III
 - 3.4. Co-operation
 - 3.5. Industrial Psychology II or III

C.23. (a) Diploma in Commerce and Administration—Dip.Comm.—is obtained after passing the first and second year courses, and

(b) Senior Diploma in Commerce and Administration—Senior Dip.Comm.—is obtained after obtaining the Dip.Comm. and subsequently passing the third year courses.

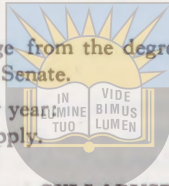
C.24. The regulations for B.Comm. are applicable, except for:—

- (i) Requirements for admission:
 - (a) Dip.Comm.: A Senior Certificate or equivalent qualification
 - (b) Senior Dip. Comm.: Dip.Comm. with a 50% pass in the major courses to be taken in the third year.
- (ii) Yearmark:

A student must obtain a 40% yearmark to be admitted to the examinations.
- (iii) Final Examination:
 - (a) The minimum required to pass is 50%
 - (b) The calculation of the final mark will depend equally on the yearmark and the final examination mark, provided the examination mark is 40% or more.
 - (c) To pass with a distinction a candidate must obtain at least 75%.
 - (d) A supplementary examination may be allowed in a course on condition that the final mark is not less than 40% and that two other courses were passed during the same examination. A candidate who requires one course for the completion of a diploma shall be admitted to a supplementary examination.
- (iv) Conversion:

A student can change from the degree course to the diploma course with the permission of the Senate.
- (v) Number of courses per year:

The provision of rule C.5 apply.



SYLLABUSES

University of Fort Hare

Department of Accountancy;

Together in Excellence

- * Senior Lecturer : J. C. VAN EEDEN, M.Comm. (Acc.) (Pret.), M.B.A. (Pret.)
- Senior Lecturer : E. BEGEMANN, M.Comm. (Potch.)
- Lecturer : H. G. ROSSOUW, B.Comm. (O.F.S.)

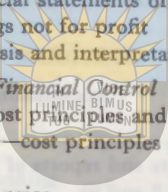
*Head of Department.

Accounting I

1. Fundamental concepts of Accounting

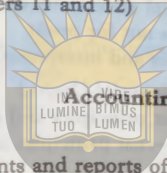
- 1.1. General introduction
- 1.2. The organization and functioning of a commercial undertaking
- 1.3. Principles of internal control
- 1.4. The accounting field
- 1.5. Accounting and commercial terminology
- 1.6. The double entry system
- 1.7. Accounting information for management (Anthony chapters 1-4)
- 1.8. The ledger
- 1.9. The cash book
- 1.10. Bank reconciliation statements
- 1.11. The petty cash book
- 1.12. The purchases and sales book
- 1.13. Returns books
- 1.14. The journal
- 1.15. Posting from subsidiary books
- 1.16. The trial balance
- 1.17. Analysis columns in accounting
- 1.18. Control accounts

2. *Financial Statements : Structure, Concepts And Conventions*
 - 2.1. Financial statements of a commercial undertaking
 - 2.2. Closing entries and adjustments
 - 2.3. Documentation: evidencing, vouching and verification
 - 2.4. Provisions and reserves
 - 2.5. Depreciation of fixed assets
 - 2.6. Goods on approval
 - 2.7. Departmental accounts
 - 2.8. Accounting principles and their significance
(Anthony chapters 5, 6 and read chapter 18)
3. *Enterprise Accounting*
 - 3.1. Partnership accounts
 - 3.1.1. Partnership concepts
 - 3.1.2. Capital and current accounts
 - 3.1.3. Financial Statements of a partnership
 - 3.2. Company accounts
 - 3.2.1. Limited companies and their financial statements
 - 3.2.2. Basic differences between the financial statements of limited companies and those of partnerships and sole proprietorships
 - 3.2.3. The published financial statements of limited companies
 - 3.3. Associations and undertakings not for profit
 - 3.4. An introduction to the analysis and interpretation of financial statements
4. *An introduction to cost concepts and Financial Control*
 - 4.1. The trading undertaking—cost principles and cost concepts
 - 4.2. The manufacturing industry—cost principles and cost concepts
 - 4.3. The costing process
 - 4.4. Determination of the selling price
 - 4.5. Management control


 University of Fort Hare
 Together in Excellence
 Accounting II

1. *Accounting Systems*
 - 1.1. Review of the accounting mechanism
(Revise Anthony chapters 1-5)
 - 1.2. Accounting from incomplete records:
Single Entry
 - 1.3. Associations and undertakings not for profit
 - 1.4. Consignment accounts
 - 1.5. Branch accounts (including foreign branches)
 - 1.6. Systematization: Manual, machine and lectronic data processing
2. *Partnership Accounts*
 - 2.1. Temporary partnerships and joint ventures
 - 2.2. Changes in the composition of partnerships
 - 2.2.1. Admission of a new partner
 - 2.2.2. Retirement of a partner and dissolution of partnerships (including piecemeal liquidation)
 - 2.2.3. Conversion of a partnership into a private company
3. *Company Accounts*
 - 3.1. Company concepts
 - 3.2. Recording share transactions
 - 3.3. Debentures
 - 3.4. Dividends and debenture interest
 - 3.5. Pre-incorporation profits and losses
 - 3.6. Redemption of reddemable preference shares and debentures
 - 3.7. Financial statements of limited companies
(Read Anthony chapter 8)

4. *Cost Concepts and Financial Control*
 - 4.1. The trading undertaking—cost principles and cost concepts
 - 4.2. The manufacturing industry—cost principles and cost concepts (Anthony—chapter 7)
 - 4.3. The costing process (Anthony—chapter 15)
 - 4.4. Contract accounts and job costing
 - 4.5. Farm accounts and process costing
 - 4.6. Management control and price policy (Anthony—chapter 13)
 - 4.7. Budgeting (Anthony—chapter 14)
 - 4.8. Inventories (Anthony—chapter : pages 225-233 and statement A2)
 - 4.9. Depreciation and renewal of fixed assets (Anthony—chapter 9-pages 233-238)
 - 4.10. Limitations of financial statements (Anthony—chapter 10)
 - 4.11. Analysis and interpretation of financial statements (Anthony—chapters 11 and 12)



1. *Company Accounting*

- 1.1. Financial statements and reports of limited companies (Anthony chapters 8 and 9)
- 1.2. Advice on share issues
- 1.3. Financing through debentures
- 1.4. Internal reconstruction and simple capital alterations
- 1.5. External reconstruction, amalgamation and absorption
- 1.6. The consolidation of financial statements
- 1.7. The valuation of undertakings, shares and debentures (Anthony chapter 19)
- 1.8. Methods of financing: lease or buy

2. *Accounting Information for Management*

- 2.1. Historical development
- 2.2. Advanced reconciliations
 - 2.2.1. Bank statements with advanced bill of exchange applications
 - 2.2.2. Debtors and creditors
- 2.3. Analysis and interpretation of financial statements
- 2.4. Construction of budgets (Revise Anthony chapters 13 and 14)
- 2.5. Manufacturing accounts and cost concepts (Revise Anthony chapters 7 and 15 and read chapter 16)

3. *Special Accounts and Accounting Procedures*

- 3.1. Accounts current and average due date
- 3.2. Investment accounts
- 3.3. Sinking funds
- 3.4. Instalment and hire-purchase accounts
- 3.5. Containers
- 3.6. Royalties; patents; trade-marks and copyright
- 3.7. Insurance: claims and advice

- 3.8. Hotel and club accounts
- 3.9. Financial statements of financial institutions
- 3.10. Double-account system and accounts of local authorities
- 3.11. Fiduciary accounts
- 3.12. Machine and electronic data processing
(Anthony chapter 20)

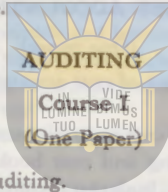
ACCOUNTS OF EXECUTORS, LIQUIDATORS AND TRUSTEES

(One Paper)

Preparation of liquidation and distribution accounts in deceased estates, treatment of usufructs, fideicommissary bequests and accounts in general in testate or interstate estates and the Estate Duty Addendum.

Preparation of statement of affairs, liquidation and distribution or contribution accounts in surrendered or sequestrated estates and company liquidations. Accounts resulting from an offer of composition. The writing up of trust books and accounts.

For examination purposes students will not be required to memorise the tariffs applicable to masters' fees, taxing fees, executors' and liquidators' fees, etc., or the scale at which Estate Duty is chargeable.



1. Nature and definition of auditing.
2. The objects of auditing.
3. The qualities and qualifications of an auditor.
4. Relationship between accounting and auditing.
5. Methods of conducting audits.
6. Audit programmes and the auditor's note-book.
7. Principles of internal check.
8. Checking of casts, postings, etc.
9. Vouching, verification, valuation and certification.
10. Powers, duties, responsibilities and liabilities of auditors under common law, case law and statute law (with particular reference to Sections 22 and 26 of the Public Accountants' and Auditors' Act and the Companies Act.)

11. All matters relating to the audit of sole traders; partnerships; clubs, charitable, social, recreational and similar associations; and of limited companies in so far as Part I and Part IV of the English Schedule apply.

12. General advice with regard to internal organisation, accounting procedure, and the control thereof.

N.B.—Candidates in their answers must show evidence of a mastery of facts as well as the ability to present their knowledge in writing succinctly, clearly and completely.

Course II

(Two Papers)

N.B.—For Course II candidates are required to make a thorough revision and a more intensive study of the work of the first course.

1. Internal control, methods of auditing, drafting and keeping of audit programmes and note-books with particular reference to: the implications of internal auditing; test auditing; the use of working papers; and mechanisation of accounts.

2. Vouching, valuation, verification, certification and reporting.
3. The concepts "true and fair."
4. Modern developments in auditing.
5. The position of the auditor under common law, case law and statute law.
6. Principles of amalgamation reconstruction and dissolution of companies, partnerships etc.
7. Complete auditing aspects relating to companies.
8. General duties and functions of accountants and auditors in public practice.
9. Analysis and interpretation of financial statements.
10. Investigations and reports.
11. Valuation of goodwill, shares and debentures.
12. Evaluation and criticism of financial statements for publication and presentation to shareholders.

N.B.—In the second course the candidate will be expected to show evidence of a well-founded knowledge of Auditing as well as the ability to answer questions in a thorough and scientific manner. In addition to wide reading in the standard books the candidate should also study as many professional journals as possible including "The South African Chartered Accountant."

COST ACCOUNTING

(One paper)

1. Objects, uses and limitations of cost accounting; concepts of costs; and classification of costs.
2. Principles and methods of cost ascertainment and cost recovery.
3. Methods of cost accounting and cost book-keeping: job and process costing; absorption and marginal costing; budgetary control and standard costing; uniform costing; cost book-keeping; and cost accounting systems.
4. Cost Accounting as aid to management.

INCOME TAX

(One paper)

Principles and practice of taxation of the income of individual persons, of associations of persons and of ordinary commercial and industrial Companies in the Republic of South Africa in terms of the Income Tax Act No. 58 of 1962 as amended.

1. Brief sketch of the different types of taxation and of the history of the South African Income Tax Legislation.
 2. Principles relating to the reading and interpretation of sections of the Income Tax Act No. 58 of 1962, as amended.
 3. Determination of taxable income: gross receipts and accruals—gross income—taxable income.
 4. Accrued income—fundamental principles and decided cases relating thereto.
 5. Source of income—fundamental principles.
 6. Distinction between receipts of capital and revenue nature with reference to decided cases.
 7. Gross income—specific forms: remuneration for services rendered, annuities, simple lease premiums, recoupments, subsidies, income of minor children, advance payments, dividends and other receipts.
 8. Gross income—deemed income, e.g. income of a married woman.
 9. Exemptions—excluding those relating to building societies and other specific types of enterprise.
 10. Allowable deductions—Expenditure and allowances relating to the following: the acquisition, repair, maintenance and scrapping of capital assets such as buildings, patents and trade marks and equipment: The employment of labour (remuneration, transport, housing and welfare services), the employment of borrowed capital.
- Expenditure for protection of income and expenditure in connection with future

Losses and commitments (includes scientific research, insurance, deposits and discounts).

Legal expenses and business losses through fire, theft, bad debts, damages, etc.

—Pension fund contributions and personal allowances in respect of physical disability, medical and entertainment expenses.

11. Non-allowable deductions.
12. Dividends—exemptions and deductions.
13. Rebates—primary rebates for normal tax and secondary rebates in respect of children, dependants and insurance.
14. Rates of tax relating to individual persons.
15. Calculation of an individual's normal assessment—types of assessments and treatment of loss-forward assessments.
16. Assessments of divorced persons.
17. Principles concerning assessments of estates and trusts as separate entities.
18. Taxation of farmers.
19. Assessment of professional persons.
20. Calculation of business assessments using trading profit and loss accounts and balance sheets of sole traders and partnerships.
21. Tax treatment of goodwill.
22. Taxation of hire purchase transactions (including transactions in fixed property).
23. Year of assessment.
24. Taxation of ordinary industrial and commercial companies—definition of a company, treatment of dividends and bonus shares, assessment of normal tax of an ordinary company, holding and subsidiary companies in liquidation.
25. Provincial taxation—relating to ordinary companies.
26. Non-resident shareholders tax.
27. Undistributed profits tax.
28. Donations tax.
29. Objections—onus of proof, settlement and appeal.
30. Final and complete assessments of individuals and companies.
31. Taxation of lump sum benefits, pension, provident and retirement annuity funds.
32. P.A.Y.E. system of tax collection.

N.B.—Candidates will be expected to know the latest changes and the regulations issued in accordance with the Act but questions will only be set on acts promulgated before 31st May of the year in which the examinations are held.

DEPARTMENT OF AFRIKAANS-NEDERLANDS

See prospectus of the Faculty of Arts of the University of Fort Hare.

DEPARTMENT OF BUSINESS ECONOMICS AND CO-OPERATIVE STUDIES

* Professor: D. J. L. JACOBS, B.A. (S.A.), B.Comm. (S.A.), D.Comm. (Potch.)
T.T.D.

Senior Lecturer: Vacant.

Lecturer: J. M. LANGUAGE, B.Comm. (Hons.) (O.F.S.).

*Head of Department.

Business Economics

Course 1.

(One paper)

1. *Introduction to Business Economics.*

- (a) The task, scope and method of business economics.
- (b) The development of the business system.
- (c) Basic concepts: undertaking, establishment, etc.

- (d) Development of the large undertaking.
 - (e) The entrepreneur and his importance.
2. The different forms of enterprise.
 3. **Establishment Problems :**
 - (a) Locational factors and theories.
 - (b) Building and lay-out of a factory.
 - (c) Size of the undertaking and of the establishment.
 4. Introduction to the seven functions performed within the undertaking with special reference to the personnel function and the administrative function.
Personnel Function: human relations, selection, training, promotion, discharge and remuneration of personnel, inventory procedures.
Administrative Function: function division, office organization, business statistics, time control, etc.
 5. The State and commerce and industry with special reference to the policy of developing the Bantu homelands: establishment of border industries, the activities of the Bantu Investment Corporation, the X.D.C., etc.

Course II

(Two Papers).

Paper 1.

1. **Co-operation :**
 - (a) Significance and history of the co-operative system; the special nature of co-operatives.
 - (b) The historical background of the co-operative system in the Republic of S.A. and the Bantu areas.
 - (c) Co-operative legislation.
 - (d) Types of Co-operatives: Agricultural co-ops., insurance co-ops., central co-ops., co-operative banks, consumer's co-ops., etc.
2. **Purchases and Sales :**
 - (a) **Purchases:** Organization of the purchasing department; price and buying policy; inventory control, purchases budget, purchases investigation.
 - (b) **Sales:** The marketing problem and different approaches; marketing functions; marketing organization; the marketing channels; the marketing of agricultural produce, raw materials and products, the produce exchange; future dealings.

Paper 2.

3. **Financing of the undertaking :**
 - (a) The task and the scope of business financing.
 - (b) The promoter and his functions.
 - (c) The valuation of the new undertaking and its long-term and short-term capital requirements.
 - (d) The forms of long-term and short-term capital.
 - (e) The financial plan of the undertaking.
 - (f) The money market and the capital market.
 - (g) The sale of securities. The stock exchange.
4. **Production Management :**
 - (a) Objects and task of production management.
 - (b) Production planning.
 - (c) The lay-out of the factory and materials handling.
 - (d) Investment decisions.
 - (e) Inventory control.

- (f) Production control.
- (g) Quality control.
- (h) Method study.
- (i) Work study.
- (j) Wage systems.

Course III
(Three Papers)

Paper 1.

1. **Co-operation :**
 - (a) Internal management and organization.
 - (b) Financing and financial management.
 - (c) Taxation and taxation problems of co-operatives.
 - (d) Co-operatives in underdeveloped countries and their particular role.
 - (e) International comparisons.
2. **Marketing Management :**
 - (a) The objects of marketing control.
 - (b) Marketing research and sales forecasting.
 - (c) Product policy.
 - (d) Distribution policy.
 - (e) Sales promotion policy.
 - (f) Price policy.

Paper 2.

3. **Financial Management and Financial Analysis :**
 - (a) The task and objects of financial management.
 - (b) Costs, cost price and value; methods and cost allocation.
 - (c) Planning and control of assets; financial analysis, cash control, credit control, stock control, capital budgets.
 - (d) Planning of the financial structure; planning of the methods of financing; the cost of capital.
 - (e) Control of short-term and medium-term capital.
 - (f) Control of long-term capital
 - (g) Valuation of business undertakings.

Paper 3.

4. **General Management :**
 - (a) The principles of general management.
 - (b) The task of management.
 - (c) Elements of the task of management; planning; organisation; co-ordination; command; communication; morale; control.
 - (d) Certain management theories.
 - (e) Certain modern management aids.
5. **External Relations :**
 - (a) External relations.
 - (b) State control and aid.
 - (c) Trade associations.
 - (d) Regional aid national development organisations.
 - (e) International organisations.
 - (f) International tendencies and relations.

Hons. B.Comm.

Students wishing to qualify in business economics, must cover five main directions. The composition of the course must be effected in consultation with the departmental heads concerned. At least three directions from Group A and at least one from Group B, will be prescribed.

Group A.—Business Economics.

1. General management.
2. Advanced marketing management.
3. Advanced financial management.
4. Marketing research.
5. Promotion.
6. Production management.
5. Control.

Group B.

1. Economic development and growth.
2. Ergonomics.
3. A special subject from Public Administration.
4. Management accounting.
5. A special subject from statistics.

**DEPARTMENT OF ECONOMICS AND
ECONOMIC HISTORY**

- *Professor: J. H. SMITH, M. Comm., U.E.D (O.F.S.), D. Comm. (U.P.E.)
Senior Lecturer: Vacant
Junior Lecturer: W. C. NKUHLU, B. Comm. (Fort Hare).
*Head of Department.



ECONOMICS

University of Fort Hare
Course I
Together in Excellence
(One Paper)

- (a) Descriptive economics. Structure of the South African Economy. Aspects of current South African economic problems.
- (b) *General introduction to economic theory*:
Fundamental concepts, national income, consumption and production.
Money and Banking: The origin and functions of money: value of money: banking and a summary of international economic problems.

Course II

(Two papers)

Course II.

Paper 1:

- (a) Price theory: Indifference curves; monopoly; monopolistic competition; monopsony; oligopoly and the problem of distribution.
- (b) The economics of underdevelopment.
 2. *Price formation in the case of perfect competition.*
 - (a) The nature of the factor time and the process of markets.
 - (b) The time periods.
 - (c) Price formation in the market period.
 - (d) Short and long term price formation.
 - (e) Conditions for equilibrium in short term and long term normal price formation.

3. *Monopoly*
 - (a) The monopoly market form.
 - (b) Price formation under conditions of monopoly.
 - (c) Comparison of output in the case of perfect competition and monopoly.
4. *Monopsony*
 - (a) Cases of monopsony,
 - (b) Monopsony and price formation.
5. *Monopolistic competition*
 - (a) Characteristics of monopolistic competition,
 - (b) Product differentiation and advertising.
 - (c) Process of price formation.
6. *Price formation of factor of production*
 - (a) Compensation paid to the factor of production labour.
 - (b) The wage theory.
 - (c) Payment made for the factor of production capital. Theory of interest.
 - (d) Payment for the productive services of land. Theory of rent. Differential rent.

Paper 2 Money and Banking.

1. The value of money.
2. Institutional framework—Banking and financial Institutions.
3. International Monetary History 1914-1970.
4. Introduction to the Theory of Foreign Exchange.
5. Introduction to the Modern Monetary Theory.

University of Port Harcourt
 (Three papers)
 Together with Public Finance

Paper 1 Income Theory and Public Finance.

(a) **Income Theory:**

1. The Macro-economic Framework.
2. Concepts and Techniques of Analysis.
3. The Classical point of View.
4. The transition to the modern point of view.
5. Consumption expenditure.
6. Investment theory.
7. Interest and Money.
8. Income determination.
9. Simultaneous determination of interest and income.
10. The theory of employment.

(b) **Public Finance:**

1. The Development of thought on Public Finance.
2. The General objective of Expenditure policy.
3. The nature and classification of government expenditure.
4. The Economic consequences of State Spending.
5. The development and structure of government revenue.
6. Types and principles of Taxation.
7. The economic analysis of Taxation.
8. Public loans and Public Debt.
9. The Structure of the Government sector in South Africa.
10. The Budget of the South African central government.
11. The Budget of the Transkei.

12. The transaction of the South African central government.
13. The tax structure of the South African central government and of the Government of the Transkei.
14. The finances of the Provincial Administration and local authorities.

Paper 2 *The International Economy.*

(a) *International Trade.*

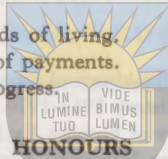
1. The theory of international trade.
2. Balance of trade and foreign exchange problems.
3. International commercial policy.

(b) *Business Cycles.*

1. Description of business cycles.
2. Theories of the cycle
3. Stabilization policy.

Paper 3: *Economic Change in South Africa.*

1. Resources, population and national income.
2. Agriculture.
3. Mining.
4. Manufacturing.
5. Service Industries.
6. Labour, wages and standards of living.
7. Foreign trade and balance of payments.
8. Conditions for sustained progress.



Students intending to major in Economics, have to complete five courses, as follows:

Paper 1:

Advanced Economic Theory

Paper 2:

Advanced Monetary Theory.

Paper 3:

Economic Development and Growth.

Papers 4 and 5: (two of the following subjects as may be determined annually by the Head of the Department).

- (a) One of the subjects presented for the honours course in Business Economics.
- (b) Public Finance.
- (c) Income Theory and Economic Dynamics.
- (d) Economic Systems.
- (e) International Economic Relations.
- (f) A Selected period from Economic History.
- (g) History of Economic Thought.
- (h) South African Economic Problems.

ECONOMIC HISTORY

One Paper.

Part I (European Economic History)

1. Pre-Historic and Ancient Civilizations.
2. The Roman Empire.
3. The Middle Ages, the Manorial System, its origin and nature.
The break-up of the Manor.
4. Commerce and Industry in the Middle Ages.
5. The rise of Capitalism and Mercantilism.
6. The Industrial Revolution.

7. The Agrarian Revolution.
8. Full-fledged Capitalism 1850-1914.
9. The Modern Period.
10. Economic development of underdeveloped countries.

Part II (South African Economic History)

1. A survey of the period 1952-1875.
2. The period 1875-1910.
3. The period since 1910.

DEPARTMENT OF INDUSTRIAL PSYCHOLOGY

(a) Staff:

Professor: W. BACKER, M.A., D.Phil. (Potch)

Lecturer: Q. T. Mjoli, B.A. (Hons.), B.Sc. (Hons) (Fort Hare)

(b) Syllabi:

Course I.

(One paper)

1. (a) Historical introduction: Psychology as a theoretical and applied science.
(b) Introduction to research methods.
2. Emotion, motivation, personality, frustration and conflict.
3. The influence of nature and nurture.
4. Intelligence, including Piaget's theory of intellectual development.
5. Maturation and learning.
6. Perception, with special emphasis on perceptual studies in Africa.
7. Thinking.
8. Psychophysiology.
9. Vision and the other senses.
10. (a) The origin and development of Industrial Psychology.
(b) The functions, task and position of the Industrial Psychologist.
(c) Introduction to: the Bantu worker in Industry.

Course II.

(Two papers)

Paper I.

Introduction to Personnel Psychology.

1. Personnel selection: Principles and Techniques.
2. Industrial Training.
3. Merit Rating and Job Evaluation.
4. Human relations.
5. Accidents and safety.
6. Labour turnover and Absenteeism.

Points 1 to 6 with special reference to the Bantu worker in Industry: in urban-, homeland- and border industries.

Paper II.

(a) Principles of Ergonomics.

1. Workstudy.
2. Fatigue.
3. Monotony.

(b) Theoretical Foundations of Economic Psychology.

1. Psychological principles of advertising and selling processes.
2. Psychological aspects of economic behaviour and motivational research.

(c) Scientific Research.

1. Review of the basic principles of scientific research, stages in the scientific method, planning of research and research problems in psychology.

2. *Measures of central tendency.*
 - (a) The mode.
 - (b) The median.
 - (c) The arithmetical mean.
3. *Measures of variability.*
 - (a) The range.
 - (b) The quartiles.
 - (c) The variance.
 - (d) The standard deviation.
4. The normal distribution curve.

Course III
(Three papers)

Paper I. Psychopathology.

1. Origins and development of psychopathology.
2. Normality and abnormality.
3. Intercultural approaches to the study of psychopathology with special emphasis on ukutwasa and the role of the witchdoctor in African societies.
4. Models of psychopathology.
5. Psychoneurotic, psychotic, psychophysiological and psychopathic conditions seen from the Kraepelinian, behaviouristic, communicational, psychodynamic and existential points of view.
6. Cerebral disorders, mental deficiency, drugs and alcohol.
7. Maladjustment as a personnel problem.

Paper II.

Principles of Industrial Psychological Research.

1. General principles of scientific research.
2. Survey and laboratory experiments.
3. Research methods in ergonomics.
4. Basic concepts in the construction, interpretation and administration of personnel tests, with special reference to tests for Bantu workers. Study of relevant reports and publications of research undertaken in South Africa.
5. Basic statistical methods: correlations, reliability and validity of measurements, tests for significance of differences, norms.

Paper III.

Group Dynamics and the principles of Personnel Psychology.

1. Personality, interpersonal and group relations and interaction. The motivation of the Bantu worker.
2. Attitudes, morale and industrial leadership.
3. Psychological principles of personnel management.

HONOURS.

Written Examination.

The following Five papers are prescribed and where course is taken over two years the examination may be written in two parts. Part I comprises any two papers and part II the remaining three papers.

Paper 1: Industrial psychological research methods.

Paper 2: Industrial Mental Health.

Paper 3: Ergonomics.

Paper 4: Personnel Psychology.

Paper 5: One of the following:

(i) Market Research.

(ii) Advertising.

(iii) An approved paper from Public Administration.

Paper 5 is the responsibility of the Department of Business Economics or Political Science and Public Administration and a student shall comply with the requirements set by the relevant department for admission to the paper.

Practical Work :

A report which deals with the prescribed practical work done by the candidate must be submitted in order to qualify for the honours examination. The report takes the form of an investigation preferably in industry, chosen in consultation with the Head of the department.

DEPARTMENT OF EDUCATION

See prospectus of the Faculty of Education of the University of Fort Hare

DEPARTMENT OF ENGLISH

See the prospectus of the Faculty of Arts of the University of Fort Hare



INTRODUCTION TO LAW, COMMERCIAL LAW, SOCIAL AND ECONOMIC LEGISLATION. CONSTITUTIONAL AND ADMINISTRATIVE LAW, MERCANTILE LAW, THE LAW OF THINGS AND SUCCESSION, THE LAW OF CONTRACT AND DELICT.

See the prospectus of the Faculty of Law of the University of Fort Hare

LANGUAGE LABORATORY

See the prospectus of the Faculty of Arts of the University of Fort Hare

DEPARTMENT OF LATIN

See the prospectus of the Faculty of Arts of the University of Fort Hare

DEPARTMENT OF PURE MATHEMATICS

See the prospectus of the Faculty of Science of the University of Fort Hare

DEPARTMENT OF STATISTICS

See the prospectus of the Faculty of Science of the University of Fort Hare

Elementary Theory of Finance and Statistical Methods A.

1. *Elementary Theory of Finance*

Half-course—One paper of two hours.

N.B.—It is desirable that students taking this course should have a knowledge of Algebra up to the matriculation standard.

Arithmetic and geometric progression. Interest; nominal and effective rates of interest, problems on finding amount, present value and rate. Annuity certain; present value and amount. Redemption. Sinking Fund. Stocks and shares. Purchase of securities. Yield. Construction of Schedules. Profit and loss, trade and bankers' discounts, brokerage, foreign exchange and simultaneous equations.

2. *Statistical Methods A.*

Half-course—One paper of two hours.

N.B.—It is desirable that students taking this course should have a knowledge of Algebra up to the matriculation standard.

Classification and tabulation, frequency tables. Arithmetic mean, weighted mean, median and mode and their computation, properties, relative advantages and disadvantages. Quartiles. Skewness. Dispersion. Standard deviation. Correlation. Diagrams, histograms and ogives. Linear regression lines. Trend curves by moving averages, by graphic and other methods. Index numbers. Methods of sampling. Sampling variance. Tests of differences between averages. The use and applications of statistics.



University of Fort Hare
Together in Excellence

FACULTY OF AGRICULTURE

Dean: Prof. H. v. H. VAN DER WATT
Vice-Dean: Prof. E. H. GRAVEN.
Secretary/Typist: Mrs. C. VERHOEVEN.

ACADEMIC STAFF

Agricultural Economics:

(Sub-departments: Agricultural Engineering and Biometry).
Senior Lecturer: S. J. DE SWARDT, M.Sc. Agric. (Natal)

Agronomy:

(Sub-departments: Horticultural Science, Pasture Science and Plant Pathology.)
*Professor: E. H. GRAVEN, M.Sc. Agric. (Stell.), Ph.D. (Wisconsin).
Senior Lecturer (Agronomy): J. N. MARAIS, M.Sc. Agric. (Pret.), Ph.D. (Purdue).
Senior Lecturer (Pasture Science): W. S. W. TROLLOPE, M.Sc. Agric. (Natal).
Lecturer (Pasture Science): Vacant
Lecturer (Horticultural Science): B. V. COURT, B.Sc. Agric. (Pret.)
Lecturer: Vacant.
Lecturer (Plant Pathology): J. P. MILDENHALL, B.Sc. Agric. (Natal), M.Sc. Agric., Ph.D. (Wisconsin)
Technical Assistant: C. NYANGINTSIMBI.

Animal Science:

(Sub-departments: Anatomy and Physiology and Animal Health, Dairy Science and Technology, Poultry Science, and Sheep and Wool Science)
*Professor: D. L. BROWN, M.Sc. Agric. (Natal), D.Sc. Agric. (O.F.S.)
Senior Lecturer (Animal Health): S. STAMPA, Dr. Med. Vet. (Giessen)
Senior Lecturer (Animal Science): H. J. B. FISHER, M.Sc. Agric. (Stell.)
Lecturer (Sheep and Wool Science): Vacant
Senior Technical Assistant: A. M. DLANGAMANDLA.

Soil Science:

(Sub-departments: Biochemistry, Genetics and Plant Physiology)
*Professor: H. v. H. VAN DER WATT, B.Sc. Agric. (Pret.), Ph.D. (Calif.)
Senior Lecturer (Soil Science): M. HENSLEY, M.Sc. Agric. (Natal).
Senior Lecturer (Biochemistry): P. W. CLOETE, M.Sc. (Pret.), D.Sc. Agric. (Pret.)
Lecturer (Genetics): J. H. G. DE VILLIERS, B.Sc. Agric. (Natal).
Senior Technical Assistant: W. NGALEKA.
Mechanic/Demonstrator: H. L. ROSKILLY.

ADMINISTRATIVE STAFF

Secretary/Typist: Mrs. C. VERHOEVEN.
Clerk: A. M. DIKANA.
Farm Manager (Honeydale Farm): S. W. HAYNES.
Farm Manager (Fort Hare Farm): P. A. KRIEDEMANN.
Agric. Store's Officer: C. O. MAYEKISO.

RULES FOR THE FACULTY OF AGRICULTURE

The following faculty rules are to be read in conjunction with the provisions of the Act, Statute, regulations and general rules.

DEGREES AND DIPLOMAS

Ag.1. The following degrees are granted in the Faculty of Agriculture:

Bachelor of Agriculture	B.Agric.
Bachelor of Science in Agriculture	B.Sc. Agric.
Bachelor of Science in Agriculture (Honours)	B.Sc. Agric. (Hons.)
Master of Science in Agriculture	M.Sc. Agric.
Doctor of Science in Agriculture	D.Sc. Agric.

Ag.2. The following diplomas are issued in the Faculty of Agriculture:

Diploma in Agriculture	Dip. Agric.
Post-graduate diploma in Agricultural Extension	Dip. Agr. Ext.

THE DEGREE OF BACHELOR OF AGRICULTURE

Admission requirements

Ag.3. The requirement for admission to the B.Agric. degree is a Matric Certificate or its equivalent with a pass mark in Mathematics. Candidates without matriculation mathematics, who have Junior Certificate Mathematics may be allowed to follow the course but will be required to do Mathematics (Special). Candidates holding the University of Fort Hare Diploma in Agriculture may be exempted by the Senate from such degree courses as the Board of the Faculty may recommend.

Duration and curriculum

Ag.4. The curriculum for the B.Agric. degree shall extend over not less than three years.

Ag.5. The curriculum shall consist of the following courses:

(a) *First Year :*

Botany I
Chemistry IA
Physics IB (or Agricultural Economics I plus Special Mathematics for students without Matriculation Mathematics).
Zoology I

(b) *Second Year :*

Agronomy I
Anatomy & Phys. I
Animal Science I
Crop Physiology
Agricultural Economics I (or Agricultural Engineering I)
Pasture Science I
Smallstock Science I
Soil Science I

(c) *Third Year :*

Animal Health I
Horticultural Science I
Plant Pest Control I
Four of the following five second year subjects:
Agricultural Economics II
Agronomy II
Animal Science II
Pasture Science II
Soil Science II

THE DEGREE OF BACHELOR OF SCIENCE IN AGRICULTURE

Admission requirements

Ag.6. The requirement for admission to the B.Sc. Agric. degree is a Matriculation Certificate or its equivalent, with a pass mark in Mathematics.

Duration and curriculum

Ag.7. Every curriculum for the degree shall extend over not less than four years.

Ag.8. The curriculum shall consist of the following courses:

(a) *First Year*

- Botany I
- Chemistry I
- Zoology I
- Physics I (or Mathematics I or Geology I)

(b) *Second Year*

- Agricultural Economics I
- Agronomy I
- Animal Science I
- Biochemistry I
- Genetics I
- Microbiology I
- Pasture Science I
- Soil Science I



(c) *Third Year*

At the commencement of the third year students will have the option of specializing in Animal or Plant Science. No student will be permitted to change his option except with the consent of Senate.

Animal science Option

- Agricultural Economics II
- Animal Science II
- Biochemistry IIL
- Pasture Science II
- Anatomy & Physiology I
- Animal Health I
- Smallstock Science I

Plant Science Option

- Agricultural Economics II
- Agronomy II
- Biochemistry IIL
- Pasture Science II
- Soil Science II
- Horticultural Science I
- Plant Pest Control I

(d) *Fourth Year*

Animal Science Option

- Animal Science III
- Animal Health II
- Agricultural Engineering I
- Agricultural Extension I
- Biometry I
- Dairy & Poultry Science I
- Seminar

Plant Science Option

- Agronomy III
- Pasture Science III (or Horticulture II)
- Soil Science III
- Agricultural Engineering I
- Agricultural Extension I
- Biometry I
- Seminar

FACULTY RULES FOR THE BACHELOR DEGREES

Passmark

- Ag.9. (a) To qualify for the writing of examinations in any course, a student must obtain a year mark of at least 40%.
- (b) In order to pass a course a student must obtain at least 40% in the examination and an average of 50% in his year mark and examination mark combined; such year mark and examination mark shall carry equal weight for this purpose.

Supplementary examinations

Ag.10. A student shall not be admitted to a supplementary examination in any subject except where he has obtained a minimum year mark of 50% and at least 40% in the examination, and then only upon recommendation of the Head of the Department and approval by the Board of Faculty and Senate.

Degree with Distinction

Ag.11. Bachelor degrees may be awarded with distinction provided that during the last two years of study, an overall average of 75% is obtained and the degree is completed within the prescribed period.

Advancement to the next year of study

- Ag.12. (a) No student will be permitted to proceed to the second year of study until he has obtained credit for at least three courses except with special permission of the Board of Faculty.
- (b) No student will be permitted to proceed to the next year of study if more than two courses of the previous year(s) are outstanding, except with special permission of the Board of Faculty.

Ag.13. A student shall obtain credit for all courses which are successfully completed, even though he may not be advanced to the next year of study.

Practical work

Ag.14. A student may be required to spend such periods during vacations as may be determined by the Board of Faculty in carrying out practical work under the guidance of some approved person.

THE DEGREE BACHELOR OF SCIENCE IN AGRICULTURE (HONOURS)

(Please refer to the statute and the general rules for the honours degree of bachelor).

Subjects

Ag.15. The following are the subjects in which the degree B.Sc. Agric. (Honours) may be conferred:

Agricultural Economics	Soil Science
Agronomy	Genetics
Animal Science	Horticultural Science
Biochemistry	Pasture Science

1. B.Sc. graduates must have passed Chemistry III in order to be admitted to the B.Sc. Agric. (Hons.) degree in Biochemistry, and should complete the following courses as a prerequisite: Biochemistry IS, Biochemistry IIS, Genetics I, Animal Science I, Agronomy I and any other course(s) which the Board of Faculty acting upon advice of the Head of the Department may deem necessary.

2. B.Sc. Agric. graduates must have Chemistry III and the equivalent of Biochemistry II(S) as a prerequisite for the degree of B.Sc. Agric. (Hons.) in Biochemistry.

Thereafter Biochemistry honours courses 10 to 19 must be followed.

Duration

Ag.16. The minimum period of study shall be one academic year for students holding the B.Sc. Agric. degree and two years for all other Bachelor degrees.

Examinations and Pass Mark.

Ag.17 The B.Sc. Agric. (Honours) examination shall be conducted by means of written and oral papers and practical work, but the oral papers shall not exceed the written papers in number.

Ag.18. (a) The minimum pass mark for the B.Sc.Agric. (Honours) degree shall be 50% for the whole examination but a sub-minimum of 40% is required for each paper.

(b) The degree B.Sc.Agric. (Honours) may be awarded with distinction provided that the average examination mark is not less than 75%.

THE DEGREE MASTER OF SCIENCE IN AGRICULTURE

The subjects in which the degree of M.Sc.Agric. may be conferred are the same as those listed in Ag. 15.

Ag.19. A candidate for the degree of M.Sc.Agric. shall have obtained the degree of B.Sc.Agric. (Honours) of the University in the subject in question or shall have been admitted to the status of the degree of B.Sc.Agric. (Honours) in the University and have satisfied the Senate as to his qualifications in the subject concerned, before being admitted to examination for a Master's degree.

Ag.20. The minimum pass mark for the M.Sc. Agric. degree shall be an average of 50% for both the examination and dissertation, but a sub-minimum of 40% is required for each written examination and 50% for the dissertation.

Ag.21. The degree M.Sc.Agric. may be conferred with distinction provided that a combined mark of not less than 75% is obtained for the examination and dissertation.

THE DEGREE DOCTOR OF SCIENCE IN AGRICULTURE

See the general rules G42 to G56.

Ag.22. A candidate for the degree shall be required to pursue an approved course of study and research on some subject connected with Agricultural Science.

THE DIPLOMA IN AGRICULTURE

The Faculty rules Ag.9 to Ag.14 also apply to the Diploma in Agriculture.

Admission

Ag.23 The minimum entrance requirement is a Senior Certificate or its equivalent.

Duration and curriculum

Ag.24. The minimum duration of the course shall be two years.

Ag.25. The curriculum shall consist of the following courses:

(a) *First Year*

- Animal Science Ib
- Biology I
- Chemistry IA
- Plant Science Ib

(b) *Second Year*

Students must indicate at the commencement of the second year whether they intend following the S.T.D. Course. Students intending to follow the S.T.D. course must take Education I in the second year and in their S.T.D. year, students must take Method of Teaching Agricultural Science.

- Animal Science IIB
- Plant Science IIB
- Agricultural Economics Ib
- Agricultural Engineering Ib
- Soil Science Ib
- One of the following subjects: Animal Health Ib,
Education I or Horticultural Science Ib

Distinction

Ag.26. To obtain the Diploma with distinction, a student must obtain at least an overall average of 75% in the final year.

Conversion to B.Agric.

Ag.27. A student can change from the Diploma to the B.Agric. degree course and vice versa only with the permission of Senate upon recommendation of the Board of Faculty.

THE DIPLOMA IN AGRICULTURAL EXTENSION

Admission

Ag.28. The minimum requirement for admission to the Diploma in Agricultural Extension is a Bachelor's degree in Agriculture.

Further details concerning this Diploma obtainable from the Dean.

AGRICULTURAL ECONOMICS

Course I

Introduction : historical background of the South African economy and Agriculture's role in it.

Price theory : Utility, supply and demand on a perfect market, price elasticity, cobweb theorem.

Production function analysis : Functions of economic systems, the concept of a production function, law of diminishing marginal returns, elasticity of production, factor product relationship, factor/factor relationship, product/product relationship.

Location of agricultural production :

Marketing : Approaches to marketing problems, factors affecting demand and supply, some functional problems.

Record keeping : Capital expenditure accounting, labour and machinery records. (Three lecture periods and half a practical class per week).

Course II

Production economics : Resource allocation and enterprise combination, resource classification, capital use and business size.

Farm management : Basic principles in farm management, economics of farm labour use, management of the animal enterprises, management of the crop enterprises, farm planning.

Natural resource economics : Classification of natural resources, supply and demand of natural resources, time factor rewards and resource valuation, location theory as basis of resource planning, evaluation techniques.

Marketing : Commodity marketing, firm decision making and competition, vertical and horizontal integration, South African Marketing Act and control boards, application of research to agricultural marketing problems. Co-operatives: function of co-operatives, place and problems in co-operative marketing, the South African situation.

Record keeping : Farm management records, techniques of analysing farm management records.

(Three lecture periods and one practical class per week).

AGRICULTURAL ENGINEERING

The field of Agricultural engineering, power plants and the power requirements of machinery and tools; repair work, the workshop and its equivalent, farm machinery, different types of machines, their operation and maintenance, power transmission of belts, axles and gears.

Implements : Operation, maintenance and repair.

Surveying : Measuring techniques and apparatus.

Cooling : Radiators, heat insulation and cooling systems.

Architecture : Fundamentals, farm buildings and building materials.

Hydraulics : Water pressure, pumps, their operation and installation.

Electricity : Fundamentals.

(Three lecture periods and half a practical class per week).

AGRICULTURAL EXTENSION

Particulars still to be finalized.

(Three lecture periods and half a practical class per week).

AGRONOMY

Course I

Introduction to Agronomy: Population growth in relation to food reserves; human nutrition with specific reference to the alleviation of deficiency states in the Bantu Homelands.

Crop Ecology: Agricultural Climatology; Assessing the climatological limitations with respect to crop production; agroclimatological and agroecological regions of South Africa with emphasis on the Bantu Homelands.

Plant-water relations: Energy balance concepts; evapotranspiration; plant and soil moisture stress interaction; drought hardening and drought resistance.

Temperature: Plant-temperature interaction in relation to temperature summation, phenology, frost damage and -hardening.

Light: Quality, intensity and duration in relation to crop yield.

Mineral nutrition: Physiological aspects of mineral nutrition of crop plants; nitrogen fixation; interaction between soil fertility and other environmental factors.

Farm Machinery: Farm equipment; tillage practices; seedbed preparation; mulching.

Weed Control: Aspects of plant competition; identification of crop weeds; mechanical, chemical and biological methods of weed control.

Farm planning: Fitting the farming system to the natural controls; conservation and reclamation farming in the Bantu Homelands. Crop rotation and ley farming.

Practical work: Demonstrations of farming practices; a study of meteorological instruments; identification and classification of weeds; a study of silage and haymaking techniques.

(Three lecture periods and half a practical class per week).

Course II

Growth analysis: A study of the physiology; specific climatological requirements and production of the most important agronomic crops of South Africa.

Practical work: A study of the morphology of agronomic crops; field trips; exercises in agronomic aspects of farm planning.

(Three lecture periods and one practical class per week).

Course III

Principles of irrigation and estimation of moisture requirements of crops; cropping systems for sustained crop production; advanced plant nutrition and crop fertilization techniques; grading, processing and storage of crop products; advanced principles of weed control; plant breeding techniques; (Department of Genetics); laboratory, field plot and glasshouse research techniques in crop science; the presentation and interpretation of scientific data.

Practical work: Field trips, laboratory studies and field scale production projects with selected crops.

(Four lecture periods and one practical class per week).

ANATOMY AND PHYSIOLOGY

Course I

The anatomy and physiology of farm animals supported by histology and embryology. Emphasis placed on normal development and function to provide a background for the animal health course.

Practical work: Anatomy, physiology and histology of healthy organ systems.

(Three lecture periods and half a practical class per week).

ANIMAL HEALTH

Course I

Clinical and pathological examination of farm animals. Some examples of the most important medical, surgical and gynaecological conditions of farm animals giving aetiology, course, treatment and prophylaxis.

Practical work: Demonstration of clinical cases and elementary therapeutic principles.

(Three lecture periods and half a practical class per week).

Course II

Continuation of medical, surgical and gynaecological conditions of farm animals.

Practical work: Demonstration of clinical cases and elementary therapeutic principles.

(Three lecture periods and half a practical class per week).

ANIMAL SCIENCE

Course I

Origin, domestication and distribution of livestock; livestock breeds; the livestock industry, and production in South Africa with special reference to the Bantu Homelands; livestock regionalisation and integration and the influence of physical characteristics on production.

Principles of animal production: Reproduction, growth and development; ecological considerations and adaptation; hides and skins.

Practical work: Livestock judging and general farm and livestock management.

(Three lecture periods and half a practical class per week).

Course II

Nutrition: Elements of nutrition of farm animals; South African feeding stuffs.

Feeding, care and management of farm animals: Dairy farming; beef production; horse management; sheep and goats; poultry production; other species.

Practical work: Practical feeding; balancing of rations; chemical analyses and feed evaluation; livestock integration in farming systems; visits to local farms and other institutions.

(Three lecture periods and one practical class per week).

Course III

Animal breeding and livestock improvement (divided between Animal Science and Genetic lectures).

(Two lecture periods and half a practical class per week).

Meat Science.

(Two lecture periods and half a practical class per week).

Applied nutrition.

(Two lecture periods and one practical class per week).

BIOCHEMISTRY

Course II

Introduction to the chemistry of carbohydrates, lipids, proteins, nucleic acids, vitamins, enzymes and minerals; biochemical energetics; intermediary metabolism of carbohydrates, fats and nitrogenous compounds; theory of buffers.

Practical work: Determination of pH; preparation of buffers; qualitative tests for carbohydrates, fats and proteins; photometry; polarimetry; the Kjeldahl method for N-determination.

(Three lecture periods and half a practical class per week).

Course III

A study of the advanced principles of nutrition under the headings of: digestibility; digestion and absorption; the energy content of foods and the partition of food energy within the animal; systems of expressing the energy value of foods; protein evaluation and growth stimulating compounds.

Discussion of the principles of protein biosynthesis, oxidative phosphorylation and photosynthesis.

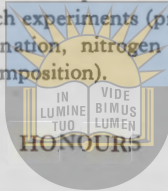
(Three lecture periods and one practical class per week for one semester).

Animal Science option: The biochemistry of some specialised tissues viz. blood, lymph, urine, muscle and bone tissue and the eye. Discussion of animal hormones under the headings of occurrence, structure, function, biosynthesis and catabolism. Principles of immunology.

(Three lecture periods and one practical class per week for one semester).

Plant Science option: A treatise on the nitrogen cycle; a study of plant hormones under the headings of occurrence, structure, function, biosynthesis and catabolism. The biochemistry of seeds (formation, germination and senescence); plants (growth, flowering and senescence) and fruit (formation, ripening, energy requirements and the enzyme systems). (Three lecture periods and one practical class per week for one semester).

Practical work for course III: A complete food evaluation experiment, including those techniques that are used in such experiments (preparation and drying of the sample, fat extraction, crude fibre determination, nitrogen determination, calorimetry, determination of minerals and amino acid composition).



Biochemistry 10:

A study of standard laboratory apparatus as well as research methods e.g. chromatography, electrophoresis, spectroscopy, distillation, ultra- and centrifugation, counter-current distribution, polarimetry, gas chromatography, manometry, electron microscopy, ultrasonic vibration and isotopes techniques.

(1 lecture plus 3 practicals (two semesters)).

Biochemistry 11:

Special aspects of the biochemistry of plants and micro-organisms including cell-wall structure, mineral metabolism, alkaloids and plant hormones.

(1 lecture for one semester)

Biochemistry 12:

A study of the advanced principles of nutrition, including energy metabolism, vitamin and trace element nutrition, nutrition and metabolic disorders.

(2 lectures plus 1 practical (one semester)).

Biochemistry 13:

A study of the mechanism of metabolic control in living organisms.

(1 lecture (one semester)).

Biochemistry 14:

The biochemistry of drugs, antibiotics and toxic substances.

(1 lecture (one semester)).

Biochemistry 15:

Physico-chemical properties of amino acids, peptides and proteins, including isolation and purification, structure elucidation and peptide synthesis.

(2 lectures plus 1 practical (one semester)).

Biochemistry 16:

Physico-chemical properties, chemical synthesis, biosynthesis and identification of carbohydrates.

(1 lecture plus 1 practical (one semester)).

Biochemistry 17 :

Physico-chemical properties of nucleic acids including protein biosynthesis and the genetic code, structure elucidation and polynucleotide synthesis.

(1 lecture plus 1 practical (one semester).)

Biochemistry 18 :

A study of membranes, subcellular particles and the methods of fractionation as well as combination.

(1 lecture plus 1 practical (one semester).)

Biochemistry 19 :

Seminars on the recent developments in biochemistry.

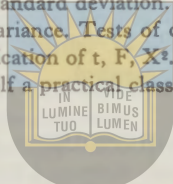
(The equivalent of 1 lecture for two semesters.)

BIOMETRY

Course I

Classification and tabulation; frequency tables. Arithmetic mean, weighted mean, median and mode and their computation, properties, relative advantages and disadvantages. Skewness. Dispersion. Standard deviation. Correlation. Linear regression lines. Methods of sampling. Sampling variance. Tests of differences between averages. Sampling distributions: study and application of t , F , X^2 . Variance and variance analysis.

(Three lecture periods and half a practical class per week).



GENETICS

University of Fort Hare
Course I
Together in Excellence

The nature of the genetic material: Distinction between animate and inanimate matter; the cell theory of life; elementary cell structure; cell division; reproductive life cycles; nucleic acids as the genetic material; (cytological data and Griffith and Avery, McLeod and McCarty); replication and synthesis of nucleic acids.

The distribution, expression and interaction of genetic material: Mendelian principles; modified Mendelian ratios, gene interaction; lethal genes; environmental effects; probability and statistical testing; quantitative inheritance; elementary analysis of quantitative characters.

Linkage and recombination: The chromosome theory of heredity (sex determination) nondisjunction and attached chromosomes; the nature of recombination; chromosome mapping in diploids.

Mutation and chromosomal aberrations: Changes in chromosome number; translocations; deletions and inversions; spontaneous and induced mutations; the chemical and structural basis of mutation.

Biochemical genetics: Gene control of human metabolism; genetic control of biosynthetic pathways in micro-organisms; the one gene-one function hypothesis; gene control of protein synthesis; gene control mechanisms.

The role of genes in development: Differentiation in viruses and bacteria; differentiation in multicellular organisms; gene action in development; patterns of development.

Introduction to plant and animal breeding: The need for breeding programmes; genetic character of economically important traits; inbreeding, line breeding and the genetic consequences of breeding programmes; hybridization and hybrid vigour; progeny testing.

(Three lecture periods and half a practical class per week).

Course IA

Cytology and cytogenetics: The structure and function of subcellular components; mitochondria, plastids, golgi bodies, cellular membranes, ribosomes etc.; the nucleus, chromosome morphology, the karyotype, comparison of genetic and cytological chromosome maps, cell division, chromosome replication; cytological techniques for the examination of subcellular structures, including light microscopy, electron microscopy and microchemical techniques; practical use of the light microscope, preparation of smears, squashes, sections and whole mounts; bedding in various media; fixatives and stains; microchemical tests.

(Two lecture periods and half a practical class per week).

SPECIAL COURSE IN ANIMAL BREEDING

(Given as part of the Animal Science III course).

Nature and reasons for animal breeding; types of gene action; the laws of probability and principles of population genetics; mutations, detrimental and lethal genes; principles of selection; selection of superior breeding stock; factors affecting selection efficiency; inbreeding; measurement of inbreeding and relationships; linebreeding; outbreeding and crossbreeding.

(Two lecture periods and half a practical class per week for one semester).

SPECIAL COURSE IN PLANT BREEDING

(Given as part of the Agronomy III course).

Nature and objects of plant breeding; plant reproduction and breeding methods; the breeding of self-pollinated crops; the breeding of cross-pollinated crops; breeding for disease resistance; hybridization; polyploidy; pure line breeding; mutation breeding; distribution and maintenance of improved varieties.

(Two lecture periods and half a practical class per week for one semester).

HORTICULTURAL SCIENCE

Course I

General scope of the horticultural industry: Present levels of production and consumption; potential and value of horticultural crops in the Bantu Homelands.

Fruit studies: Detailed growth and production studies of bananas, citrus, pecan nuts and peaches; principles of fruit classification, climatology, climatic requirements, dormancy, propagation, nursery and nursery practices, pruning, thinning, orchard layout culture, flower and fruit set and development, nutritional value, picking, handling, storage and adaptation of marketing requirements of fruit.

Vegetable studies: Detailed growth and production studies of cabbages, tomatoes and peas; principles of classification, climatic requirements, propagation, composition and quality, nutritional value, culture, rotational cropping, seed production and adaptation to marketing requirements of vegetable crops.

Practical work: Orchard sites, windbreaks, orchard layout, planting and transplanting, propagation, pruning, fertilization practices, weed and pest control, irrigation, fruit and vegetable classification, identification and marketing. Tours to local farms, fruit packhouses and canning factories.

(Three lecture periods and half a practical class per week).

Course II

Fruit studies: Advanced growth and production studies of selected tropical, subtropical deciduous fruits, grapes and berries.

Vegetable studies: Advanced growth and production studies of selected vegetables.

Horticultural research techniques.

Practical work: Cultivar studies; pruning and thinning; trellising of grapes and berries; identification; prevention and control of diseases; insect pests and mineral deficiencies; leaf analysis; nursery practices; selection and handling of plant material; fertilization and weed control of selected fruit and vegetable crops. Tours to areas of horticultural interest.

(Four lecture periods and one practical class per week).

MICROBIOLOGY

(Course in preparation consult Head of Department.)

PASTURE SCIENCE

Course I

Classification, morphology and chemical composition of grasses; the ontogeny of the grassplant; plant ecology; vegetation of South Africa; fire in vegetation and its use in pasture management; utilization of vegetation by wild ungulates.

(Three lecture periods and half a practical class per week).

Course II

Grazing terminology; palatability, acceptability and nutritive value of different South African veld types; physiological and ecological approaches to the principles of veld management; grazing management practices; veld management systems; control of encroaching and undesirable species in the veld; the production and utilization of summer and winter forage from cultivated pastures; land use planning in accordance with Pentz' scheme.

(Three lecture periods and one practical class per week).

Course III

Advanced veld management; replacement and reinforcement of natural grazing; physiological functions of the grass plant; pasture research techniques; quantitative plant ecology; grass morphology and taxonomy; soil conservation; seminars and project.

(Four lecture periods and one practical class per week).

PLANT PEST CONTROL

(Course in preparation consult Head of Department.)

CROP PHYSIOLOGY

Enzymology; respiration; photosynthesis plant-water relations; growth regulators auxins with respect to agronomic and horticultural crops.

(Two lecture periods and half a practical class per week).

POULTRY AND DAIRY SCIENCE

POULTRY SCIENCE

Course I

Poultry industry: World; South Africa; Bantu areas; evolution and classification of breeds and their usefulness and characteristics.

Reproduction and production: Egg and meat production; incubation principles and requirements; poultry rearing and flock management and nutrition; environmental and genetic factors influencing production; marketing of poultry products.

Practical work: In laboratory and on poultry unit; visits, etc.

(Three lecture periods and half a practical class per week for one semester).

DAIRY SCIENCE

Introduction : Historical survey and present scope of the dairy industry; production and consumption of dairy products.

Milk composition : Various products; importance of milk in the human diet; care and handling of milk and cream.

Dairy chemistry :

Dairy microbiology : Dairy testing on the farm and in the factory.

Dairy technology : Butter, cheese and other products; brief introduction to company management and production hygiene.

(Three lecture periods and half a practical class per week for one semester).

SEMINAR

Agricultural scientific literature and use thereof. Methods of seminar preparation and presentation. Three seminars to be presented by each student on topics to be furnished by the Faculty Seminar Committee.

(Three lecture periods per week).

SMALLSTOCK SCIENCE

Course I

Organisation of sheep and wool industry and goat and mohair industry in South Africa; genetic and environmental influences on production, with particular reference to the Bantu Homelands; reproduction, growth and production in sheep and goats; special nutritional breeding and management considerations; farming with woolbreeds and breed associations, etc.

Fibre science : Textile fibres; histology of skin and fibre; physical characteristics and attributes of animal fibres; fibre chemistry; handling of wool and mohair; impurities in fibre production; marketing and industrial processing.

Practical work : Judging of smallstock; nutrition and management; handling, classification and typing of wool and mohair.

(Three lecture periods and half a practical class per week).

SOIL SCIENCE

Course I

Most important minerals and rocks involved in soil formation; outline of the geology of South Africa; weathering of rocks and minerals and the formation of soil.

The general composition of soils : Most important properties of the solid, liquid, gaseous and biological phases; elementary soil biology; chemistry of the solid phase with special reference to the essential plant nutrients; the clay fraction; introductory clay mineralogy; chemical and colloidal properties of clays, e.g. charge, exchange phenomena, nutrient fixation, flocculation and dispersion; the soil solution; soil acidity and liming; salt affected soils, their prevention and reclamation.

Physical properties of soils : Particle size analysis, density and bulk density, moisture retention, evapotranspiration and moisture control; soil temperature.

Soil organic matter : Source and decomposition; importance; ammonification and nitrification.

Soil fertility : Methods of evaluating, nutrient deficiencies, pot experiments, foliar analysis, tissue testing etc; chemical soil tests and their limitations.

Fertilizers : Nitrogen, phosphorous and potassium; types and their manufacture; farmyard manure.

Practical work : Field excursions; laboratory studies to demonstrate and evaluate some of the above aspects.

(Three lecture periods and half a practical class per week).

Course II

Pedology: The soil profile; its importance in pedology; horizon nomenclature. Soil genesis: the accumulation of parent materials and soil formation in relation to landscape formation; rock and mineral weathering; factors of soil formation; horizon differentiation including a discussion of processes which have probably played a dominant role in the genesis of important classical soils e.g. chernozem, podsol, solonchak, solonets, and in important South African soils; soil classification: classical systems; the 7th approximation; the system currently used in South Africa; land capability; its meaning; factors of importance; its relationship to soil classification; an introduction to its assessment.

Practical work: The description and identification of soil profiles in the field; assessment of land capability; an introduction to soil survey and mapping.

Soil productivity: Chemical aspects (soil fertility); the occurrence and chemical aspects of plant nutrients in the soil; physical aspects; a brief review of soil characteristics which influence the supply of air and water to the plant; physico-chemical aspects; the brak problem; interactions between irrigation water and the soil and the importance of irrigation water quality.

Practical work: Chemical analyses; assessment of the nutrient status of soils by pot experiments; diagnostic analyses of brak soils; the chemical analysis of irrigation water and assessment of quality from the results.

(Three lecture periods and one practical class per week).

Soil physics: Soil-water-plant relationships; energy concepts; elementary moisture dynamics; soil structure and its significance in agriculture.

Soil chemistry: More advanced discussion of exchange and fixation phenomena; acidity, liming and aluminium toxicity; chemistry of the macro- and micro nutrients in the soil.

Irrigated soils: A more advanced discussion of the important physical and chemical reactions which occur in irrigated soils; soil characteristics important in assessing irrigation potential.

Soil biology: The most important soil organisms and their functions; the C, N and S cycles.

Practical work: Determination of soil moisture constants, physical properties; chemical analyses; pot experiments; plant analyses.

(Four lecture periods and one practical class per week).

SYLLABUS

FOR THE DIPLOMA IN AGRICULTURE AGRICULTURAL ECONOMICS

Course I and Course II Syllabi of the Diploma in Agriculture are the same as those for the degree courses.

ANIMAL PRODUCTION

Course I

Introduction to animal husbandry and the livestock industry in South Africa; types and breeds of farm livestock; evolution, origin, characteristics and usefulness.

Elements of nutrition of farm animals: Nutrients and nutrient requirements; balanced rations, economy, etc.; feedingstuffs; roughages; succulents; fodder trees and shrubs; concentrates; feeding, care and management of farm animals; dairy farming; breeding, rearing, feeding, management, clean milk production, and the marketing of dairy products; etc.

(Five lecture periods and half a practical class per week).

Course II

Feeding, care and management of farm animals :

Beef : Beef production; intensive, semi-intensive and extensive forms of production etc.,

Poultry : Rearing, feeding, housing and management; marketing; diseases, etc.

Pig production : Breeding, feeding, housing and management; marketing; etc.

Horse : Management.

Sheep and Goat Farming : Wool production and handling, etc., goats, mohair, etc.; the meat potential of the eland, and related species; possible future role.

Rabbit farming : The production of meat and pelts.

Reproduction in farm animals and artificial insemination :

Animal Health : Diagnosis and treatment of animal diseases; first-aid treatment; endo and ecto-parasites and their control; poisonous materials and treatment of poisoning; etc.

Animal breeding systems and livestock improvement :

Animal by-products : Hides and skins, manure, bonemeal; bloodmeal.

Farm butchery : Meat inspection; hygiene; useful cuts, etc.

Practical work and demonstrations : Carried out in the laboratory and on the University farms, and visits are made to agricultural institutions and factories during the year.

(Six lecture periods and one practical class per week).

METHOD OF TEACHING AGRICULTURAL SCIENCE

Agricultural Science as a school subject. Aims of teaching agricultural science. Place of the subject in the school syllabus. The syllabus and method of teaching the subject. The teaching of the subject.

PLANT PRODUCTION

University of Port Hare
Course I
Together in Excellence

Role of crop production in South Africa : Average gross value of the most important agricultural crops produced in South Africa and in the Bantu Homelands; contributions of crops to the national income; ecological distribution of natural vegetation and cultivated crops in South Africa.

Factors which play a part in crop production in South Africa : Climate, topography, economical factors; agro-ecological studies of the main crop areas; crop production in the Bantu Homelands.

Properties of crop soils : Soil preparation and implements used for cultivation.

Soil fertility and crop production :

Production systems : Mono culture, crop rotation, green manuring and ley farming.

Agricultural seed and seeding practices :

Weeds and their control :

Conservation farming :

Practical work : Laboratory studies and characteristics of important cultivated practical farm work and demonstrations.

(Three lecture periods and half a practical class per week).

Course II

Agricultural climatology :

Elements of climate : Insolation, winds, temperature, frost, precipitation; climatic regions suitable for crops; measuring instruments; daily and seasonal variations in climatic elements and the influence of these factors on crop plants.

South African Weather Bureau : The climate of South Africa; the climate of the Bantu Homelands; the hydrological cycle; importance of water; losses of water; factors which cause losses; evapotranspiration; droughts in South Africa.

Food and Fodder Crops : Classification of the main crop groups; summer and winter crops; classification of the fodder crops; drought resistant crops; veld types and pastures in South Africa; feeding value and management; conservation of grain and fodder crops.

Practical work : Field studies and laboratory work in connection with the most important crops.

(Five lecture periods and one practical class per week).

SOIL EROSION AND CONSERVATION

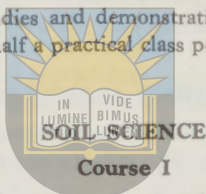
Soil Erosion : World position of erosion; the different forms of erosion in South Africa.

Causes of erosion : Climate and erosion; rainfall penetration co-efficients and run-off. Soil losses resulting from cultivating practices and from livestock production on farms. Relationship of erosion to crop yields and changes in normal plant development. General after-effects of the erosion problem.

Soil conservation : Basic principles of conservation as applied to crop and livestock husbandry; the use of contour, strip-cropping, terracing and dams in soil conservation; prevention of gully and donga erosion; the role played by Government Departments and organised agriculture in the prevention of erosion. The use of instruments and machines and the influence of various plants in soil conservation.

Practical work : Field studies and demonstrations.

(Two lecture periods and half a practical class per week).



Soil forming minerals and rocks in South Africa; weathering of rocks and soil genesis; primary and secondary soils; soil constituents; physical properties of soils:— texture, structure etc.; soil air, soil temperature and soil water; physical and chemical composition of soil; colloids and their properties; soil reaction; alkaline and acid soils organic matter in soils; carbon and nitrogen cycles; soil organisms; soil fertility; fertilizer, and manures; pot and field experiments; practical laboratory and farm work; soil analysis

(Four lecture periods and half a practical class per week).

FINAL EXAMINATION SUCCESSES AT FORT HARE IN 1970

I. BACHELOR OF THEOLOGY

In Praesentia :

AMELIA MIHLOTI MAHLALE
BENJAMIN MBENENGE

Major Subjects

Biblical Studies, Systematical Theology
Biblical Studies, Systematical Theology
(with distinction)

II. BACHELOR OF ARTS

In Praesentia :

PETRONELLA NOZIPHO RUBINA BAM
FRANK MCKENNY KONISWA BOSMAN
VERNON MALUSI DAMANE
ALEXANDER EMMIL GAOMAB
SIVIWE GUGWINI
PAMELA NONTANDO GUZANA
MALIZA GWIJI
DAVID SANDILE GXILISHE
PETROS PHINDISO JACOBS
AUSTIN SIDIMA JIKWANA
VICTOR LIONEL VUYISILE JOJOZI
SABELO VINCENT KOTI
LINDELO KWATSHA
WASHINGTON MNTUWOXOLO KMYICANA
CLAXTON LUDUMO LUSASENI
DRUSILLA SIZIWE LUSU
CHRISTOPHER HUNDLEBY MZWANDILE MANGCU
GREY NKOSINATHI MASHIYI
BENJAMIN NIKANI MAZONDA
BUNTU BONIFACE MFENYANA
METHODIST MAWISILE VUMISA NDIYAKOLWA

Psychology, Sociology
Afrikaans-Nederlands, Geography
Anthropology, English
Afrikaans-Nederlands, English, Geography
Anthropology, Xhosa
Anthropology, Roman, Law, Private Law
History, Private Law
History, Xhosa
History, Xhosa
Biblical Studies, Xhosa
English, Psychology
English, History
History, Psychology
History, Xhosa
English, History
History, Xhosa
History, Xhosa
English, History
English, Xhosa
History, Xhosa
Anthropology (with distinction), English



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Together in Excellence

LOUIS MOLAMU
CHRISTIAN NGELENGELE MYATAZA
MTHUNZI SYDNEY NDZEKELI
DUMISANI NGEWU
JETRO PHATHIZIZWE NGUBANE
SIDNEY FUYIZIZWE NXALA
PAKAMISA MBULELO PANGWA
SIZWE CHURCHILL SATYO
MORRIS MAZWI WIGGETT SITHOLE
LUVU MALUSI TETYANA
SYDNEY ZANEMVULA ZOTWANA

Xhosa, Systematic Theology
English, Sociology
History, Xhosa
Anthropology, Sociology
History, Xhosa
History, Psychology
English, Xhosa
Geography, Xhosa
English, Xhosa (with distinction)
History, Psychology
English, Roman Law
History, Xhosa

In Absentia :

MARIA AMAKALI

Afrikaans-Nederlands, Ecclesiastical History

III. BACHELOR OF ARTS IN SOCIAL WORK

In Praesentia :

MAYA WYNDAM KOBOKA
MLUNGISI MAMPONDO NDAMASE
XOLANI SONJICA
CECIL MONDE TSOTSOBE

Social Work, Sociology
Social Work, Sociology
Social Work, Sociology
Social Work, Sociology

IV. BACHELOR OF SCIENCE

In Praesentia :

CECILIA NOMHLE DUZE
MANDISA HELA
SILINDY MASTERLOCK ZWELIYAZONGOMA
KENTANE

JOHN RAMABELE LANGA
MZWANDILE SIKUMBUZO MABANDLA
VUSUMZI EDMUND MOOI
MTIMKULU LUMKILE NABE
THEOPHILUS MXOLISI NDUBE
JULIA JEAN NOMATYENI NHLAPO
CYNTHIA GLORIA VAKALISA

Major Subjects

Chemistry, Mathematics
Botany, Chemistry (with distinction)

Chemistry, Zoology
Geography, Geology
Botany, Chemistry
Botany, Zoology
Botany, Zoology
Zoology, Psychology
Chemistry, Zoology
Psychology, Zoology

In Absentia :

KHAYA MFENYANA
MPHELANE PHILLIP MOGALE

Botany, Chemistry
Botany, Chemistry

V. BACHELOR OF COMMERCE

In Praesentia :

ALPHONSE VUYISILE MIYA

WISEMAN LUMKILE NKUHLU

SHADRACH MADODA ZIBI



Business Economics, Economics, Private Law

Accounting, Business Economics,
(with distinction) Economics, Statistics

Business Economics, Economics

VI. BACHELOR OF LAW

In Praesentia :

THANDWEFIKA DAZANA
BALDWIN BAILEY BAKOLISE MBALU

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POSTGRADUATE BACHELORS' DEGREES

VII. BACHELOR OF ARTS (HONOURS)

In Praesentia :

QUADRAGESIMUS MJOLI

Subject

Psychology

VIII. BACHELOR OF SCIENCE (HONOURS)

In Praesentia :

EMMA WELEKAZI MAKWETU
ZUZIWE SIPUKA

Psychology

Chemistry

In Absentia :

ANGELA ZUMA

Psychology

IX. BACHELOR OF EDUCATION

In Praesentia :

WALTER MCWELI ZANTSI

MASTERS' DEGREES

X. MASTER OF ARTS

In Praesentia :

VINCENT ZANOXOLO GITYWA (*with distinction*) Anthropology

NON-GRADUATE CERTIFICATES

XI. ATTORNEYS' ADMISSION CERTIFICATE

In Praesentia :

ISRAEL MZWAMADODA MDLULWA

XII. PUBLIC SERVICE LAW CERTIFICATE

In Praesentia :

LOUIS GEORGE MAKHOSONKE TWALA

In Absentia :

GILBERT HARGREAVES MKUNJULWA FATSHA

FRANZ HERBERT THABO NGHOME

GILBERT SINEKE

NON-GRADUATE DIPLOMAS

XIII. UNIVERSITY EDUCATION DIPLOMA (NON-GRADUATE)

In Praesentia :

MAVIS XOLISWA MARTINS

BUBELE JAMBA NTUSI

In Absentia :

PATIENCE PALMER PELIWE MADIKIZA

XIV. SECONDARY TEACHER'S DIPLOMA

In Praesentia :

JUDITH BUSISIWE GOBA

VUYANI STANLEY GODLWANA

MONDE LIMEKHAYA

LOVELY JABULA DUMILE LUSASENI

MATYUKA PETROS MBIZO

JOSEPH HERACLES MFUSI

FAREWELL MGWEBI

GLADYS NOZIPO MPEPO

NDUMISO MZUVUKILE NABE

ZOLILE WESLEY NGESI

VUYISA QUNTA

HONEYWILL SONWABO SIKWEYIYA

MZIWABANTU CLIFTON XUNDU

NOMVUYO BHABHA EDELTRUDE ZUMA

In Absentia :

BENSON NTOZABO JOBODWANA

MGULANI PATRICK MABENA

AUGUSTINE MICHAEL MAKHETHA

YVONNE NOMPUMELELO MANELI

CASWELL FUNGILE MANTLANA

WENDY VICTORIA MANTYI

SHEPHERD MALUSI MAYATULA

JAN MSEKELI MGIJIMA

EARL DE' MAWETU MZINYATI

GLORIA NOMVELISO NDIMENI

XV. DIPLOMA IN SOCIAL WORK

In Praesentia :

RONALD MBULELO MAQUBELA

Major Subjects

Social Work, Sociology



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GRADUATE DIPLOMAS

XVI. UNIVERSITY EDUCATION DIPLOMA (GRADUATE)

In Praesentia :

ANGELA TANTASWA GUZANA
SAMUEL SICELO JWILI
SIDIMA DANIEL KWINANA
MARGARET ROSE NOZIZWE LUSU
VERONICA NOMQONDISO MALOTANA
MZIMKULU TSEPISO MBALO
JOYCE BULELWA MBANJWA
SIBBERT SELBY MZIWONKE MEMA
LINEO LIZZIE MKENTANE
FRANKLIN LIZILE MNIKI
ARCHIBALD ZOLILE MRARA
MTIMKULU LUMKILE NABE
SHADRACK SEFAKO SEKO
WELLINGTON MKHULULI SOBAHLE
HENRY MOTHEBESOANE THIPA

(Distinction in Philosophy of Education)

(Distinction in Didactics)



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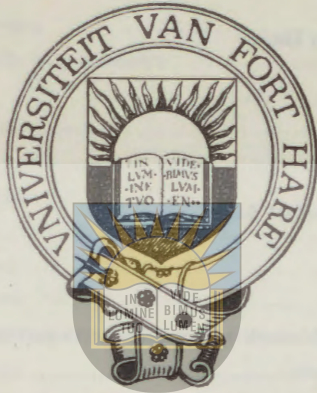
1972

UNIVERSITEIT VAN FORT HARE

JAARBOEK



University of Fort Hare
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1972

UNIVERSITEIT VAN
FORT HARE

JAARBOEK

KORRESPONDENSIE

Alle korrespondensie moet gerig word aan:—

**Die Registrateur,
Universiteit van Fort Hare,
Privaatsak 314,
Alice,
Kaap Provinsie.**

Telegrafiese Adres: **Unifort Alice.**



Telefoon nommers:

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Honeydale Plaas.....	2303

University of Fort Hare
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ROOSTER VIR 1972

JANUARIE:

Saterdag	1	Openbare Vakansie: Nuwejaarsdag
Saterdag	15	Laaste dag vir aansoeke om toelating Laaste dag vir aansoeke om beurse en lenings
Maandag	17	.....	Finansiële Komitee
Vrydag	28	.....	Beurskomitee (hernuwings)

FEBRUARIE:

Woensdag	9	.....	Akademiese personeel meld aan vir diens
Maandag	14	.....	Aanvullende eksamens begin
Donderdag	17	.....	Beurskomitee (nuwe aansoeke)
Vrydag	18	.....	Eerstejaarstudente meld aan by koshuise Finansiële Komitee en Dekane (besparings)
Maandag	21	.....	Oriëntasielesings vir eerstejaarstudente
Dinsdag	22	.....	Inskrywing van eerstejaarstudente
Woensdag	23	.....	Senior studente meld aan by koshuise Inskrywing van eerstejaarstudente (vervolg)
Donderdag	24	.....	Inskrywing van senior studente Fakulteit Landbou—vasgestelde punte vir sakelys: (i) Studentegevalle (ii) Voorleggings t.o.v. skepping van nuwe poste: 1973
Vrydag	25	.....	Inskrywing van senior studente (vervolg) Sluitingsdatum: aansoeke om matrikulasië- vrystelling
Maandag	28	.....	Begin van eerste semester Koshuiskomitee Fakulteite: Regte en Natuurwetenskappe— vasgestelde punte vir sakelys: (i) Studentegevalle (ii) Voorleggings t.o.v. skepping van nuwe poste: 1973
Dinsdag	29	.....	Fakulteite: Teologie, Lettere en Wysbe- geerte, Opvoedkunde en Handel en Administrasie—vasgestelde punte vir sakelys: (i) Studentegevalle (ii) Voorleggings t.o.v. skepping van nuwe poste: 1973

MAART:

Vrydag	3	.....	Professorale Komitee Publikasiekomitee
Maandag	6	.....	Sluitingsdatum vir laat registrasie Behuisingskomitee
Dinsdag	7	.....	Biblioteekkomitee
Maandag	13	.....	Laaste dag vir kursusveranderings
Dinsdag	14	.....	Uitvoerende Komitee van die Senaat
Donderdag	16	.....	Beurskomitee
Vrydag	17	.....	Finansiële Komitee

Vrydag	24	.....	Geboue-uitbreidingskomitee
Dinsdag	28	.....	Senaat
Woensdag	29	.....	Laaste dag van eerste kwartaal
Vrydag	31	.....	Openbare Vakansie: Goeie Vrydag

APRIL:

Maandag	3	.....	Openbare Vakansie: Paasmaandag
Donderdag	6	.....	Openbare Vakansie: Van Riebeeckdag
Maandag	10	.....	Eerste dag van die tweede kwartaal
Vrydag	14	.....	Finansiële Komitee
Maandag	17	.....	Behuisingskomitee
Dinsdag	18	.....	Uitvoerende Komitee van die Senaat
Vrydag	21	.....	Adviserende Raad
Saterdag	22	.....	Gradeplegtigheid

MEI:

Maandag	1	.....	Komitee vir Afrikanistiek
Dinsdag	2	.....	Raad
Donderdag	4	.....	Publikasiekomitee
			Fakulteit Landbou—vasgestelde punte vir sakelys:
			(i) Opgawe van eksaminatore
			(ii) Wysiging van graadreëls en leerplanne
Maandag	8	.....	Biblioteekkomitee
			Fakulteite: Regte en Natuurwetenskappe
			—vasgestelde punte vir sakelys:
			(i) Opgawe van eksaminatore
			(ii) Wysiging van graadreëls en leerplanne
Dinsdag	9	.....	Fakulteite: Teologie, Opvoedkunde, Lettere en Wysbegeerte en Handel en Administrasie—vasgestelde punte vir sakelys:
			(i) Opgawe van eksaminatore
			(ii) Wysiging van graadreëls en leerplanne
Donderdag	11	.....	Openbare Vakansie: Hemelvaart
Dinsdag	23	.....	Uitvoerende Komitee van die Senaat
Donderdag	25	.....	Beurskomitee
Vrydag	26	.....	Finansiële Komitee
Maandag	29	.....	Eerstejaarstudente: laaste dag vir voorlegging van matrikulasiesertifikate aan Registrateur
Dinsdag	30	.....	Geboue-uitbreidingskomitee
Woensdag	31	.....	Openbare Vakansie: Republiekdag

JUNIE:

Donderdag	1	.....	Behuisingskomitee
Dinsdag	6	.....	Vergrote Senaat
Woensdag	14	.....	Finansiële Komitee
Donderdag	15	.....	Adviserende Raad
Vrydag	16	.....	Laaste dag vir indiening van departementele begrotings by Dekane
Dinsdag	20	.....	Raad
Donderdag	22	.....	Laaste dag van eerste semester

JULIE:

Maandag	10	.....	Openbare Vakansie: Gesinsdag
Donderdag	20	.....	Eerste dag van tweede semester Beurskomitee
Vrydag	21	.....	Finansiële Komitee
Donderdag	27	.....	Publikasiekomitee Fakulteit Landbou—vasgestelde punte vir sakelys: (i) Voorleggings t.o.v. bevordering van personeel: 1973 (ii) Voorleggings t.o.v. departemente en kurssusse: 1973
Maandag	31	.....	Laaste dag vir afstuur van konsepvraestelle aan Eksterne Eksaminatore Koshuiskomitee Fakulteite: Regte en Natuurwetenskappe—vasgestelde punte vir sakelys: (i) Voorleggings t.o.v. bevordering van personeel: 1973 (ii) Voorleggings t.o.v. departemente en kurssusse: 1973

AUGUSTUS:

Dinsdag	1	.....	Fakulteite: Teologie, Lettere en Wysbegeerte, Opvoedkunde en Handel en Administrasie—vasgestelde punte vir sakelys: (i) Voorleggings t.o.v. bevordering van personeel: 1973 (ii) Voorleggings t.o.v. departemente en kurssusse: 1973
Donderdag	3	.....	Professorale Komitee
Maandag	7	.....	Behuisingskomitee
Dinsdag	8	.....	Biblioteekkomitee
Vrydag	11	.....	Finansiële Komitee
Dinsdag	15	.....	Uitvoerende Komitee van die Senaat
Dinsdag	29	.....	Senaat
Donderdag	31	.....	Laaste dag van die derde kwartaal

SEPTEMBER:

Maandag	4	.....	Openbare Vakansie: Setlaarsdag
Donderdag	7	.....	Eerste dag van die vierde kwartaal Adviserende Raad Laaste dag vir indiening van eksamenvraestelle by Eksamenbeampte
Dinsdag	12	.....	Raad Geboue-uitbreidingskomitee
Woensdag	13	.....	Raad Finansiële Komitee
Donderdag	21	.....	Beurskomitee
Dinsdag	26	.....	Komitee vir Afrikanistiek
Donderdag	28	.....	Fakulteit Landbou

OKTOBER:

Maandag	2	.....	Laaste dag vir die indiening van jaarsyfers Fakulteite: Regte en Natuurwetenskappe
Dinsdag	3	.....	Fakulteite: Teologie, Lettere en Wysbe- geerte, Opvoedkunde en Handel en Ad- ministrasie
Vrydag	6	.....	Biblioteekkomitee
Dinsdag	10	.....	Openbare Vakansie: Krugerdag
Donderdag	12	.....	Publikasiekomitee
Vrydag	13	.....	Finansiële Komitee
Dinsdag	17	.....	Uitvoerende Komitee van die Senaat
Vrydag	20	.....	Lesings word gestaak
Maandag	23	.....	Behuisingskomitee
Woensdag	25	.....	Eksamens begin
Dinsdag	31	.....	Senaat

NOVEMBER:

Dinsdag	7	.....	Geboue-uitbreidingskomitee
Vrydag	10	.....	Finansiële Komitee
Donderdag	16	.....	Adviserende Raad
Saterdag	18	.....	Eksamens eindig
Dinsdag	21	.....	Raad
Maandag	27	.....	Laaste dag vir indiening van eksamenpunte by Fakulteitsekretariaat
Donderdag	30	.....	Laaste dag vir afstuur van konsepvraestelle vir aanvullende eksamens aan Eksterne Eksaminatore

DESEMBER:

Vrydag	1	.....	Fakulteite: Vasgestelde punte vir sakelys: Uitsetting van studente om Akademiese Redes
Woensdag	6	.....	Uitvoerende Komitee van die Senaat
Donderdag	7	.....	Laaste dag van tweede semester
Saterdag	16	.....	Openbare Vakansie: Gelofedag
Maandag	25	.....	Openbare Vakansie: Kersdag
Dinsdag	26	.....	Openbare Vakansie: Tweede Kersdag

Administratiewe Kantore sluit: 25 Desember 1972—2 Januarie 1973.

DIE UNIVERSITEIT VAN FORT HARE, SUID AFRIKA

1. Stigting en geskiedenis

Die opening van Fort Hare Universiteitskollege op 8 Februarie 1916, het die kroon geplaas op die lang volgehoue sendingpoging op Bantoe-onderwysgebied deur die United Free Church of Scotland. Reeds in 1878 het Dr. James Stewart van Lovedale die noodsaaklikheid ingesien vir die skepping van 'n inrigting met Christelike inslag vir onderrig op universiteitsvlak.

As gevolg van versoë deur Dr. Stewart het die Inter-koloniale Naturellesakekommissie, 1905, waarvan Sir Godfrey Lagden president was, aanbeveel: „Dat 'n sentrale Bantoe-kollege of soortgelyke inrigting gestig word en ondersteun word deur die verskillende State, vir die opleiding van Naturelle-onderwysers en om geleentheid vir hoër onderwys te skep vir Bantoe-studente.”

'n Waarborgfonds is in 1907 gestig met 'n Uitvoerende Raad onder voorsitterskap van Eerw. James Henderson, M.A., Prinsipaal van Lovedale. 'n Skenking van R20,000 is aan hierdie fonds gedoen deur die Algemene Raad vir die Transkei-Gebiede. Die United Free Church of Scotland het 'n perseel te Fort Hare aangebied as deel van 'n bydrae van R10,000 en bydraes is gemaak of belowe.

Gedurende November 1914 is 'n konstitusie vir die Kollege finaal goedgekeur en is 'n beheerraad vir die Kollege in die lewe geroep wat sy eerste vergadering gedurende Januarie 1915 gehou het. Die perseel wat deur die United Free Church of Scotland te Fort Hare aangebied is, is aanvaar en met die belofte van 'n jaarlikse bydrae van die Regering is die Kollege op 8 Februarie 1916 deur Generaal Louis Botha, Eerste Minister van die Unie van Suid-Afrika, geopen.

Dr. A. Kerr was die prinsipaal van die Kollege sedert sy stigting in 1916 en het in hierdie hoedanigheid gedien tot sy aftree in 1948. Die uitbreiding en groei van die Kollege onder prinsipaal Kerr is 'n paslike huldeblyk aan 'n leeftyd van onbaatsugtige en toegewyde diens in 'n taak wat hy as die doelstelling en strewe van sy lewe aanvaar het.

Professor C. P. Dent wat gedurende 1922 by die personeel aangesluit het, was prinsipaal vanaf Maart 1949. Hy het as gevolg van swak gesondheid aan die einde van 1955 afgetree na 33 jaar van toegewyde diens aan die Kollege.

Sedert 1955 is die prinsipaalspos nie permanent gevul nie, dog tydelike aanstellings is van tyd tot tyd gedoen. Professor H. R. Burrows wat kort tevore uit die leerstoel in Ekonomie van die Universiteit van Natal afgetree het, het vanaf die begin van 1958 tot aan die einde van 1959 as prinsipaal ageer waarna die Kollege oorgeplaas is na die Departement van Bantoe-onderwys en Prof. J. J. Ross as Rektor aangestel is.

Nadat Prof. Ross afgetree het, is Prof. J. M. de Wet aangestel as Rektor vanaf 1 Julie 1968.

Soos te begrype, het Fort Hare as 'n Kollege 'n baie klein en tentatiewe begin gehad. Daar is op twee vlakke by die kollege begin. Terwyl 'n paar studente vir universiteitstoegang voorberei is, moes die meerderheid die gebreke in hulle na-primêre studies aanval of studeer vir Handels-en Landboudiplomas. Daar was twee voltydse personelede; lesings is gegee in 'n nederige geboutjie wat as „tuiste” sou dien vir die eerste vyf jaar.

Gedurende 1918 het die Unie-Regering R21,600 voorgeskiet om die middelste gedeelte van die Hoofgebou op te rig wat, volgens 'n eenparig besluit van die beheerraad met die naam van Dr. Stewart verbind sou word. Ten spyte van oorlogsomstandighede is die oprigting van die eerste permanente gebou van die Kollege toe verseker. Gedurende dieselfde jaar het die Wesleyan Methodist Church of South Africa, wat sedert

die aanvang van die skema daarin belanggestel het, besluit om dadelik voort te gaan met die oprigting van 'n koshuis om studente wat lede van die Kerk was, te huisves en om gebruik te maak van geleentheid deur die beheerraad daargestel vir die teologiese opleiding van hulle Bantoeopredikante aan Fort Hare.

Gedurende 1919 het die Administrasie van Basoetoland begin met 'n jaarlikse skenking van R600 as bydrae tot die fondse van die Kollege en ook 'n verteenwoordiger gestuur om te dien op die beheerraad van die Kollege. Die eerste gedeelte van Stewart Hall is gedurende 1920 voltooi en vir onderrig beskikbaar gestel. Dit is formeel deur Sy Edele die Minister van Onderwys, F. S. Malan, op 8 Januarie 1921 geopen. 'n Wesleyaanse koshuis en woning vir 'n koshuisvader is dieselfde jaar voltooi en 'n koshuisvader op die personeel aangestel terwyl die „Church of the Province” 'n woonhuis gehuur het as tydelike koshuis en die koshuisvader ook 'n lid van die Kollegepersoneel geword het.

Die kollege is ingelyf as 'n Inrigting vir Hoëronderwys deur die Onderwyswet van 1923. Studente is voorberei vir die grade van die Universiteit van Suid-Afrika, 'n federale universiteit wat 'n aantal konstituerende kolleges bevat het—Kaapstad, Stellenbosch en Witwatersrand was reeds onafhanklike universiteite. Fort Hare was nie een van die kolleges nie en sy studente is as eksterne studente geregistreer. Die universiteit het egter later aan Fort Hare sekere van die voorregte van die konstituerende kolleges toegestaan.

Vyf personeel van Fort Hare is aangestel as bykomende lede van die Fakulteitsrade van die Senaat van die Universiteit waardeur hulle kon deelneem aan die opstel van regulasies, leerplanne en studiekursusse. Verder is aan professore en lektore van die Kollege die funksie van interne eksaminatore opgedra. Aan studente is onder meer die voorregte van interne studente verleen en Fort Hare is erken as goedgekeurde inrigting vir opleiding vir die Universiteitsonderwysdiploma. Alhoewel die Kollege sedert 1924 die dubbele rol van sekondêre skool en Universiteitskollege moes speel, was hy teen 1937 in staat om homself in die Hoërsonderwysprogram te betree.

Beginnende in 1921 is 'n *Bogebiblioteek*, 'n *Wysbegeerte* en *Natuurwetenskappe*; 'n biblioteek vernoem na 'n groot liberalis van Johannesburg, Howard Pim, en die F.S. Malan Antropologiese Museum tesame met 'n vergadersaal, eetsaal, drie koshuise vir mans, een vir vroue—almal ontwerp volgens 'n meesterplan van die Departement van Publieke Werke en almal so gebou dat uitbreiding en aanbou moontlik is. Daar is tans sewentig personeelwoning. Alhoewel aansienlike bydraes deur donateurs gelewer is, is die vernaamste geldelike steun, afgesien van Regeringshulp, deur die drie kerke wat saamgewerk het, gebied. Hierbenewens het die Y.M.C.A. van die Verenigde State en Kanada 'n Christelike Unie-saal voorsien.

Ten einde landbou-opleiding te bevorder, is daar gedurende 1926 'n bykomende plaas van 1,250 akker asook melkbeeste aangekoop. Die Kollege se plaasgrond is aldus uitgebrei tot ongeveer 1,600 akker.

Gedurende 1934 het die Kamer van Mynwese 'n bedrag van R150,000 geskenk vir mediese onderrig en dit is vir daardie doel aan die Kollege oorhandig deur die Minister van Onderwys. Gedurende dieselfde jaar is aparte departemente van Plantkunde en Fisika ingestel wat 'n B.Sc.-kursus moontlik gemaak het. Gedurende Maart 1936 het sy Edele, Senator F. S. Malan, die hoeksteen gelê vir 'n natuurwetenskapgebou vir Skeikunde, Fisika en Medisyne. Dit is Livingstone Hall genoem en deur Sy Edele J. H. Hofmeyr, M.A., LL.D., op 24 Maart 1937 geopen.

Op 8 November 1940 is die Welsh vleuel van Stewart Hall wat die Biologie-laboratoria en-lesingkamers bevat het, deur Senator W. T. Welsh geopen. Die Transkei het R2,000 bygedra tot die oprigtingskoste uit erkenning vir Senator Welsh se dienste as Hoofmagistraat gedurende 1920-1933. Op 5 April 1941 is die vrouekoshuis (Elukhanyisweni) geopen deur mev. M. Ballinger, M.A., L.V.

Henderson Hall wat die Howard Pim-Biblioteek en die F. S. Malan-Museum bevat het, is op 28 Maart 1942 deur Eerw. A. W. Wilkie, D.D., C.B.E., geopen. Lt.-kol. James

Donaldson, D.S.O., stigter van die Bantoe-Welsyntrust en donateur van ongeveer R400,000 aan Bantoe-ontwikkeling, het op 20 September 1946 die hoeksteen van die Donaldson-vleuel van Stewart Hall gelê en aldus die oorspronklike onderriggebou van die Kollege voltooi.

Gedurende die jare 1947 en 1948 is die Presbiteriaanse, Metodiste en Anglikaanse koshuise uitgebrei om huisvesting aan meer as 300 manstudente te verleen. 'n Eetsaal en bykomende slaapkamers by die vrouekoshuis is gedurende 1949 voltooi. Tog is uitbreiding gedurende die jare 1937 tot 1951 vertraag deur die afwesigheid van personeel op oorlogsdienste en as gevolg van 'n tekort aan geld. Teen 1950 het die studentental egter gegroei van 139 tot 382.

Tôe dit duidelik geword het dat sommige van die konstituerende kolleges van die Universiteit van Suid-Afrika uiteindelik sou moes uitgebrei tot onafhanklike universiteite, het die Regering 'n Kommissie aangestel om verslag te doen oor die toekomstige struktuur van hoër onderwys in Suid-Afrika. Die Kommissie het aanbeveel dat die bestaande konstituerende kolleges, met die uitsondering van die Hugenate-Universiteitskollege, die status van onafhanklike universiteite verleen moes word en dat Fort Hare geaffilieer moes word by een van die onafhanklike universiteite. Gedurende Maart 1951 het Fort Hare aangesluit by sy naaste vriend en buurman, Rhodes-universiteit, sestig myl hiervandaan. Hierdie verhouding was vir Fort Hare baie waardevol aangesien dit die versekering ingehou het dat Fort Hare se studente ook verder aan dieselfde akademiese verstes as blankes sou moes voldoen.

2. Oorplasing van Fort Hare Universiteitskollege na die Departement van Bantoe- en Afrikaanse Onderwys.

Ooreenkomstig Goewermentskennisgewing No. 168, 1959 (*Staatskoerant* van 21 Augustus 1959, bladsy 12) uitgereik kragtens subartikel (2) van die Wet op Oordrag van die Universiteitskollege Fort Hare 1959 (Wet No. 64 van 1959), is die instandhouding en bestuur van en beheer oor die Universiteitskollege Fort Hare oorgedra aan die Minister van Bantoe- en Afrikaanse Onderwys vanaf 1 Januarie 1960.

Die oordrag van die Kollege aan die Departement van Bantoe- en Afrikaanse Onderwys het geskied as 'n noodsaaklike stap in die uitvoering van die Regering se beleid om meer toereikende en doeltreffende universiteitsopleiding aan die Bantoe te voorsien deur die stigting van aparte universiteitskolleges vir die verskillende etniese groepe en om die beperkings en anomalieë, wat gespruit het uit die stelsel van sogenaamde „ope” universiteite, te verwyder.

Die Universiteitskollege Fort Hare spits hom meer bepaald toe op die Xhosa-sprekende Bantoe-groep. Die Universiteitskolleges by Turfloop (Noord-Transvaal) en Ngoye (Zoeloeland) maak onderskeidelik voorsiening vir die Sotho- en Zoeloesprekende groepe. Vir Kleurling-studente is voorsiening gemaak by die Universiteitskollege van Wes-Kaapland te Bellville (Kaap) en daar is ook 'n universiteitskollege in Natal gestig vir Indiër-studente.

Die Wet het bepaal dat die Universiteit van Suid-Afrika as eksaminerende liggaam sou optree in alle vakke waarvoor die leerplanne van daardie universiteit voorsiening maak. Wat die bepaling van kursusse en die afneem van eksamens betref, was daar die nouste samewerking tussen die Universiteitskollege en die Universiteit van Suid-Afrika.

By al die Fakulteite en Departemente wat sedert 1960 in die lewe geroep is, is daar ook nou 'n Departement Landmeetkunde en 'n Fakulteit van Landbou vanaf 1966 ingestel.

Gedurende 1962/63 is 'n begin gemaak met 'n omvattende program vir uitbreiding van geboue. Geboue wat sedertdien voltooi is sluit in 'n nuwe administratiewe blok, die uitbreiding van Stewart Hall om bykomende personeelkantore daar te stel, die uitbreiding van Livingstone Hall vir die voorsiening van bykomende laboratoria en klaskamers om die Natuurwetenskaplike departemente bevredigend te huisves en 'n nuwe afsonderlike biblioteekgebou. Die eerste gedeelte van hierdie werk nader voltooiing. Geboue vir die fakulteit van Landbou is ook byna voltooi en daar is reeds 'n begin gemaak met uitbreiding by Iona koshuis. Planne vir 'n nuwe groot saal word tans voorberei. 'n Indrukwekkende plan vir geboue-uitbreiding vir die volgende paar jaar is reeds goedgekeur.

Bykomende koshuis-akkommodasie, beide vir mans- en vrouestudente, sal verskaf word en daar is ook 'n begin gemaak met die uitbreiding aan Henderson Hall.

Die inskrywings sedert 1960, dit is sedert oornam, was soos volg (die syfers is die amptelike syfers soos op die eerste Dinsdag van Junie) :

	Mans	Vrouens	Totaal
1960	308	52	360
1961	304	40	344
1962	207	35	242
1963	198	41	239
1964	210	62	272
1965	245	72	317
1966	318	84	402
1967	334	102	436
1968	350	101	451
1969	376	111	487
1970	470	143	613
1971	570	202	772

Die daling in die aantal inskrywings gedurende die eerste paar jaar is natuurlik verwag as gevolg van die stigting van twee ander Universiteitskolleges vir die Bantoe, en die Universiteitskollege vir Kleurlinge te Bellville en vir die Indiërs te Durban. Voor die oorpasing sou die studente wat nou by die nuwe Universiteitskolleges ingeskryf is, normaalweg te Fort Hare ingeskryf het. Die laagwatermerk is in 1963 bereik. Sedertdien was daar 'n aansienlike styging in die rol as gevolg van die feit dat die aantal Xhosa-sprekende studente wat in die hoër skole vir registrasie gekwalifiseer het, baie vinnig vermeerder het. Alles dui daarop dat die aansienlike styging in die aantal inskrywings gedurende die volgende jare gehandhaaf, en selfs oorskrei sal word.

Dit volg dat die program vir die uitbreiding van geboue en akademiese fasiliteite aansienlik versnel sal moet word. In die verband het die Departement van Bantoe-onderwys reeds 'n Beplanningskomitee ingestel, sodat vooruit, en op 'n langtermyn-grondslag, beplan kan word vir die nodige uitbreiding.

3. Universiteit van Fort Hare.

Ooreenkomstig Goewermementskennisgewing R. 680 (Staatskoerant van 30 April 1969) het die Wet op die Universiteit van Fort Hare (Wet No. 40, 1969) universiteitstatus verleen aan die Universiteitskollege van Fort Hare en word voorsiening gemaak vir die bestuur en beheer van die sake van die Universiteit, vir die reëling van sy werksaamhede en vir aangeleenthede wat daarmee in verband staan.

Vanaf 1 Januarie 1970 is die Universiteitskollege 'n Universiteit met die naam Universiteit van Fort Hare. Die eerste Kanselier van die Universiteit, Dr. P. E. Rousseau is ingehuldig tydens die 1970 gradeplegtigheid en onafhanklikheidsfunksie gehou op 30 Mei 1970. Kragdens die Wet is die Rektor ampshalwe die Vise-Kanselier, en die Rektor, Prof. J. M. de Wet, het dus die eerste Vise-Kanselier van die selfstandige Universiteit geword.

Die wet lê neer dat die Universiteit die Xhosa-volkseenheid bedien.

Die hoë standaard van die grade van die Universiteit word beskerm deur die aanstelling, as bykomende Senaatslede, van professore van ander universiteite vir solank as wat nodig geag mag word sowel as deur 'n stelsel van eksterne eksaminatore en/of moderatore.

Fort Hare sal dus in die toekoms in staat wees om beide die inhoud van sy leerplanne en die metode van aanbieding meer effektief en meer toereikend aan te pas by die behoeftes van die bevolkingsgroep wat dit bedien sonder om op enige wyse afbreuk te doen aan die hoë standaard van universiteitsopleiding.

Alles voorspel dus 'n goeie toekoms en daar bestaan alle regverdiging vir die geloof dat Fort Hare, met sy nuwe status, 'n hoogstaande en uiters waardevolle bydrae tot die ontwikkeling van die Xhosavolk sal lewer.

DIE UNIVERSITEIT VAN FORT HARE BIBLIOTEEK

Die biblioteek is gestig in 1916 en het in 1918, 450 bande bevat. Studente het as bibliotekaris opgetree en in 1922 is 'n bibliotekkomitee ingestel. In die vroeë dertigerjare was daar tye dat die biblioteek sonder 'n bibliotekaris moes klaarkom.

In 1934 is die biblioteek vernoem na mnr. Howard Pim, 'n rekenmeester van Johannesburg en lid van die Kollegeeraad, wat die grootste deel van sy privaatbiblioteek (2,000 bande) aan Fort Hare bemaak het. Die biblioteek het baie te danke aan milde skenkings deur die publiek en privaat liggame. Die biblioteek is nog steeds dank verskuldig aan baie skenkers en aan die uitgewers van Afrikaans- sowel as Engels-medium koerante vir hulle vrygewigheid.

Die biblioteek bevat 'n waardevolle Africana-versameling bekend as die Howard Pim-versameling van Africana.

In 1935 is die eerste voltydse bibliotekaris aangestel; die eerste ten volle gekwalifiseerde bibliotekaris is aangestel in 1944. In 1958 word die bibliotekaris 'n volle lid van die Senaat en word die bibliotekkomitee vervang deur 'n adviserende bibliotekkomitee.

Op 1 Januarie 1971 het die boekevoorraad ±75,000 bande beloop.

F. S. MALAN MUSEUM

Die F. S. Malan Museum word gehuisves op die tweede verdieping van die Henderson gebou en beslaan presies 4,250 vk. vt. vloer-ruimte. Die museum is in 1941 opgerig as 'n etnologiese museum vir navorsing en wel in die Departement Antropologie. Die doel daarvan was om navorsers van buite 'n geleentheid te bied om daar navorsing te doen. Dit moes egter ook 'n wyer belangstelling lok by groepe skoolkinders en ander belangstellendes.

Sedert die stigting van die museum het dit reeds 10,000 stukke vir uitstalling versamel. Die grootste gedeelte daarvan is verkry deur twee skenkings in 1962. Die eerste skenking was van die Departement Bantoe-Onderwys, wat die uitstalling van die Uniefees gelykop verdeel het onder die Universiteitskolleges van die Republiek. Die tweede skenking is ontvang van Mev. M. E. Kirkwood van Johannesburg. Die skenking wat Mev. Kirkwood gemaak het bestaan uit 7,000 stukke en staan bekend as die „Estelle Hamilton-Welsh Versameling.”

Hierdie merkwaardige versameling is deur Mev. Gordon Emslie en haar dogter Mev. Estelle Hamilton-Welsh byeen gebring. Die versameling is na laasgenoemde vernoem. Dit is oor 'n periode van baie jare versamel en die versameling het 'n aanvang geneem in die jaar 1880. Slegs artikels wat werklik deur die Bantoe gedra en gebruik is, is versamel sodat die versameling vry is van stukke wat vir kommersiële doeleindes vervaardig is. Die versameling is inderdaad uniek en verteenwoordig die einde van 'n tydperk in die materiële kultuur van die Bantoe. Al die stukke is onder die ou tradisionele omstandighede vervaardig, 'n toestand wat hom nooit weer sal voordoen nie. Die versameling sluit in groot groepe Fingo, Xhosa, Mpondo, Zoeloe, Thembu en Ndebele kraalwerk; tradisionele en outentieke uitrustings en kleredrag van die Mpondo, Thembu en Fingo. Dit sluit o.a. ook 'n *Abakhwetha* kostuum in, sowel as verskeie stelle kostuums van waarseers en toordokters. 'n Uitstekende versameling magiese amulette en medisyne van verskeie stamme is 'n besondere aspek van die versameling. Wapens wat insluit spiese, strydbyle, ens. is goed verteenwoordig. Die versameling bevat ook 'n verteenwoordigende aantal artikels uit die alledaagse gebruiksluwe van verskeie stamme waarvan veral gras- en houtwerk prominent is. Hierdie versameling, wat ook stukke van buite-Suidelike Afrika insluit, is op die Rykskou te Johannesburg in 1936 en op die Glasgow-Skou in 1937 uitgestal.

Die museum is vir baie jare deur 'n Ere-Kurator in die persoon van Professor A. J. D. Meiring, bygestaan deur Mnr. G. K. M. Mzamane, behartig. 'n Voltydse kurator, Mnr. V. Z. Gitywa, is sedert die middel van 1959 aangestel wat in samewerking met 'n Assistent-Kurator en 'n Museumkomitee die museum behartig.

Sedert 1965 is 'n Galery vir Hedendaagse Bantoe-kuns (A. J. D. Meiring kunsgalery) by die museum gevoeg. Die galery bevat 'n goeie versameling van hedendaagse Bantoe-kuns wat werke insluit van kunstenaars soos G. M. M. Pemba, Michael Zondi, Eric Ngcobo, Cyprian Shilakoe, Azaria Mbatha, Gladys Mgadlandlu ens. Uitstallings van hedendaagse Bantoe-kuns word jaarliks in die galery gehou, insluitende een-man-uitstallings. Die galery is belangrik vir die bevordering van Bantoe-kuns en Bantoe-kunstenaars.

XHOSAWOORDEBOEK

Dr. Albert Kropf se *Kafir-English Dictionary* was, sedert sy eerste verskyning in 1899, beskou as die enigste standaardwerk in sy soort in Xhosa. Die tweede uitgawe, voorberei vir die pers deur eerwaarde Robert Godfrey M.A., is in 1915 gepubliseer. Toe dit uitverkoop was in die laat twintiger- of vroeë dertigerjare, is eerw. Godfrey versoek om die woordeboek te hersien en te herskryf in die *Nuwe Ortografie* van 1934. Maar voor dit gedruk kon word in die vyftigerjare is die ortografie by hernuwing aangepas om te word wat nou bekendstaan as die *Standaard Xhosa-ortografie* waarin die drie eksotiese nie-Romeinse simbole van die Nuwe Ortografie uitgelaat is. As gevolg van hierdie verandering in die ortografie kon Godfrey se werk nie gepubliseer word nie.

Aangesien die behoefte aan 'n standaard Xhosawoordeboek dringend gevoel is deur studente van die taal, het Prof. J. A. Louw van die Universiteit van Suid-Afrika, in oorleg met die Xhosataalkommissie van die Departement van Bantoe-onderwys, die Lovedale-pers ooreed om Godfrey se werk te laat herskryf in die standaard ortografie en dit te publiseer. Twee pogings is aangewend om dit te laat doen maar dit het onuitvoerbaar gebleek te wees, totdat, in 1966, die Rektor van die Universiteitskollege Fort Hare besluit het dat Fort Hare die aangewese plek was vir die samestelling van 'n nuwe Xhosawoordeboek en dat die verklarings in beide Afrikaans en Engels gedoen moes word—'n onderneming wat sedertdien uitgebrei is om verklarings ook in Xhosa in te sluit, waardeur dit 'n ten volle drietalige woordeboek geword het, die eerste in sy soort in enige Bantoe-taal in Suid-Afrika. Met die goedkeuring van die Minister van Nasionale Onderwys, het die Nasionale Raad vir Sosiale Navorsing (tans die Raad vir Geesteswetenskaplike Navorsing) 'n jaarlikse toekenning van R6,000 beskikbaar gestel vir die Projek (vermeerder tot R6,600 in 1970).

Die Universiteitskollege Fort Hare het onderneem om die salaris van die Hoofredakteur te betaal terwyl die Regering van die Transkei aangebied het om tot R10,000 per jaar by te dra vir die salaris van drie assistent-redakteurs. Hierdie bydrae beloop gemiddeld R8,500 per jaar en styg steeds. Die Ciskeise Gebiedsoowerheid wat onlangs genader is om hulp, het ingestem om R3,000 per jaar beskikbaar te stel.

Die werk om die woordeboek saam te stel is begin deur die Direkteur alleen in Junie 1967. In 1968 is die personeel uitgebrei deur die aanstelling van vier assistentredakteurs, 'n Afrikaanse vertaler en 'n tikster.

Die projek word beheer namens die Raad van Fort Hare deur 'n *Xhosawoordeboekkommissie*. Die stigterslede van hierdie kommissie was die Rektor van die Universiteitskollege Fort Hare, Prof. J. J. Ross, as Voorsitter, die Voorsitter van die Raad van Fort Hare, Prof. P. F. D. Weiss, die President van die Nasionale Raad vir Sosiale Navorsing, Dr. P. M. Robbertse, 'n verteenwoordiger van die Universiteit van Suid-Afrika, Prof. J. A. Louw, 'n verteenwoordiger van die Universiteit van Kaapstad, Prof. E. O. J. Westphal, 'n verteenwoordiger van die Lovedale-pers, Mnr. G. Reid, 'n verteenwoordiger van die Transkeise Regering, Mnr. D. M. Ntusi, en die Hoofredakteur, Mnr. H. W. Pahl, as sekretaris.

Xhosa is nie alleen ryk aan 'n woordeskat wat voldoende voorsien in die behoeftes van die tradisionele Xhosakultuur nie, maar ook in idiomatiese uitdrukkings en beeldspraak wat goeie sprekers in staat stel om tot groot oratoriese hoogtes te styg. Daar word woorde gevind wat in 'n honderd of meer idiomatiese uitdrukkings gebruik kan word en soveel as moontlik sal in die woordeboek ingesluit word as wat die tyd en fondse toelaat.

REGULASIES TEN OPSIGTE VAN DIE TOELATING EN REGISTRASIE VAN STUDENTE

I. TOELATING

1. In hierdie regulasies beteken „toelating” goedkeuring vir aanmelding tot registrasie as student by die Universiteit, afgesien daarvan of die voornemende student voorheen as student by die Universiteit geregistreer was of nie.

2. Aansoek om toelating moet deur die pos op 'n voorgeskrewe vorm, en nie persoonlik nie, gedoen word.

3. Die aansoekvorms moet volledig ingevul word en voor 'n Kommissaris van Ede onderteken word deur die voornemende student en sy ouer of voog. Die voltooide vorm moet aan die Registrateur gestuur word sodat dit hom bereik voor of op die datum op die vorm aangedui.

4. Elke aansoek om toelating moet vergesel gaan van die volgende :—

(i) Met betrekking tot nuwe studente, 'n getuigskrif van goeie gedrag deur 'n leraar, Bantoesakekommissaris of landdros of skoolhoof van laaste skool bygewoon.

(ii) 'n Mediese sertifikaat van gesondheid op die voorgeskrewe vorm.

(iii) in die geval van 'n voornemende student wat vir die eerste keer wil registreer, indien 'n sertifikaat nog nie uitgereik is nie, een of ander vorm van bewys dat hy voldoen aan die nodige voorvereistes vir die kursus of kursusse waarvoor hy wil inskryf.

5. Die voltooide Aansoekvorms moet per geregistreerde pos aan die Universiteit teruggestuur word, tesame met die som van R10 wat 'n gedeeltelike betaling is vir gelde betaalbaar deur die student. Indien die applikant nie registreer nie, sal die gelde vir losies gehef word van die bedrag, en die balans aan applikant terugbetaal word.

6. Geen voornemende student mag hom by die Universiteit aanmeld vir registrasie nie, tensy hy skriftelik deur die Registrateur in kennis gestel is dat hy toegelaat is.

7. Toelating soos hierbo omskryf, lê geen verpligting op die Universiteit om 'n voornemende student te registreer nie. Alvorens 'n kandidaat as student geregistreer kan word, moet hy ook voldoen aan die vereistes vir registrasie.

II. REGISTRASIE

Geen applikant word as student geregistreer nie, tensy hy tot tevredenheid van die Registrateur voldoen aan elkeen van die volgende vereistes :—

(1) Elke voornemende student moet hom op die voorgeskrewe datum en tyd aanmeld vir registrasie by die kantoor wat vir die doel aangewys word. Geen kandidaat word toegelaat om hom na die laaste datum en tyd wat bepaal is vir registrasie aan te meld nie, tensy die skriftelike toestemming van die Rektor vir sodanige registrasie verkry is en 'n bykomende laat-inskrywingsgeld van R4 betaal is.

(2) By aanmelding vir registrasie moet die skriftelike toestemming om aan te meld vir registrasie verstrekkend word (sien I, 5 hierbo).

- (3) Elke kandidaat vir registrasie moet die voorgeskrewe registrasievorm invul en onderteken. Deur ondertekening van die registrasievorm verbind 'n kandidaat hom om al die reëls en regulasies van die Universiteit, insluitende dié van die koshuis waar hy mag inwoon, stiptelik te eerbiedig; hy onderneem ook om by die koshuis in te woon waaraan hy toegewys mag word.
- (4) Die rekening van elke student aan wie 'n beurs, lening of ander toelae toegeken is, sal kwartaalliks gekrediteer word met 20% van die bedrag van sodanige beurs, lening of toelae. Die deel van die voorgeskrewe gelde wat betaal moet word na aftrekking van 25% van 'n beurs, lening of ander toelae aan 'n student toegeken, moet op die datum van registrasie betaal word. Gelde is kwartaalliks vooruitbetaalbaar.
- (5) Elke voornemende student moet 'n goedkeuring van sy voorgenome kursusse, onderteken deur die Dekaan van die betrokke Fakulteit, by die Registrateur indien. By die kies van kursusse moet die rooster geraadpleeg word ten einde botsings te voorkom.
- (6) Geen kandidaat word as student geregistreer nie, tensy hy as inwonende student by een van die koshuise toegelaat word, behalwe as hy skriftelik deur die Rektor vrygestel is van sodanige inwoning.
- (7) Die registrasie van eerstejaarstudente is onderworpe aan die opskortende voorwaarde dat elke sodanige student voor of op 30 Mei van die jaar waarin hy vir die eerste maal ingeskryf word, sy matrikulasiesertifikaat, of die vrystelling daarvan, of enige ander kwalifikasie wat as toelatingsvereiste tot 'n besondere studie voorgeskryf word, aan die Registrateur voorlê vir aantekening.
- (8) Indien dit, na die mening van die Minister nie in die belang van die inrigting is, dan 'n kandidaat wat hom vir registrasie aanmeld, as student geregistreer moet word nie, kan hy weier om sodanige kandidaat te laat registreer, selfs al voldoen sodanige kandidaat aan al die ander vereistes vir registrasie.
- (9) By registrasie ontvang elke ingeskrewe student 'n registrasiekaart wat as bewys dien dat hy aldus as student geregistreer is.
- (10) Niemand wat nie as student geregistreer is nie, mag sonder toestemming van die Rektor lesings bywoon, 'n koshuis of eetsaal of enige voorregte hoegenaamd wat deur die inrigting aangebied word, gebruik nie.

DIE PROSEDURE BY VERANDERING VAN KURSUS

- (1) Geen student sal toegelaat word om van kursus te verander na die datum wat in die rooster bepaal is nie.
- (2) Indien 'n student van kursus wil verander, moet 'n vorm vir die „verandering van kursusse” van die Studenteregistrasiekantoor verkry word.

Die verandering van kursus moet deur die Dekaan van die Fakulteit goedgekeur word en die Dekaan sal daarna die vorm aan die Studenteregistrasiekantoor terug besorg.

GEDRAGSKODE

1. Die Rektor is die hoof-tugebeampte van die Universiteit (en is in die eerste plek verantwoordelik vir die toepas van tugmaatreëls).
2. Dit word van studente verwag om hulle, hetsy binne of buite die geboue, op of weg van die kampus, op so 'n wyse te gedra dat nóg die goeie naam van die Universiteit, nóg die behoorlike verrigting van die werk van die Universiteit benadeel word of benadeel kan word.

'n Student wat daaraan skuldig bevind word dat hy hierdie regulasie oortree het, kan die regte en voorregte wat hy as student geniet ontnem word, of verdere toelating as student kan hom ontsê word, of sy hertoelating as student kan onderhewig gemaak word aan die betaal van 'n boete van hoogstens R50.

3. Drankmisbruik sal nie gedoog word nie. Studente wat in hierdie verband oortree, hetsy op of weg van die Universiteitskampus, stel hulle bloot aan baie strawwe tugmaatreëls wat selfs so ver kan gaan as onmiddellike uitsetting uit die Universiteit.

Die besit, gebruik of voorsiening van alkoholiese drank deur studente in die koshuise word verbied.

4. Indien 'n student, as gevolg daarvan dat hy aan die oortreding van enige regulasie skuldig bevind word, of tydelik of permanent die regte en voorregte wat hy as student geniet, ontnem word, of hertoelating geweier word hetsy tydelik of permanent, dan ontbeer hy alle reg tot terugbetaling, korting of afslag t.o.v. gelde wat vir die onderhawige kwartaal betaal is of betaalbaar is.

5. Geen tugmaatreëls sal geneem word voordat 'n student die geleentheid gehad het om hom te verdedig nie: Met dien verstande dat waar omstandighede dit vereis 'n student onmiddellik deur die Rektor geskors kan word hangende die ondersoek van sy/haar beweerde oortreding.

Die bostaande gedragskode is ingestel ten einde 'n hoë akademiese en sosiale peil aan die Universiteit van Fort Hare te handhaaf. Studente en ouers word versoek om hul algehele samewerking aan die Universiteit te gee in die uitvoer van hierdie beleid.

Wanneer 'n Student 'n Koshuis moet verlaat

(1) Indien 'n student wat in 'n koshuis inwoon en vanweë swak akademiese vordering gedurende 'n jaar nie tot die eksamen toegelaat word nie, moet hy na afsluiting van die lesings die koshuis verlaat.

(2) 'n Student wat in 'n koshuis inwoon, moet die koshuis nie later nie as drie dae na afloop van sy eksamen verlaat.

GELDE BETAALBAAR AAN DIE UNIVERSITEIT

KOS EN INWONING

(1) 'n Voltydse student betaal aan die Universiteit *honderd rand* (R100) per jaar vir kos en inwoning, indien dit van hom vereis word om in 'n koshuis van die Universiteit in te woon.

(2) 'n Geleentheidstudent betaal aan die Universiteit *sewentig sent* (70c) per dag of gedeelte van 'n dag tot 'n maksimum van *twintig rand* (R20) per maand indien hy in 'n koshuis van die Universiteit inwoon.

(3) 'n Toevallige besoeker betaal aan die Universiteit *sewentig sent* (70c) per dag of gedeelte van 'n dag indien hy in 'n koshuis inwoon of *dertig sent* (30c) per maaltyd, na gelang van die geval.

(4) 'n Voltydse of deeltydse student betaal aan die Universiteit *vyftien sent* (15c) per dag vir 'n kamer gedurende periodes wanneer die koshuise en/of eetsaal amptelik gesluit is engeen voedsel voorsien word nie.

Studente wat aanvullingsseksamens skryf, nagraadse studente en alle studente wat vroeër rapporteer as die datum in die rooster aangedui, moet binne drie dae by die Rekenmeester aanmeld vir die heffing van bykomstige losiesgelde.

REGISTRASIEGELD

(1) 'n Student betaal *tien rand* (R10) per jaar registrasiegeld.

(2) 'n Bykomende bedrag van *vier rand* (R4) is betaalbaar ten opsigte van 'n laatinskrywing.

SAAMGESTELDE KLASGELDE

(Insluitende eksamen-, laboratorium- en biblioteekgeld).

1. Voorgraads.

(a) Diplomas.

Sekondere Onderwysdiploma (S.O.D.).

Eerste jaar : Soos vir eerstejaar van betrokke graad,
hetsy B.A., B.Comm., of B.Sc. R 20.

Tweede jaar :

Universiteitsonderwysdiploma (U.O.D.—nie-gegradueerd). R 80.

Diploma in Teologie. R 80.

Prokureurstoelatingsertifikaat. R 80.

Staatsdienssertifikaat in die Regte. R 80.

Diploma in Handel en Administrasie. R 80.

Senior Diploma in Handel en Administrasie. R 80.

Laer Diploma in Biblioteekwetenskap. R 80.

Diploma in Landbou. R100.

Diploma in Maatskaplike Werk. R100.

(b) Grade.

B.A., B.Bibl., B.Prok. R 80.

B.Admin., B.Comm., B.Juris., B.Theol. R 90.

B.A. (Maatskaplike Werk), B.Sc. R100.

B.Agric., B.Sc. Agric., B.Sc. Landbouwetenskap. R110.

2. Nagraads.

Universiteitsonderwysdiploma (U.O.D.) R 80.

Hoër Diploma in Biblioteekwetenskap. R 80.

Baccalaureus Legum (LL.B.). R 80.

B.Ed. R 90.

vir die volle kursus.

Honneursgrade.

Fakulteite Natuurwetenskappe en Landbou. R110.

vir die volle kursus.

Ander Fakulteite. R 90.

vir die volle kursus.

Magistergrade.

Fakulteite Natuurwetenskappe en Landbou. R 80.

vir die volle kursus.

Ander Fakulteite. R 60.

vir die volle kursus.

Doktorsgrade.

Fakulteite Natuurwetenskappe en Landbou. R140.

vir die volle kursus.

Ander Fakulteite. R120.

vir die volle kursus.

ANDER GELDE

Spesiale, Siekte- of Aanvullingseksamens en Plaaslike Gelde

1. (a) Die gelde vir 'n spesiale, siekte- of aanvullings-eksamen is *tien rand* (R10) per kursus.
- (b) Die gelde vir mediese hulp, sport en ontspanning beloop R10.00 per jaar waarvan R1 vir Mediese hulp en R9 vir sport en ontspanning is.
- (c) By koshuise is 'n deposito van R6 betaalbaar vir die gebruik van Universiteits eiendom, insluitende 'n slaapkamersleutel. Hierdie bedrag is terugbetaalbaar

indien sodanige eiendom onbeskadig terugbesorg word wanneer die student die Universiteit finaal verlaat. Terugbetaling sal eers geskied na die sluitingsdatum vir registrasie in die jaar wat volg op die jaar waarin die student finaal vertrek.

Herindiening van 'n Verhandeling

2. Die gelde vir die herindiening van 'n verhandeling vir 'n Magistergraad is *dertig rand* (R30) en vir 'n doktorsgraad *sestig rand* (R60).

Voorlopige Verklarings

3. Die gelde vir 'n voorlopige verklaring ten opsigte van 'n voltooide graad, diploma, of sertifikaat is vyftig sent (50c).

Gesertifiseerde Verklaring

4. 'n Gesertifiseerde verklaring ten opsigte van kursusse geslaag vir 'n graad, diploma of sertifikaat is op aanvraag en teen betaling van vyftig sent (50c) verkrygbaar.

Duplikate van Diplomas en Sertifikate

5. 'n Duplikaat van 'n diploma of sertifikaat wat deur die Universiteit self toegeken word, word nie uitgereik nie maar 'n gesertifiseerde verklaring met die wapen van die Universiteit en die naam en datum van die diploma of sertifikaat daarop is op aanvraag en teen betaling van *een rand* (R1) verkrygbaar.

Spesiale Studente

6. 'n Student wat 'n studiekursus volg waarvoor geen graad, diploma of sertifikaat toegeken word nie betaal benewens die registrasiegeld *twintig rand* (R20) per kursus per jaar.

Promosie-, Vrystellings- en Statusgelde

7. Promosie-, vrystellings- en statusgelde is soos volg:

Promosie: <i>in Praesentia</i> :	Geen
<i>in Absentia</i> :	R10.00
Vrystelling:	R2 per kursus
Status:	R6

University of Fort Hare

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ALGEMENE BEPALINGS

Aanspreeklikheid van Studente

1. 'n Student is ten volle aanspreeklik vir alle gelde wat ingevolge hierdie regulasies deur hom betaalbaar is.

Wanneer Gelde Betaal Moet Word

2. (1) Die registrasiegeld is by kennisgewing van toelating betaalbaar.

(2) Gelde vir kos, inwoning, en klaggeld en koshuisdeposito is vooruitbetaalbaar voordat die student ingeskryf is, maar kan behalwe in die geval van koshuisdeposito-gelde in gelyke paaierende betaal word, en in die geval moet die betaling soos volg geskied:—

Eerste paaierende: Met of voor inskrywing.

Tweede paaierende: Voor of op die eerste dag van Mei.

Derde paaierende: Voor of op die eerste dag van die tweede semester.

L.W.—Bedrae tot 'n student se krediet sal alleenlik op die derde Vrydag van elke maand terugbetaal word. Terugbetalings sal egter nie gedoen word nie tensy die jaar se geld ten volle betaald of gewaarborg is.

(3) Ondanks die bepaling van subregulasie (2), is die klas- en eksamengelde van 'n student in een van die volgende studiekursusse gedurende die eerste jaar van studie betaalbaar:—

(a) B.Ed.-graad.

(b) Honneursgraad.

(c) Magistergraad.

(d) Doktorsgraad.

(4) Alle ander gelde, bo en behalwe die gelde genoem in subregulasies (1) en (2), is betaalbaar op die wyse en tye wat die Raad van die Universiteit bepaal.

Wanbetaling

3. In die geval van 'n student wat versuim om die gelde waarvoor hy aanspreeklik is op die datums te betaal soos in hierdie regulasies voorgeskryf is, kan die Raad sodanige student—

- (i) van 'n koshuis uitsluit; of
- (ii) van lesings uitsluit; of
- (iii) van beide lesings en koshuis uitsluit; of
- (iv) toelating tot eksamens weier.

Kwytskelding van Losies- en Ander Gelde

4. (1) In die geval van 'n student wat in 'n koshuis inwoon en wat weens siekte of om enige ander rede wat die Raad goedkeur, verhinder word om sy studies in die betrokke studiejaar te voltooi en die koshuis voor 1 Oktober verlaat, kan die Raad, op aanbeveling van die rektor die geld betaalbaar vir kos en inwoning verminder op die basis van *honderd rand* (R100) minus *sewentig sent* (70c) vir elke dag wat die student in sodanige koshuis ingewoon het.

(2) Die registrasiegeld word onder geen omstandighede terugbetaal nie.

(3) Indien 'n student gedurende 'n studiejaar sy studies om die een of ander rede wat vir die Raad aanneemlik is, staak en die universiteit verlaat, kan 'n gedeelte van die gelde wat reeds deur hom aan die Universiteit betaal is [uitgesonderd gelde waarvoor in subregulasies (1) en (2) voorsiening gemaak word], aan hom terugbetaal word op 'n basis deur die Sekretaris van Bantoe-anderwys na oorlegpleging met die Tesourie goedgekeur.



BETALING VAN GELDE

Alle gelde wat betaal word deur of ten behoeve van 'n student, word gekrediteer tot sy gelderekening totdat gelde verskuldig vir die jaar ten volle vereffen is. Totdat gelde vir die jaar ten volle vereffen is, word geen terugbetaling gemaak ten opsigte van bedrae betaal wat meer is as voorgeskrewe paaiemente nie.

Voorbeeld van hoe beurse of lenings verreken word :

Gelde betaalbaar deur student vir die jaar (Min R10 Registrasiegeld)	R186.00	
Beurstoekennings :—		
Streeksowerheid	R60.00	
Universiteitsbeurs	R60.00	R120.00
		R120.00
Bedrag deur student betaalbaar	R66.00	
+ R10 Registrasiegeld (Deposito by kennisgewing van toelating)		
Die bedrag R66 is op bepaalde datums betaalbaar in paaiemente van		R16.50

Let Wel.—Beurstoekennings word teen die gelde verskuldig vir die *volle jaar verreken*.

Wat Staats- of Universiteitslenings betref moet studente daarop let dat sodanige lenings beskikbaar gestel word eers nadat die leningsooreenkoms voltooi is. Geen krediet word dus ten opsigte van die lening gegee voordat die leningsooreenkoms nie behoorlik en ten volle voltooi is nie. Studente word dus gewaarsku dat dit in hulle eie belang is om die volle gelde vir die eerste kwartaal met hulle saam te bring anders loop hulle gevaar om aangesê te word om die universiteit te verlaat.

Selfs indien die gelde vir die eerste kwartaal ten volle vereffen is, is dit nogtans die plig van elke student aan wie 'n Staats- of Universiteitslening toegestaan is, om die nodige vorms onmiddellik van die Rekenmeester te verkry sodra hy kennis ontvang van die toekenning en om toe te sien dat dit behoorlik voltooi en by die kantoor ingehandig word voor die begin van die tweede kwartaal, sodat hy krediet vir die lening kan bekom.

Studente en ouers of voogde word verwag om hulleself op hoogte te stel wat gelde betaalbaar betref. Die Universiteit onderneem nie om in hierdie verband rekenings uit te stuur nie.

Alle gelde behalwe sakgeld en geld vir boeke moet direk aan die Registrateur gestuur word. Sakgeld en geld vir boeke moet aan die student gestuur word.

Studente moet onder geen omstandighede gelde wat vir hulle privaat gebruik bedoel is by die Universiteit deponer nie. 'n Bank of Pospaarbankrekening moet vir die doel gebruik word.

Die Universiteit kan geen student toelaat om aan te bly indien hy arriveer sonder geld of die vereiste dokumente nie, of indien sy gelde nie stiptelik en ten volle betaal word nie.

FINANSIËLE HULP AAN STUDENTE

Aansoek om 'n studielening

1. (1) 'n Student of 'n voornemende student kan by die Universiteit om 'n studielening aansoek doen.

(2) Die aansoek moet gedoen word op 'n vorm wat deur die Universiteit goedgekeur is.

(3) Die aansoek moet by die Registrateur van die Universiteit ingedien word voor of op 'n datum wat die Raad bepaal.

(4) Die Raad kan sodanige studielening aan 'n suksesvolle applikant toeken as wat die Minister ingevolge die Wet bepaal.

(5) Alle studielenings wat kragtens subregulasie (4) toegeken word, is onderworpe aan die volgende voorwaardes.

Voorwaardes Verbonde aan Studielenings

2. (1) 'n Student aan wie 'n studielening toegeken word, gaan 'n studieleningsooreenkoms met die Raad aan op 'n vorm wat deur die Sekretaris van Bantoe-onderwys goedgekeur is. Indien die studieleningsooreenkoms nie binne 'n redelike tydperk deur beide die student en 'n borg voltooi word nie, kan die lening deur die Raad teruggetrek word.

(2) Die rekening van 'n leninghouer word jaarliks met die toegekende paalement van die lening gekrediteer.

(3) Geen gelde is direk aan 'n leninghouer betaalbaar nie.

(4) Indien 'n leninghouer—

(a) sy studies staak; of

(b) in gebreke bly om klasse gereeld by te woon, hom nie met ywer en pligsgetrouheid op sy studies toelê nie, of nie bevredigende vordering maak nie, of druij; of

(c) sonder redes wat vir die Raad aanneemlik is, nie die studiekursus binne die bepaalde tydperk voltooi nie; of

(d) skuldig bevind word aan 'n kriminele oortreding; of

(e) geskors word uit die Universiteit om watter rede ook al; of

(f) om watter rede ook al nie die studiekursus voltooi nie,

het die Raad die reg om die studieleningsooreenkoms te beëindig, en in dié geval is alle gelde wat ingevolge die studieleningsooreenkoms deur die leninghouer verskuldig is, onmiddellik opeisbaar tesame met rente teen 6 persent per jaar bereken vanaf datum van beëindiging van die studieleningsooreenkoms.

(5) 'n Studielening is, behoudens die bepalinge van die Wet, terugbetaalbaar aan die Raad van die Universiteit op 1 April van die jaar wat volg op die jaar waarin die studiekursus voltooi is: Met dien verstande dat die Raad kan goedkeur dat die die studielening oor 'n langer tydperk in paalemente van minstens *tien rand* (R10) per maand terugbetaal word, en in dié geval word rente teen 6 persent per jaar gehel vanaf die datum waarop die studielening terugbetaalbaar is.

(6) Sodra die leninghouer, na voltooiing van sy studiekursus, 'n betrekking aanvaar, moet hy die Raad onverwyld in kennis stel van die naam en adres van sy werkgewer.

(7) Die leninghouer moet, na voltooiing van sy studiekursus die Raad onmiddellik in kennis stel van veranderings ten opsigte van—

- (a) sy woon- en werkadres;
- (b) sy borg se adres;
- (c) sy werkgewer se naam en adres.

(8) Die bepalinge van subregulasies (6) en (7) is ook van toepassing op 'n leninghouer wie se leningsooreenkoms kragtens subregulasie (4) deur die Raad beëindig is.

(9) Die leninghouer moet sy werkgewer magtig om die bedrag wat ingevolge die studieleningsooreenkoms aan die Raad verskuldig is, tesame met enige rente daarop in maandelikse paaieremente van minstens *tien rand* (R10) per maand te verhaal uit enige salaris wat aan hom betaalbaar is en aan die Raad oor te betaal.

(10) Ondanks andersluidende bepalinge in hierdie regulasies, is 'n lening rentevry solank die leninghouer, met of sonder 'n studielening, voltyds aan 'n universiteit studeer, en gedurende sodanige tydperk is die lening nie terugbetaalbaar nie.

Uitstel van Beëindiging van Studieleningsooreenkoms

3. Ondanks andersluidende bepalinge in hierdie regulasies, kan die Raad die beëindiging van 'n studieleningsooreenkoms uitstel indien 'n leninghouer—

- (a) in enige studiejaar drup of in sy finale jaar slaag maar nie ten volle kwalifiseer vir die toekenning van 'n graad, diploma of sertifikaat nie, en sodanige leninghouer op eie koste in die daaropvolgende jaar die betrokke studiejaar of die ontbrekende kursusse of vakke aan die Universiteit herhaal;
- (b) sy studies weens finansiële moeibare onderbreek en gaan werk met die doel om te spaar sodat hy na die Universiteit kan terugkeer as voltydse student: Met dien verstande dat—
 - (i) die leninghouer vooraf goedkeuring van die Raad vir sodanige onderbreking verkry;
 - (ii) sodanige onderbreking nie langer as 2 jaar is nie; en
 - (iii) die Raad die reg het om die studieleningsooreenkoms met terugwerkende krag te beëindig met ingang van die datum waarop die studies aanvanklik onderbreek is, indien die leninghouer in gebreke bly om sy studies aan die Universiteit voort te sit;
- (c) sy studies weens siekte of om die een of ander rede wat vir die Raad aanneemlik is, onderbreek en hy van voorneme is om na sodanige onderbreking na die Universiteit terug te keer as voltydse student om sy studies voort te sit: Met dien verstande dat—
 - (i) die leninghouer, in die geval van siekte, so gou as moontlik 'n geneeskundige sertifikaat, uitgereik deur 'n geregistreerde geneesheer, aan die Raad moet voorlê;
 - (ii) die leninghouer, in die geval van ander redes, vooraf goedkeuring van die Raad vir sodanige onderbreking moet verkry;
 - (iii) sodanige onderbreking nie langer as 2 jaar is nie; en
 - (iv) die Raad die reg het om die studieleningsooreenkoms met terugwerkende krag te beëindig met ingang van die datum waarop die studies aanvanklik onderbreek is, indien die leninghouer in gebreke bly om sy studies aan die Universiteit voort te sit.

Vrystelling van Borg

4. Indien 'n leninghouer gedurende sy studies of na voltooiing daarvan, maar voordat die lening terugbetaal is, sterf of geestelik versteurd raak, of andersins liggaamlik ongeskik word om sy verpligtinge ingevolge die studieleningsooreenkoms na te kom en die skuld nie uit die boedel van sodanige leninghouer, of op sodanige leninghouer self verhaal kan word nie, kan die Raad die borg van sy kontraktuele verpligting onthef.

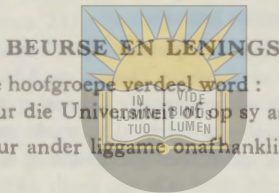
Rekenings en Rekords

5. (1) Die Raad moet sodanige rekenings en rekords hou as wat noodsaaklik is vir die behoërlike uitoefening van beheer oor toekennings, uitbetalings en invorderings van studielenings.

(2) Die Sekretaris van Bantoe-onderwys kan te eniger tyd gelas dat die Raad die rekenings en rekords in subregulasie (1) genoem aan hom of aan 'n beamppte deur hom aangewys, vir inspeksie voorlê.

Afskrywing van Studielening

6. Geen oninvorderbare lenings mag sonder die goedkeuring van die Sekretaris afgeskryf word nie.



Die bostaande kan in drie hoofgroepe verdeel word :

A. Toekennings wat deur die Universiteit of op sy aanbeveling gemaak word.

B. Toekennings wat deur ander liggame onafhanklik van die Universiteit gemaak word.

C. Toekennings vir studies in die medisyne.

Alle toekennings is onderwerp aan goeie gedrag en bevredigende vordering. Die Universiteit kan enige toekenning hersien of 'n ander liggaam aanraai om dit te doen indien dit beskou word dat die toekennings wat deur enige student bekom is meer is as wat hy nodig het.

Groep A :

(1) *Staatstudielenings :*

B.A. en B.Sc.	Maksimum	R120 p.j.
U.O.D.	„	R120 p.j.
S.A.O.D.	„	R80 p.j.

Ander Diplomakursusse. Toekennings van nie meer as R100.00 p.j.

Staatsbeurslenings aan studente wat onderwys kursusse wil volg, sal toegeken word op 'n nie-terugbetaalbare basis op voorwaarde dat:—

1. Die voorgeskrewe aantal onderwyskursusse gevolg word.

2. Die student, na verkryging van 'n graad, onderneem om vir die Departement van Bantoe-Onderwys te werk vir 'n tydperk nie minder as die tyd wat die beurs toegeken was nie.

(2) *Toekennings uit die Trustfondse van die Universiteit.*

Hierdie toekennings geskied na goeddunke van die Raad en word aanbeveel deur sy Beurskomitee en oorskry nie die bedrae onder (1) genoem in die geval van voorgraadse studente nie.

Nie-terugbetaalbare toekennings word slegs in gevalle van buitengewone verdienste gemaak.

'n Aantal sodanige beurse word jaarliks aan nagraadse studente toegeken maar die maksimum bedrag oorskry in geen geval R200 nie.

(3) Op die oomblik word toekennings uit die volgende op aanbeveling van die Universiteit gemaak:

- (a) Uniefesbeurse: Beurse van R100 elk vir twee jaar word toegestaan deur die Department van Bantoe-onderwys vir nagraadse studie.
- (b) Shell S.A. Edms. Bpk., voorsien drie beurse vir voorgraadse studente van R150.00 elk. Elke beurs strek oor drie jaar. Die Shell My. vereis nie dat die student later vir hulle sal werk nie. Daar is ook 'n Shell Leningsfonds.
- (c) Die Yskor Beurse: Yskor voorsien vyf toekennings van R160 p.j. elk waarvan R80.00 terugbetaalbaar is, geldig vir drie jaar aan voorgraadse studente. Daar is geen verpligting om later vir die Korporasie te werk nie.
- (d) Die Suid-Afrikaanse Uitsaaikorporasie voorsien jaarliks een nie-terugbetaalbare beurs van R160 geldig vir drie jaar aan studente wat 'n loopbaan in diens van die Korporasie wil volg. 'n Leerplan soos voorgeskryf deur die Korporasie moet gevolg word.
- (e) Wetenskaplike en Nywerheidsnavorsingsraad. Sien Groep B.
- (f) Grobbelaars Begrafnisondernemers voorsien jaarliks twee beurse van R50 elk.
- (g) Volkskas Beperk, voorsien op die oomblik R300.00 vir beurse aan studente wat Afrikaans-Nederlands bestudeer.
- (h) Die Bantoe Beleggings Korporasie van Suid-Afrika (Bpk.) voorsien beurse van R250 p.j. elk vir studente in Handel en Administrasie. Suksesvolle kandidate moet onderneem om gedurende vakansies vir die Korporasie, 'n Staatsdepartement, of 'n Gebiedsowerheid te werk en moet na aflegging van die kursus vir diens by 'n goedgekeurde instelling aanmeld.

Groep B.

University of Fort Hare

Toekennings word deur die ondergenoemde liggame gemaak onafhanklik van die Universiteit. 'n Volledige lys kan nie gegee word nie en liggame kom by of onttrek hulleself as donateurs somtyds sonder om die Universiteit daarvan in kennis te stel.

- (1) Die Transkeise Regering en die Streeksowerheid van die Ciskei maak toekennings aan studente van die Universiteit wat varieer van R34.00 tot R200.00.
- (2) Toekennings word gemaak deur 'n aantal Munisipaliteite, o.a. Pretoria, Port Elizabeth, Oos-Londen, ens. Hierdie toekennings is gewoonlik bereken om al die fooie te dek. Studente wat woonagtig is in Munisipale gebiede word aangeraai om by hulle plaaslike Owerhede vas te stel of enige beurse beskikbaar is.
- (3) Verskillende kerklike liggame skenk ook beurse en in hierdie verband moet studente by hulle plaaslike leraars navraag doen.
- (4) Die Wetenskaplike en Nywerheidsnavorsingsraad (W.N.N.R.) skenk waardevolle toekennings vir navorsing tot soveel as R500 p.j. en hiervoor kompeteer nagraadse studente.
- (5) Die Nasionale Raad vir Sosiale en Ekonomiese Navorsing skenk beurse sowel as ad hoc toekennings vir nagraadse navorsing.
- (6) Die University Scholarship Fund, Oos-Londen, doen waardevolle beursskenkings.
- (7) Die Non-European Students Fund, Posbus 4728, Kaapstad, gee lenings aan studente van Kaapstad wat reeds een jaar Universiteit studie suksesvol voltooi het.
- (8) Rotariërklubs skenk soms ook beurse en studente moet by die plaaslike Sekretaris navraag doen.
- (9) Viedge Bros., PK. Viedgesville, Transkei, maak jaarliks 'n skenking van R180 aan 'n seun van 'n Kaptein.
- (10) Mobil Oil S.A. (Edms.) Bpk., Posbus 35, Kaapstad, skenk 'n aantal voorgraadse beurse gelykstaande aan die blokfooie.

- (11) Die Joint Council for Europeans and Africans, p/a Rhodes Universiteit, Grahamstad, voorsien 'n aantal beurstoekennings aan persone wat in Grahamstad en in die Albanie omgewing woonagtig is.
- (12) Die J. H. Hofmeyr Beursfonds (gestig onder die testament wyle Mev. D. C. Hofmeyr) skenk twee beurse van R400 elk geldig vir drie jaar aan voorgraadse studente van Fort Hare. Aansoeke moet gerig word aan Die Trustees, J. H. Hofmeyr Beursfonds, Standard Bank van S.A. Bpk., Trustee Afdeling, Posbus 1330, Pretoria.
- (13) Die Federale Republiek van Duitsland skenk op die oomblik jaarliks twee beurse aan nie-Blanke studente geldig by 'n Duitse Universiteit; sakgeld van DM 400.00 vir twaalf maande, retoer-reisgeld na Duitsland en onderrig en eksamen gelde word betaal.
- (14) Die S.A. Mutual Lewensassuransiematskappy bied vyf Ou Mutual Beurse van R600 elk aan geldig vir twee jaar by 'n Suid-Afrikaanse Universiteit. Hierdie beurse word slegs aan nagraadse studente toegestaan.
- (15) Die Nasionale Oorlogsfonds, Schoemanstraat 363, Pretoria, oorweeg die toekenning van beurse aan verdienstelike studente wat kinders is van oudgediendes.
- (16) Suid-Afrikaanse Brouery Bpk. skenk 'n aantal waardevolle beurse wat geldig is by enige S.A. Universiteitsinrigting. Voorwaardes kan van die firma self verkry word.
- (17) Die United Tobacco My. (South) Bpk., skenk vrybeurse van R200 p.j. vir drie jaar vir studies aan Fort Hare vir 'n voorgraadse student wat in die Transkei woonagtig is.
- (18) Die Union of Jewish Women of Southern Africa, Posbus 3622, Johannesburg, bied die 'Toni Saphra-Beurs (van tot R500 p.j.) aan 'n gegradueerde damestudent „wie se voorgestelde studierigting haar meer geskik sal maak om een of ander vorm van maatskaplike diens aan die Suid-Afrikaanse gemeenskap te lewer.”
- (19) Die Adams College Educational Trust, 7th floor Salisbury House, Weststraat 349, Durban, maak toekennings en gee lenings van verskillende bedrae aan gekende studente.
- (20) Die Isaacson Foundation, Posbus 97, Johannesburg, maak toekennings van tot R300.00 vir enige individuele geval.
- (21) Die Suid-Afrikaanse Buro vir Rasse-Aangeleenthede, Posbus 97, Johannesburg, maak verskillende toekennings wat gewoonlik beperk word tot die bedrag van die gelde wat betaalbaar is.
- (22) Die Sir Ernest Oppenheimer Gedenkfonds, Posbus 4902, Johannesburg, maak verskillende toekennings van soms soveel as R300.00 volgens die verdienste in individuele gevalle.
- (23) Die Universitas Boeke van Pretoria gee 'n Biblioteekkunde-beurs van R100.
- (24) Die Fosfaat-Ontwikkelingskorporasie, "FOSKOR," Posbus 1, Phalaborwa, N.O. Transvaal, skenk lenings van tot R180.00 elk aan studente wat die Natuurwetenskappe of Sosiale Wetenskappe bestudeer.
- (25) Die Winifred Wilson Beursfonds: Om die studie van die Engelse taal en letterkunde in die Republiek van Suid-Afrika aan te moedig. Aansoek moet op die voorgeskrewe aansoekvorms geskied en moet voor 15 Desember van elke jaar die Sekretaris van „The Colonial Orphan Chamber and Trust Fund", Posbus 142, Kaapstad, bereik. Elke aansoek moet ondersteun word deur 'n verslag deur 'n Professor in Engels van die Universiteit waar die applikant studeer.
- (26) Die Suid-Afrikaanse Nasionale Raad vir Kindersorg se beurse in Maatskaplike Werk vir voorgraadse en nagraadse kursusse in Maatskaplike Werk. Verdere besonderhede verkrybaar by die Direktrise, Suid-Afrikaanse Nasionale Raad vir Kindersorg, Posbus 8539, Johannesburg. Sluitingsdatum vir aansoeke is 31 Augustus.

Groep C :

'n Beperkte bedrag is beskikbaar vir Mediese Studies deur studente wat aan die vereistes vir die eerste-jaar kursus voldoen het aan Fort Hare en daarna 'n goedgekeurde Mediese Skool in Suid-Afrika bywoon. Lenings word gemaak uit rente van skenkings in die volgende Fondse :—

- (1) Die Greenslade Medical Fund.
- (2) Die W. A. Russell Medical Fund.
- (3) Die W. P. Schreiner Medical Fund vir vroue
- (4) Die Rev. W. Girdwood Medical Fund



University of Fort Hare
Together in Excellence

BIBLIOTEKREGULASIES

Woordbepalings.

1. In hierdie Regulasies, tensy die verband anders aandui, beteken:-
 - (a) „boek”, enige publikasie in kodexvorm, met inbegrip van vlugskrifte maar met uitsluiting van tydskrifte;
 - (b) „lener”, ’n personeelid, student of buitelener, wie deur die Universiteitsbibliotekaris geregistreer is as ’n persoon wat publikasies van die Biblioteek mag leen, onderworpe aan die bepalinge van hierdie Regulasies;
 - (c) „toonbank”, enige van die uitgiftetoonbanke in die Biblioteek, tensy anders aangedui;
 - (d) „buitelener”, ’n lener wat nie ’n student of ’n personeelid is nie maar wat deur die Universiteitsbibliotekaris as ’n lener soos bepaal in hierdie regulasies geregistreer is;
 - (e) „Biblioteek”, die Biblioteek van die Universiteit van Fort Hare met inbegrip van sy takbiblioteke;
 - (f) „publikasie”, enige boek, tydskrif, geskrif, drukwerk, vlugskrif of soortgelyke saak;
 - (g) „personeel”, die akademiese, administratiewe en biblioteekpersoneel van die Universiteit van Fort Hare;
 - (h) „student”, ’n geregistreerde student van die Universiteit van Fort Hare wat behoorlik as ’n lener deur die Universiteitsbibliotekaris geregistreer is;
 - (i) „Universiteitsbibliotekaris”, die Universiteitsbibliotekaris van die Universiteit van Fort Hare of sy behoorlik gemagtigde verteenwoordiger;
 - (j) „gebruiker”, enige persoon wat toegelaat is tot die gebruik van die Biblioteek.
2. Enige gebruiker of lener wat hom teenstrydig met die bepalinge van hierdie Regulasies gedra, het vir die gebruik van en die toegang tot die Biblioteek deur die Universiteitsbibliotekaris geskers word vir ’n tydperk van nie meer as vyf dae nie. Indien die Universiteitsbibliotekaris van mening is dat die oortreding van sodanige ernstige aard is dat dit ’n skorsing van meer as vyf dae regverdig, moet hy ’n sodanige oortreding onmiddellik aan die Rektor van die Universiteit per brief rapporteer en hy mag ’n sodanige gebruiker of lener slegs weer tot die gebruik van die Biblioteek toelaat op ’n sodanige datum as die Rektor, per skriftelike kennisgewing aan die Universiteitsbibliotekaris, mag besluit.

Gebruik van die Biblioteek.

3. Studente, personeellede en buiteleners is toegelaat tot die gebruik van die Biblioteek en mag publikasies leen op sodanige voorwaardes as wat deur hierdie Regulasies bepaal word: Met dien verstande dat die Universiteitsbibliotekaris, na sy oordeel, ander persone tot die gebruik van die biblioteek kan toelaat.
4. Geen gebruiker mag enige oorjas, boeksak, handsak, of enige sodanige sak of tas in die Biblioteek inbring nie, maar moet dit in die plek laat wat met ’n kennisgewing daartoe aangewys is.
5. (a) Geen gebruiker mag enige publikasie wat nie aan die biblioteek behoort inbring nie, of enige publikasie wat wel aan die Biblioteek behoort, wat op sy naam uitgegee is, daar inbring nie: Met dien verstande, dat ’n lener wel ’n sodanige aan hom uitgeleende boek in die Biblioteek mag inbring met die doel om dit terug te besorg, en hy moet dit aan die toonbank afgee sodra hy die Biblioteek betree.
- (b) Studente mag aantekeningboeke in die Biblioteek inbring en moet dit by betreding van die biblioteek aan die beampte by die hooftoonbank ter ondersoek aanbied.

- (c) Alle publikasies en/of aantekeningboeke wat deur die gebruiker uit die biblioteek geneem word moet aan die toonbankbeampte vir ondersoek aangebied word as die Biblioteek verlaat word.
 - (d) Publikasies wat nie in die biblioteek ingebring mag word nie kan in die plek deur Regulasie 4 bedoel bewaar word.
 - (e) Geen gebruiker mag in enige publikasie wat aan die Biblioteek behoort skryf, daar merke in maak of dit beskadig nie.
6. Geen boeke wat gemerk is „In die Library only”, of boeke wat by die toonbank onder direkte beheer gehou word, mag uit die Biblioteek uitgeneem word nie, en sodanige boeke moet in die Biblioteek geraadpleeg word op sodanige voorwaardes as die Universiteitsbibliotekaris mag bepaal, en moet, na gebruik, aan die toonbank teruggegee word.
 7. Geen gebruiker mag in die biblioteek sy stem verhef tot meer as fluistering, of enige lawaai of verstoring veroorsaak, of rook, eet of drink, of mag in die publieke afdelings enige gesprek voer nie.
 8. (a) Tien minute voor sluitingstyd van elke Biblioteekperiode, sal 'n klokkie gelu: word om aan te dui dat die gebruiker hom moet voorberei om die Biblioteek te verlaat.
 - (b) Vyf minute voor elke sluitingstyd sal 'n klokkie gelui word om aan te dui dat gebruikers die Biblioteek moet verlaat.
 - (c) Enige gebruiker wat hom na sodanige sluitingstyd nog in die Biblioteek bevind, is skuldig aan 'n oortreding van hierdie Regulasies.
 9. 'n Gebruiker wat 'n boek of tydskrif in die rak gehaal het vir raadpleging in die Biblioteek, mag sodanige boek of tydskrif nie terugsit op die rak nie, maar moet dit op die tafel waar die gebruiker is, laat lê.

Leensakkies.

10. (a) Studente wat publikasies van die Biblioteek wil leen moet aan die begin van elke akademiese jaar, nadat hulle as studente geregistreer is, by die hooftoonbank as lesers registreer.
- (b) Voorgraadse studente en buiteleners is geregtig op drie leensakkies elk.
- (c) Nagraadse studente is geregtig op ses leensakkies elk.
- (d) Elke leensakkie gee die lener op wie se naam dit uitgereik is, die reg om een boek te leen, vir 'n tydperk van hoogstens twee weke. Sodanige boeke mag gelyktydig geleen word.
- (e) Die lening van 'n publikasie kan verleng word vir 'n verdere tydperk soos bepaal deur die Universiteitsbibliotekaris.
- (f) 'n Leensakkie mag nie uitgeleen word, of van iemand geleen word, of op enige manier deur iemand op wie se naam dit nie uitgereik is, gebruik word nie.
- (g) Indien enige student of buitelener 'n leensakkie, wat op sy naam uitgereik is, verloor, kan die Universiteit 'n duplikaat leensakkie uitreik teen betaling deur sodanige student of buitelener van die bedrag van 25 sent: Met dien verstande dat 'n sodanige uitreiking die verlore leensakkie kanselleer, en enige student wat 'n sodanig gekanselleerde leensakkie probeer gebruik, is skuldig aan oortreding van hierdie Regulasies. Verder met dien verstande dat niemand daardeur van enige aanspreeklikheid wat mag ontstaan of ontstaan het as gevolg van enige gebruik van die verlore leensakkie, onthef is: verder met dien verstande, dat iemand wat 'n boek leen of probeer leen teen enige leensakkie wat nie op sy naam uitgereik is nie, hom skuldig maak aan 'n oortreding van hierdie Regulasies.

Buiteleners.

11. (a) Persone wat nóg studente nóg personeellede is, kan volgens diskresie van die Universiteitsbibliotekaris as buiteleners toegelaat word en moet

dan as sodanig geregistreer word by vertoning van 'n kwitansie van die Rekenmeester wat lui dat 'n deposito van R2 betaal is. Sodanige deposito sal terugbetaal word by vertoning aan die Rekenmeester van 'n kennisgewing van die Universiteitsbibliotekaris wat aandui dat die registrasie van die buitelener gekanselleer is dat daar geen boeke uitstaande is nie en dat alle leensakkies teruggegee is.

- (b) 'n Boek sal aan 'n buitelener uitgeleen word slegs indien dit nie op die tydstip in aanvraag is nie.
12. Personeellede mag publikasies van die Biblioteek leen, onderworpe aan die bepalings van hierdie Regulasies, en op die volgende voorwaardes:—
- (a) Dat sodanige publikasies aan die Biblioteek terug gegee moet word binne 'n redelike tyd nadat dit deur die Universiteitsbibliotekaris herrcep is: Met dien verstande, dat 'n publikasie nie teruggeroep sal word voordat 'n personeellid dit vir minstens 14 dae gehad het nie.
- (b) Die bepalings van hierdie Regulasie prejudiseer nie die bepalings van Regulasies 13-19 nie.

Leners in die algemeen.

13. Die Universiteitsbibliotekaris mag enige publikasie wat van die Biblioteek geleen is op enige tyd herroep vir doeleindes van inwendige biblioteekor-organisasie.
14. Geen lener mag enige publikasie wat van die Biblioteek geleen is aan enigiemand uitleen nie.
15. 'n Lener is aanspreeklik vir enige vernieling, beskadiging ten opsigte van enige publikasie wat op sy naam uitgereik is.
16. Enige lener kan versoek dat 'n publikasie wat aan iemand uitgeleen is, vir hom gereserveer sal word, en hy moet daarvan in kennis gestel word sodra die publikasie beskikbaar is.
17. Geen lener mag 'n publikasie van die biblioteek verwyder voordat die uitreiking daarvan deur die Universiteitsbiblioteek geregistreer is nie.
18. Geen uitreiking van boeke mag geskied gedurende 'n tydperk wat tien minute voor die einde van 'n biblioteekperiode begin nie.
19. (a) Alle publikasies aan leners uitgeleen moet teruggegee word voor die einde van elke Akademiese Semester.
- (b) Enige lener, wat nie aan die einde van die Akademiese Semester enige publikasies wat hy van die Biblioteek geleen het, terug besorg nie, is onderhewig aan 'n boete van R1 per nie-terugbesorgde publikasie, afgesien daarvan of die publikasie later terugbesorg word of nie.
- (c) Indien 'n lener nie 'n publikasie terugbesorg nadat hy onderhewig ge- word het aan die boete van R1 nie, is hy bowendien aanspreeklik vir die vervangingskoste van die publikasie.
- (d) Enige sodanige lener word, solank hy nie aan die bepalings van hierdie Regulasie voldoen het nie en nadat die boete betaalbaar geword het, geskors van alle gebruik van die Biblioteek, tot hy dit gedoen het.
20. Geen lener mag in enige publikasie wat hy van die Biblioteek geleen het, skryf, of enige merke daarin maak of dit op enige manier beskadig nie en enigiemand wat 'n publikasie aan die Biblioteek terug besorg wat op enige manier beskadig is, is verantwoordelik vir sodanige skade, tensy daarvan 'n aantekening gemaak is op die betrokke leensakkie ten tyde van die uitreiking.

Agterstallige publikasies.

21. 'n Publikasie wat van die Biblioteek geleen is, is agterstallig nadat die leen- periode soos bepaal deur hierdie Regulasies, verstryk het, of as 'n redelike tyd ver- loop het nadat die boek opgevea is deur die Universiteitsbibliotekaris.

22. Die boete vir 'n agterstallige publikasie is 5 sent per dag of gedeelte daarvan, onderworpe aan 'n maksimum van R2 per boekdeel. Nadat sodanige maksimum bereik is, is die bepaling van Regulasie 19(d) van toepassing.

Tydskrifte.

23. (a) Tydskrifte mag nie aan leners uitgeleen word nie: Met dien verstande, dat nie meer as vyf volumes ingebinde tydskrifte tegelyk aan personeellede of nagraadse studente uitgeleen mag word nie, vir 'n tydperk van nie meer as twee weke nie.
- (b) Lopende nommers van tydskrifte word in die tydskrifteleessaal uitgestal totdat hulle deur 'n volgende nommer vervang word.
- (c) Gebruikers mag nie tydskrifte van die tydskrifteleessaal verwyder of leen nie, en moet die tydskrifteleessaal uitsluitlik vir die raadpleging van tydskrifte gebruik.
- (d) Hoofde van Departemente mag egter lopende nommers van Gelyste Tydskrifte (voorgestelde plasing op die Lys moet voorgelê word aan die Adviserende Biblioteekkomitee) leen by vertoon van die betrokke kennisgewingstrokie, deur die Universiteitsbibliotekaris uitgereik ten opsigte van elke nommer, aan die tydskriftetoonbank, vir 'n periode van nie meer as drie dae nie.
- (e) Geen gebruiker het toegang tot die tydskrifbewaarploas nie. Vir enige tydskrif moet die gebruiker by die tydskriftetoonbank aansoek doen, om dit in die tydskrifteleessaal te gebruik, en hy mag sodanige tydskrif nie daaruit verwyder nie. Hierdie Regulasies elders daarvoor voorsiening maak. Die Universiteitsbibliotekaris kan egter na sy oordeel personeellede of nagraadse studente tot die tydskrifbewaarploas toelaat.

Inter-Biblioteeklenings.

24. (a) Inter-biblioteekleendiens is beskikbaar vir personeel en nagraadse studente.
- (b) Enige gebruiker wat nalaat om op of voor die vervaldatum enige publikasie wat deur die Biblioteek deur middel van die Interbiblioteekleendiens geleen is, terug te besorg, moet van alle leenvoorregte geskors word tot tyd en wyl hy sodanige publikasie terugbesorg het.
- (c) Indien die gebruik van enige publikasie of ander materiaal op enige wyse deur hierdie Regulasies beperk word, moet sodanige beperking 'n voorwaarde wees vir 'n lening aan 'n biblioteek wat dit van hierdie Biblioteek deur die Inter-biblioteekleendiens leen, en omgekeerd.
- (d) Indien aansoek gedoen word vir 'n tydskrifartikel deur die Inter-biblioteekleendiens, en die Biblioteek wat daarom versoek is voorsien hierdie Biblioteek met 'n fotoafdruk van die artikel, moet die aansoeker vir die koste van sodanige fotoafdruk, waarvan hy die eienaar word, betaal.

Spesiale Materiaal.

25. Manuskripte, mikrofilms, mikrokaarte en mikrofiches is slegs vir gebruik in die Biblioteek beskikbaar, en mag nie uit die Biblioteek verwyder word nie.

Africanabiblioteek.

26. Publikasies in die Africanabiblioteek mag nie uitgeleen word nie. Sodanige publikasies mag nie uit die Africanabiblioteek verwyder word nie, maar moet daar geraadpleeg word.

AKADEMIESE DRAG

Die akademiese drag van ampsdraers van die Universiteit is soos volg:

1. KANSELIER.

Toga. Swart sy met goudkleurige sy sierbelegsele aan weerskante voor en 'n vierkantige goudkleurige sykraag agter. Die kraag en die sierbelegsele is met swart fluweellint en breë goudgalon omgeboor. Die onderkant van die toga sowel as albei die lang geslote moue is met breë goudgalon omgeboor. Die moue is versier met stroke goudgalon, goue klossies en 'n lang vertikale strook goudgalon.

Die mou-openinge is met goudgalon omgeboor en aan die bokant van elke mou is daar 'n strook goue borduurwerk. Daar is 'n slip aan die agterkant van die toga om beweging te vergemaklik, wat ook met goudgalon omgeboor is.

Mus. Swart fluweelmus met 'n goue klossie en omboorsel van goudgalon. (Patroon van die Universiteit Rhodes.)

2. VISE-KANSELIER/REKTOR.

Toga Dieselfde as die van die Kanselier, maar met silwergalon in plaas van goudgalon omgeboor.

Mus. Swart fluweelmus met 'n silwer klossie en silwergalon omboorsel.

3. VOORSITTER VAN DIE RAAD.

Toga. Swart sy met sierbelegsele van dieselfde materiaal en 'n omboorsel van goudgalon een duim breed reg rondom die skouerstuk voor sowel as agter. Die moue is vierkantig en van dieselfde patroon as die wat deur Presbiteriaanse predikante gedra word (d.w.s. hulle is oop by die voorarmnaat) en is van swart sy met 'n voering van goudkleurige sy.

Mus. Swart fluweelmus met 'n swart klossie en 'n omboorsel van goudgalon.

4. RAADSLEDE.

Toga. Swart vulstof van die patroon vir ongegradeerdes met twee lusse van goue koord en twee goue knope aan albei kante van die skouerstuk voor. Geen Hoofbedeksel.

5. VOORSITTEER VAN DIE ADVISERENDE RAAD.

Toga. Soos vir die Voorsitter van die Raad, maar die moue is met papawerrooi uitgevoer. (No. 97)

Mus. Soos vir die Voorsitter van die Raad, maar die omboorsel en klossie is papawerrooi.

6. LEDE VAN DIE ADVISERENDE RAAD.

Toga. Soos vir lede van die Raad, maar die lusse en knope is papawerrooi (of so na daaraan as moontlik.)
Geen Hoofbedeksel.

7. REGISTRATEUR.

Toga. Swart koord sy met 'n sierbelegsel vier duim breed van swart fluweel voor sowel as om die kraag omgeboor met goudgalon een duim breed. Lang gepunte moue in goue koord gevat, en die wapen van die universiteit.

Mus. Swart fluweelmus met goue klossie.

8. ANDER ADMINISTRATIEWE BEAMPTES.

Toga. By Gradeplegtighede dra ander Administratiewe Beamptes, indien hulle nie gegradeerdes is nie, togas van swart vulstof van die patroon vir ongegradeerdes.

9. GEGRADUEERDES.

Doktor.

Toga. Deeldrag — Magistertoga met die skouerstuk heeltemal omgeboor met goue koord en met 'n goue koord en knoop aan die agterkant van die skouerstuk.
Voldrag — die patroon van die Oxfordse Doktor, met swart sy aan weerskante voor met daarop goudkleurige sypaneel ses duim breed en 'n sierbelegsel van een duim in die kenmerkende kleur van die graad. Moue uitgevoer met goudkleurige sy.

Graadband. Volpatroon — D.Litt. et Phil., D.Theol., LL.D., D.Ed., D.Comm., D.Sc. (Landmeetkunde), D.Phil. (M.W.), D.Bibl., D.Sc., D.Admin., D.Sc. (Agric.):—

Sy van die kenmerkende kleur van die graad, met goudkleurige sy uitgevoer en omgeboor met verspreide swart en goue koord. Die graadkleure is:—

D.Litt. et Phil.	Lasuurblou	(148)
D.Theol.	Pers	(179)
LL.D.	Donkerskarlaken	(186)
D.Ed.	Dowwe pienk	(157)
D.Comm.	Roesbruin	(58)
D.Sc. (Landmeetkunde)	Kanongrys	(42)
D.Phil. (M.W.)	Ysvoëlblou	(164)
D.Bibl.	Ligblou.	(84)
D.Sc.	Suwergras	(153)
D.Admin.	Beige-pienk	(18)
D.Sc. (Agr.)	Smaraggroen	(213)

Mus. Deeldrag — soos vir Magisters.
Voldrag — Swart fluweelmus met goue klossie

Magister.

Toga. Patroon van die Oxford M.A., swart vulstof of sy met 'n klein goue knoop en horisontale goue koord op die skouerstuk aan weerskante voor.

Graadband. Volpatroon, swart sy met goudkleurige sy uitgevoer en met, aan die binnekant van die kap, 'n sierbelegsel drie duim breed in die kenmerkende kleur van die ooreenstemmende Baccalaureusgraad.

Mus. Soos vir die Baccalaureus.

Honneure Baccalaureus.

Toga en mus soos vir Baccalaureusgrade.

Graadband. Die graadband vir die ooreenstemmende Baccalaureusgraad, met die toevoeging aan die binnekant bo van goue koord 'n kwartduim breed.

B.Ed., LL.B.

Toga en mus soos vir B.A.

Graadband. Eenvoudige patroon, swart sy met goud uitgevoer, en aan die binnekant omgeboor met drie duim en aan die buitekant met 'n halfduim sy van die kenmerkende kleur van die graad, nl.:—

B.Ed.	Dowwe pienk	(157)
LL.B.	Donkerskarlaken	(186)

B.A., B.A. (M.W.), B.Bibl., B.Jur., B.Theol., B.Agr., B.Sc., B.Comm., B.Admin., B.Sc. (Landmeetkunde).

Toga. Swart vulstof met gepunte moue wat van die skouer tot die pols oop is, by die pols in 'n klein goue koord en twee knope gevat.

Graadband.

Eenvoudige patroon, swart sy met aan die binnekant bo 'n sierbelegsel 4 duim breed van goudkleurige sy, wat aan die binnekant omgeboor is met een duim en aan die buitekant met 'n halfduim sy van die kenmerkende kleur van die graad, nl.:—

B.A.	Lasuurblou	(148)
B.Bibl.	Ligblou	(84)
B.Jur.	Donkerskarlaken	(186)
B.Theol.	Pers	(179)
B.Agric.	Appelgroen	(22)
B.Sc.	Silwergrys	(153)
B.Comm.	Roesbruin	(58)
B.Admin.	Beige-pienk	(18)
B.A. (M.W.)	Ysvoëlblou	(164)
B.Sc. (Landmeetkunde)	Kanongrys	(42)

Mus. Swart kledestofmus met 'n klossie van gemengde swart en goue drade.

B.Sc. (Agric.)

Toga en mus soos vir B.A.

Graadband. Soos vir B.Agric., maar omgeboor met twee duim smagaggroen (213) sy aan die binnekant en 'n halfduim aan die buitekant.

University of Fort Hare
Together in Excellence

KANSELIER

P. E. ROUSSEAU, M.Sc. (Stell.), D.Sc. (h.c.) (O.V.S. en Stell.), M.I.Chem. E.

WISE-KANSELIER EN REKTOR

Prof. J. M. DE WET, M.Sc. (S.A.), B.Sc. Ing. (Rand), D.I.C., Ph.D. (Lond.).

WISE-REKTOR

Prof. A. COETZEE, Cand. Theol. (Stell.), M.A. (S.A.), D.Litt. (O.V.S.)

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Mnr. J. M. CHRISTOPHER.

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Sy Edele Regter G. G. A. MUNNIK.

Prof. A. A. THERON

Prof. J. A. VAN EEDEN.

Prof. G. VAN N. VILJOEN.

Prof. G. J. J. VAN RENSBURG, (Senaatsverteenwoordiger).

Prof. S. Linde, (Senaatsverteenwoordiger)

Die Sekretaris van Bantoe-administrasie en ontwikkeling, ampshalwe (Mnr. J. P. DODDS) of sy gemagtigde verteenwoordiger (Mnr. J. S. DE WET)

Die Sekretaris van Bantoe-Onderwys, ampshalwe (Dr. H. J. VAN ZYL) of sy gemagtigde verteenwoordiger.

Die Sekretaris van Onderwys, Transkeise Regering, ampshalwe (Mnr. J. L. K. HEYSTEK).

Die Direkteur van Onderwys en Kultuur van die Oos-Kaapse Gebedsowerheid (Mnr. A. S. BURGER).

Die Registrateur is ampshalwe Sekretaris van die Raad.

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Mnr. D. M. NTUSI

Mnr. I. SANGOTSHA

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Mnr. F. SIYO

Mnr. S. S. NGCUME van die Administratiewe Personeel tree op as Sekretaris.

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Professor A. COETZEE
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Die Vise-Rektor
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Adviserende Raadsverteenvoordiger
Senaatsverteenvoordigers:

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Alternatief:
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Hutments
Elukhanyisweni
Assistent Koshuismoeder

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Personeellede

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Navorsing
Die Voorsitter van die Raad
Universiteit van Kaapstad
Universiteit van Suid-Afrika
Fakulteit Lettere en Wysbegeerte
Lovedale Pers
Transkei Regering
Ciskei Regering
Direkteur, Xhosa Woordboek Projek

Professor J. M. DE WET

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Professor A. COETZEE
Professor S. LINDE

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Regte
Lettere en Wysbegeerte
Natuurwetenskappe
Opvoedkunde
Handel en Administrasie

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Landbou
Gekoöpteerde Lid

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Professor D. H. MEIRING
Professor J. B. THOM

Assessorlede:

Verteenvoordigers van die
Departement van Bantoe Onderwys

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Mnr J. J. AGENBACH
Mnr J. ADDIS
Mnr A. FRENCH

Die Registrateur
Terreinbestuurder

Mnr H. VAN HUYSSTEEN
Mnr J. S. M. CLARK

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Die Vise-Rektor
Twee Raadslede:

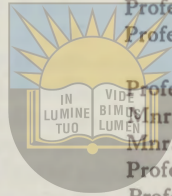
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Professor J. J. GERBER
Professor A. COETZEE
Regter G. G. A. MUNNIK
Professor S. LINDE

Twee Adviesraadslede:

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Mnr N. T. NKUNGU

Drie Senaatslede:

Professor A. S. GALLOWAY
Professor K. JACOBS
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University of Fort Hare
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(1970-1972)**

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Regsgeleerdheid

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Lettere en Wysbegeerte

Professor T. M. D. KRUGER, M.A. (Pret.) D.Litt. et Phil. (S.A.) (*met verlof* 1972)
Waarnemende Dekaan, 1972: Professor E. J. DE JAGER, M.A., D.Phil. (Potch.)

Natuurwetenskappe

Professor G. J. J. VAN RENSBURG, B.Sc. (Potch), M.Sc. (Pret), Ph.D. (S.A.), H.O.D.

Opvoedkunde

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Handel en Administrasie

Professor J. H. SMITH, M.Com. (U.O.S.D.) (O.V.S.), D.Comm. (U.P.E.)

Landbou

Professor H. v. H. VAN DER WATT, B.Sc. (Agric.) (Pret.), Ph.D. (Calif.)

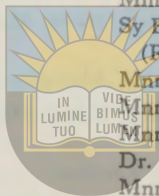
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Teologie
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Lettere & Wysbegeerte
Lettere & Wysbegeerte
Natuurwetenskappe
Natuurwetenskappe
Natuurwetenskappe
Opvoedkunde
Handel & Administrasie
Landbou
Landbou

KOMITEES VAN DIE SENAAT

Uitvoerende komitee : (1970-1972)

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Assistent-redakteur: G. NKONKI, M.A. (S.A.).

Navorsingsassistent: A. M. S. SITYANA

Afrikaanse Vertaler: Ds. A. M. PIENAAR.

Klerklike en Tegnieise Assistent: L. DIKWENI.

Tikster: Mev. F. T. NABE.

ALGEMENE REGSBEPALINGE WAT VAN TOEPASSING IS OP STUDENTE
VAN HIERDIE UNIVERSITEIT

Artikels 20, 27, 28, 29, 30 en van 42 wet Nr. 40 van 1969 wet op die
Universiteit van Fort Hare

20. (1) Niemand word as 'n gematrikuleerde student van die Universiteit ingeskryf nie tensy—

- (a) hy die matrikulasiesertifikaat deur die in artikel 15 van die Wet op Universiteite, 1955 (Wet No. 61 van 1955), bedoelde Gemeenskaplike Matrikulasieraad uitgereik, verwerf het of na die oordeel van die gemelde Matrikulasieraad voldoen het aan die voorwaardes van vrystelling van die matrikulasie-eksamen en 'n sertifikaat te dien effekte verkry het: Met dien verstande dat die raad daarbenewens die behaal van 'n bepaalde standaard in 'n bepaalde vak by die matrikulasie-eksamen of by 'n eksamen wat deur die gemelde Matrikulasieraad vir die doel erken word, by regulasie kan voorskryf as 'n voorvereiste vir toelating tot 'n bepaalde studiekursus aan die Universiteit; of
- (b) hy 'n gegradueerde van 'n universiteitsinrigting is of tot die status van 'n gegradueerde deur 'n universiteitsinrigting toegelaat is; en
- (c) hy voldoen het aan die ander voorwaardes wat deur die raad by regulasie voorgeskryf word; en
- (d) hy die vereiste gelde betaal het.

(2) Elke persoon wat as 'n student van die Universiteit ingeskryf word, moet solank hy 'n student van die Universiteit bly, sy inskrywing jaarliks hernuwe.

(3) Aan 'n student van die Universiteit wat nie daarin slaag om aan die minimum studievereistes wat voorgeskryf word, te voldoen nie kan toestemming om sy inskrywing as student te hernuwe deur die raad gevier word.

(4) Die raad kan na oorlegging met die senaat en met die voorafgaande goedkeuring van die Minister, die aantal persone beperk wat toegelaat kan word om vir 'n kursus in te skryf, in watter geval die senaat uit die persone wat bevoeg is om tot die kursus toe te tree, diegene kan uitkies wat toegelaat moet word om daarvoor in te skryf.

27. (1) Aan die Universiteit is daar—

- (a) fakulteite van lettere en wysbegeerte, natuurwetenskappe, opvoedkunde, regte, landbou, handel en administrasie, en teologie; en
- (b) die ander fakulteite wat die raad na oorlegging met die senaat en met die goedkeuring van die Minister van tyd tot tyd instel.

(2) Die raad mag nie sonder die voorafgaande goedkeuring van die Minister 'n departement of 'n kursus vir 'n graad, diploma of sertifikaat of in 'n vak instel waarvoor daar nie onmiddellik voor die bepaalde datum uitdruklike magtiging aan die universiteitskollege ingevolge 'n wetsbepaling bestaan het nie.

28. (1) Behoudens die bepalings van hierdie Wet, kan die Universiteit in 'n fakulteit dié grade toeken wat hy gevind.

(2) Die naam van 'n bepaalde graad in 'n fakulteit is dié wat by statuut voorgeskryf word.

(3) Behoudens die bepalings van artikel 31, mag die Universiteit nie 'n graad aan iemand toeken wat nie in 'n eksamen of ander toets dié peil van bekwaamheid wat voorgeskryf word, bereik het nie.

(4) Behoudens die bepalings van hierdie Wet, kan die Universiteit 'n diploma of sertifikaat verleen aan iemand wat 'n studiekursus gevolg het wat die Universiteit aanbied, of aan iemand anders wat na sy oordeel die kwalifikasies vir so 'n diploma of sertifikaat besit.

29. Behoudens die bepalings van die statuut, kan die raad op aanbeveling van die senaat—

- (a) 'n gegradueerde van 'n ander universiteitsinrigting of van 'n universiteit buite die Republiek tot 'n status aan die Universiteit toelaat wat gelykstaande is met die status wat hy aan daardie ander universiteitsinrigting of aan daardie universiteit besit;
- (b) iemand wat aan 'n ander universiteitsinrigting of aan 'n universiteit buite die Republiek of aan 'n ander instelling wat deur die senaat as gelykstaande met die Universiteit beskou word, geslaag het in eksamens wat na die oordeel van die senaat gelykwaardig is met, of hoër is as, die eksamens wat voorgeskryf word vir 'n graad van die Universiteit wat 'n voorvereiste is vir 'n baccalaureus-honneursmagisters- of doktorsgraad van die Universiteit, as kandidaat toelaat vir 'n graad waarvoor eersbedoelde graad so 'n voorvereiste is.

30. 'n Eksamen of ander toets van die Universiteit word afgeneem onder die beheer van die senaat en onderworpe aan die bepalings van die statuut: Met dien verstande dat, totdat die Minister anders bepaal, daar by die afneem van 'n eksamen of ander toets (met inbegrip van 'n verhandeling of proefskrif) wat aan die einde van die laaste semester afgeneem word in 'n hoofvak wat tot 'n graad, diploma of sertifikaat lei, en van dié ander eksamens (indien daar is) wat die raad op aanbeveling van die senaat bepaal, gebruik gemaak moet word, op dié wyse wat die senaat met die goedkeuring van die raad bepaal, van die dienste van eksterne eksaminatore of moderatore wat die raad op aanbeveling van die senaat aanstel.

42. (1) Indien iemand geslaag het in 'n eksamen of ander toets wat voor die bepaalde datum afgeneem is deur die Universiteit van Suid-Afrika ingevolge die bepalings van artikel 21 (1) van die Wet op Oordrag van die Universiteitskollege Fort Hare, 1959 (Wet No. 64 van 1959), of deur die universiteitskollege ingevolge die bepalings van artikel 23 van daardie Wet, word so iemand vir die doeleindes van die toekenning of verlening van 'n graad, diploma of sertifikaat deur die Universiteit geag in 'n ooreenstemmende eksamen of toets van die Universiteit te geslaag het.

(2) Iemand wat op of voor die bepaalde datum as 'n student van die universiteitskollege ingeskryf is of was vir 'n graad, diploma, sertifikaat, eksamen of ander toets van die Universiteit van Suid-Afrika, word geag ingeskryf te wees of te gewees het vir die ooreenstemmende graad, diploma, sertifikaat, eksamen of ander toets van die Universiteit en die Universiteit is nie verplig om so iemand voor te berei vir die betrokke graad, diploma, sertifikaat, eksamen of ander toets van die Universiteit van Suid-Afrika nie.

UITTREKSELS UIT DIE STATUUT VAN DIE UNIVERSITEIT VAN FORT HARE

Goewermentskennisgewing R.2001 gedateer 5.11.1971 paragrawe 46, 47, 48, 52, 53, 54 en 55
Toelating tot gelyke status

46. (a) 'n Gegradueerde van 'n ander universiteitsinrigting of van 'n universiteit buite die Republiek wat ingevolge artikel 29 (a) van die Wet toegelaat is tot 'n gelykstaande status, en
- (b) iemand wat ingevolge artikel 29(b) van die Wet as kandidaat vir 'n graad toegelaat is,

betaal die gelde wat by Wet bepaal is, en die raad kan in elke geval die effektiewe datum en ander voorwaardes, indien enige, van sodanige toelating bepaal.

Eksamens en ander toetse

Eksaminatore.

47. Behoudens die bepalings van artikel 30 van die Wet, word elke eksamen of ander toets waardeur 'n kursus vir 'n graad, diploma of sertifikaat voltooi word, afgeneem deur minstens twee eksaminatore wat die senaat aanstel.

Jaarpunte van kandidate.

48. Aan 'n kandidaat word daar voor die eksamen aan die einde van elke kursus wat hy bywoon, 'n jaarpunt toegeken vir sy werk gedurende die jaar, en die senaat kan bepaal—

- (a) dat hy nie tot die eksamen aan die einde van 'n kursus toegelaat word nie, tensy hy 'n deur die senaat neergelede minimum jaarpunt in daardie kursus behaal het; en
- (b) dat die jaarpunt sowel as die punt in die eksamen behaal in aanmerking geneem word, in sodanige verhouding as die senaat bepaal, by die berekening van sy finale punt vir daardie kursus.

University of Fort Hare
Minimum tydperk van bywoning
Together in Excellence

Gewone en honneurs-baccalaureusgraad.

52. Behoudens die bepalings van die Wet en hierdie Statuut, word geen kandidaat tot die graad van baccalaureus toegelaat nie, tensy hy na die geldigheidsdatum van die matrikulasiesertifikaat of van die sertifikaat van volle vrystelling van die matrikulasie-eksamen uitgereik deur die matrikulasieraad die volgende bywonings-tydperk wat as minimum vir so 'n graad erken word, voltooi het:—

- (a) vir die graad Baccalaureus Artium in die suiwer lettere en wysbegeerte of maatskaplike werk, of Baccalaureus Scientiae in die suiwer wetenskappe, of Baccalaureus Theologiae of Baccalaureus Iuris of Baccalaureus Legum of Baccalaureus Commercii of Baccalaureus Administrationis of Baccalaureus in Landbou: minstens drie akademiese jare;
- (b) vir die graad Baccalaureus Bibliothecologiae of Baccalaureus Scientiae in Landmeetkunde of Landbou: minstens vier akademiese jare;
- (c) vir die graad Baccalaureus in die Opvoedkunde of in Liggaamlike Opvoeding: 'n tydperk van—
 - (i) ten minste twee jaar waar hy voor die voltooiing van hierdie bywonings-tydperk die graad van Baccalaureus Artium of Scientiae of 'n ander graad wat deur die senaat van die Universiteit as gelykwaardig daaraan aanvaar is, behaal het; of
 - (ii) ten minste een jaar waar hy voor hierdie bywoningstydperk of 'n goedgekeurde vierjarige baccalaureusgraad of 'n goedgekeurde driejarige baccalaureusgraad en ook 'n goedgekeurde diploma of 'n sertifikaat in die Opvoedkunde behaal het;
- (d) vir enige ander baccalaureusgraad wat nie 'n honneursgraad is nie: minstens drie akademiese jare;
- (e) vir die honneurs-baccalaureusgraad: minstens een akademiese jaar na toelating tot 'n baccalaureusgraad vir dié doel erken deur die senaat.

Magistergraad.

53. Behoudens andersluidende bepalinge in die Wet en hierdie Statuut, word geen kandidaat tot die graad van magister in 'n fakulteit, behalwe die Fakulteit van Opvoedkunde, toegelaat nie vóór minstens een jaar nadat hy aan die vereistes vir die honneurs baccalaureusgraad voldoen het of vóór minstens twee jaar nadat hy tot die gewone graad van baccalaureus of ekwivalente status in die betrokke fakulteit toegelaat is: Met dien verstande dat in die Fakulteit van Opvoedkunde minstens een jaar moet verloop nadat hy tot die graad Baccalaureus Educationis of ekwivalente status toegelaat is.

Doktorsgraad.

54. Behoudens andersluidende bepalinge in die Wet en hierdie Statuut word geen kandidaat tot die graad van doktor in enige fakulteit toegelaat nie vóór minstens vier jaar nadat hy tot die graad van baccalaureus of ekwivalente status toegelaat is.

Bywoning aan en eksamens van ander universiteite

55. (1) Ondanks 'n andersluidende bepaling in hierdie Statuut en behoudens die bepalinge van subparagraaf (3) aanvaar die senaat as deel van die bywoning van 'n student wat vir toelating tot 'n baccalaureusgraad, uitgesonderd 'n eenjarige honneurs-baccalaureusgraad, aan die Universiteit kwalifiseer, bywoningstydperke as ingeskrewe gematrikuleerde student aan 'n ander universiteit of inrigting wat die senaat vir dié doel erken: Met dien verstande dat so 'n bywoningstydperk aanvaar word slegs in die geval van 'n erkende leergang en dat die senaat, in die geval van 'n student, sover doenlik sertifikate van bekwaamheid in enige vak deur die senaat van sodanige ander universiteit of inrigting uitgereik, kan aanvaar: Met dien verstande voorts dat so 'n kandidaat nie tot 'n graad toegelaat sal word nie tensy hy aan die bepalinge van subparagraaf (2) voldoen het, en—

- (a) in die eksamens wat die senaat bepaal, geslaag het;
- (b) die gelde wat voorgeskryf word, betaal het; en
- (c) in ander opsigte aan die vereistes vir die graad voldoen het.

(2) 'n Kandidaat word nie tot 'n gewone baccalaureusgraad ingevolge subparagraaf (1) toegelaat nie tensy—

- (a) sy bywoningstydperke aan die ander universiteit of inrigting en aan die Universiteit tesame minstens gelyk is aan die volle tydperk wat vir toelating tot die graad voorgeskryf word; en
- (b) hy aan die Universiteit goedgekeurde kursusse bygewoon het—
 - (i) vir die graad Baccalaureus Educationis, minstens gedurende die finale akademiese jaar;
 - (ii) vir 'n baccalaureusgraad waarvoor die voorgeskrewe bywoningstydperk vier jaar is, minstens gedurende die finale twee akademiese jare; en
 - (iii) vir 'n ander baccalaureusgraad, minstens gedurende twee akademiese jare: Met dien verstande dat hy minstens die helfte van die totale aantal kursusse voorgeskryf vir die graad, bygewoon het.

(3) Die senaat kan, as deel van die bywoning van 'n student wat vir toelating tot 'n baccalaureusgraad, uitgesonderd 'n eenjarige honneurs-baccalaureusgraad, kwalifiseer, tydperke van registrasie as 'n gematrikuleerde student van die Universiteit van Suid-Afrika aanvaar: Met dien verstande dat so 'n tydperk van registrasie aanvaar word slegs in die geval van 'n kursus deur die senaat erken en dat die senaat in die geval van 'n student, sover doenlik, sertifikate van bekwaamheid in enige vak uitgereik deur die senaat van die Universiteit van Suid-Afrika, kan aanvaar: Voorts met dien verstande dat die bepalinge van subparagraawe (1) en (2) *mutatis mutandis* van toepassing is en dat die kandidaat—

- (a) in die eksamens wat die senaat bepaal, geslaag het;
- (b) die gelde wat voorgeskryf word, betaal het; en
- (c) in ander opsigte aan die vereistes vir die graad voldoen het.

REGULASIES

Goewermentskennisgewing Nr. R1448 van 20/8/71 Universiteit van Fort Hare

—Regulasies

Die Minister van Bantoe-onderwys het kragtens die bevoegdheid hom verleen by artikel 33 (5) van die Wet op die Universiteit van Fort Hare, 1969 (Wet 40 van 1969), soos gewysig, onderstaande regulasies van die Universiteit van Fort Hare goedgekeur:

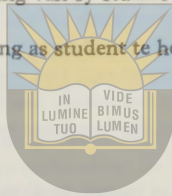
1. Niemand word tot die studiekursus vir die graad Baccalaureus Scientiae in die suiwer wetenskappe of vir die graad Baccalaureus Scientiae in Landbou toegelaat nie, tensy hy die matrikulasiesertifikaat deur die Gemeenskaplike Matrikulasieraad uitgereik of 'n vrystellingsertifikaat van die matrikulatie-eksamen deur gemelde Matrikulasieraad uitgereik, verwerf het, en daarenewens die slaagstandaard in Wiskunde by die matrikulatie-eksamen of by 'n eksamen wat deur gemelde Matrikulasieraad vir die doel erken word, behaal het.

2. 'n Student wat—

(a) een jaar na die aanvang van sy studies nie minstens een kursus voltooi het nie, of

(b) twee jaar na die aanvang van sy studies nie minstens twee kursusse voltooi het nie,

kan toestemming om sy inskrywing as student te henuwe deur die Raad geweier word.



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ALGEMENE REËLS VIR GRADE, DIPLOMAS EN SERTIFIKATE

A. ALGEMENE REËLS VIR ALLE GRADE.

Woordomskrywing.

G.1. In hierdie reëls, tensy uit die samehang anders blyk—

- (i) beteken „kursus” daardie deel van die leerplan in enige vak wat voorgeskryf word as studie-eenheid wat oor een akademiese jaar strek, en het „halwe kursus” ’n ooreenstemmende betekenis, daar twee halwe kursusse aan een kursus gelyk staan;
- (ii) beteken „leergang” die gesamentlike geheel van al die kursusse wat altesaam voltooi moet word soos in die reëls neergelê ten einde aan die vereistes vir ’n graad te voldoen;
- (iii) sluit „eksamen” die daaropvolgende hereksamen, siekte- of spesiale eksamen in; en
- (iv) sluit „Senaat” die Dekaan van ’n Fakulteit in waar hy binne die bestek van sy gesag namens die Senaat optree in verband met ’n saak rakende ’n student se leergang.

Inskrywing en goedkeuring van leergang.

G.2. Elkeen wat as ’n student van die Universiteit toegelaat word, lê jaarliks op die bepaalde dag, of binne sodanige respytydperk as wat toegelaat mag word, sy voorgestelde leergang voor vir goedkeuring deur die Senaat en ’n aldus goedgekeurde leergang mag nie sonder die verlov van die Senaat gewysig word nie.

G.3. Behalwe met vergunning van die Senaat mag ’n student nie in dieselfde akademiese jaar vir meer as een graad, diploma of sertifikaat ingeskryf word nie, en mag ’n student van die Universiteit nie in dieselfde akademiese jaar as student van ’n ander universiteit ingeskryf word nie.

Wysiging van reëls.

G.4. As die reëls vir ’n graad gewysig word, mag ’n student wat ingevolge die ou reëls ingeskryf was en in die akademiese jaar Eksamen die stelling van die nuwe reëls erkenning ontvang het en sy studies ononderbroke voortsit, onderhewig aan enige andersluidende bepalings, kies of hy kragtens die ou of die nuwe reëls wil voortgaan: Met dien verstande dat—

- (a) sodanige keuse finaal is, en
- (b) as hy verkies om kragtens die ou reëls voort te gaan en in enige akademiese jaar daarna nie daarin slaag om erkenning te ontvang nie of sy studies te eniger tyd onderbreek, hy verplig word om sy studies verder kragtens die nuwe reëls voort te sit.

Kondonering van oortreding van die reëls.

G.5. Ondanks andersluidende bepalings kan die Senaat ’n oortreding van die reëls kondoneer as hy daarvan oortuig is dat die student nie skuld het nie en onredelik gepenaliseer sou word as die oortreding nie gekondoneer word nie.

B. ALGEMENE REËLS VIR BACCALAUREUSGRADE

Leergang.

G.6. (1) Onderhewig aan die bepalings van subparagraaf (2) moet elke student vir ’n baccalaureusgraad ’n goedgekeurde leergang as gematrikuleerde student bywoon kragtens die reëls vir die betrokke graad.

(2) Die Senaat kan ’n spesiale leergang binne die raamwerk van die reëls goedkeur vir ’n student aan wie vrystelling, ingevolge die bepalings van die Statuut of van paragraaf G.14 van hierdie reëls, van enige kursus of kursusse verleen is, of wat sy studies onderbreek het voor ’n wysiging van die reëls vir die graad waarvoor hy ingeskryf is en gevolglik verplig word om kragtens die nuwe reëls voort te gaan.

(3) Die reëls vir 'n graad kan bykomende vereistes neerlê waaraan voldoen moet word voordat 'n graad toegeken kan word.

G.7. Onderhewig aan andersluidende bepalings word 'n student nie tot die tweede of meer gevorderde kursus in 'n vak toegelaat nie tensy hy erkenning vir die voorafgaande kursus ontvang het.

G.8. Die reëls vir 'n graad kan neerlê dat—

(a) 'n student nie tot 'n bepaalde kursus in 'n vak toegelaat word nie tensy hy gespesifiseerde hulpkursusse in 'n ander vak of vakke voltooi het, of tensy sodanige kursusse gelyktydig met die bepaalde betrokke kursus geneem word; of

(b) dat 'n student nie erkenning ontvang vir 'n kursus wat hy voltooi het nie alvorens hy 'n ander gespesifiseerde kursus of kursusse voltooi het.

Eksamen

G.9. (1) Om 'n kursus te voltooi, moet 'n student die volgende behaal:

(a) 'n jaarpunt van minstens 40%;

(b) minstens 40% van die punte in die eksamen;

(c) sodanige subminimum as wat die Senaat vir enige bepaalde deel van die eksamen mag voorskryf; en

(d) minstens 50% van die jaarpunt en die eksamen tesame met dien verstande dat die verhouding waarin die twee gekombineer word, moet wees soos die Senaat vir elke kursus bepaal.

(2) 'n Student word nie tot die eksamen aan die einde van 'n kursus toegelaat nie, tensy hy 'n jaarpunt soos in klousule (a) van subparagraaf (1) bepaal, behaal het nie.

(3) 'n Eksamen behels 'n skriftelike toets bestaande uit een of meer vraestelle soos deur die Senaat bepaal, en kan ook 'n praktiese of mondelinge toets of albei insluit.

(4) Die Hoof van 'n Departement kan in oorleg met die eksaminatore vereis dat 'n student hom vir 'n bykomende mondelinge eksamen onmiddellik na die gewone eksamen moet aanmeld, en 'n student moet hiervoor beskikbaar wees tot drie dae nadat hy sy laaste eksamen afgelê het.

(5) Elke eksamen word onder die beheer van die Senaat afgeneem en word, tensy anders vermeld, aan die einde van die akademiese jaar afgeneem.

G.10. Die reëls vir graad kan neerlê dat 'n student wat nie daarin slaag om 'n kursus te voltooi nie, tot die daaropvolgende hereksamen toegelaat kan word, en skryf in so 'n geval die voorwaardes vir toelating tot so 'n hereksamen voor.

G.11. (1) 'n Student wat deur siekte op of onmiddellik voor die dag van 'n eksamen verhinder word om een of meer vraestelle te skryf of te voltooi kan deur die Rektor (of 'n amptenaar deur hom aangewys) toegelaat word om hom vir 'n siekte-eksamen aan te meld, mits hy 'n mediese sertifikaat indien wat die aard en duur van die siekte vermeld en waarin verklaar word dat dit om gesondheidsredes onmoontlik of onwenslik was om die eksamen op die bepaalde dag te skryf.

(2) 'n Student wat deur gesinsomstandighede, soos die dood of ernstige siekte van 'n bloedverwant, gedurende die eksamen verhinder word om een of meer vraestelle te skryf, kan deur die Rektor (of 'n amptenaar deur hom aangewys) toegelaat word om hom vir 'n spesiale eksamen aan te meld, mits bevredigende bewys van sodanige omstandighede gelewer word.

(3) Toestemming kragtens subparagraaf (1) of (2) word nie aan 'n student verleen nie tensy sy aansoek die Registrateur minstens 'n week voor die einde van die akademiese jaar bereik.

G.12. Die Senaat kan in 'n buitengewone geval en onderhewig aan sodanige voorwaardes aangaande jaarpunte as wat hy mag omlê, 'n student wat in 'n eksamen gedruip het, toelaat om hom aan die einde van 'n latere akademiese jaar vir hereksamen aan te meld sonder dat hy verplig word om die betrokke kursus of kursusse weer by te woon.

G.13. 'n Besitter van 'n diploma of sertifikaat, of 'n besitter van 'n graad, wat slegs een kursus moet voltooi om as kandidaat vir 'n graad, respektiewelik nog 'n graad, te kwalifiseer, kan hom, met vergunning van die Senaat, vir eksamen aanmeld, hetsy gedurende 'n gewone eksamenperiode of 'n hereksamenperiode: Met dien verstande dat toestemming om hom gedurende 'n hereksamenperiode aan te meld slegs onder buitengewone omstandighede verleen sal word.

Vrystellings.

G.14. (1) Die Senaat kan, onderhewig aan sodanige voorwaardes as wat hy mag neerlê, vrystelling aan 'n student verleen ten opsigte van 'n kursus wat hy vir 'n ander graad, diploma of sertifikaat van die Universiteit voltooi het: Met dien verstande dat sodanige student nie tot 'n baccalaureusgraad toegelaat sal word nie tensy—

(a) hy goedgekeurde kursusse vir so 'n graad bygewoon het, soos volg:—

(i) vir die graad Baccalaureus Educationis, minstens gedurende die finale akademiese jaar;

(ii) vir die graad Baccalaureus Legum, minstens die finale twee akademiese jare;

(iii) vir enige ander baccalaureusgraad, minstens die helfte van die totale aantal kursusse voorgeskryf vir die graad;

(b) hy sodanige eksamens geslaag het as wat die Senaat mag voorskryf; en

(c) hy in alle ander opsigte aan die vereistes vir die graad voldoen.

(2) Ondanks die bepaling van subparagraaf (1) mag 'n student nie 'n vak as hoof- of belangrikste vak vir 'n graad kies wat hy as hoofvak vir 'n ander graad geneem het nie.

Erkenning.

G.15. (1) Behoudens andersluidende bepalinge ontvang 'n student erkenning vir elke kursus wat hy voltooi: Met dien verstande dat die reëls vir 'n graad mag neerlê dat 'n student nie tot die tweede of latere studiejaar in 'n bepaalde vak, of enige vak hoegenaamd, mag voortgaan nie, alvorens hy die minimum aantal vakke wat vir die doel voorgeskryf word, voltooi het.

(2) 'n Student ontvang nie erkenning vir die finale kursus van 'n vak wat in die reëls vir 'n graad as 'n hoofvak omskryf word nie, tensy hy hom by die eerste poging gelyktydig vir eksamen in die finale kursusse van twee sulke vakke aanmeld nie: Met dien verstande dat hy erkenning ontvang vir die finale kursus van een hoofvak as hy dit by die eerste poging of daarna voltooi.

Kursusse vir nie-graaddoeleindes (NGD) bygewoon.

G.16. (1) Die Senaat kan 'n persoon, hetsy 'n gematrikuleerde of andersins, toelaat om as geleentheidstudent vir 'n kursus of kursusse in te skryf anders dan as kandidaat vir 'n graad, en onderhewig aan die voorwaardes wat hy voorgeskryf het of mag voorskryf.

(2) Die Senaat kan 'n student wat vir 'n graad ingeskryf is, toelaat om vir 'n kursus of kursusse in te skryf anders dan as deel van sy leergang, en bykomend daaraan, onderhewig aan die voorwaardes wat hy voorgeskryf het of mag voorskryf.

(3) Behoudens die bepalinge van paragraaf G.14. kan die Senaat aan 'n student erkenning vir graaddoeleindes verleen ten opsigte van een of meer kursusse wat hy ingevolge die bepalinge van subparagraaf (1) of (2) of albei voltooi het, onderhewig aan die voorwaardes wat hy voorgeskryf het of mag voorskryf: Met dien verstande dat sodanige erkenning nie verleen word nie tensy, gedurende alle toepaslike tydperke—

(a) hy behoorlik gekwalifiseer was om vir die betrokke graad in te skryf; en

(b) sodanige kursus deel van 'n goedgekeurde leergang vir die graad kon gewees het.

C. ALGEMENE REËLS VIR HONNEURS-BACCALAUREUSGRADE

G.17. Niemand word as kandidaat vir 'n honneurs-baccalaureusgraad toegelaat nie, tensy hy—

- (a) tot 'n baccalaureusgraad van die Universiteit toegelaat is; of
- (b) 'n gegradueerde is van 'n ander universiteitsinrigting of van 'n universiteit buite die Republiek en tot die status van baccalaureus aan die Universiteit toegelaat is; of
- (c) aan 'n ander universiteitsinrigting of aan 'n universiteit buite die Republiek of aan 'n ander instelling wat deur die Senaat as gelykstaande met die Universiteit beskou word, geslaag het in eksamens wat na die oordeel van die Senaat gelykwaardig is met, of hoër is as, die eksamens wat voorgeskryf word vir 'n baccalaureusgraad van die Universiteit.

G.18. Iemand wat as kandidaat vir 'n honneursgraad toegelaat wil word, moet skriftelik by die Registrateur aansoek doen met vermelding van sy kwalifikasies en van die departement waarin hy wil studeer.

G.19. Behoudens sy algemene bevoegdheid om 'n applikant toe te laat of andersins, kan die Senaat vereis dat sy bekwaamheid ten opsigte van die onderwerp van sy voorgenome studierigting getoets word indien hy of—

- (a) die kwalifikasie waarop sy aansoek gegrond word, aan 'n ander universiteit of inrigting behaal het; of
- (b) 'n gegradueerde van die Universiteit is en nie die vak as 'n hoofvak in sy voorgraadse leergang ingesluit het nie.

Duur van kursus.

G.20. Die honneurskursus strek, behalwe andersins, een akademiese jaar voltydse studie, maar indien deur die reëls in 'n besondere fakulteit toegelaat, kan 'n kandidaat, met verloop van die hoof van die betrokke departement, die kursus in twee dele, elk waarvan oor een akademiese jaar strek, bywoon en voltooi.

Byvakke.

G.21. Die Senaat kan vereis dat 'n kandidaat gespesifiseerde byvakke bo en behalwe die honneurskursus bywoon, en kan ook vereis dat hy sulke kursusse by eksamen voltooi alvorens hy hom vir enige gespesifiseerde gedeelte van die honneurseksamen aanmeld.

Toetse in vreemde tale.

G.22. Die Senaat kan vereis dat 'n kandidaat in 'n toets in 'n goedgekeurde moderne vreemde taal slaag.

Eksamen.

G.23. (1) Die honneurseksamen bestaan uit—

- (a) minstens vier en hoogstens ses vraestelle met inbegrip van mondelinge en praktiese vraestelle: Met dien verstande dat die aantal mondelinge vraestelle nie dié wat die reëls vir die graad bepaal mag oorskry nie;
 - (b) die eksamen wat benodig word om die in paragraaf G.21 voorgeskrewe byvakke indien enige, te voltooi; en
 - (c) sodanige toets in 'n vreemde taal, indien enige, wat kragtens paragraaf G.22 vereis word.
- (2) Die eksamen vind plaas—
- (a) in die geval van 'n honneurskursus wat as 'n geheel geneem word: na afloop van die kursus; of
 - (b) in die geval van 'n honneurskursus wat in twee dele geneem word: soos deur die Senaat bepaal, mits elke deel, sover doenlik, deur ongeveer die helfte van die vraestelle gedek word.
- (3) Om in die honneurseksamen te slaag, moet 'n kandidaat die volgende behaal:
- (a) 'n groot totaal van minstens 50% van die punte in al die vraestelle genoem in subparagraaf (1) (a);
 - (b) sodanige subminimum as wat die Senaat vir enige vraestel mag voorskryf; en
 - (c) die slaagpunt in elke ander eksamen of toets genoem in subparagraaf (1).

Hereksamen.

G.24. (1) Behalwe met vergunning van die Senaat mag 'n kandidaat hom nie meer as twee maal vir eksamen in dieselfde departement aanmeld nie.

(2) As 'n kandidaat in 'n eksamen of toets genoem in paragraaf 23(1)(b) of (c) druij, maar die standaard wat die Senaat vir die doel voorskryf, behaal, kan hy hom na afloop van sodanige tydperk as wat die Senaat vir die doel neerlê vir hereksamen daarin aanmeld.

Onderskeiding.

G.25. Die graad word met onderskeiding toegeken aan 'n kandidaat wat in die eksamen die standaard wat in die reëls vir die betrokke honneurs graad neergelê word, behaal.

D. ALGEMENE REËLS VIR MAGISTERGRADE

Toelating.

G.26. Niemand word as kandidaat vir 'n magistergraad toegelaat nie, tensy hy—

- (a) tot 'n honneurs-baccalaureusgraad van die Universiteit toegelaat is; of
- (b) tot 'n nagraadse baccalaureusgraad van die Universiteit toegelaat is; of
- (c) 'n gegradueerde is van 'n ander universiteitsinrigting of van 'n universiteit buite die Republiek en tot die status van 'n houër van een van die in (a) of (b) hierbo bedoelde kwalifikasies toegelaat is; of
- (d) aan 'n ander universiteitsinrigting of aan 'n universiteit buite die Republiek of aan 'n ander instelling wat deur die Senaat as gelykstaande met die Universiteit beskou word, geslaag het in eksamens wat na die oordeel van die Senaat gelykwaardig is met, of hoër is as, die eksamens wat voorgeskryf word vir een van die in (a) of (b) hierbo bedoelde kwalifikasies.

G.27. Iemand wat as 'n kandidaat vir 'n magistergraad toegelaat wil word, moet skriftelik by die Registrateur aansoek doen met vermelding van sy kwalifikasies en, waar toepaslik, die titel van sy voorgaande verhandeling en 'n kort uiteensetting van sy navorsingsmetodes.

G.28. Behoudens sy algemene bevoegdheid om 'n applikant toe te laat of andersins, kan die Senaat vereis dat 'n applikant se bekwaamheid t.o.v. sy studierigting getoets word.

Minimum inskrywingstydperk.

G.29. 'n Kandidaat moet oor 'n tydperk van minstens een akademiese jaar, gevorderde studie of navorsing of albei onderneem onder toesig van 'n studieleier wat die Senaat benoem.

Vorderingsvereistes en voorsiening vir kansellasië.

G.30. Die Senaat kan te eniger tyd die inskrywing van 'n kandidaat wat na sy mening nie bevredigende vordering met sy studies maak nie, kanselleer.

G.31. Indien 'n kandidaat sy studies nie binne 'n tydperk van vyf jaar sedert sy inskrywing voltooi nie, kan die Senaat weier om sy inskrywing te hernieu of kan hy dit hernieu onderhewig aan die voorwaardes wat hy na goëddunke mag neerlê.

Eksamen.

G.32. 'n Kandidaat moet ôf—

- (a) 'n verhandeling oor 'n goedgekeurde onderwerp indien; ôf
- (b) hom aanmeld vir 'n eksamen wat uit minstens twee skriftelike vraestelle bestaan; ôf
- (c) 'n verhandeling indien en hom daarbenewens aanmeld vir 'n skriftelike of mondelinge eksamen soos deur die Senaat bepaal op aanbeveling van die betrokke Fakulteitsraad.

Hereksamen.

G.33. Behalwe met vergunning van die Senaat mag 'n kandidaat hom nie meer as twee maal vir eksamen aanmeld nie.

Verhandeling.

G.34. 'n Kandidaat wat die graad by 'n bepaalde gradeplegtigheid wil ontvang, moet die Registrateur nie later nie as twee weke voor die laaste Fakulteitsvergadering van die vorige jaar in kennis stel van sy voorneme om sy verhandeling in te dien, en moet dit nie later nie as 31 Desember van daardie jaar of, met spesiale toestemming van die departementshoof, nie later nie as 31 Januarie indien: Met dien verstande dat hierdie nie geld as 'n waarborg deur die Universiteit dat die verhandeling betyds vir die komende gradeplegtigheid geëksamineer sal word nie.

G.15. 'n Kandidaat mag nie 'n verhandeling indien nie, tensy dit vergesel word van 'n skriftelike verklaring deur sy studieleier waarin toestemming om die verhandeling in te dien, verleen word. Om so 'n verklaring uit te reik, verbind die studieleier hom nie om die toekennung van die graad aan te beveel nie.

G.36. Vir die doel van eksaminering dien 'n kandidaat drie eksemplare van sy verhandeling in. Nadat die verhandeling goedgekeur is, en voordat die graad toegeken word, dien hy nog sewe eksemplare in, tensy spesiale verlof om 'n kleiner aantal in te dien, verleen is.

G.37. (1) 'n Verhandeling moet in dubbelspasiëring getik en behoorlik ingebind wees, tensy vrystelling van hierdie vereiste verleen word.

(2) Die titelblad van 'n verhandeling moet soos volg daar uitsien:

1. (die volle titel van die verhandeling).....
2. deur (die volle naam van die kandidaat).....
3. ingedien ter vervulling gedeeltelike vervulling van die vereistes vir die graad Magister.....in die Fakulteit.....van die Universiteit van Fort Hare.
4. datum van indiening.

G.38. (1) Geen verhandeling word aangeneem nie indien dit voorheen vir 'n graad aan 'n ander universiteit ingedien is, maar materiaal uit bestaande publikasies mag in die verhandeling ingesluit word mits die regmatige erkenning daarvoor gegee word.

(2) 'n Kandidaat moet saam met sy verhandeling 'n eksemplaar indien van elke verhandeling deur hom vir 'n ander graad aangebied, hetsy dit aanvaar is of nie.

G.39. 'n Verhandeling word nie goedgekeur nie tensy dit bewys lewer van die kandidaat se kennis van navorsingsmetodes en -tegnieke. Die taal moet suiwer wees en die tegniese afwerking bevredigend.

Onderskeiding.

G.40. 'n Magistergraad kan met onderskeiding toegeken word aan 'n kandidaat wat volgens die oordeel van die Senaat die vereiste standaard behaal het.

Publikasie.

G.41. Indien 'n gedeelte van die voorgelegde verhandeling op die datum van indiening nie tot bevrediging van die Universiteit gepubliseer word of is nie, het die Universiteit die reg om die werk in sy geheel of gedeeltelik vir navorsingsdoeleindes te reproduseer. Die Universiteit kan van hierdie reg afstand doen, mits die kandidaat bevredigende reëlings tref om die werk te publiseer.

E. ALGEMENE REËLS VIR DOKTORSGRADE

Toelating.

G.42. Behalwe waar die reëls in 'n besondere fakulteit dit anders vereis, sal 'n persoon nie as kandidaat vir 'n doktorsgraad toegelaat word tensy hy—

- (a) tot 'n magistergraad van die Universiteit toegelaat is; of
- (b) 'n gegradueerde is van enige ander universiteitsinrigting of van 'n universiteit buite die Republiek en tot die status van magister aan die Universiteit toegelaat is; of
- (c) aan 'n ander universiteitsinrigting of aan 'n universiteit buite die Republiek, of aan 'n ander instelling wat deur die Senaat as gelykstaande met die Universiteit beskou word, geslaag het in eksamens wat na die oordeel van die Senaat gelykwaardig is met, of hoër is as, die eksamens wat voorgeskryf word vir die magistergraad van die Universiteit.

G.43. Iemand wat as 'n kandidaat vir 'n doktorsgraad toegelaat wil word, moet skriftelik by die Registrateur aansoek doen met vermelding van sy kwalifikasies, en in die geval van 'n aansoek, ingevolge klousule (a) van paragraaf G.45, die titel van sy voorgenome proefskrif en 'n kort uiteensetting van sy navorsingsmetodes.

G.44. Behoudens sy algemene bevoegdheid om 'n applikant toe te laat of andersins, kan die Senaat vereis dat 'n applikant se bekwaamheid ten opsigte van sy studierigting getoets word.

Wyse waarop 'n graad mag verkry word.

G.45. Die graad mag verkry word òf—

- (a) deur middel van navorsing op 'n goedgekeurde onderwerp onder leiding van 'n promotor wat deur die Senaat benoem is; òf
- (b) op grond van verdienstelike publikasies mits dit in die betrokke fakulteitsreëls bepaal word.

Voor siening vir kansellasië.

G.46. Die Senaat mag te eniger tyd die inskrywing van 'n kandidaat wat na sy mening nie bevredigende vordering met sy studies maak nie, kanselleer.

Eksamen.

G.47. (1) 'n Kandidaat wat ingevolge die bepaling van klousule (a) van paragraaf G.45, toelating verkry het, moet 'n proefskrif oor die goedgekeurde onderwerp indien en, indien die Fakulteitsreëls dit voorskryf of die eksamenkommissie dit verlang, 'n mondelinge eksamen af lê oor die onderwerp van die proefskrif of die betrokke vak as geheel.

(2) 'n Kandidaat, wat ingevolge die bepaling van klousule (b) van paragraaf G.45 toelating verkry het, moet sy publikasies vir eksamen voor lê in welke geval die vereistes vir die voorlegging van 'n proefskrif mutatis mutandis van toepassing is.

G.48. (1) Geen kandidaat mag 'n proefskrif indien nie tensy sy promotor die Senaat in kennis gestel het dat hy 'n bevredigende kennis van die vak as geheel besit.

(2) Die Senaat mag 'n program van studie voorskryf wat die kandidaat moet bywoon en by eksamen voltooi.

Hereksamen.

G.49. Behalwe met vergunning van die Senaat mag geen kandidaat hom meer as twee maal vir die eksamen aanmeld nie.

Proefskrif.

G.50. 'n Kandidaat wat die graad by 'n bepaalde gradeplegtigheid wil ontvang, moet die Registrateur nie later nie as twee weke voor die laaste Fakulteitsvergadering van die vorige jaar in kennis stel van sy voorneme om sy proefskrif in te dien, en moet dit nie later nie as 31 Desember van daardie jaar of, met spesiale toestemming van die departementshoof, nie later nie as 31 Januarie indien: met dien verstande dat hierdie nie geld as 'n waarborg deur die Universiteit dat die proefskrif betyds vir die komende gradeplegtigheid geëksamineer sal word nie.

G.51. Vir die doel van eksaminering dien 'n kandidaat drie eksemplare van sy proefskrif in. Nadat die proefskrif goedgekeur is, en voordat die graad toegeken word, dien hy nog sewe eksemplare in, tensy spesiale verlof om 'n kleiner aantal in te dien, verleen is.

G.52. By voorlegging moet die proefskrif vergesel wees van 'n verklaring deur die kandidaat oor die mate waarin dit, in opset sowel as uitvoering, die kandidaat se eie werk is.

G.53. (1) 'n Proefskrif moet in dubbelspasiëring getik en behoorlik ingebind wees, tensy vrystelling van hierdie vereiste verleen word.

(2) Die titelblad van 'n proefskrif moet die volgende besonderhede bevat.

- 1. (die volle titel van die proefskrif).....
- 2. deur (die volle naam van die kandidaat)
- 3. voorgelê ter vervulling/gedeeltelike vervulling van die vereistes vir die graad Doktor van.....in die Fakulteit van.....van die Universiteit van Fort Hare.
- 4. Promotor.....
- 5. Datum van indiening.....

G.54. (1) Geen proefskrif word aangeneem nie indien dit voorheen vir 'n graad aan 'n ander universiteit ingedien is, maar materiaal uit bestaande publikasies mag in die proefskrif ingesluit word, mits die regmatige erkenning daarvoor gegee word.

(2) 'n Kandidaat moet saam met sy proefskrif 'n eksemplaar indien van elke proefskrif of verhandeling voorheen deur hom vir 'n ander graad aangebied, hetsy dit aanvaar is of nie.

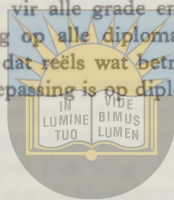
G.55. 'n Proefskrif word nie goedgekeur nie tensy dit bewys lewer van oorspronklike werk deur die kandidaat gedoen en 'n besliste hydrae tot die kennis van en insig in die vak is.

Publikasie.

G.56. Indien 'n gedeelte van die voorgelegde proefskrif op die datum van indiening nie tot bevrediging van die Universiteit gepubliseer word nie, het die Universiteit die reg om die werk in sy geheel of gedeelteilik vir navorsingsdoeleindes te reproduseer. Die Universiteit kan van hierdie reg afstand doen, mits die kandidaat bevredigende reëlings tref om die werk te publiseer.

F. ALGEMENE REËLS VIR DIPLOMAS EN SERTIFIKATE

G.57. Die algemene reëls vir alle grade en die reëls vir 'n baccalaureusgraad is *mutatis mutandis* van toepassing op alle diplomas en sertifikate deur die Universiteit toegeken: Met dien verstande dat reëls wat betrekking het op matrusulasie as 'n voorvereiste vir toelating, nie van toepassing is op diplomas en sertifikate wat nie matrusulasie vereis nie.



University of Fort Hare
Together in Excellence

FAKULTEIT TEOLOGIE

PERSONEEL

Dekaan :

Professor F. HECHT.

Ou Testamentiese Vakke en Hebreeus :

*Professor: F. HECHT, Cand.Phil. (Halle), Cand.Theol. (Halle), Cand.Min. (Berlin),
D.D. (Pret.).

Lektor: Vakant.

Nuwe Testamentiese Vakke en Pastorale Teologie :

*Professor: H. L. N. JOUBERT, M.A. (Stell.), M.Th. (Princeton), Th.D. (Amst.).

Lektor: W. J. ODENDAAL, M.A., B.Th. (Stell.)

Sistematiese Teologie :

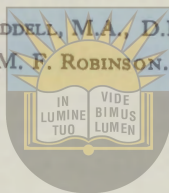
*Professor: J. A. LAMPERCHT, B.A. (Rand), B.D. (Lond), D.D. (S.A.).

Kerkgeskiedenis en Sendingwetenskap :

*Professor: Vakant.

Deeltydse dosent: R. H. R. LIDDELL, M.A., D.D. (h.c.) (St. Andrews).

Sekretaresse/Tikster: Mev. J. M. F. ROBINSON.



University of Fort Hare
Together in Excellence

*Departementshoofde.

FAKULTEIT TEOLOGIE

Grade en Diplomas

- Th.1. (1) Die volgende grade word in die Fakulteit toegeken:
Baccalaureus Theologiae.....B.Theol.
Honnours-Baccalaureus Theologiae.....B.Theol. (Hons.)
Magister Theologiae.....M. Theol.
Doctor Theologiae.....D.Theol.

- (2) Die volgende diploma word in die Fakulteit toegeken:

Diploma in Teologie.

Die fakulteitsreëls wat hierop volg moet tesame met die voorskrifte van die Wet, die regulasies en die algemene reëls gelees word.

Die Graad Baccalaureus Theologiae*

Leergang.

- Th.2. Die leergang strek oor 3 jaar voltydse studie.

- Th.3. (1) Die volgende kursusse word vir die eerste studiejaar voorgeskryf:—

Bybelkunde I
Sistematiese Teologie I
Kerkgeskiedenis en Sendingwetenskap I
Wysbegeerte van die Godsdien en Vergelykende
Godsdien I.

(2) Daarbenewens moet 'n student die kursus Grieks IA voltooi, tensy aan hom vrystelling daarvan verleen word deur die Hoof van die Daprtement Grieks.

(3) 'n Student sal nie tot enige van die voorgeskrewe kursusse vir die tweede studiejaar toegelaat word nie voordat hy minstens twee van die kursusse waarna in subparagraaf (1) verwys word, voltooi het.

*N.B.—Amptelike tale :

Alhoewel geen formele vereistes gestel word nie, word dit sterk aanbeveel dat 'n student minstens 12 uur studietyd in die Taallaboratorium sal wy aan 'n kursus in een of beide amptelike tale.

- Th.4. Die volgende kursusse word vir die tweede studiejaar voorgeskryf:—

Bybelkunde II
Sistematiese Teologie II
Kerkgeskiedenis en Sendingwetenskap II
Grieks I
Pastorale Teologie I

- Th.5. (1) Die volgende kursusse word vir die derde studiejaar voorgeskryf:—

(i) Bybelkunde III
(ii) Sistematiese Teologie III
OF
Kerkgeskiedenis en Sendingwetenskap III
(iii) Hebreeus I

(2) Die twee kursusse onder (i) en (ii) sal as hoofvakke beskou word vir die doel van paragraaf G.15.(2) en Th. 8.

Eksamen

Th.6. (1) Om 'n kursus te voltooi moet 'n student voldoen aan die vereistes soos neergelê in die algemene reëls vir die baccalaureusgraad en 'n subminimum van minstens 35% in elke vraestel behaal.

(2) Die jaarpunt en eksamenpunt sal in gelykstaande verhoudings gekombineer word.

Aanvullende eksamens.

Th.7. 1. 'n Student in sy eerste studiejaar word toegelaat tot 'n aanvullende eksamen in 'n kursus waarin hy gedruip het, mits hy die volgende behaal het:

- (a) 'n jaarpunt van minstens 50%;
(b) minstens 40% van die punte vir die eksamen;
(c) die slaagsyfer in minstens twee ander kursusse tydens dieselfde eksamen.

2. 'n Student in sy tweede studiejaar word toegelaat tot 'n aanvullende eksamen in 'n kursus waarin hy gedruip het, mits hy die volgende behaal het:

- (a) 'n jaarpunt van minstens 50%;
- (b) 'n gemiddelde van minstens 45% vir die jaarpunt en die eksamen gesamentlik;
- (c) die slaagsyfer in minstens twee ander kursusse in dieselfde eksamen.

3. 'n Student in sy derde studiejaar word toegelaat tot 'n aanvullende eksamen in 'n kursus waarin hy gedruip het—

- (a) in die finale kursus van 'n hoofvak, mits hy die volgende behaal:—
 - (i) 'n jaarpunt van minstens 50%;
 - (ii) 'n gemiddelde van minstens 45% vir die jaarpunt en eksamen gesamentlik en ook die finale kursus van sy ander hoofvak voltooi het.
- (b) in een ander kursus, mits dit die laaste oorblywende vereiste vir sy graad is.

Onderskeiding.

Th.8. 'n Student slaag met onderskeiding indien hy 'n eksamenpunt van minstens 75% in die derde kursus van die betrokke vak behaal.

Die Graad Honneurs Baccalaureus Theologiae

Toelating.

Th.9. (1) 'n Persoon kwalifiseer nie as kandidaat vir die graad Baccalaureus Theologiae Honneurs nie tensy hy:

- (a) toegelaat is tot die B.Theol.-graad of die status van Baccalaureus Theologiae aan die Universiteit; of
- (b) toegelaat is tot die B.A.-graad aan die Universiteit met Bybelkunde en Siste-matiese Teologie as hoof vakke; of
- (c) toegelaat is tot die status van Baccalaureus Artium aan die Universiteit op grond van sy besit van die graad Baccalaureus Artium van 'n ander univer-siteit met Bybelkunde en Siste-matiese Teologie as hoofvakke; of
- (d) ingevolge paragraaf G.17 (c) van die algemene reëls vir die graad Honneurs-Baccalaureus Artium kwalifiseer.

(2) 'n Persoon in besit van sodanige B.A.-graad word nie as kandidaat vir die graad toegelaat nie tensy—

- (a) hy voldoen aan die taalvereistes vir die graad Baccalaureus Theologiae;
- (b) hy erkenning verkry het vir Kerkgeskiedenis en Sendingwetenskap 1, Pastorale Teologie 1 en Wysbegeerte van die Godsdienst en Vergelykende Godsdienst 1.

Duur van kursus.

Th.10. Die honneurskursus strek oor minstens twee akademiese jare voltydse studie.

Die honneurskursus.

Th.11. (1) Die graad word in een van die volgende vakke toegeken:—

- Bybelkunde
- Kerkgeskiedenis en Sendingwetenskap
- Sistematiese Teologie

(2) Benewens die vak wat vir honneurs gekies is, moet 'n kandidaat ook die volgende byvakke voltooi—

- (a) Kursusse in—
 - (i) Pastorale Teologie
 - (ii) en (iii) die twee vakke in subparagraaf (1) wat nie vir honneurs gekies is nie.
- (b) die volgende vakke wat die Fakulteit Lettere en Wysbegeerte aanbied, tensy vrystelling daarvoor verleen is op grond van reeds voltooide kursusse:—
 - (i) Grieks II
 - (ii) Hebreeus II

(3) Voor 'n kandidaat tot die eksamen toegelaat word, moet die Senaat oortuig wees dat sy kennis van Latyn voldoende is vir die vak wat hy gekies het vir die honneurskursus.

(4) 'n Kandidaat in besit van die B.A.-graad met Bybelkunde en Sistematiese Teologie as hoofvakke, moet Kerkgeskiedenis en Sendingwetenskap II gedurende die eerste jaar van die honneurskursus neem.

Th.12. (1) Die eksamen bestaan uit

- (a) ses vraestelle van drie uur elk in die vak wat ingevolge paragraaf Th.11 (1) vir honneurs gekies is;
- (b) een vraestel van drie uur in elk van die drie byvakke wat ingevolge paragraaf Th.11 (2) voorgeskryf word.

(2) Hoogstens drie van die vraestelle mag met 'n mondelinge eksamen vervang word.

Th.13. Die Senaat mag vereis dat 'n student al die vraestelle in een eksamen aflê, of dat hy sommige vraestelle aan die einde van die eerste akademiese jaar en die res aan die einde van die tweede akademiese jaar aflê.

Onderskeiding.

Th.14. Die graad word met onderskeiding toegeken aan 'n kandidaat wat 'n gemiddeld van 75% vir enige vyf vraestelle behaal het.

Die Graad Magister Theologiae

Vir besonderhede aangaande kwalifikasie vir inskrywing, duur van kursus en verhandeling, raadpleeg die Statuut en die algemene reëls vir die magistergraad.

Vakkeuse:

Th.15. Die graad kan toegeken word in die vak waarin die kandidaat sy honneursgraad afgelê het.

Eksamen.

Th.16. 'n Kandidaat moet 'n eksamen van vier geskrewe vraestelle van drie uur elk aflê en ook 'n verhandeling wat as vyfde vraestel sal gemerk word, voorlê.

Onderskeiding.

Th.17. Die graad word met onderskeiding toegeken aan 'n kandidaat wat 'n gemiddeld van 75% vir sy eksamen en sy verhandeling behaal het.

Die Graad Doctor Theologiae

Benewens die vereistes van die Statuut en algemene reëls, is die volgende spesiale reëls van die fakulteit ook van toepassing vir die doktorsgraad.

Th.18. (1) Voor 'n kandidaat sy proefskrif mag voorlê moet hy 'n studieprogram voltooi in een hoofonderwerp en twee hulponderwerpe wat uit die volgende gekies kan word:

- (1) Bybelkunde (Ou Testament)
- (2) Bybelkunde (Nuwe Testament)
- (3) Sistematiese Teologie
- (4) Kerkgeskiedenis
- (5) Sendingwetenskap
- (6) Wysbegeerte van die Godsdiens en Vergelykende Godsdiens.
- (7) Pastorale Teologie

(2) Voor 'n kandidaat tot die eksamen toegelaat word, moet die Senaat oortuig wees dat hy voldoen aan die taalvereistes met betrekking tot die onderwerpe wat hy gekies het, soos hieronder uiteengesit:

(a) Ou Testament.

- (i) 'n Tweede Semitiese taal op eerstejaars vlak;
- (ii) Hebreeus III, tensy vrystelling verleen word deur die Senaat; en
- (iii) 'n leeskennis van Duits.

(b) Nuwe Testament.

- (i) Voldoende kennis van Latyn;
- (ii) Grieks III, tensy vrystelling verleen word deur die Senaat; en
- (iii) 'n leeskennis van Duits.

- (c) *Sistematiese Teologie* :
- (i) Latyn II, tensy vrystelling verleen word deur die Senaat; en
 - (ii) 'n leeskenis van Duits.
- (d) *Kerkgeskiedenis* :
- (i) Latyn II, tensy vrystelling verleen word deur die Senaat; en
 - (ii) 'n leeskenis van Duits of Frans.
- (e) *Sendingwetenskap* :
- (i) 'n leeskenis van Duits; en
 - (ii) 'n leeskenis van Hollands.
- (f) *Wysbegeerte van die Godsdienst en Vergelykende Godsdienst* :
- 'n Grondige kennis van die taal wat die besondere studierigting vereis.
- (g) *Pastorale Teologie* :
- (i) Latyn II, tensy vrystelling verleen word deur die Senaat; en
 - (ii) 'n Leeskenis van Duits of Frans.

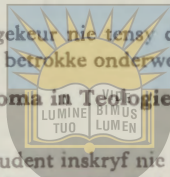
Eksamen

Th.19. (1) 'n Kandidaat moet 'n mondelinge eksamen voor die Fakulteit aflê in sy hoofonderwerp en twee hulponderwerpe.

(2) 'n Kandidaat moet minstens een jaar nadat hy die mondelinge eksamen geslaag het, 'n proefskrif voorlê.

(3) 'n Proefskrif word nie goedgekeur nie tensy dit spreek van 'n deeglike kennis van die vak as geheel sowel as van die betrokke onderwerpe.

Diploma in Teologie



Toelating

Th.20. 'n Persoon mag nie as student inskryf nie tensy—

(a) hy in besit is van die Skooleinsertifikaat (nie laer nie as S2) van die Gesamentlike Matrikulasieraad of 'n sertifikaat wat die Senaat as gelykstaande daarvan erken, of

(b) Die Senaat oortuig is dat hy op grond van sy volwassenheid bekwaam is om die kursus by te woon.

Duur van leergang.

Th.21. Die kursus strek oor drie jaar voltydse studie.

Samestelling van leergang.

Th.22. (1) Die leergang behels die volgende kursusse:

Bybelkunde I, II, III.

Sistematiese Teologie I, II.

Kerkgeskiedenis en Sendingwetenskap I, II.

of Sistematiese Teologie III of

Kerkgeskiedenis en Sendingwetenskap III.

Wysbegeerte van die Godsdienst en Vergelykende Godsdienst I.

Grieks I, of Hebreus I, of Sosiale Antropologie I, of

Sielkunde I, of Xhosa I.

(2) 'n Student mag nie meer as vyf kursusse in enige akademiese jaar neem nie.

LEERPLANNE

KLASSIEKE HEBREEUS

Kursus I: (2 vraestelle)

Vraestel 1: Taal.

(a) Beginsels van die Hebreuse grammatika (skrif, klankleer, aksente, naamvalle van die voornaamwoord, sterk selfstandigenaamwoord, onreelmatige selfstandige naamwoord, lidwoorde, getalle tot 100 en sterk werkwoorde met werkwoordelike byvoegsels).

(b) Eenvoudige vertalings uit en in Hebreus.

Vraestel 2: Agtergrond.

- (a) Die aard van die Hebreeuse taal en denke (Deel I).
- (b) Ou-Testamentiese geskiedenis en die Nabye Oosterse agtergrond daarvan vanaf die begin tot op die verwoesting van die Eerste Tempel.
- (c) Oorsig van Bybelse Aardrykskunde.

Kursus II: (2 vraestelle)

Vraestel 1: Taal.

- (a) Beginsels van die Hebreeuse grammatika (swak werkwoorde en daarvan afgeleide selfstandige naamwoorde, vergelyking, lidwoorde) met vertalings uit en in Hebreeus.
- (b) Beginsels van Hebreeuse sinsbou, met toepaslike oefeninge.
- (c) Taalkundige studie van 15 hoofstukke uit die historiese en tien hoofstukke uit die profetiese letterkunde van die Ou Testament.

Vraestel 2: Agtergrond en Teks.

- (a) Die aard van die Hebreeuse taal en denke (Deel II).
- (b) Die geskiedenis van die Jode vanaf die verwoesting van die Eerste Tempel tot die verwoesting van die Tweede Tempel.
- (c) 'n Oorsig van Bybelse Oudheidkunde.
- (d) Die teks van die Ou Testament.

Kursus III: (2 vraestelle)

Vraestel 1: Taal.

- (a) Kenmerke van die Hebreeuse taal en sy plek onder die Semitiese tale.
- (b) Taalkundige studie van tien hoofstukke uit die moeiliker profetiese boeke en tien vanuit die poëtiese en wysheidsletterkunde van die Ou Testament. Enige tekste uit Jesus Sirach en uit 'n Mishna-tractaat.

Vraestel 2: Aramees of Ugarities.

- (a) Inleidende grammatika en in bree trekke die letterkunde van of die Aramese of die Ugaritiese taal.
- (b) Vertaling van voorbereide en onvoorbereide tekste in Engels.

Grieks I A.

(Een vraestel)

1. 'n Studie van die grammatika (vormleer en sintaksis) van Grieks.
2. Vertaling van sinne en/of passasies uit (Grieks) en in Grieks.
3. 'n Oorsig van Christelike Griekse letterkunde.

Grieks I B.

(Twee vraestelle)

1. Formele grammatika van Grieks.
2. Onvoorbereide vertalings en eenvoudige vertalings in Grieks.
3. 'n Studie van hoofstukke geneem uit die volgende voorgeskrewe boeke:
 - (a) Die Griekse Nuwe Testament: *Johannes*.
 - (b) Xenophon: *Anabasis*.
 - (c) *Didache*.(Vertaling, taalkundige kommentaar, verband en agtergrond).
4. 'n Oorsig van die Griekse geskiedenis gedurende die Hellenistiese tydperk (336-31 v.C.), met besondere verwysing na die aard van die Hellenistiese staatsvorm en na kulturele strominge van die tydperk.

(A) B.A. EN B. THEOL.

I. Bybelkunde.

Kursus I:

Afdeling A: Ou testament.

- (a) 'n Inleidende studie tot die hulpvakke by die bestudering van die Ou Testament.
- (b) 'n Algemene inleiding tot die bestudering van die Ou Testament.
- (c) 'n Oorsig van die geskiedenis van Israel.
- (b) 'n Studie van uitgesoekte gedeeltes van die „R.S.V.” in verband met die opvatting van „Geschiedenis” in Ou Israel.

Afdeling B: Nuwe Testament.

- (a) 'n Inleidende studie tot die hulpvakke by die bestudering van die Nuwe Testament.
- (b) 'n Algemene inleiding tot die bestudering van die Nuwe Testament.
- (c) 'n Oorsig van Nuwe-Testamentiese geskiedenis en inhoud.
- (d) Voorgeskrewe hoofstukke uit die Sinoptiese Evangelies („R.S.V.”) vir verklaring.

Kursus II:

Vraestel 1: Ou Testament.

- (a) 'n Inleiding tot vorms en voorgeskiedenis van die Ou-Testamentiese letterkunde.
- (b) 'n Inleiding tot die Ou-Testamentiese letterkunde vanaf sy begin tot aan die Ballingskap.
- (c) Die godsdienslike en teologiese boodskap van die Ou Testament (Deel I).

Vraestel 2: Nuwe Testament.

- (a) 'n Inleiding tot die Evangelies, Handelinge en die Pauliniese briewe.
- (b) 'n Inleiding tot die kulturele en godsdienslike agtergrond van die vroeë Christendom.
- (c) 'n Sistematiese oorsig van die boodskap van die Sinoptiese Evangelies en die Pauliniese briewe.

Kursus III:

Vraestel 1: Ou Testament.

- (a) 'n Inleiding tot die Ou-Testamentiese letterkunde na die Ballingskap.
- (b) Die godsdienslike en teologiese boodskap van die Ou Testament (Deel II).
- (c) Kanongeskiedenis van die Ou Testament.

Vraestel 2: Nuwe Testament.

- (a) 'n Inleiding tot die nie-Pauliniese briewe en die boek van Openbaring.
- (b) 'n Oorsig van die boodskap van die skrywer van Hebreërs en van Johannes.
- (c) Kanongeskiedenis van die Nuwe Testament.

Vraestel 3: Skrifverklaring.

Afdeling A: Ou Testament.

- (a) Die verskeie getuies in verband met die teks van die Ou Testament
- (b) Die Hermeneutiek van die Ou Testament.
- (c) Voorgeskrewe gedeeltes van die „R.S.V.” vir verklaring.

Afdeling B: Nuwe Testament.

- (a) Die verskeie getuies in verband met die teks van die Nuwe Testament.
- (b) Die Hermeneutiek van die Nuwe Testament.
- (c) Voorgeskrewe gedeeltes van die „R.S.V.” vir verklaring.



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II. Sistematiese Teologie

Kursus I.

1. Algemene inleiding tot die studie van Sistematiese Teologie.
2. Verhouding van Sistematiese Teologie tot
 - (a) Wetenskap
 - (b) Wysbegeerte.
3. Ondersoek in verband met die betekenis van Christelike dogmatiese formules
4. Inleiding tot Christelike etiek.

Kursus II.

Vraestel 1 :

1. Die Christelike leer van God.
2. Die Christelike leer van die Heilige Drie-Eenheid.
3. Die Christelike leer van die Persoon van Christus.

Vraestel 2 :

1. Die Christelike leer van die Heilige Gees.
2. Die Christelike leer van die Skepping en Voorsienigheid.
3. Christelike Etiek as die Goddelike Opdrag.

Kursus III.

Vraestel 1 :

1. Die Christelike leer van Versoening en Verlossing.
2. Die Christelike leer van die Kerk en die Sakramente.

Vraestel 2 :

1. Die Christelike leer van die mens en wêreld.
2. Eskatologie.
3. Die Koninkryk van God.

Vraestel 3 :

1. Christelike Etiek—Die leer van Christus en van Paulus.
2. Christelike en Wysgerige onderrig in verband met Etiek.
3. Studie in verband met Agape en Eros.
4. Hedendaagse Etiese Teorieë.

III. Kerkgeskiedenis en sendingwetenskap

Kursus I:

- (a) Algemene oorsig van die Kerkgeskiedenis.
- (b) 'n Spesiale studie van die na-Reformatoriese Kerkgeskiedenis tot op die moderne tydperk.

Kursus II:

Vraestel 1 :

Die Middeleeuse Kerkgeskiedenis.

Vraestel 2 :

Die Hervorming en die Teen-Hervorming.

Kursus III:

Vraestel 1 :

Die eerste ses eeue tot Gregorius die Grote.

Vraestel 2 :

- (a) Die probleem van die betekenis van geskiedenis.
- (b) Die Kerk en Kerkgeskiedenis.
- (c) Geskiedenis van dogmas in die vierde en vyfde eeue.

Vraestel 3 :

- (a) Hedendaagse Kerkgeskiedenis met spesiale verwysing na Suid-Afrika.
- (b) 'n Inleiding tot die Teorie van Sendingwerk.

IV. Pastorale Teologie.

(Een vraestel)

1. (a) Grondslag en doelstelling by die beoefening deur die Nuwe-Testamentiese Kerk van: Homiletiek, Kategetiek, Liturgiek, Pomeniek, Kubernetiek en Diakoniek.
- (b) Die strewe om die bevindings van die bogenoemde ondersoek (1.A.) van toepassing te maak op die omstandighede van die jong Kerke in Afrika.
2. (a) Geskiedenis en betekenis van die vak Pastorale Teologie.
- (b) Pastorale Sielkunde met besondere verwysing na die jong Kerke in Afrika.

V: Vergelykende Godsdiens en Wysbegeerte van die

Godsdiens I

(Een Vraestel)

Afdeling A:

Vergelykende Godsdiens.

1. Inleidend: met spesiale verwysing na
 - (i) Afrika en
 - (ii) Christendom.
2. Uitgesoekte godsdiens-onderwerpe: Primitiewe godsdienste: Magie en Religie; die godsdienste van Afrika, Hinduisme, Judaïsme, Islam.

Afdeling B:

Wysbegeerte van die Godsdiens.

1. Inleidend: Die resultate van hedendaagse navorsing; waarde- en waarheid; probleme; die verhouding van Religie, Openbaring en Wysbegeerte.
2. Godsdiens en Godsdienste in die werke van K. Barth en E. Brunne.

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(B) HONS. B.THEOL.
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I: LEERPLAN VIR HONS. B.THEOL. IN BYBELKUNDE MET HOOFFRIGTING OU TESTAMENT.

Vraestel 1:

- (a) 'n Oorsig van Outydkunde en geskiedenis van die Nabye Ooste, belangrik vir die lewe en instellings van Ou Israel.
- (b) 'n Studie van die tussen-Testamentiese tydperk en sy kulturele, letterkundige en ideologiese agtergrond.
- (c) Voorbeelde van die beginsels van tekskritiek geneem van die Biblia Hebraica.

Vraestel 2:

Eksegetiese studie (insluitend grammaties-historiese en teologiese gegewens) van ongeveer 15 voorgeskrewe hoofstukke uit verskillende dele van die Ou Testament (met gebruikmaking van die Hebreeuse teks).

Vraestel 3:

'n Geskiedkundige en kritiese bestudering van die toonaangewende skole van die Ou-Testamentiese verklaring.

Vraestel 4:

Teologie van die Ou Testament met besondere verwysing na God, die mens, die offerstelsel, die Messiaanse Hoop.

Vraestel 5:

Ou Testament—Nuwe Testament Tussenverhouding:

- (a) die belangrikheid van die Ou Testament vir die verstaan van die Christus gebeure in die Nuwe Testament.
- (b) die verskille tussen die opvattinge van die Ou-Testamentiese Kanon in die Sinagoge en die Kerk.
- (c) Die aard van Paulus se teologiese kritiek op die Ou Testament.

Vraestel 6 :

- (a) Eksegetiese studie (insluitend grammaties-historiese en teologiese gegewens) van ongeveer ses voorgeskrewe hoofstukke uit verskillende dele van die Nuwe Testament (met gebruik-making van die Griekse teks).
- (b) Die eenheid en die verskeidenheid van die openbaring van God in die Nuwe Testament.

**II: LEERPLAN VIR HONS. B.THEOL. IN BYBELKUNDE MET
HOOFFRIGTING NUWE TESTAMENT**

Vraestel 1 :

- (a) Kultuurhistoriese en religieuse agtergrond van die Nuwe Testamentiese tyd.
- (b) Oorsig van die tussen-Testamentiese tydvak.
- (c) Voorbeelde van die beginsels van tekskritiek geneem uit die Griekse Nuwe Testament.

Vraestel 2 :

Eksegetiese studie (insluitend grammaties-historiese en teologiese gegewens) van ongeveer 20 voorgeskrewe hoofstukke uit verskillende dele van die Nuwe Testament (met gebruikmaking van Griekse teks).

Vraestel 3 :

'n Geskiedkundige en kritiese bestudering van die toonaangewende skole van Nuwe-Testamentiese verklaring.

Vraestel 4 :

Die eenheid en die verskeidenheid van die openbaring van God in die Nuwe Testament.

Vraestel 5 :

- (a) Die verwantskap tussen die Nuwe en die Ou Testament.
- (b) Die konsep van 'n Nuwe-Testamentiese Kanon.
- (c) Die Ou Testament en die Messiaanse bewussyn van Jesus.

Vraestel 6 :

- (a) Eksegetiese studie (insluitende grammaties-historiese en teologiese gegewens) van ongeveer 6 voorgeskrewe hoofstukke uit verskillende dele van die Ou Testament (met gebruikmaking van die Hebreeuse teks).
- (b) Teologie van die Ou Testament met besondere verwysing na God, die mens, die offerstelsel, die Messiaanse Hoop.

**III: LEERPLAN VIR HONS. B.THEOL. MET
HOOFFRIGTING SISTEMATIESE TEOLOGIE.**

Vraestel 1 :

Oorsig van die Prolegomena tot die Dogmatiek en 'n kort oorsig van die Teologie van die 19de en 20ste eeue wat tot die huidige Dogmatiese situasie gelei het.

Vraestel 2 :

Oorsig van die mees belangrike vraagstukke in verband met Kommunikasie, Sending, en die konfrontasie tussen Dogmatiek, Filosofie en die Wetenskap teenswoordig.

Vraestel 3 :

'n Keuse van 'n hoofrigting in Dogmatiek uit: die leer van die Woord; OF die leer van God; OF die Skeppingsleer; OF die leer van die Versoening; OF die leer van die Voleinding.

Vraestel 4 :

'n Keuse van 'n hoofrigting in die Christelike Etiek.

Vraestel 5 :

Spesialisering en bronnestudie, OF

(a) Luther en Lutheranisme OF Calvin en Calvinisme OF die Hervorming in Frankryk OF in Holland OF in Engeland OF in Skotland, OF

(b) Spesifieke probleme ten opsigte van Ekklesiologie, Pneumatologie, Missiologie en „Oikumene”.

Vraestel 6 :

'n Bestudering van 'n eietydse Teoloog.

**IV: LEERPLAN VIR HONS. B.THEOL. MET HOOFFRIGTING
KERKGESKIEDENIS EN SENDINGWETENSKAP.**

Vraestel 1 :

(a) Die ontwikkeling en metodes van Kerklike geskiedskrywing.

(b) Bestudering van 'n belangrike tydvak van leerstellige ontwikkeling.

Vraestel 2 :

'n Spesiale studie in Kerkgeskiedenis en die geskiedenis van Leerstellinge vanuit die oorspronklike bronne wat deur een van die volgende tydvakke behandel word:

(a) die vroeë tydvak tot op Gregorius I

OF

(b) die Middel-eeue

OF

(c) die Hervorming of die Teen-Hervorming

OF

(d) Na-Hervormings tydvak

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Vraestel 3 :

Die Geskiedenis van die Sending: Een van die volgende onderwerpe:

(a) Kerstening van die Germaanse stamme

OF

(b) Sendingondernemings in die Middel-eeue

OF

(c) Kerstening van Afrika suid van die Sahara

OF

(d) wêreldsending van die Kerk in die 20ste eeu.

Vraestel 4 :

Bestudering van die lewe en die werk van:

(a) 'n Kerkvader.

(b) Een van die Hervormers.

Vraestel 5 :

'n Bestudering van die volgende Konsilie:

(a) Trente

(b) Eerste en Tweede Vatikaanse Konsilie.

Vraestel 6 :

Teorie van die Sending :

1. Die Christelike boodskap in 'n nie-Christelike wêreld.

2. Sending en Kerk.

3. Sending en die „Oikumene”.

V: HONS.B.THEOL. LEERPLAN VIR PASTORALE TEOLOGIE.

Vraestel 1 :

Vernuwing van die Kerk :

1. Die prediking.
2. Die liturgie.
3. Sang en musiek.
4. Die leke-beweging.

Vraestel 2 :

Afdeling A :

Die Nuwe Mens in die Kerk :

1. Die grondlegging.
2. Die opbouing.
3. Die Sending.

Afdeling B :

Pastorale sielkunde.



University of Fort Hare
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FAKULTEIT REGSGELEERDHEID

Akademiese Personeel

Handelsreg :

Professor: Vakant.

Senior Lektor: G.S. WOOD, B.A., LL.B. (Natal) (Hoof van die Departement)

Privaatreg :

Senior Lektor: F.A. DE VILLIERS, B.Comm., LL.B. (Potch.)
(Hoof van die Departement en Vise-Dekaan van die Fakulteit)

Senior Lektor: W. DE HAAN, B.A., LL.B. (Stell.)

Senior Lektor: M.L. LUPTON, B.A. (Hons), LL.B. (O.V.S.), U.O.D.

Lektor: B. S. KOYANA, B.A., LL.B. (S.A.)

Lektor: Vakant.

Straf- en Prosesreg.

Professor: J. B. THOM, B.A., LL.B. (Stell.) (Hoof van die Departement en Dekaan
van die Fakulteit)

Senior Lektor: Vakant

Staats- en Volkereg.

Senior Lektor: J. LABUSCHAGNE, M.A. (Pret.), LL.B. (S.A.)

Lektor: F. VENTER, B.Jur. et Comm., LL.B. (Potch.)

Sekretaresse: Mev. L. I. TERWIN.

University of Fort Hare
Together in Excellence

Grade en Sertifikate in Regsgeleerdheid

L1. Die volgende grade word uitgereik:—

- (1) Baccalaureus JurisB.Jur.
- (2) Baccalaureus ProcurationisB.Proc.
- (3) Baccalaureus LegumLL.B.
- (4) Magister LegumLL.M.
- (5) Doctor LegumLL.D.

L2. Die volgende sertifikate word verleen:—

- (1) Prokureurstoelatingsertifikaat
- (2) Staatsdienssertifikaat in die Regte.

Regulasies

Die fakulteitsreëls wat hierop volg moet tesame met die voorskrifte van die Wet, die Statuut, die regulasies en die algemene reëls geles word.

Vrystelling :

L3. 'n Student kan op grond van voorafgaande studie vrygestel word van nie meer nie as helfte van die kursusse vir enige bepaalde graad of sertifikaat voorgeskryf; met dien verstande, egter, dat kandidate wat in besit is van 'n B.Jur. of B.Proc.-graadsertifikaat goegregtig sal wees tot vrystelling van hoogstens drie kursusse meer as helfte van die kursusse vir die LL.B.-graad voorgeskryf, in welke geval dit van bedoelde kandidate vereis sal word om een bykomende kursus vir elk van die drie kursusse voormeld te neem.

Nie-graad en nie-sertifikaat doeleindes :

L4. Slegs een kursus mag vir nie-graad en nie-sertifikaat doeleindes geneem word. 'n Sodanige kursus mag in enige studiejaar geneem word; met dien verstande dat nie meer as twee bykomende kursusse (ingeslote kursusse wat herhaal word) tot die voorgeskrewe kursusse in enige studie-jaar geneem mag word nie.

Volgorde van kursusse :

L5. Op aanbeveling van die Fakulteit, en met die goedkeuring van die Senaat, mag 'n student 'n ander as die in L11, L15, L20, L22, L23, L31 en L35 voorgeskrewe volgorde van kursusse kies.

Toelating tot eksamens :

L6. 'n Student word nie tot die eksamen in enige kursus toegelaat nie tensy hy 'n jaarsyfer van minstens 40% behaal het.

Slaagsyfer :

L7. Ten einde in enige kursus te slaag, moet 'n kandidaat minstens 40% in die eksamen behaal, en, bykomend daartoe, 'n gemiddeld vir die jaarsyfer en die eksamen van minstens 50%, en vir hierdie doeleindes dra die jaarsyfer en die eksamensyfer gelyke gewig.

Onderskeiding :

L8. 'n Kursus word met onderskeiding geslaag indien 'n kandidaat 'n slaagsyfer van minstens 75% behaal.

Aanvullende eksamens :

L9. Geen kandidaat wat in enige kursus gedruip het, kwalifiseer om die aanvullende eksamen in daardie kursus te skryf nie tensy hy minstens 40% in die eksamen, en in die geval van 'n eerste jaar student, ook 'n jaarpunt van minstens 50% behaal het nie.

Baccalaureus Juris

Toelating tot studie :

L10. Om tot die studie toegelaat te word, moet 'n student 'n Matrikulasie- of 'n Matrikulasievrystellingsertifikaat besit, of 'n sertifikaat van voorwaardelike vrystelling van matrikulasie uitgereik aan studente van die buiteland.

Leergang :

L11. Die Kursusse is soos volg:

Eerste jaar :

- (i) Inleiding tot die Reg.
- (ii) Privaatreg I.
- (iii) Privaatreg II.
- (iv) Naturelle-administrasie I of Staatsleer I of Latyn (Spesiale kursus) of Latyn I.
- (v) Uitleg van Wette (halwe kursus).

Tweede jaar :

- (i) Strafred.
- (ii) Bewysred.
- (iii) Handelsred I.
- (iv) Staats- en Administratiedred.
- (v) Strafredred.

Derde jaar :

- (i) Privaatred III.
- (ii) Handelsred II.
- (iii) Romeinse Red.
- (iv) Siviele Redred.
- (v) Internasionale Privaatred (halwe kursus).

Aflê van leergang :

L12. (1) Om tot die tweede jaar van die leergang toegelaat te kan word, moet 'n student minstens drie volle kursusse van die eerste jaar voltooi het; met dien verstande dat indien drie volle kursusse of twee volle kursusse en een halwe kursus van die eerste jaar onvoltooid is, een kursus van die tweede jaar tesame met die onvoltooid eerstejaars kursusse geneem mag word. Om tot die derde jaar toegelaat te kan word, moet 'n student al die kursusse van die eerste jaar en minstens drie kursusse van die tweede jaar voltooi het; met dien verstande dat indien drie kursusse van die tweede jaar onvoltooid is, een kursus van die derde jaar tesame met die onvoltooid kursusse geneem mag word.

(2) 'n Student verkry erkenning vir afsonderlike kursusse waarin hy geslaag het, maar in die derde jaar slegs indien hy minstens twee kursusse van die betrokke jaar gelyktydig geslaag het.

Slaag met lof :

L13. Om die graad met lof te behaal moet 'n kandidaat in al die kursusse van die finale jaar gelyktydig slaag, drie waarvan met onderskeiding, en 'n gemiddelde van 70% behaal.

Baccalaureus Procurationis

Studente se aandag word daarop gevestig dat hulle nie as prokureurs toegelaat sal word tensy hulle die vereiste Matrikulasie eksamen in Engels geslaag het nie.

Toelating tot studie :

L14. Om tot die studie toegelaat te word, moet 'n student 'n Matrikulasie- of 'n Matrikulasievrystellingsertifikaat besit, of 'n sertifikaat van voorwaardelike vrystelling van matrikulasie uitgereik aan studente van die buiteland.

Leergang :

L15. Die kursusse is soos volg:

Eerste jaar :

- (i) Inleiding tot die Reg.
- (ii) Privaatreg I.
- (iii) Privaatreg II.
- (iv) Latyn Spesiaal of Latyn I of Rekeningkunde (Spesiale Kursus) of Rekeningkunde I of Staatsleer I of Naturelle Administrasie I.
- (v) Uitleg van Wette (halwe kursus).

Tweede jaar :

- (i) en (ii) Latyn Spesiaal en Rekeningkunde (Spesiale Kursus) of Rekeningkunde I, of, indien Latyn Spesiaal alreeds voltooi is, Rekeningkunde (Spesiale kursus) of Rekeningkunde I en een van die volgende, of, indien Rekeningkunde (Spesiale kursus) of Rekeningkunde I alreeds voltooi is, Latyn Spesiaal en een van die volgende, Staatsleer I of Latyn I of Naturelle Administrasie I.
- (iii) Strafregr.
- (iv) Handelsreg I.

Derde jaar :

- (i) Afrikaans-Nederlands I en 'n tweede kursus in een van die volgende: Staatsleer, Latyn of Naturelle Administrasie.
- (ii) Bewysreg.
- (iii) Staats- en Administratiefreg.
- (iv) Strafprosesreg.

Vierde jaar :

Soos in die Derde jaar van die B.Jur.

Aflê van leergang :

L16. (1) Om tot die tweede jaar van die leergang toegelaat te kan word, moet 'n student minstens drie volle kursusse van die eerste jaar voltooi het; met dien verstande dat indien drie volle kursusse of twee volle kursusse en een halwe kursus van die eerste jaar onvoltooid is, een kursus van die tweede jaar tesame met die onvoltooid eerstejaarskursus geneem mag word. Om tot die derde jaar toegelaat te kan word, moet 'n student minstens drie volle kursusse van die tweede jaar voltooi het; met dien verstande dat indien drie volle kursusse van die tweede jaar onvoltooid is, een kursus van die derde jaar tesame met die onvoltooid kursusse geneem mag word. Om tot die vierde jaar toegelaat te kan word, moet 'n student al die kursusse van die eerste en tweede jaar en minstens drie volle kursusse van die derde jaar voltooi het; met dien verstande dat indien drie kursusse van die derde jaar onvoltooid is, een kursus van die vierde jaar tesame met die onvoltooid kursusse geneem mag word.

(2) 'n Student verkry erkenning vir afsonderlike kursusse waarin hy geslaag het, maar in die vierde jaar slegs indien hy minstens twee kursusse van die betrokke jaar gelyktydig geslaag het.

(3) 'n Student sal nie krediet vir Romeinse Reg ontvang nie, alvorens hy die Matrikulasie-eksamen in Latyn of 'n kursus wat deur die Gemeenskaplike Matrikulasieraad as gelykstaande aan die matrikulasie-eksamen in Latyn beskou word, geslaag het nie. (nl. Latyn Spesiaal)

Slaag met lof :

L17. Om die graad met lof te behaal moet 'n kandidaat al die kursusse van die finale jaar gelyktydig slaag, drie waarvan met onderskeiding, en 'n gemiddelde van 70% behaal.

Baccalaureus Legum

Toelating tot studie :

L18. Om tot die studie toegelaat te kan word moet 'n student 'n Baccalaureusgraad besit.

Algemene Leergang :

- L19. (i) Inleiding tot die Reg.
- (ii) Persone- en Familiereg (Privaatreg I).
- (iii) Sake- en Erfreg. (Privaatreg II).
- (iv) Uitleg van Wette (halwe kursus).
- (v) Internasionale Privaatreg (halwe kursus).
- (vi) Strafregr.

- (vii) Bewysreg.
- (viii) Maatskappyereg, Vennootskapsreg en Insolvensiereg (Handelsreg I).
- (ix) Staats- en Administratiefreg.
- (x) Romeinse Reg.
- (xi) Verbintenisreg (Privaatreg III)
- (xi) Kontrakte- en Deliktereg (Privaatreg III)
- (xii) Strafprosesreg.
- (xiii) Siviele Prosesreg.
- (xiv) Versekeringsreg, Immaterieelgoederereg en Verhandelbare Dokumente (Handelsreg II).
- (xv) Gevorderde Privaatreg A.
- (xvi) Sosiale en Ekonomiese Wetgewing.
- (xvii) Volkereg.
- (xviii) Gevorderde Staats- en Administratiefreg.
- (xix) Gevorderde Strafreg.
- (xx) Gevorderde Prosesreg.
- (xxi) Gevorderde Privaatreg B (een semester*)
- (xxii) Regsfilosofie.
- (xxiii) Regsvergelyking of Bantoereg.
- (xxiv) Engels I of Engels (Spesiale kursus).
- (xxv) Afrikaans-Nederlands I of Afrikaans (Spesiale kursus).
- (xxvi) Latyn I.

Benewens die voorgaande, moet 'n skripsie van 'n beperkte omvang, goedgekeur deur die Fakulteitsraad, aan die einde van die eerste semester van die finale jaar ingehandig word.

Ooreenkomstig Reglement L3. mag die volgende bykomende kursusse voorgeskryf word:

- (i) Handelsreg III.
- (ii) Welke van Regsvergelyking of Bantoereg nog nie geslaag is nie.
- (iii) Naturelle Administrasie I

Leergang volgende op Baccalaureus Juris :

L20. (1) Die kursusse is soos volg:

Eerste jaar (vierde studiejaar) :

- (i) Gevorderde Privaatreg A.
- (ii) Sosiale en Ekonomiese Wetgewing.
- (iii) Volkereg.
- (iv) en (v) Twee van Engels I (of Engels Spesiale kursus), Afrikaans-Nederlands I (of Afrikaans Spesiale kursus), of Latyn I.
- (vi) Regsvergelyking of Bantoereg.

Tweede jaar (vyfde studiejaar) :

- (i) Gevorderde Staats- en Administratiefreg.
- (ii) Gevorderde Strafreg.
- (iii) Gevorderde Privaatreg B (een semester*)
- (iv) Gevorderde Prosesreg.
- (v) Regsfilosofie.
- (vi) Welke van Engels I (of Engels Spesiale kursus), Afrikaans-Nederlands I (of Afrikaans Spesiale kursus), of Latyn I nog nie geslaag is nie.
- (vii) Skripsie.

*Die eksamen in hierdie kursus sal aan die einde van die eerste semester afgeneem word.

(2) Om tot die tweede jaar van die leergang toegelaat te kan word, moet 'n student minstens drie volle kursusse van die eerste jaar voltooi het; met dien verstande dat indien drie volle kursusse van die eerste jaar onvoltooid is, een kursus van die tweede jaar tesame met die onvoltooid eerstejaarskursusse geneem mag word.

(3) 'n Student verkry erkenning vir afsonderlike kursusse waarin hy geslaag het, maar in die tweede jaar slegs indien hy gelyktydig in minstens vier kursusse van die betrokke jaar geslaag het (waarvan die skripsie een mag wees).

Leergang volgende op Baccalaureus Procurationis :

L21. (1) Die kursusse is soos volg:

Eerste jaar (vyfde studiejaar) :

- (i) Gevorderde Privaatreg A.
- (ii) Sosiale en Ekonomiese Wetgewing.
- (iii) Volkereg.
- (iv) Regsvergelyking of Bantoereg.
- (v) Engels I (of Engels Spesiaal)
- (v) Handelsreg III.
- (vi) Latyn I of Naturelle-administrasie I.

Tweede jaar (sesde studiejaar) :

- (i) Gevorderde Staats- en Administratiefreg.
 - (ii) Gevorderde Strafrege.
 - (iii) Gevorderde Prosesreg.
 - (iv) Gevorderde Privaatreg (Be en semester*)
 - (v) Regsfilosofie.
 - (vi) Bantoereg of Regsvergelyking (welke een nog nie geslaag is nie).
 - (vii) Skripsie.
- (2) Soos in L20. (2).
(3) Soos in L20. (3).



*Die eksamen in hierdie kursus sal aan die einde van die eerste semester afgeneem word

Leergang volgende op Baccalaureus Artium (met agt krediete) :

L22. (1) Die kursusse is soos volg:

Eerste jaar (vierde studiejaar) :

- (i) Uitleg van Wette (halwe kursus).
- (ii) Internasionale Privaatreg (halwe kursus).
- (iii) Strafrege.
- (iv) Bewysreg.
- (v) Handelsreg I.
- (vi) Welke van Engels I (of Engels Spesiale kursus), Afrikaans-Nederlands I (of Afrikaans Spesiale Kursus), Latyn I, of Staats- en Administratiefreg nog nie geslaag is nie.

Tweede jaar (vyfde studiejaar) :

- (i) Gevorderde Privaatreg A.
- (ii) Handelsreg II.
- (iii) Strafprosesreg.
- (iv) Siviele Prosesreg.
- (v) Sosiale en Ekonomiese Wetgewing.
- (vi) Volkereg.

Derde jaar (sesde studiejaar) :

Soos vir die tweede jaar Baccalaureus Legum volgende op Baccalaureus Juris (3 jaar)

(2) Soos in L12. (1).

(3) 'n Student verkry erkenning vir afsonderlike kursusse waarin hy geslaag het, maar in die derde jaar slegs indien hy in minstens vier kursusse van die betrokke jaar gelyktydig geslaag het (waarvan die skripsie een mag wees).

Leergang volgende op Baccalaureus Commercii (met agte krediete) :

L23. (1) Die kursus is soos volg:

Eerste jaar (vierde studiejaar) :

- (i) Privaatreg I.
- (ii) Uitleg van Wette (halwe kursus).
- (iii) Internasionale Privaatreg (halwe kursus).
- (iv) Strafrege.
- (v) Romeinse Reg.
- (vi) Welke van Engels I (of Engels Spesiale kursus), Afrikaans-Nederlands I (of Afrikaans Spesiale kursus), of Latyn I nog nie geslaag is nie.

Tweede jaar (vyfde studiejaar) :

- (i) Gevorderde Privaatreg A.
- (ii) Bewysreg.
- (iii) Staats- en Administratiefreg.
- (iv) Strafprosesreg.
- (v) Siviele Prosesreg.
- (vi) Volkereg.

Derde jaar (sesde studiejaar) :

Soos vir die tweede jaar Baccalaureus Legum volgende op Baccalaureus Juris

- (2) Soos in L12. (1).
- (3) Soos in L22. (3).

Slaag met lof :

L24. Om die graad met lof te verwerf moet 'n kandidaat 'n gemiddelde van 70% vir al die regskursusse behaal het en daarbenevens 'n onderskeidingspunt in vyf van die finale jaarkursusse behaal (waarvan die skripsie een mag wees).



University of Fort Hare
Magister Legum
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Toelating tot studie :

L25. Die graad word nie toegeken nie voordat ten minste een jaar verloop het sedert verwerwing van die Baccalaureus Legum of gelykwaardige graad.

Vereistes :

- L26. (1) 'n Verhandeling oor 'n goedgekeurde onderwerp.
- (2) 'n Mondelinge eksamen oor die bepaalde gebied van die verhandeling voordat die verhandeling vir beoordeling ingedien word.
- (3) Die Algemene Reglemente betreffende Magistersgrade is *mutatis mutandis* van toepassing.

Slaag met lof :

L27. Die graad mag met lof verwerf word.

Doctor Legum

Toelating tot studie :

L28. Die graad word nie toegeken nie voordat ten minste drie jaar verloop het sedert verwerwing van die Baccalaureus Legum of gelykwaardige graad.

Vereistes :

- L29. (1) (i) 'n Proefskrif oor 'n goedgekeurde onderwerp.
- (ii) 'n Mondelinge eksamen oor die bepaalde vakgebied van die proefskrif voordat die proefskrif vir beoordeling ingedien word.
- (iii) Die Algemene Reglemente betreffende Doktorsgrade is *mutatis mutandis* van toepassing.
- (2) Die graad Doctor Legum mag ook op grond van verdienstelike gepubliseerde werk toegeken word.

Staatsdienssertifikaat in die Regte

Toelating tot studie :

L30. Slegs houers van 'n Senior- of Matrikulasië- of 'n Matrikulasiëvrystelling-sertifikaat of 'n sertifikaat van voorwaardelike vrystelling van matrikulasië, soos uitgereik aan studente van die buiteland, word tot die kursus toegelaat.

Leergang :

L31. Die kursusse is soos volg :

Eerste jaar :

- (i) Inleiding tot die Reg.
- (ii) Privaatreg I.
- (iii) Privaatreg II.
- (iv) Uitleg van Wette (halwe kursus).

Tweede jaar :

- (i) Strafreg.
- (ii) Bewysreg.
- (iii) Handelsreg I.
- (iv) Strafprosesreg.

Derde jaar :

- (i) Privaatreg III.
- (ii) Handelsreg II.
- (iii) Romeinse Reg.
- (iv) Siviele Prosesreg.



Afê van leergang :

L32. (1) Om tot die tweede jaar van die leergang toegelaat te kan word, moet 'n student minstens twee volle kursusse van die eerste jaar voltooi het; met dien verstande dat indien twee volle kursusse of twee volle kursusse en een halwe kursus van die eerste jaar onvoltooid is, een kursus van die tweede jaar tesame met die onvoltooide eerstejaars-kursusse geneem mag word. (2) Om tot die derde jaar toegelaat te kan word, moet 'n student al die kursusse van die eerste jaar en minstens twee kursusse van die tweede jaar voltooi het; met dien verstande dat indien drie kursusse van die tweede jaar onvoltooid is, een kursus van die derde jaar tesame met die onvoltooide kursusse geneem mag word.

(2) Soos in L12. (2).

Slaag met lof :

L33. Soos in L13.

Die Prokureurstoelatingsertifikaat*

Toelating tot studie :

L34 Slegs houers van 'n Senior- of Matrikulasië- of 'n Matrikulasiëvrystelling-sertifikaat of 'n sertifikaat van voorwaardelike vrystelling van matrikulasië, soos uitgereik aan studente van die buiteland, word tot die kursus toegelaat.

Leergang :

L35. Die kursusse is soos volg :

Eerste jaar :

- (i) Inleiding tot die Reg

*Die aandag van voornemende prokureurs word daarop gevestig dat niemand as prokureur toegelaat word nie tensy hy die vereiste Matrikulasië-eksamen in albei amptelike tale geslaag het.

- (ii) Privaatreg I.
- (iii) Privaatreg II.
- (iv) Uitleg van Wette (halwe kursus).
- (v) Latyn (Spesiale kursus).

Tweede jaar :

- (i) Strafred.
- (ii) Bewysreg.
- (iii) Handelsreg I.
- (iv) Staats- en Administratiedreg.

Derde jaar :

- (i) Privaatreg III.
- (ii) Handelsreg II.
- (iii) Romeinse Reg.
- (iv) Strafredreg.
- (v) Siviele Prosesreg.

Aflê van leergang :

L36. (1) Om tot die tweede jaar van die leergang toegelaat te kan word, moet 'n student minstens twee volle kursusse van die eerste jaar voltooi het (uitsluitend Latyn, Spesiale kursus); met dien verstande dat indien twee volle kursusse of twee volle kursusse en een halwe kursus van die eerste jaar onvoltooid is, een kursus van die tweede jaar tesame met die onvoltooidede eerstejaarskursusse geneem mag word. Om tot die derde jaar toegelaat te kan word, moet 'n student al die kursusse van die eerste jaar en minstens drie kursusse van die tweede jaar voltooi het; met dien verstande dat indien drie kursusse van die tweede jaar onvoltooid is, een kursus van die derde jaar tesame met die onvoltooidede kursusse geneem mag word.

(2) Om vir Romeinse Reg erkenning te kan kry moet 'n student die matrikulasie-standaard in Latyn behaal het of 'n eksamen in Latyn geslaag het wat deur die Gemeenskaplike Matrikulasieraad as gelykstaande met Matrikulasie Latyn gesertifiseer is (bv. Latyn Spesiale kursus).

(3) Soos in L12. (2).

Slaag met lof :

L37. Soos in L13.

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LEERPLANNE

DEPARTEMENT PRIVAATREG

A. Inleiding tot die Reg :

(Een vraestel)

- (i) Inleiding tot die regstudie.
 - (ii) Filosofiese inleiding tot die reg.
 - (iii) Geskiedenis van die Suid-Afrikaanse reg (beide Suid-Afrikaanse Romeins-Hollandse reg en Suid-Afrikaanse Bantoereg).
 - (iv) Inleiding tot die Suid-Afrikaanse regsadministrasie (beide regstelsels).
 - (v) Inleiding tot die Suid-Afrikaanse positiewe reg (beide regstelsels).
- B. Privaatreg (Suid-Afrikaanse Romeins-Hollandse reg en Suid-Afrikaanse Bantoereg.)**

Kursus I (Persone- en Familiereg)

(Twee vraestelle)

- (1) Personereg:
Die totstandkoming en beëindiging van regs persoonlikheid en die verskillende omstandighede wat regstatus beïnvloed. (Een vraestel van 1½ uur).
- (2) Familiereg:
Huweliksreg, Voogdy en Kuratele. (Een vraestel van 3 uur)

Kursus II (Sake- en Erfreg)

(Twee vraestelle)

- (1) Sakereg, insluitende 'n oorsig van Grondregistrasie en Waterreg. (Een vraestel)
- (2) Erfreg en Boedeladministrasie. (Een vraestel)

Kursus III (Verbintenisreg)

(Twee vraestelle)

- (1) Kontraktereg en quasi-kontrak.

Algemene beginsels en besondere kontrakte (vernaamlik koop, huurkoop, huur, en die dienskontrak). (Een vraestel)

- (2) Deliktereg en quasi-delikte.

Algemene beginsels en besondere delikte. (Een vraestel)

C. Geworde Privaatreg (Beide regstelsels) :

Kursus A

(Twee vraestelle)

1. (a) Regspersone en ander samelewingsverbande.

(b) Besondere skenkings en bemakings, o.a. fideicommissum, stipulation alteri, trust en stigting. (Een vraestel).

2. (a) Besondere kontrakte soos verteenwoordiging, lasgewing, borgtog, pand en verband, vervoerkontrakte, ens., en sessie.

(b) Die aard en toepassing van Estoppel. (Een Vraestel)

(Twee vraestelle)

1. (a) Capita selecta van deliktuele en quasi-deliktuele aanspreeklikheid.

(b) Verrykingsaanspreeklikheid. (Een vraestel van 3 uur).

2. Die jongste gewysdes op die hele gebied van die Privaatreg.

(Een vraestel van 1½ uur)

D. Regsfilosofie

(Twee vraestelle)

1. Historiese studie van regsfilosofiese stelsels. (Een vraestel van 1½ uur)

2. (a) Algemene regsbeginnele en -begrippe.

(b) Besondere regsgetenskaplike vraagstukke (Een vraestel van 3 uur).

E. Romeinse Reg.

(Twee vraestelle)

1. (a) Oorsig van die Romeinse regsgeskiedenis.

(b) Oorsig van Prosesreg.

2. Privaatreg.

F. Regsvergelyking.

(Een vraestel)

- (1) Aard en geskiedenis van Regsvergelyking.

(2) 'n Regsvergelykende studie van enkele regstelsels as voorbeelde van die Anglo-Amerikaanse en Kontinentaal-Europese regstelselgroepe.

(3) 'n Regsvergelykende studie van enkele Afrika-regstelsels, met besondere verwysing na die ander regstelsels in Suider-Afrika.

G. Internasionale Privaatreg.

(Een vraestel)

(1) Internasionale Privaatreg (insluitende die geskiedkundige ontwikkeling daarvan), Volkereg, Jus Gentium en die toepassing van Bantoereg in Suid-Afrika.

(2) Suid-Afrikaanse Internasionale Privaatreg.

H. Bantoereg.

(Een vraestel)

(1) Die belangrikste Bantoeregstelsels van Suider-Afrika.

(2) Algemene kenmerke van Bantoereg in teenstelling met dié van Suid-Afrikaanse Romeins-Hollandse reg.

- (3) Die erkenning en toepassing van Bantoereg in Suider-Afrika.
- (4) Ontstaan- en kenbronne van Bantoereg.
- (5) Die botsing tussen Romeins-Hollandse reg en Bantoereg aan die een kant en tussen die verskillende Bantoeregstelsels aan die ander kant.
- (6) Die Administrasie van Bantoereg in Suider-Afrika.
- (7) Persone- en Familiereg.
- (8) Sakereg.
- (9) Erfreg.
- (10) Kontrakte- en Quasi-kontraktereg.
- (11) Delikte- en Quasi-deliktereg.
- (12) Strafreg.
- (13) Prosesreg en Bewysreg.

DEPARTEMENT STRAF- EN PROSESREG

A. *Strafreg.*

(Een vraestel)

(1) Inleiding tot die Strafregstudie:
die afbakening van die Strafreg en ander gebiede van die reg; die evolusie van die Strafreg; Strafregteorieë; geskiedenis en bronne van die Suid-Afrikaanse Strafreg; die begrip misdaad; die onderskeiding van gemeenregtelike en statutêre misdade.

(2) Die algemene leerstukke van die Strafreg:
die misdaadelemente; poging; **daderskap en medepligtigheid**; begunstiging; uitlokking en sameswering.

(3) Die belangrikste gemeenregtelike en statutêre misdade onder die volgende hoofde: misdade teen die Staat; misdade teen die lewe; misdade teen die liggaamlike integriteit, eer, waardigheid, goeie naam en vryheid; misdade teen die vermoë; misdade teen die geslagslewe; misdade teen die huwelik, godsdiens en sedelikheid; misdade teen die regsplegiug, oortredings onder die volgende wette; Kinderwet Nr. 33 van 1960; Wet op Voorkoming van Korruptsie, Nr. 6 van 1958; Verdiefstalwet Nr. 57 van 1959; Ontugwet, Nr. 23 van 1957.

B. *Strafprosesreg*

(Een vraestel)

(1) Inleiding tot die studie van die Strafprosesreg: die funksie van die Strafprosesreg die plek van die Strafprosesreg in die sistematiek van die reg; die afbakening van die Strafprosesreg van ander gebiede van die reg.

(2) Die beginsels van die Suid-Afrikaanse Strafprosesreg in sowel die Hoër- as die Laerhowe (insluitende Bantohowe) onder die volgende hoofde:

die verskillende strafhowe; die jurisdiksie van die strafhowe, uitlewering van misdadigers; die vervolging van misdade; metodes van verkryging van die beskuldigde se teenwoordigheid by strafverhore; visentering; huissoeking; inbeslagneming van goedere; bevryding van vroue aangehou vir onsedelike doeleindes; borg; voorlopige ondersoek; aktes van beskuldiging; voorbrengring van die beskuldigde; die verloop van die verhoor na voorbrengring tot en met vonnis; spesiale inskrywings en voorbehoud van regspraak; hersiening en appèlle.

C. *Siviele Prosesreg*

D. *Gevorderde Strafreg*

(Een vraestel)

Capita selecta uit die Strafreg.

E. *Gevorderde Prosesreg.*

(Een vraestel)

(1) *Capita selecta* uit die Straf- en Siviele Prosesreg.

(2) *Medicina Forensis.*

F. *Bewysreg*

(Een vraestel)

Die bewysreg in straf- en siviele dinge (Bantohowe ingeslote).

DEPARTEMENT HANDELSREG

A. Handelsreg.

Kursus I

(Twee vraestelle)

1. Maatskappyereg.
2. (a) Vennootskapsreg.
(b) Insolvensiereg.

Kursus II

(Twee vraestelle)

1. (a) Oorsig van die elementêre beginsels van Verhandelbare dokumente.
(b) Versekeringsreg.
2. Immateriële goederereg

Kursus III

Soos vir Kommersiële Reg III.

B. Kommerciële reg (vir B.Comm.-studente)

Kursus I

(Twee vraestelle)

1. (a) Inleiding tot die reg.
(b) Algemene beginsels van die Kontraktereg.
2. Besondere kontrakte, insluitende:
Koop, huurkoop, huur, dienskontrak, verteenwoordiging en vervoerkontrakte en agentskappe.
3. Saaklike en persoonlike sekerheidsstelling, insluitende: verband, pand, borgtog en retensieregte.

Kursus II

(Twee vraestelle)

1. (a) Versekeringsreg.
(b) Verhandelbare dokumente.
(c) Immateriële goederereg.
2. (a) Vennootskapsreg.
(b) Maatskappyereg.

Kursus III

(Twee vraestelle)

1. Gevorderde studie van sekere *capita selecta* uit die Maatskappyereg.
2. Die beredding van insolvente en bestorwe boedels.

DEPARTEMENT STAATS- EN VOLKEREG

A. Uitleg van Wette.

(Een vraestel van 1½ uur)

Die beginsels van die Uitleg van Wette.

B. Staats- en Administratiefreg.

(Een vraestel)

- (1) Die ontwikkeling van die Britse Parlementêre stelsel, die "Rule of Law" en fundamentele vryhede.
- (2) Staatsreg van die Republiek van Suid-Afrika:
Die uitvoerende, wetgewende en regsprekende gesag; die Provinsies, Suidwes-Afrika en die Transkei; Bantoe, Kleurlinge en Asiate in Suid-Afrika.
- (3) Burgerskap.
- (4) Inleiding tot die Administratiefreg insluitende die siviele aanspreeklikheid van die Staat.

C. Gevorderde Staats- en Administratiefreg.

(Twee vraestelle)

- (1) (a) *Capita selecta* uit die Staatsreg.
(b) Vergelykende Staatsreg.
- (2) 'n Gedetailleerde studie van die Administratiefreg.

D. *Volkereg.*

(Een vraestel)

Algemene beginsels van die Volkereg.

Die vredesreg en die elementere beginsels van die oorlogsreg.

Die reg betreffende die belangrikste volkeregtelike organisasies.

Die internasionale status van Suidwes-Afrika.

E. *Sosiale en Ekonomiese Wetgewing.*

(Twee vraestelle)

Die kursus sluit die belangrike- aspekte van die volgende wetgewing in:

(1) Kinderwet;

Wet op Groepsgebiede;

Wet op Gemeenskapsontwikkeling;

Belastingwetgewing;

Sekere ander Welsynswetgewing;

Wet op Fisiese Beplanning;

Wetgewing betreffende Staatsbeheerde Korporasies;

(2) Wet op Vakleerlinge;

Wet op Fabriek, Masjinerie en Bouwerk;

Ongevalwet;

Wet op Nywerheidsversoening;

Loonwet;

Wet op Bantoe-arbeid;

Wet op Bantoebouwerkers;

Wet op Bantoe-arbeid (Beslegting van geskille).



University of Fort Hare
Together in Excellence

**BEROEPSMOONTLIKHEDE VIR STUDENTE IN DIE VERSKEIE STUDIERIG-
TINGS**

1. Die Staatsdienssertifikaat in die Regte stel houers daarvan in staat om as Publicke Aanklaers of Landdroste aangestel te word.

2. Voornemende prokureurs, kan vir die B. Proc.-graad inskryf.

3. Die B.Jur.-graad bevat die kursusse wat vir die Staatsdienssertifikaat in die Regte en die Prokureurstoelatingsertifikaat voorgeskryf is. Die LL.B.-graad kan na verloop van 'n verdere twee jaar studie verwerf word.

4. Studente wat nie in suiwer regstudie belangstel nie, of 'n handelsagtergrond verlang, word aanbeveel om vir die B.A. of B.Comm. in te skryf, in welke geval die LL.B.-graad na verloop van drie verdere studiejaar verwerf mag word.

5. Om toegelaat te word tot die LL.B. studie, moet 'n student 'n baccalaureus-graad besit. Die LL.B.-graadkwalifikasie is voldoende akademiese kwalifikasie vir toelating as Advokaat. Regters word gewoonlik uit die advokatelus aangestel.

6. Die vereiste tydsduur van ingeskrewe klerkskap vir toelating as prokureur word bepaal deur die voornemende kandidaat se akademiese kwalifikasies, wat normaalweg soos volg is:

(a) Matrikulasievystelling (en Prokureurstoelatingsertifikaat)—vyf jaar.

(b) Baccalaureus-graad (B.Juris, B.A., B.Comm.)—drie jaar.

(c) LL.B.-graad—twee jaar.

1. Inleiding

Die Fakulteit Lettere en Wysbegeerte is een van die twee oudste fakulteite aan Fort Hare. Dit bied opleiding in die geesteswetenskappe en verskaf elementêre en gevorderde onderrig in 'n verskeidenheid van studierigtings en spesialiteite. Studente word in die Fakulteit voorberei vir loopbane as maatskaplike werkers, onderwysers, bibliotekaris, sielkundiges en ander rigtings. Daar is ook beperkte maar toenemende geleentheid in navorsing en akademiese rigtings vir studente wat hulle studies op nagraadse vlak voort-sit. 'n Graad in Lettere en Wysbegeerte is ook die sleutel tot werk in die administrasie en bestuur van die ontlukende Staatsdienste van die Transkei en Ciskei, sowel as in plaaslike en ander bestuursliggame en ook in sommige vertakkinge van die handel en die nywerheid.

Alhoewel die Fakulteit beslis geen professionele opleidingskool is nie, is die vakke wat aangebied word grondliggend vir 'n begrip van die lewe en kultuur van die mens, en verskaf derhalwe die fondament vir beroepsmense en ander persone wat op 'n groot verskeidenheid van gebiede leiding gee en 'n toonaangewende rol speel.

2. Ampsdraers van die Fakulteit

Dekaan : Prof. T. M. D. KRUGER, M.A. (Pret.), D.Litt. et
Phil. (S.A.)

Vise-voorsitter van Fakulteit: Prof. E. J. DE JAGER, M.A., D.Phil. (Potch.)
(Waarnemende Dekaan 1972)

Sekretaresse : Mev. J. A. SMITH, B.A. (Rhodes).

Sekretaresse/Tikster : Mej. P. A. BRANDT.

University of Fort Hare
Together in Excellence

FAKULTEIT LETTERE EN WYSBEGEERTE

Grade en Diplomas.

Die fakulteitsreëls wat hierop volg moet tesame met die voorskrifte van die Wet, die Statuut, die regulasies en die algemene reëls geles word.

A.1. (1) Die volgende grade word in die Fakulteit toegeken:

I. *In die Lettere en Wysbegeerte :*

Baccalaureus Artium.....	B.A.
Honneurs-Baccalaureus Artium.....	Hons.-B.A.
Magister Artium.....	M.A.
Doctor Litterarum en Philosophiae.....	D.Litt. et Phil.

II. *In Biblioteekwetenskap :*

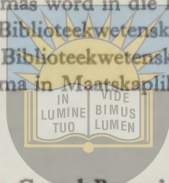
Baccalaureus Bibliothecologiae.....	B.Bibl.
Honneurs-Baccalaureus Bibliothecologiae.....	Hons.-B.Bibl.

III. *In Maatskaplike Werk :*

Baccalaureus Artium in Maatskaplike Werk.....	B.A. (M.W.)
Honneurs Baccalaureus in Maatskaplike Werk.....	Hons.-B.A. (M.W.)
Magister Artium in Maatskaplike Werk.....	M.A. (M.W.)
Doctor Philosophiae.....	D.Phil.

(2) Die volgende diplomas word in die Fakulteit toegeken:

Laer Diploma in Biblioteekwetenskap.
Hoër Diploma in Biblioteekwetenskap.
Universiteitsdiploma in Maatskaplike Werk.



Die Graad Baccalaureus Artium

Duur van leergang: University of Fort Hare

A.2. Die leergang strek oor 'n tydperk van drie jaar voltydse studie.

Samestelling van leergang.

A.3. 'n Leergang bestaan uit minstens tien en hoogstens twaalf kursusse wat uit die volgende gekies kan word:—

Groep A. (*Geesteswetenskappe*)

- (1) Afrikaans-Nederlands I, II, III.
Bantoetaal Spesiaal, Bantoetaal I, II, III.
Duits Spesiaal, Duits I, II.
Engels I, II, III.
Grieks I, II, III.
Hebreeus I, II, III.
Latyn Spesiaal, Latyn I, II, III.
- (2) Antropologie I, II, III.
Argeologie I, II.
Ekonomie I, II, III.
Geografie I, II, III.
Geskiedenis I, II, III.
Kriminologie I, II.
Naturelle-administrasie I, II, III.
Publieke Administrasie I, II, III.
Staatsleer I, II, III.
Sielkunde I, II, III.
Sosiologie I, II, III.
Wiskunde I, II, III.
Wysbegeerte I, II, III.

- (3) Beginsels van die Griekse Kultuur
 Biblioteekwetenskap
 Ekonomiese Geskiedenis
 Statistiek
 Opvoedkunde
- } slegs een kursus

Groep B. (*Regs vakke*) (Slegs een kursus behalwe waar anders aangedui word.)

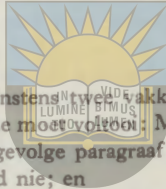
- Bantoereg
 Inleiding tot die Regswetenskap.
 Konstitusionele en Administratiefreg.
 Privaatreg I, II, III.
 Romeinse Reg.

Groep C. (*Teologie*)

- Bybelkunde I, II, III.
 Kerkgeskiedenis en Sendingwetenskap (slegs een kursus).
 Sistematiese Teologie I, II, III.
 Vergelykende Godsdienwetenskap en -filosofie (slegs een kursus).

Groep D. (*Natuurwetenskappe*) (Slegs een kursus).

- Chemie
 Dierkunde
 Fisika
 Geologie
 Plantkunde



A.4. (1) 'n Student moet minstens twee hoofvakke in sy leergang insluit wat hoofvakke heet en waarin hy drie kursusse moet voltooi. Met dien verstande dat.—

- (a) 'n spesiale kursus wat ingevolge paragraaf A.10 gevolg word, nie vir hierdie doel as kursus erken word nie; en
 (b) wanneer 'n student twee kursusse in Argeologie voltooi het, dit beskou sal word as 'n hoofvak.
- (2) 'n Student mag as volg kies:
- (a) albei hoofvakke uit Groep A; of
 (b) albei hoofvakke uit Groep C; of
 (c) een hoofvak uit Groep A en die ander een uit of Group B of Groep C.

A.5. 'n Student mag hoogstens vyf kursusse in sy eerste studiejaar, hoogstens vier kursusse in sy tweede studiejaar en hoogstens drie kursusse in sy derde studiejaar neem: Met dien verstande dat hy in sy tweede of derde jaar een kursus meer as die maksimum mag neem indien hy voorheen in sodanige kursus gedruip het: en verder dat, vir die doel van bogenoemde maksima, Grieks IA en Grieks IB as volwaardige kursusse beskou word.

Bepaling van studiejaar.

A.6. 'n Student word geag in sy eerste studiejaar te wees totdat hy erkenning vir twee kursusse ontvang het; in sy derde studiejaar te wees as hy die kursusse neem wat hom in staat stel om aan die vereistes vir die graad in daardie jaar te voldoen; andersins word hy geag in sy tweede studiejaar te wees.

Keuse van Kursusse

A.7. Behalwe met vergunning van die Senaat, bevat elke leergang:—

- (a) minstens vier nie-aanvangskursusse;
 (b) minstens vyf kursusse uit Groep A(1) en (2);
 (c) minstens twee kursusse uit Groep A(1), insluitende minstens een kursus in Afrikaans-Nederlands of Engels;
 (d) minstens een kursus uit Groep A(2) of A(3) of C;
 (e) minstens nog een kursus uit Groep A(2), A(3) of B of C, wat 'n tweede kursus mag wees in 'n vak wat ingevolge (d) hierbo gekies is, met dien verstande dat kursusse nie uit meer as een van die drie Groepe B, C en D gekies mag word nie.

A.8. Behalwe met vergunning van die Senaat, sal 'n student nie erkenning ontvang nie vir—

- (a) meer as twee kursusse uit Groep B: Met dien verstande dat 'n student wat Privaatreg as hoofvak kies, tot soveel as ses kursusse uit Groep B in sy leergang mag insluit;
- (b) meer as ses kursusse uit Groep C;
- (c) meer as een kursus uit Groep D;
- (d) sowel Statistiek as 'n kursus in Wiskunde;
- (e) sowel Beginsels van die Griekse Kultuur as Grieks 1;
- (f) meer as vyf kursusse in Bantoetale;
- (g) kursusse uit meer as twee Bantoetale;
- (h) meer as een Bantoetaal uit een van die volgende groepe:
 - (i) Nguni-groep (Xhosa, Zulu).
 - (ii) Sotho-groep (Noord-Sotho, Suid-Sotho, Tswana).

Spesiale toelatingsvereistes vir sekere vakke.

A.9. (1) Toelating tot 'n kursus in Wiskunde of Fisika word nie verleen nie, tensy 'n student die slaagsyfer in Wiskunde behaal het by die matrikulasië-eksamen of by 'n eksamen wat vir hierdie doel deur die Gesamentlike Matrikulasieraad erken is.

(2) Behalwe met vergunning van die Senaat, moes 'n student wat 'n kursus in Engels of Latyn wil volg die slaagsyfer in die betrokke vak behaal het by die Matrikulasie-eksamen of by 'n eksamen wat vir hierdie doel deur die Gesamentlike Matrikulasieraad erken is.

(3) Grieks I bevat twee halwe kursusse, 1A en 1B, wat in daardie volgorde gevolg moet word. Vir 1A word geen erkenning verleen nie; onder spesiale omstandighede en met die Departement se toestemming mag 'n student vrystelling ontvang van hierdie kursus. Erkening van Kursus I word slegs verleen as 'n student 1B geslaag het.

(4) Argeologie I kan alleen na of gelyktydig met Antropologie I geneem word.

Spesiale Taalkursusse.

A.10. Spesiale kursusse in Duits, Latyn of in 'n Bantoetaal (waar 'n ander Bantoetaal as hoofvak geneem word) word erken; Met dien verstande dat—

- (a) bogemelde kursusse alleen deur studente gekies kan word wat nie in hierdie vakke geslaag het by die matrikulasië- of gelykwaardige eksamen nie; en
- (b) slegs een sodanige kursus vir graaddoeleindes erken word.

Hulpkursusse.

A.11. 'n Student word nie tot die derde kursus in enige van die onderstaande hoofvakke toegelaat nie, tensy hy die gespesifiseerde hulpkursusse voltooi het, of hulle gelyktydig met die betrokke hoofvak neem; Met dien verstande dat indien die finale kursusse in die hoofvakke en die hulpkursusse gelyktydig geneem word en die student in een of albei hoofvakke slaag, maar in een of meer byvakke druipe, dit geag sal wees dat hy aan die voorwaardes van hierdie paragraaf voldoen het as hy daarna die hulpkursus waarin hy gedruip het, voltooi.

Hoofvak
Nguni-taal
Sotho-taal
Antropologie
Argeologie
Sielkunde

Publieke Administrasie
Sosiologie

Byvak
Suid-Sotho 1 of Antropologie I.
Xhosa I of Antropologie I.
Argeologie I.
Antropologie I.
minstens een van die volgende:
Antropologie I
Sosiologie I
Wysbegeerte I
Staatsleer I
Minstens een van die volgende:
Antropologie I
Sielkunde I

Latyn

Beginsels van die Griekse Kultuur,
maar dit moet saam met Latyn II of
Latyn III geneem word.
Minstens een kursus in Antropologie
Ekonomiese Geskiedenis.

Naturelle-administrasie
Ekonomie

Eksamen.

A.12. (1) Om 'n kursus te voltooi moet 'n student voldoen aan die vereistes neergelê in die algemene reëls vir baccalaureusgrade en 'n subminimum van minstens 35% in elke vraestel behaal.

(2) Die jaarpunt en eksamenpunt word in 'n gelykwaardige verhouding gekombineer.

A.13. 1. 'n Student wat in sy eerste jaar van studie is, sal toegelaat word tot 'n aanvullende eksamen in die kursus wat hy nie geslaag het nie met dien verstande dat hy die volgende behaal:—

- (a) 'n jaarpunt van minstens 50%
- (b) minstens 40% van die punte in die eksamen.
- (c) 'n slaagsyfer in minstens twee ander kursusse tydens dieselfde eksamen.

2. 'n Student wat in sy tweede jaar van studie is, sal toegelaat word tot 'n aanvullende eksamen in die kursus wat hy nie geslaag het nie met dien verstande dat hy die volgende behaal:—

- (a) 'n jaarpunt van minstens 50%;
- (b) 'n gemiddelde van minstens 45% vir die jaarpunt en die eksamen gesamentlik.
- (c) 'n slaagsyfer in minstens twee ander kursusse in dieselfde eksamen.

3. 'n Student wat in sy derde jaar van studie is, sal toegelaat word tot 'n aanvullende eksamen in die kursus wat hy nie geslaag het nie:

- (a) in die finale kursus van 'n hoofvak met dien verstande dat hy die volgende behaal:—
 - (i) 'n jaarpunt van minstens 50%;
 - (ii) 'n gemiddelde van minstens 45% vir die jaarpunt en eksamen gesamentlik en die finale kursus van sy ander hoofvak voltooi het.
- (b) in een ander kursus, met dien verstande dat dit die laaste oorblywende vereiste vir sy graad is.

Onderskeiding.

A.14. 'n Student slaag met onderskeiding in 'n hoofvak indien hy 'n slaagpunt van 75% in die finale kursus van die betrokke vak behaal.

Die Graad Honneurs-Baccalaureus Artium

Vakke.

A.21. Die graad kan in een van die volgende vakke behaal word:—

Afrikaans-Nederlands	Latyn
Antropologie	Naturelle-administrasie
Argeologie	Publieke Administrasie
Bantoetale	Sielkunde
Ekonomie	Staatsleer
Engels	Sosiologie
Geografie	Wiskunde
Geskiedenis	Wysbegeerte
Grieks	

Toelating.

A.22. Waar besondere toelatingsvereistes bestaan, word hulle in die betrokke leerplan aangedui.

Sub-minimum.

A.23. 'n Subminimum van 40% word in elke vraestel vereis.

Onderskeiding.

A.24. Die graad word met onderskeiding toegeken aan 'n kandidaat wat 'n gemiddeld van 75% behaal in die honneurskursus.

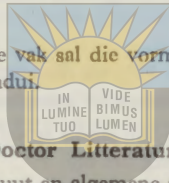
Die Graad Magister Artium

Vakke.

- A.31. Die graad kan toegeken word in een van die volgende vakke
- | | |
|----------------------|-------------------------|
| Afrikaans-Nederlands | Latyn |
| Antropologie | Naturelle-administrasie |
| Argeologie | Publieke Administrasie |
| Bantoetale | Sielkunde |
| Ekonomie | Staatsleer |
| Engels | Sosiologie |
| Filosofie | Wiskunde |
| Geografie | |
| Geskiedenis | |
| Grieks | |

Eksamen.

A.32. Die eksamen in enige vak sal die vorm van 'n verhandeling aanneem, tensy die betrokke leerplan anders aandui.



Die Graad Doctor Litterarum et Philosophiae

(Raadpleeg asseblief die Statuut en algemene reëls vir die doktorsgraad).

University of Fort Hare

Die Graad Baccalaureus Bibliothecologiae

Duur van leergang.

L.S.1. Die leergang strek oor vier jaar voltydse studie.

Samestelling van leergang.

L.S.2. (1) 'n Leergang bestaan uit veertien kursusse,

(a) tien kursusse wat ingevolge die reëls vir die graad Baccalaureus Artium gekies word;

(b) Biblioteekwetenskap I, II, III.

(2) Ondanks andersluidende bepalings, moet 'n student in sy vierde studiejaar Biblioteekwetenskap IV en die derde kursus in een ander vak neem.

L.S.3. 'n Student mag hoogstens vyf kursusse in sy eerste studiejaar, hoogstens vier kursusse in sy tweede studiejaar, en hoogstens drie kursusse in óf sy derde óf vierde studiejaar neem: Met dien verstande dat hy in die tweede of meer gevorderde jaar een kursus meer as die maksimum mag neem indien hy voorheen in sodanige kursus gedruip het.

Vrystellings.

L.S.4. (1) 'n Student wat die Elementêre of Sekondêre eksamen van die Suid-Afrikaanse Biblioteekvereniging afgelê het, kan vrystelling kry van Biblioteekwetenskap I of Biblioteekwetenskap I en II respektiewelik.

(2) 'n Student wat die Laer Diploma in Biblioteekwetenskap besit, kan van hoogstens vyf kursusse vrygestel word.

Bepaling van Studiejaar.

L.S.5. 'n Student word geag in sy eerste studiejaar te wees tot lat hy erkenning vir Biblioteekkunde 1 en minstens een ander kursus ontvang het; in sy tweede studiejaar te wees wanneer hy erkenning vir Biblioteekwetenskap I en II en minstens vyf ander

kursusse ontvang het; in sy vierde studiejaar te wees as hy die kursusse volg wat hom in staat stel om aan die vereistes vir 'n graad daardie jaar te voldoen; andersins word hy geag in sy derde studiejaar te wees.

Eksamen.

L.S.6. (1) Om 'n kursus te voltooi moet 'n student voldoen aan die vereistes wat neergelê word in die algemene reëls vir die baccalaureusgraad en 'n subminimum van minstens 35% in elke vraestel behaal.

(2) Die jaarpunt en eksamenpunt word in 'n gelykwaardige verhouding gekombineer.

L.S.7. 1. 'n Student wat in sy eerste jaar van studie is, sal toegelaat word tot 'n aanvullende eksamen in die kursus wat hy nie geslaag het nie met dien verstande dat hy die volgende behaal:—

- (a) 'n jaarpunt van minstens 50%
- (b) minstens 40% van die punte in die eksamen.
- (c) 'n slaagsyfer in minstens twee ander kursusse tydens dieselfde eksamen.

2. 'n Student wat in sy tweede en derde jaar van studie is, sal toegelaat word tot 'n aanvullende eksamen in die kursus wat hy nie geslaag het nie met dien verstande dat hy die volgende behaal:—

- (a) 'n jaarpunt van minstens 50%
- (b) 'n gemiddelde van minstens 45% vir die jaarpunt en die eksamen gesamentlik
- (c) 'n slaagsyfer in minstens twee ander kursusse in dieselfde eksamen.

3. 'n Student wat in sy vierde jaar van studie is, sal toegelaat word tot 'n aanvullende eksamen in die kursus wat hy nie geslaag het nie:

- (a) in die finale kursus van 'n hoofvak met dien verstande dat hy die volgende behaal:—
 - (i) 'n jaarpunt van minstens 50%
 - (ii) 'n gemiddelde van minstens 45% vir die jaarpunt en eksamen gesamentlik en die finale kursus van sy ander hoofvak voltooi het.

(b) in een ander kursus, met dien verstande dat dit die laaste oorblywende vereiste vir sy graad is.

Die Graad Honneurs-Baccalaureus Bibliothecologiae

Toelating.

L.S.11. 'n Persoon word nie as kandidaat vir die graad toegelaat nie tensy hy—

- (a) toegelaat is tot die graad Baccalaureus Bibliothecologia van die Universiteit; of
- (b) in besit is van 'n vierjarige baccalaureusgraad in Biblioteekwetenskap van 'n ander universiteitsinrigting of van 'n universiteit buite die Republiek en tot die status van Baccalaureus Bibliothecologiae aan die Universiteit; of
- (c) toegelaat is tot enige ander baccalaureusgraad of sodanige status aan die Universiteit en in besit is van 'n Hoër Diploma in Biblioteekwetenskap; of
- (d) kragtens paragraaf G.17(c) van die algemene reëls vir die honneurs-baccalaureusgraad kwalifiseer.

Eksamen.

L.S.12. (1) Die eksamen bestaan uit vyf drie-uur vraestelle.

(2) 'n Subminimum van 40% word in elke vraestel vereis.

Onderskeiding.

L.S.13. Die graad word met onderskeiding toegeken word aan 'n kandidaat wat 'n gemiddelde van 75% in die kursus behaal het.

Laer Diploma in Biblioteekwetenskap

Toelating.

L.S.21. Niemand word as student ingeskryf nie tensy hy die matrikulasiesertifikaat deur die Gemeenskaplike Matrikulasierraad uitgereik of 'n sertifikaat ter vrystelling daarvan verkry het.

Duur van leergang.

L.S.22. Die leergang strek oor twee jaar voltydse studie.

Samestelling van leergang.

L.S.23. Die leergang bestaan uit 7 kursusse, naamlik:

- (a) Biblioteekwetenskap I en II; en
- (b) Vyf kursusse gekies in ooreenstemming met die reëls vir die graad Baccalaureus Artium.

L.S.24. Biblioteekwetenskap I mag in òf die eerste òf die tweede studiejaar geneem word, en indien dit die tweede jaar geneem word, mag dit gelyktydig met Biblioteekwetenskap II geneem word.

Eksamen.

L.S.25. (1) Om 'n kursus te voltooi moet 'n student voldoen aan die vereistes soos bepaal in die algemene reëls vir 'n baccalaureusgraad en 'n subminimum van minstens 35% in elke vraestel behaal.

(2) Die jaarpunt en eksamenpunt word in 'n gelykwaardige verhouding gekombineer.

L.S.26. 1. 'n Student wat in sy eerste jaar van studie is, sal toegelaat word tot 'n aanvullende eksamen in die kursus wat hy nie geslaag het nie met dien verstande dat hy die volgende behaal:—

- (a) 'n jaarpunt van minstens 30%
- (b) minstens 40% van die punte in die eksamen
- (c) 'n slaagsyfer in minstens twee ander kursusse tydens dieselfde eksamen.

2. 'n Student wat in sy tweede jaar van studie is, sal toegelaat word tot 'n aanvullende eksamen in die kursus wat hy nie geslaag het nie met dien verstande dat hy die volgende behaal:—

- (a) (i) 'n jaarpunt van minstens 50%
- (ii) 'n gemiddelde van minstens 45% vir die jaarpunt en die eksamen gesamentlik.
- (b) in een ander kursus, met dien verstande dat dit die laaste oorblywende vereiste vir sy diploma is.

Hoër Diploma in Biblioteekwetenskap

L.S.31. Niemand word as student toegelaat nie tensy hy in besit is van 'n goedgekeurde baccalaureusgraad van die Universiteit, of tot 'n sodanige status toegelaat is nie.

L.S.32. Die leergang bestaan uit Biblioteekwetenskap I, II, III en IV en strek oor minstens een jaar voltydse studie.

L.S.33. 'n Student kwalifiseer vir die diploma as hy al vier kursusse in dieselfde eksamen voltooi.

L.S.34. (1) Om 'n kursus te voltooi moet 'n student voldoen aan die vereistes soos bepaal in die algemene reëls vir 'n baccalaureusgraad en 'n subminimum van minstens 40% in elke vraestel behaal.

(2) Die jaarpunt en eksamenpunt word in 'n gelykwaardige verhouding gekombineer.

Die Graad Baccalaureus Artium in Maatskaplike Werk

Duur van leergang.

S.W.1. Die leergang strek oor drie jaar voltydse studie.

B.A.-reëls.

S.W.2. Onderhewig aan enige andersluidende bepalings in hierdie reëls, is die reëls vir die gewone graad Baccalaureus Artium van toepassing.

Samestelling van leergang.

S.W.3. Die leergang bestaan uit minstens tien en hoogstens twaalf kursusse.

S.W.4. By 'n student se leergang moet ingesluit wees—

(a) Maatskaplike Werk I, II en III;

(b) of

Sosiologie I, II en III en minstens Sielkunde I en II, of

*Sielkunde I, II en III en minstens

Sosiologie I en II;

(c) kursusse uit die volgende gekies:

Ekonomie I, II, III

Kriminologie I

Antropologie I, II

Geskiedenis I

Wysbegeerte I

Staatsleer I

Naturelle-administrasie I



Een van die volgende tale:

Afrikaans-Nederlands I

'n Bantoe taal I

Duits spesiaal

Engels I

University of Fort Hare
Together in Excellence

S.W.5. 'n Student moet sodanige praktiese maatskaplike werk by 'n geregistreerde welsynsorganisasie doen as wat die Departementshoof mag voorskryf. 'n Student moet sy eie reëlings tref, onderhewig aan die goedkeuring van die Departementshoof wat hom die reg voorbehou om enige reëlings namens die student te tref.

S.W.6. 'n Student word nie tot die tweede en derde kursus in Maatskaplike Werk toegelaat nie tensy hy die praktiese maatskaplike werk vir die voorafgaande jaar bevredigend geslaag het.

Graad Honneurs-Baccalaureus Artium in Maatskaplike Werk

(Raadpleeg die Statuut en die algemene reëls vir die honneurs-baccalaureus graad, asseblief).

Die Graad Magister Artium in Maatskaplike Werk

(Raadpleeg die Statuut en die algemene reëls vir die magistergraad, asseblief).

Die Graad Doctor Philosophiae in Maatskaplike Werk

(Raadpleeg die Statuut en die algemene reëls vir die doktorsgraad, asseblief).

*Studente word sterk aangeraai om Sielkunde III te neem of om dit na voltooiing van die graad te neem.

UNIVERSITEITSDIPLOMA IN MAATSKAPLIKE WERK

Toelating

S.W.11. Niemand word as student ingeskryf nie tensy—

- (a) hy die Skooleindsertifikaat van die Gemeenskaplike Matrikulasieraad of 'n ander sertifikaat wat die Senaat as gelykwaardig ag, verkry het, of
- (b) hy minstens 25 jaar oud is en die Senaat tevrede stel dat hy 'n standaard van opleiding bereik het wat aan die Skooleindsertifikaat gelykgestel kan word.

Reëls vir B.A. (M.W.)

S.W.12. Behoudens andersluidende bepalings in hierdie reëls, is die reëls vir die graad Baccalaureus Artium in Maatskaplike Werk van toepassing.

Aantekening van vakke op diploma.

S.W.13. Die uitslae van alle eksamens sal op die diploma van 'n suksesvolle kandidaat aangeteken word.

S.W.14. 'n Besitter van die diploma mag hom aanmeld vir 'n eksamen in enige keusevak waarin hy nog nie 'n eksamen afgelê het nie en, indien hy slaag, mag hy sodanige vak op sy diploma laat aanteken.

DEPARTEMENT AFRIKAANS-NEDERLANDS EN DUI TS

(a) Personeel

- *Professor : Vakant
Senior Lektor : J. VORSTER, B.A. Hons. (Rand), M.A. (Rhodes)
Lektor : K. H. SCHMIDT, B.A. Hons. (Pret.).
Junior Lektor (Duits): K. N. VAN DER WALT, B.A. (Potch.)

(b) Leerplanne :

AFRIKAANS-NEDERLANDS Kursus I

Eerste Vraestel (Taalkunde)

1. Taalverwantskap en taalindeling. 'n Skematiese aanduiding met kort toeligting van die plek van Afrikaans en Nederlands in die Germaanse verband.
2. Inleiding tot die Afrikaanse klank-, woord- en sinsleer.
3. Taalkundige begrippe en taalverskynsels.

Handboeke :

- Afrikaanse Klankleer* : MEYER DE VILLIERS
Inleiding tot die Taalkunde : VAN DER MERWE, e.a.
Taal en Taalverskynsels : SCHOLTZ

Tweede Vraestel (Letterkunde)

1. Geskiedenis en geskrifte van die Afrikaanse Beweging.
2. Hoofmomente uit die Afrikaanse Literatuurgeskiedenis van die Twintigste Eeu.
3. Voorgeskrewe werke: 1 Prosawerk, 1 digbundel, 1 drama,
1 Nederlandse werk.

Groot Verseboek: D. J. OPPERMAN.

Kwartet : M.E.R. e.a

Raka : N. P. VAN WYK LOUW

Die Held : N. P. VAN WYK LOUW

Handboek :

- Afrikaanse Literatuurgeskiedenis* : G DEKKER
De Stille Plantage : A HELMAN

Kursus II

Vraestel 1 (Taalkunde)

1. Fonologie.
2. Morfologie.
3. Sintaksis.

Handboeke :

- Afrikaanse Klankleer* : MEYER DE VILLIERS.
Woordvorming en Funksiewisseling : KEMPEN
Grondtrekke van die Afrikaanse Sintaksis : F. PONELIS.

Vraestel 2 (Taalkunde)

1. Die Ontwikkelingsgeskiedenis van Nederlands tot by Afrikaans
2. Die Ontstaan van Afrikaans.
3. Hoofverskilpunte tussen Afrikaans en Nederlands.

Handboeke :

- Inleiding tot die Taalkunde* : VAN DER MERWE, e.a.
Nederlands en Afrikaans : MEYER DE VILLIERS.

Vraestel 3 (Afrikaanse Letterkunde)

1. Literatuurteorie: Poësie.
2. Die Afrikaanse poësie met toespitsing op 'n aantal digters en bundels.

Voorgeskrewe werke:

- Trekke* : TOTIUS.
Eugene en ander gedigte : TOON VAN DEN HEEVER.
Gestaltes en Diere : N. P. VAN WYK LOUW.
Helder Halfjaar : ELIZABETH EYBERS.
Negester oor Nieve : D. J. OPPERMAN.
Joernaal van Jorik : D. J. OPPERMAN.
Steenbok tot Poolsee : P. BLUM.
Die Ysterkoei moet vloei : BREYTEN BREYTENBACH.

Handboeke :

- Handleiding by die Studie van die Letterkunde* : GROVE en
BOTH.

Fyn net van die Woord

Vraestel 4 (Nederlandse Letterkunde)

1. Oorsig oor die Nederlandse Letterkunde met toespitsing op die Beweging van Tagtig.
2. Voorgeskrewe werke.

- Handboek : Beknopte Geskiedenis van die Nederlandse Letterkunde* : RIJPMAN (vertaling)

Voorgeskrewe werke :

- Bloemlesing uit die Gedigte van Guido Gezelle* (Prisma-Boeken)
Gedichten : JACQUES PERK.
Verzen : WILLEM KLOOS.
Mei : HERMAN GORTER.
Eline Vere : LOUIS COUPERUS.

Kursus III

Vraestel 1 (Taalkunde)

1. Morfologie.
2. Sintaksis.
3. Semantiek.

- Handboeke :** *Woordvorming en Funksiewisseling* : W. KEMPEN.
Grondtrekke van die Afrikaanse Sintaksis : F. PONELIS.
Inleiding tot die Semantiek : C. VAN HEERDEN.

Vraestel 3 (Middelnederlandse en Sewentiende-Eeuse Letterkunde)

- Hoofmomente uit die Middelnederlandse letterkunde.
Die Nederlandse Goue Eeu.

- Voorgeskrewe werke :** *Beatrijs* (Afrikaanse uitgawe)
Van Hooft tot Luyken : G. DEKKER.
Gebroeders : Vondel (nuwe Afrikaanse uitgawe)
De Spaanse Brabander : G. BREDERO.

Vraestel 2 (Afrikaanse Letterkunde)

Literatuurteorie: 1. *Prosa*

Skets, kortverhaal, novelle, roman.

2. *Drama*

Hoorspeel, eenbedryf, versdrama, drama.

Voorgeskrewe werke: *Kruger breek die pad oop*: N. P. VAN WYK LOUW.

Drie Vroue: W. A. DE KLERK.

Periandros van Korinthe: D. J. OPPERMAN.

As die Tuig Skawe: J. F. W. GROSSKOPF.

Sketsboek: BOERNEEF.

Kernbeeld van die Afrikaanse Kortverhaal: F. V. LATEGAN.

Somer: C. M. VAN DEN HEEVER.

Lobola vir die Lewe: A. P. BRINK.

Vraestel 4 (Nederlandse Letterkunde)

Die Nederlandse Letterkunde van 1900 tot hede.

Voorgeskrewe werke: *Digters uit die Lae Lande*: GROVE en BUNING.

Een Winter aan Zee: A. ROLAND HOLST.

Lees maar, er staat niet wat er staat: M. NIJHOFF.

Tempel en Kruis: H. MARSMAN.

Voorbij de laatste stad: G. ACHTERBERG.

Joachim van Babylon: MARNIX GIJSEN.

Denise: G. WALSHAP.

Vir besonderhede omtrent hierdie kursus moet die hoof van die Departement geraadpleeg word.

University of Fort Hare

Together in **DUITS** Excellence

Beginnerskursus (Een vraestel) 5 lesings per week

Die kursus (eenjarig) word aangebied om studente wat geen Duits ken nie in staat te stel om 'n lees kennis en elementêre praat kennis van die taal te verkry. Dit dien ook as inleiding tot die Spesiale Kursus wat 'n vereiste is vir Duits I. Taallaboratoriumwerk sal aangebied word.

Handboeke: H. KESSLER: (die reeks) *Deutsch für Ausländer* (Verlag für Sprachmethodik Königswinter).

Plaatoornames met bygaande tekste: SCHULZ-GRIESBACH:
Leichtes Deutsch, Ausgabe B—Schallplatten
und Text; Interpret—Deutsch (Visaphone).

Spesiale Kursus. (Twee vraestelle) 5 lesings per week

Van kandidate word verwag om Duits redelik vlot en korrek te kan lees en om aan taallaboratoriumwerk deel te neem.

Vraestel 1.—Taalkunde

(a) Vormleer en sintaksis, getoets deur die toepassing van die taalverskynsels in die lewende taal.

(b) Idioom en spreekwoord.

(c) Vertaling op sig uit Duits in Engels of Afrikaans en omgekeerd.

(d) Stelwerk van beperkte omvang.

(e) Begripstoets wat in Engels of Afrikaans beantwoord mag word.

Voorgeskrewe handboeke: Schulz-Griesbach: Deutsche Sprachlehre für Ausländer.
Schulz-Griesbach Leseheft für Ausländer (Hueber).
Cassell's Compact EG./G-E Dictionary (Cassell, London).

P. H. Langenhoven: Duitse Begripstoetse en Idiomatiese Wendinge
vir Sts. 9 en 10 (Nasionale Boekhandel).

Aanbevole handboeke: P. F. DORING: Colloquial German; (McMillan, S.A.)
E. COCHRAN: Eine Praktische Wiederholungsgrammatik;
(Prentice Hall, Inc.)

Vraestel 2. Literatuur.

Vrae wat in Engels of Afrikaans beantwoord mag word oor 4 voorgeskrewe Duitse boeke (prosa en poësie).

Voorgeskrewe boeke:

Trümpelmann: Vom Blütenbaum der deutschen Dichtung (7. Auflage,
Van Schaik) (hiervan 14-16 gedigte)

Moderne Erzähler Nr. 10 (Schöningh, Paderborn): Aichinger:
Seegister en Das Plakat: Böll:
Die ungezählte Geliebte;
Langasser; Glück haben.

Zuckmayer: Three Stories (Oxford Univ. Press): Die Geschichte eines Bauern aus dem Taunus.

Trümpelmann: Vom deutschen Leben (Van Schaik); hieruit/
Das Felsenbildnis (P. Rossegger);
Verloofde van Kandel (A. Gillingen);
Die Schirin (M. von Löner-Eschenbach)

Kursus I (Twee vraestelle)

Vir studente wat die Spesiale Kursus voltooi het of Duits op matrikulasievlak geslaag het.

Dit word van studente verwag om aan taallaboratoriumwerk deel te neem.

Vraestel 1—Taal.

Voorsetting van die studie van vormleer en sintaksis.

Oefening in lees grammatika, praat en opstelskryf.

Vertaling op sig uit Duits in Engels / Afrikaans en omgekeerd.

Voorgeskrewe handboeke: Schulz-Griesbach: Deutsche Sprachlehre für Ausländer.
Mittelstufe (Max Hueber)

Wainstall: Tests in German Composition and Grammar
(Harrap).

Wainstall: German Passages for unseen Translation. (Harrap).

Vraestel 2: Letterkunde en Kultuur

Minstens die helfte van die vrae in hierdie vraestel moet in Duits beantwoord word
(a) Oorsig van die Duitse Kultuur- en literatuurgeskiedenis.

Voorgeskrewe handboeke: Vogelpohl: Geschichte der deutschen Dichtung.

A. und W. van Rinsum: Dichtung und Deutung

Eine Geschichte der deutschen Literatur in Beispielen (Bayerischer Schulbuch-Verlag).

Aanbevole naslaanwerk: W. Grabert/A. Mulot:

Geschichte der deutschen Literatur.

(Bayerischer Schulbuch-Verlag).

- (b) Besondere Studie van voorgeskrewe werke (prosa, pöesie en drama)
Voorgeskrewe werke (prosa, pöesie, drama).
Trümpelmann : Deutsche Balladen (Nas Pers). (Hieruit 16 uitgesoekte ballades)
Schiller : Maria Stuart (Reclam)
Lessing : Minna von Barnhelm (Reclam).
 Moderne Erzähler Nr. 3 (Schöningh, Paderborn). (Hieruit 'n aantal uitgesoekte verhale)
S. Lensz : Das Feuerschiff (Deutscher Taschenbuch Verlag, München).

Kursus II
 (Drie vraestelle)

Vraestel 1. Taal en taalgeskiedenis; fonetiek.

- SCHABLIN : Kurze deutsche Grammatik (Hueber)
 KAUFMANN : Wie sag ich's auf Deutsch (Hueber)
 TREUHEIT : Deutsche Sprachkunde für höhere Schulen (Buchner) (Die eerste helfte van die boek)

Vraestel 2. Geskiedenis van die Duitse Letterkunde.

- KRELL : Deutsche Literaturgeschichte für höhere Schulen (Buchner)

Vraestel 3. Voorgeskrewe Werke.

- SCHÜBART : Gedichte (Fischer-Bücherei)
 DROSTE-HÜLSHOFF : Gedichte (Fischer-Bücherei)
 MÖRIKE : Gedichte (Fischer-Bücherei)
 KLEIST : Amphitryone (Reclam)
 TIECK : Der gestiefelte Kater (Reclam)
 EICHENDORFF : Die Freier (Reclam)
 HEBBEL : Agnes Bernauer/Maria Magdalena (Goldmann)
 KLEIST : Sämtliche Novellen
 HEINE : Aus den Memoiren des Herrn von Schnapelewopski (Reclam)
 STIFTER : Studien I (Goldmann)
 JEAN PAUL : Des Feldpredigers Schmelzle Reise nach Fläz (Clarendon German Series: O.U.P.)
 G. KELLER : Das Sinngedicht (Reclam)
 WACKENRODER : Sämtliche Schriften (Texte deutscher Literatur. Rowohlts Klassiker)
 BONAVENTURA : Nachtwachen (Reclam)
 JUNG-STILLINGS : Lebensgeschichte (Rowohlts Klassiker)

DEPARTEMENT AFRIKANISTIEK

(Antropologie, Argeologie en Naturelle-Administrasie)

(a) Personeel

- *Professor: E. J. DE JAGER, M.A., D.Phil. (Potch.)
Senior Lektor: P. D. BANGHART, B.A. (Nebraska), M.A., (Stell.)
Lektor: R. M. DERRICOURT, B.A. (Hons.) (Cantab.)
Lektor: P. D. VAN LILL, B.A., Hons. (Stell.)
Lektor: D. M. GROENEWALD, B.A. (Hons.) (Stell.)
F. S. Malan Antropologiese Museum en A. J. D. Meiring Kunstgallerij:
Senior Lektor en Kurator: V. Z. GITYWA, B.A. Hons (S.A.), M.A. (Fort Hare).
Ass.-Kurator: C. M. LAMALA, B.A., U.O.D. (S.A.)

(b) Leerplanne

ANTROPOLOGIE

Kursus I

(Twee Vraestelle)

Vraestel 1.

- (a) Die gebied en taak van die vak.
- (b) Die begrippe kultuur, samelewing en volk.
- (c) Behandeling van die basiese antropologiese verskynsels en beginsels i.v.m. Ekonomiese en Sosiale Organisasie, Godsdiens, Regerings en Regsstelsels.
- (d) Inleiding tot die Fisiese Antropologie.
 - (1) Inleiding tot die gebied van die studie.
 - (2) Antropometrie: die hantering en gebruik van instrumente.
 - (3) Inleiding tot die Etnologiese geskiedenis van die mens.
 - (4) Die begrip ras en die verspreiding en indeling van die rasse van die wêreld.

Vraestel 2.

- (a) Etniese samestelling en klassifikasie van die volke van Afrika.
- (b) 'n Algemene Etnografiese oorsig van die Hottentotte en Boesmans in die algemeen.
- (c) 'n Intensiewe Etnografiese studie van een Nguni groep (Mpondo) en een Sotho groep (Suid-Sotho of Bapedi).
- (d) Inleidende studie tot die kontak tussen Blank en Bantoe en Antropologiese probleme wat hieruit voortspruit.

Kursus II

(Twee vraestelle)

Vraestel 1.

- (a) 'n Intensiewe studie van die begrippe kultuur en samelewing.
- (b) Antropologiese teorieë i.v.m. Sosiale organisasie, Politieke organisasie, Ekonomiese organisasie, Godsdiens. ('n lys van leesstof sal deur die dosent aan studente verska word.)

Vraestel 2.

- (a) Etnografie van Afrika.
 - (1) 'n Intensiewe studie van een kultuur buite Suid-Afrika:
Die Azande of Nuer.
 - (2) 'n Intensiewe studie van of die Politieke stelsels of die stelsels van Verwantskap en Huwelik in Afrika.
- (b) Geselekteerde studies van volke en kulture van Oseanië.

Kursus III

(Drie vraestelle)

Vraestel 1.

- (a) 'n Studie van die verskillende Antropologiese strominge en benaderings, met besondere aandag aan die 20ste eeu.
- (b) Inleiding tot die metodes en tegnieke van veldwerk in die Antropologie.

Vraestel 2.

- (a) 'n Intensiewe studie van die prosesse van kultuurverandering in die algemeen, en van akkulturasie in 'n besondere gebied, of gebiede, by 'n besondere volk of volke.
- (b) Toepassing van die Antropologie in Naturelle-Administrasie, Sending, Opvoeding en Ekonomiese ontwikkeling in Afrika.

Vraestel 3.

Geselekteerde studie van volke en kulture uit twee van die volgende gebiede:

- (1) Noord—en Suid-Amerika.
- (2) Australië.
- (3) Asië.

Honneurs

(Vier vraestelle en 'n Opstel)

Vraestel 1.

- (a) Intensiewe studie van die metodes en tegnieke van veldwerk in die Antropologie.
- (b) 'n Studie van die verskillende benaderings tot die bestudering van primitiewe gemeenskappe.

Vraestel 2.

- (a) Die geskiedenis van die Antropologie met spesiale verwysing na moderne tendense.
- (b) Geselekteerde toepassing van die veld van die Antropologie.

Vraestel 3.

Geselekteerde intensiewe studie van sekere aspekte van die S.A. Etnografie.

Vraestel 4.

- (a) Inleiding tot Stedelike Sosiologie en Antropologie.
- (b) Intensiewe studie van die Bantoe se stedelike lewe in S.A. met 'n vergelyking van Wes-Afrika.

'n Opstel van 20-30 getikte folio-bladsye (10.000—15.000 woorde) oor 'n onderwerp op die gebied van die Antropologie, goedgekeur deur die Departementshoof, word vereis. Die opstel moet aantoon dat die student in staat is om selfstandig te werk. Die gehalte moet sodanig wees dat die stuk gepubliseer kan word.

Die Honneurseksamen sal in twee dele plaasvind; deel 1 bestaan uit die vraestelle en deel 2 uit die opstel.

ARCEOLOGIE

1. Argeologie is 'n tweejarige hoofvak. Studente word aangeraai om Argeologie I eers vanaf hulle tweede jaar te neem.
2. Antropologie I moet saam met of voor Argeologie II geneem word. Geskiedenis, Geografie en Geologie word aanbeveel.
3. Praktiese klasse word vir albei kursusse in Argeologie voorgeskryf.
4. Daar word van studente verwag om gedurende universiteitsvakansies veldwerk te doen wanneer daarvoor gereël word.

Kursus I

(Twee vraestelle en 'n praktiese eksamen)

Vraestel 1.

- (a) Doelstellinge, omvang en aard van Argeologie, Argeologie en opvoeding.
- (b) Basiese metodes en tegnieke in veldwerk, laboratoriumstudie en wyse van interpretasie van die argeoloog.
- (c) Paleoantropologie: 'n inleiding tot die konsep van die evolusie van die mens, nadruk op die prehistoriese menslike tipes van Suidelike Afrika.

Vraestel 2.

- (a) 'n Inleiding tot die Argeologie van die wêreld; die ontwikkeling van mens as jagter; die oorsprong en verspreiding van landbou; vroeë beskawing.
- (b) Die voorgeskiedenis van Suidelike Afrika.

Praktika.

- (a) Die studie van menslike skeletmateriaal.
- (b) Praktiese tegnieke in Argeologie.

Kursus II

(Drie vraestelle en 'n praktiese eksamen)

Vraestel 1.

- (a) Die geskiedenis en ontwikkeling van die Argeologie.
- (b) Gevorderde metodiek insluitende die gebruik van statistieke.
- (c) Die studie van die omgewings-agtergrond van die prehistoriese mens en sy beskawing.

Vraestel 2.

- (a) Inleiding tot die studie van die Privaat
- (b) Paleoantropologie: 'n intensiewe studie van die oorsprong en ontwikkeling van die mens.

Vraestel 3.

- (a) Die Argeologie van Afrika (met spesiale verwysing na 'n sekere gebied).
- (b) Prehistoriese kuns.

Praktika.

Veld- en laboratoriumtegnieke in die Argeologie en Fisiese Antropologie.

Honneurs

Argeologie Honneurs.

Die Honneurs-kursus bestaan uit vier geskrewe vraestelle, 'n praktiese eksamen en 'n oorspronklike stuk praktiese werk onder toesig, saam met 'n skriftelike verslag daaroor. Hierdie kursus mag voltooi word binne 'n minimum tydperk van een akademiese jaar insluitende die daaropvolgende lang vakansie wanneer die praktiese werk afgehandel moet word. Daar word van studente verwag om gedurende ander vakansies veldwerk te doen wanneer daarvoor reëlings getref word.

Vraestel 1.

Geselekteerde probleme in die Voorgeskiedenis van Afrika.

Vraestel 2.

Gespesialiseerde praktiese, analitiese en vertolkende benaderings en tegnieke in Argeologie.

Vraestelle 3 en 4.

Die volgende onderwerpe waaruit studente twee kan kies:

- (a) Kwaternêre geologiese studies in Suidelike Afrika.
- (b) Fauna- oorblyfsels, hulle vertolking in Argeologie.
- (c) Palinologie, flora en klimaat.
- (d) Litiese analise en statistiese tegnieke.
- (e) Argeologie van die Ystertydperk en die verband met mondelinge en geskrewe geskiedenis.

- (f) Gevorderde werk in Fisiese Antropologie.
- (g) Etnologie van Suidelike Afrika.
- (h) Ander gespesialiseerde terreine.

Vraestel 5.

'n Praktiese eksamen met nadruk op die gespesialiseerde studies in Vraestelle 3 en 4.

Vraestel 6.

'n Verslag oor resultate van veldwerk of laboratoriumnavorsing wat die kandidaat onder die Departement se toesig gedoen het. Hierdie verslag moet geskik wees vir publikasie en bewys lewer van literatuurnavorsing en oorspronklike insig in verband met die onderwerpe.

NATURELLE-ADMINISTRASIE

Kursus I

(Twee vraestelle)

'n Algemene oorsig van die ontwikkeling van Naturellebeleid en -Administrasie in Suid-Afrika (Insluitende Suidwes-Afrika).

Vraestel 1.

1. (a) 'n Inleiding tot die studie van die vak Naturelle-administrasie.
(b) Die rassasamestelling en -verspreiding van die Suid-Afrikaanse bevolking.
2. Die historiese ontwikkeling van naturellebeleid en -administrasie in die Suid-Afrikaanse kolonies en republieke voor unifikasie in 1910.
3. Die ontwikkeling van naturellebeleid en -administrasie in Suid-Afrika gedurende die historiese tydperk 1910 tot 1950.

Vraestel 2.

1. 'n Algemene oorsig van die struktuur en funksies van die hedendaagse naturelle-administrasie in Suid-Afrika.
2. 'n Kort oorsig van die hedendaagse beleidsrigtings, met betrekking tot naturelle in Suid-Afrika.

Kursus II

(Twee vraestelle)

Gevorderde en Intensiewe studie van hedendaagse Naturellebeleid en -Administrasie in Suid-Afrika (Insluitende Suidwes-Afrika).

Vraestel 1.

Aspekte van die Hedendaagse Naturelle-Administrasie wat Hoofsaaklik op die Bantoe in die Bantoegebiede Betrekking het :

1. 'n Omskrywing van die vak Naturelle-administrasie; sy inhoud, omvang, doel- en metodes.
2. Die spesiale administratiewe struktuur vir die Bantoe in Suid-Afrika: sentrale, streeks- en distriksadministrasie; hulpinstellings; die administrasie van selfbesturende Bantoegebiede; en Bantoe-owerhede.
3. Die Bantoe-gebiede van Suid-Afrika: die reservering van Bantoegebiede en die regte van die Bantoe op grond in Suid-Afrika; algemene ekonomiese toestande; stelsels van grondbesit, administrasie, herwinning en ontwikkeling.
4. Algemene burgerlike en politieke regte van die Bantoe in Suid-Afrika: stemreg en verteenwoordiging in wetgewende liggame; staatkundige ontwikkeling in die Bantoegebiede; die ontwikkeling van politieke partye; plaaslike bestuur in die Bantoegebiede, en die erkenning van inheemse regs- en staatsinstellings.
5. Bantoe-onderwys en belasting: die beheer oor en finansiering van Bantoe-onderwys; differensiasie, administratiewe implikasies; en Bantoe-universiteitsopleiding.
6. Gemeenskapsontwikkeling: beginsels, beleid en toepassing.

Vraestel 2.

Aspekte van die Hedendaagse Naturelle-Administrasie wat Hoofsaaklik op die Bantoe in die Nie-Bantoegebiede betrekking het.

1. Die Bantoe in die stedelike nie-Bantoegebiede: die proses van verstedeliking; sosiale en ekonomiese toestande; groepsgebiede en woonbuurtskeiding; beplanning en ontwikkeling van Bantoe-woongebiede; Bantoebehuising; etniese groepering; administrasie van stedelike Bantoesake; finansiering; die verskaffing van drank aan die Bantoe; hervestiging; naturelle-administrasie in die buite-stedelike gebiede; Bantoeverteenvoordinging in die administrasie; skaling tussen stad en tuisland.

2. Beheer oor beweging in Suid-Afrika: toestromingsbeheer in die stedelike en plattelandse nie-Bantoegebiede; bevolkingsregistrasie; die vreemde-Bantoe-probleem.

3. Bantoe-arbeid: die vraag en aanbod vir Bantoe arbeid; die stelsel van trek-arbeid; werwing; arbeidsburowe en die kanalisering van arbeid; Bantoe-plaasarbeid.

4. Industriële wetgewing wat betrekking het op die Bantoe: die kleurskeidslyn in betrekking; loonvasstellings; arbeidsorganisasies en kollektiewe optrede; beskerming, welsyn en pensioene.

Kursus III

(Drie vraestelle)

Naturellebeleid en -Administrasie en Staatkundige ontwikkeling in Afrika, met spesiale verwysing na die gebied Suid van die Sahara; en Rasseverhoudinge in 'n Wêreldperspektief.

Vraestel 1.

Britse beleid in Afrika, met spesiale verwysing na die buurstate van Suid-Afrika.

1. Naturellebeleid en -administrasie in die voormalige Hoë Kommissarisgebiede, Botswana, Lesotho en Swaziland; die vraagstuk van insluiting in Suid-Afrika; ekonomiese afhanklikheid van en verhouding tot Suid-Afrika.

2. Die ontwikkeling van naturellebeleid en administrasie in Rhodesië; 'n vergelyking met Suid-Afrika.

3. Die voormalige koloniale en hedendaagse beleid van Britanje in Afrika in die algemeen: direkte en indirekte bewind; plaaslike bestuur die ontwikkeling tot selfregering en onafhanklikheid; Britse hulp aan Afrikagebiede.

Vraestel 2.

Staatkundige ontwikkeling en internasionale belangstelling in Afrika; Die voormalige en hedendaagse beleid van koloniale moondhede (uitsluitende Brittanje) in Afrika.

1. Staatkundige ontwikkeling in Afrika; onafhanklikheid; konstitusionele ontwikkeling; Afrika-nasionalisme en Pan-Afikanisme; internasionale groeperings; die ontwikkeling van inheemse administratiewe apparaat; probleme met sosio-ekonomiese ontwikkeling.

2. Internasionale belangstelling in Afrika: die ontwikkeling van internasionale beheer oor naturelle-administrasie in Afrika; die mandaat- en trusteeskapstelsels; kolonialisme en neo-kolonialisme; die strategiese belangrikheid van Afrika; buitelandse hulp; die rol van Suid-Afrika in Afrika suid van die Sahara.

3. 'n Studie van die voormalige en hedendaagse beleid van Frankryk, Spanje, België en Portugal in Afrika; 'n vergelyking van beleidsrigtings, ook met dié van Brittanje en Suid-Afrika.

Vraestel 3.

Rasseverhoudinge, -probleme en -beleid in 'n Wêreld-perspektief.

1. 'n Gevorderde ontleding van die disipline Naturelle-administrasie: 'n definisie van rassekontak en -konflik; die formulering van beleid vir die regulering van die kontaksituasie en die oplossing van rasseprobleme; die toepassing van beleid en die effek daarvan op rasseverhoudinge.

2. Probleme in meerrassige gemeenskappe: ontleding van beleids- en administratiewe probleme in meerrassige gemeenskappe in die wêreld, met spesiale verwysing na toestande in die V.S.A., Britanje en ander gekose lande.

3. Rasseverhoudinge: 'n vergelykende studie van teorië oor rasseverhoudinge, en hulle toepassing in Afrika (insluitende Suid-Afrika) en ander dele van die wêreld. Internasionale gedagterigtings betreffende rasseverhoudinge.

4. 'n Gevorderde studie van verskillende natuurlikebeleids-riigtings met spesiale verwysing na alternatiewe beleidsriigtings in Suid-Afrika: afsonderlike ontwikkeling of integrasie; hulle oogmerke, praktiese programme en implikasies; 'n vergelykende studie.

Honneurs

Die eksamen bestaan uit vyf vraestelle en mag in twee dele afgelê word. Deel I bestaan uit vraestelle 1, 2 en 3, en Deel II bestaan uit vraestelle 3 en 4.

Vraestel 1.

- (a) Verskeie ondersoekmetodes en besondere vraagstukke met betrekking tot objektiewe bronnestudies; en individuele en groepsveldwerk, ook in ekonomies minder-ontwikkelde gebiede; tegniese versorging en wetenskaplike sistematiesing van ingesamelde data. (Verdere aandag sal gegee word aan die verskillende navorsingsmetodes wat van toepassing is in elke vraestel).
- (b) 'n Intensiewe studie van historiese en hedendaagse beleidsriigtings met betrekking tot die verhoudings tussen die verskillende bevolkingsgroepe in Suid-Afrika. Aandag word geskenk aan bv. die beleidsriigtings van Sir George Grey, Sir Theophilus Shepstone en die republieke van Transvaal en die O.V.S.; die botsende beleidsriigtings met unifikasie, die beleid van Genl. J. B. M. Hertzog, en die hedendaagse alternatiewe beleidsriigtings van afsonderlike ontwikkeling en integrasie.

Vraestel 2.

Die beginsels van ontwikkelingsadministrasie. Aandag word geskenk aan die volgende aspekte:

- (i) Politieke subsisteem;
- (ii) administratiewe subsisteem;
- (iii) ekonomiese subsisteem;
- (iv) gemeenskapsontwikkeling;
- (v) onderwys as ontwikkelingsdeterminant;
- (vi) internasionale hulpverlening;
- (vii) antropologiese oorwegings;
- (viii) demografiese aspekte.

Vraestel 3.

- (a) 'n Vergelykende studie van die praktiese toepassing van ontwikkelingsbeginsels in ontwikkelende lande. ('n Gevallestudie van die toepassing van die beginsels soos in Vraestel 3 bestudeer).
- (b) Die toepassing van ontwikkelingsadministrasie in 'n spesifieke gebied in Afrika.

Vraestel 4.

'n Vergelykende studie van rasseverhoudinge; beleidsriigtings en probleme in veel-rassige lande, insluitende:

- (i) rassevooordeel;
- (ii) rassehoudinge;
- (iii) politieke stelsels in veelrassige gemeenskappe;
- (iv) industrialisasie en rasseverhoudinge, en
- (v) 'n beknopte studie van akulturasië.

(Studente wat Antropologie as 'n hoofvak vir die B.A.-graad geneem het, hoef nie hierdie onderafdeling te doen nie. In sulke gevalle sal alternatiewe studiemateriaal vir hierdie onderafdeling voorgeskryf word.)

Vraestel 5.

Die teoretiese agtergrond en ontwikkelingskenmerke van plaaslike bestuur in Afrika.

OF

Vraagstukke wat spruit uit die verstedeliking van inheemse bevolkings in Afrika suid van die Sahara; beheer en administrasie in stedelike gebiede.

OF

Enige goedgekeurde onderwerp gekies in oorlegpleging met die Hoof van die Departement.

DEPARTEMENT BANTOETALE

(Xhosa, Zoeloe, Noord- en Suid-Sotho, Tswana en Venda).

(a) *Personeel*

- *Professor : G. I. M. MZAMANE, M.A. (S.A.)
Professor in Letterkunde: A. P. KRIEL, M.A. (Stell.), Ph.D. (Kaapstad).
Lektor : L. M. MBADI, B.A. (Rhodes), B.A.Hons. (S.A.)
Lektrise : Mej. D. N. JAFTA, B.A. (Rhodes), B.Ed., B.A.Hons. (S.A.).
Junior Lektor: B. KHOALI, B.A. (Fort Hare)

(b) *Leerplanne*

Die volgende kursusse word deur die Departement aangebied:

- (a) Drie kursusse in Xhosa
(b) Drie kursusse in Suid-Sotho
(c) Een kursus in Zoeloe
(d) Spesiale kursusse in Xhosa, Zoeloe en Suid-Sotho.

N.B.—Spesiale kursusse word slegs deur studente geneem wat nie in 'n Bantoetaal gematrikuleer het nie.

Spesiale Kursus

(Twee vraestelle)

Vraestel 1.

Afdeling A.

Die beginsels van fonetiek en fonologie van die taal. (25%)

Afdeling B.

'n Eenvoudige verduidelikende studie van die morfologie en sintaksis van die taal; oefeninge in die praktiese gebruik van die taal (75%)

Vraestel 2.

Afdeling A.

Vertalings (30%)

Afdeling B.

Opstel (30%)

Afdeling C.

Literatuur. Voorgeskrewe werke. (40%)

Kursus I

(Twee vraestelle)

N.B.—Kan slegs deur studente geneem word wat Matrikulasie of 'n spesiale kursus in die betrokke taal geslaag het of wat 'n tweede kursus in 'n ander Bantoetaal geslaag het.

Vraestel 1.

Afdeling A.

Beginsels van die fonetiek en fonologie van die taal. (40%)

Afdeling B.

Morfologie en sintaksis van die taal.

(60%)

Vraestel 2.

(a) 'n Letterkundige studie van die voorgeskrewe werke.

(80%)

(b) Praktiese kritiek.

(20%)

Kursus II

(Drie vraestelle)

Vraestel 1.

Vergelykende taalkunde van die hooftaal en 'n ander taal uit dieselfde groep. (11%)

Vraestel 2.

Afdeling A.

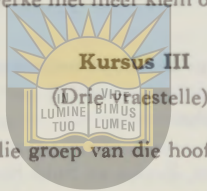
Tradisionale literatuur van die taal. Dit sluit mondelinge oorlewering in. (40%)

Afdeling B.

Moderne literatuur, 'n studie van die geskiedenis en ontwikkeling van moderne literatuur (drama, roman, digkuns ens. van die taal). (60%)

Vraestel 3.

Literatuur. Voorgeskrewe werke met meer klem op letterkundige kritiek. (100%)



Vraestel 1.

Vergelykende taalkunde van die groep van die hooftaal. (100%)

Vraestel 2.

Vergelykende Bantoetaalkunde met verwysing na:

(a) Die algemene beginsels wat ten grondslag van die rekonstruksie van Oertale lê; Oer-Bantoe; klankverskuiwing van Oer-Bantoe na die hooftaal.

(b) Die kenmerke van die Bantoetaalfamilie.

(c) Die klassifikasie van die tale van die gebied en die kenmerke van die gebied waaraan die hooftaal behoort.

(d) Die klassifikasie van die dialekte en die kenmerke van die groep waaraan die hooftaal behoort.

(e) Enkele aspekte van vergelykende Bantoetaalkunde met betrekking tot die betrokke gebied, bv. fonologiese wette, klasseooreenstemming. (100%)

Vraestel 3.

Gevorderde letterkundige kritiek. Voorgeskrewe werke. (100%)

Honneurs

Taal en Letterkunde :

(a) Vir die Honneurs B.A. word 'n hooftaal en 'n bykomende taal uit 'n ander groep vereis.

(b) 'n Driejarige kursus vir B.A. is die voorvereiste vir die hooftaal.

(c) Ten minste 'n eenjarige B.A. kursus in die bykomende taal uit 'n ander groep word vereis.

(d) Antropologie I word gestel as 'n vereiste en dit mag aangebied word voor of gelyktydig met die Honneurs-eksamen.

(e) Dit word van kandidate verwag om 'n leeskennis van Duits te hê.

(f) 'n kandidaat kies vier vraestelle uit ses met dien verstande dat hy 'n geskrewe artikel van 25-30 bladsye getik in dubbelspasiëring, oor 'n goedgekeurde onderwerp inlewer voordat hy die geskrewe deel van die eksamen aflê. Hierdie artikel neem die plek van 'n vyfde vraestel en punte sal toegeken word asof dit 'n eksamenvraestel is.

Die eksamen behels die volgende geskrewe vraestelle:

Vier uit die ses vraestelle moet gekies word:

Vraestel 1: Algemene fonetiek.

Vraestel 2: (a) Klassifikasie van die tale van Afrika.
(b) Bantoe taalkunde.

Vraestel 3: Vergelykende Bantoe morfologie, sintaksis en semantiek.

Vraestel 4: Tradisionele Bantoe literatuur.

Vraestel 5: Geskiedenis van Bantoe literatuur.

Vraestel 6: Moderne Bantoe literatuur.

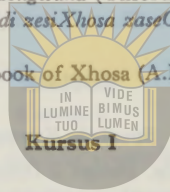
Vir voorgeskrewe werke moet die Hoof van die Departement geraadpleeg word.

XHOSA

Spesiale Kursus

Voorgeskrewe Werke:

Ntloko :	<i>UNgodongwana</i> (Oxford Univ. Press)
Pahl:	<i>Iincwadi zesXhosa zaseOxford, Ibanga 3</i> (Oxford Univ. Press)
Louw & Jubase:	<i>Handbook of Xhosa</i> (A.P.B.)



Vraestel 2.

<i>Afdeling A.</i>	
Madala:	<i>Amavo amafutshane</i> (Oxford Univ. Press)
Mmango:	<i>Lawu hahle</i> (Lovedale Press)
Ngcwabe:	<i>Khala Zome</i> (A.P.B.)
Tamsanqa:	<i>Inzala kaMlungisi</i> (Oxford Univ. Press)
	<i>Buzani kuBawo</i> (Oxford Univ. Press)
	<i>Imitha yelanga</i> (Oxford Univ. Press)
	<i>Ukuba ndandazile</i> (Oxford Univ. Press)

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Vraestel 2.

<i>Afdeling B.</i>	
Madala:	<i>Amavo amafutshane</i> (Oxford Univ. Press)
Ndovela	<i>Siko ndini</i> (Lovedale Press)
Tshaka:	<i>Iintsika zentlambo yeTyhume</i> (Lovedale Press)

Kursus II

Jongilanga:	<i>Ukuqhawuka Kwembeleko</i> (Lovedale Press)
Mzamane:	<i>Izinto zodidi</i> (A.P.B.)
Sinxo:	<i>Umzali wolahleko</i> (Lovedale Press)
	<i>UNomsa</i> (Lovedale Press)
	<i>Isakhono somfazi</i> (A.P.B.)
	<i>Umfundisi waseMthuwasi</i> (Lovedale Press)
	<i>Imfene kaDebeza</i> (Oxford Univ. Press)
	<i>Imbadu</i> (A.P.B.)
	<i>Isitiya</i> (Lovedale Press)
	<i>UNojayiti wam</i> (Lovedale Press)
Nyembezi:	<i>Inkinsela yaseMgungundlovu</i> (Shuter & Shooter).

Kursus III

<i>Drama</i>	
Mtingane:	<i>Inene nasi Isibhozo</i> (Oxford Univ. Press)
Mbulawa:	<i>MaMfene</i> (Shuter & Shooter)
Blose:	<i>Uqomisa mina nhe uqomisa iliba</i> (A.P.B.)
<i>Digkuns :</i>	
Nkuhlu:	<i>Imvaba</i> (A.P.B.)
Nyoka:	<i>Uhadi</i> (Lovedale Press)
Yako:	<i>Ikhwezi</i> (Lovedale Press)
<i>Prosa :</i>	
Ngani:	<i>Abantwana bethu</i> (Lovedale Press)
Qabaka:	<i>Izanzulwana</i> (Lovedale Press)
Mqhayi:	<i>Ityala lamawele</i> (Lovedale Press)
	<i>UMqhayi waseNtabozuko</i> (Lovedale Press)
	<i>U-Don Jadu</i> (Lovedale Press)
	<i>U-Adonisi waseNilango</i> (Lovedale Press)
	<i>Inzuzo</i> (Wits. U. P.)
	<i>U-Aggrey umAfrika</i> (Londen & Sheldon Press)
Nxumalo:	<i>Ikusasa alaziwa</i> (A.P.B.)
<i>Moet vir Vraestel 1 bestudeer word :</i>	
Ziervogel:	Swazi Texts, met 'n Engelse vertaling, notas, ens.

Voorgeskrewe Werke:

Nyembezi:	<i>Igoda, Ibanga 2</i> (Shuter & Shooter)
Bhengu:	<i>UNyambose noZimitha</i> (Shuter & Shooter)
Ziervogel et al:	<i>Handbook of the Zulu Language</i> (Van Schaik).



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Vraestel 2

Afdeling A

Mdluli:	<i>UBhekizwe namadodana akhe</i> (Voortrekkerpers)
Ntuli:	<i>UBheka</i> (Shuter & Shooter)
Nyembezi:	<i>Inkinsela yaseMgungundlovu</i> (Shuter & Shooter)
Dhlomo:	<i>USHaka</i> (Shuter & Shooter)
	<i>UDingane</i> (Shuter & Shooter)
	<i>UMpande</i> (Shuter & Shooter)
	<i>UNomalanga kaNdengezi</i> (Shuter & Shooter)
	<i>UCetshwayo</i> (Shuter & Shooter)
	<i>UDinizulu</i> (Shuter & Shooter)

SUID-SOTHO

Spesial Kursus

Voorgeskrewe Werke:

Mofokeng:	<i>Prelong ya ka</i> (Wits. U.P.)
Engelbrecht et al:	<i>Matima lenyora</i> (Bona Press)
Ferreira:	<i>'n Leerboek vir Suid-Sotho</i> (Met die oog op vertaling) (Van Schaik)

Kursus I

Vraestel 2

Afdeling A.

Motsieloa:	<i>Thabiso le Dirontsho</i> (Bona Press)
Moiloa:	<i>Mohahlaula dithota</i> (Via Afrika)
Matlosa:	<i>Mopheme</i> (Willem Gouws)

Machobane: *Mphatlalatsane* (Moriya)
Mahaheng a matsho (Moirja)
Senate, Shweshwe a Moshweshwe (Bona Press)

Vraestel 2

Afdeling B,
Maboee: *Menyetsi ya maswabi* (Bona Press)
Lesoro: *Mathe-malodi* (Bona Press)
Malcfane: *Maru* (Bona Press)

DEPARTEMENT BIBLIOTEEKWETENSKAP

- (a) *Personeel*
*Senior Lektor : P. B. VAN SCHALKWYK, M.A. (Stell.), H.Dip.
Libr. (S.A.).
Universiteitsbibliotekaris : M. SPRUYT, LL.Drs. (Leiden), L.Dip.Lib.
(Pret.), H.Dip.Lib. (S.A.).

- (b) *Leerplanne*



(Twee drie-uur vraestelle)

Vraestel 1.

Katalografie.

- (a) *Klassifikasie:* Teorie van klassifikasie, die Dewey-stelsel, praktiese werk.
(b) *Katalogisering:* Teorie van katalogisering, die Anglo-Amerikaanse kode, praktiese werk.

Vraestel 2.

Biblioteek-organisasie.

- (a) *Intern:* Departementalisasie, leensisteme, biblioteekstandaarde.
(b) *Ekstern:* Nasionale biblioteek, provinsiale biblioteekdienste, spesiale biblioteke, skoolbiblioteke. Biblioteekwetgewing en Departementele instruksies. Biblioteekverenigings.

Kursus II

(Twee drie-uur vraestelle)

Vraestel 1.

- (a) *Bibliografie*
(b) *Dokumentasie*
(c) *Naslaanwerk:* Bronne en metodes van naslaanwerk.
Die belangrikste naslaanwerke.

Vraestel 2.

- (a) *Boekevoorraad.*
(b) *Boekseleksie.*
(c) *Leserkunde.*

Kursus III

(Drie drie-uur vraestelle)

Vraestel 1.

Geskiedenis van skrif, van die boek, en van die ontwikkeling van die drukkuns.

Vraestel 2.

Gevorderde Katalografie.

- (a) Klassifikasie: Bibliografiese klassifikasie, klassifikasiestelsel—
Universele Desimale
klassifikasie, "Library of Congress", kolon
klassifikasie. Praktiese werk.
- (b) Katalogisering: Vervoluitgawes en periodieke uitgawes. Die trefwoordkatalogus. Keuse van trefwoorde (Sears). Praktiese werk.

Vraestel 3.

Ooreenkomste en verskille tussen Biblioteke en Museums en Argiewe. Organisasie, Funksie, Materiaal, Gebruik.

Kursus IV

(Drie drie-uur vraestelle)

Vraestel 1.

Biblioteekgeskiedenis.

Vraestel 2.

Ontsluiting van inligtingsbronne. Automatisasie.

Vraestel 3.

Biblioteekbestuur.

- (a) Keuse en beheer van personeel
(b) Organisasie
(c) Komitee-werk.



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Na raadpleging met die Hoof van die departement kies kandidate onderwerpe uit elk van die volgende vraestelle:

- Vraestel 1.:** Filosofie en historiografie van die Biblioteekwetenskap, en historiese biblioteekwese.
- Vraestel 2.:** Biblioteekbestuur.
- Vraestel 3.:** Katalografie.
- Vraestel 4.:** Dokumentasie.
- Vraestel 5.:** Leserkunde.

DEPARTEMENT ENGELS

- (a) *Personeel*
- *Professor : J. T. GREEN, B.A. (Stell.), M.A. (S.A.), Ph.D. (Leeds).
 - Senior Lektrise: Mej. V. W. HENLEY, M.A., U.O.D. (Rhodes).
 - Lektrise : Mev. E. N. E. VERSCHOOR, B.A. (Kaapstad),
B.A.Hons., S.O.D. (S.A.)
 - Lektor : R. L. PETENI, B.A.Hons. (S.A.), U.O.D. (S.A.).
- (b) *Leerplanne* : Kyk die Engelse uitgawe.

DEPARTEMENT GESKIEDENIS

- (a) *Personeel*
- *Professor : C. G. COETZEE M.A., D.Phil. (Stell.)
 - Lektor : J. C. VISAGIE, M.A. (S.A.), N.D.A.

Algemene Opmerkings :

Studente wat voornemens is om Geskiedenis as 'n hoofvak te kies, word ten sterkste aangeraai om

- (a) minstens een kwalifiserende kursus in òf Staatsleer òf Antropologie of Aardrykskunde òf Ekonomie òf Wysbegeerte of Sosiologie te neem en
- (b) 'n leeskenis van Afrikaans te bekom.

Vraestel 1. 'n Oorsig van die geskiedenis van die Westerse beskawing vanaf sy ontstaan tot en met die Hervorming.

Vraestel 2. Die Ontdekkingsreise, (met verwysing na Arabiese en Europese beriggewing oor die volke van Afrika) en die Geskiedenis van Suid-Afrika tot 1795.

Vraestel 1. Europese Geskiedenis, 1536-1815.

Vraestel 2. Geskiedenis van Suid-Afrika, 1795-1881, met insluiting van

- (a) die Britse koloniale beleid in die tydperk en
- (b) die vestiging van die Zoeloe en Suid-Sotho en Oos-Kaapse Nguni.

Kursus III

Vraestel 1. Europese Geskiedenis na 1815.

Vraestel 2. (a) Die Nuwe Imperialisme na 1870 en die opkoms van die anti-kolonialisme, met spesiale verwysing na die geskiedenis van Afrika (Suid-Afrika ingesluit).

(b) Inleiding tot die Wysbegeerte en Metodeleer van die Geskiedenis en Historiografie.

Vraestel 3. Aspekte uit die geskiedenis van Suid-Afrika na 1881.

B.A. Hons.

Algemene Opmerking :

'n Leeskenis van die twee amptelike tale word veronderstel, en 'n leeskenis van Duits en/of Frans word sterk aanbeveel.

Die eksamen bestaan uit die volgende vyf vraestelle:—

Vraestel 1. Metode, Tegniek en Teorie van die Geskiedenis.

Vraestel 2. Historiografie en Wysbegeerte van die Geskiedenis.

Vraestel 3. 'n Dokumentêre studie oor een van die volgende:

- (a) Die rewolusionêre tydperk in Europa en Amerika, 1760-1800, met besondere verwysing na temas uit die Amerikaanse Rewolusie.
- (b) Die ontdekkingstydperk tot by die stigting van die Kaapse Volksplanting met besondere nadruk op die Van Riebeeck-tydperk.
- (c) Aspekte van die Kaapse Oosgrens-geskiedenis gedurende die eerste helfte van die 19e eeu.

- (d) Die verenigings- en federasiestrewe in Suid-Afrika, 1854-1910, met dokumente-studie oor die totstandkoming van Unie in 1910.
- (e) Europese belangstelling in die Suid-ooskus van Afrika, 1600-1800.

Vraestel 4. Twee van die volgende:

- (a) Bevolkingsverskuiwings van die suidelike Bantoe.
- (b) Die geskiedenis van òf die suidelike Nguni òf noordelike Nguni òf Suid-Sotho.
- (c) Die geskiedenis van die Monomotapa-Zimbabwe kompleks.
- (d) Die historiese verhouding en kontak tussen die Bantoe en Khoizan.
- (e) Aspekte van die geskiedenis van die Transkei of/en Ciskei.

Vraestel 5. Een van die volgende:

- (a) Die V.S.A. in die 19de en 20ste eeue.
- (b) Kommunistiese Rusland en China in die moderne wêreld.
- (c) Die opkoms van moderne Japan.
- (d) Internasionale betrekkinge, 1890-1945.

M.A.

Daar word van 'n M.A.-student verwag om 'n verhandeling te voltooi oor 'n onderwerp wat na oorlegpleging met die hoof van die Departement, deur die Senaat goedgekeur is.

Algemene Opmerkings :

1. As 'n student van voornemens is om onmiddellik na voltooiing van die B.A. Honneurs-kursus met die M.A. voort te gaan, moet hy 'n mondelinge eksamen aflê oor die tydvak waarin sy verhandeling val en oor bibliografie en geskiedkundige apparaat.

2. As 'n student na die verloop van 'n aansienlike tyd na die voltooiing van die Honneurs-kursus met die M.A. wil voortgaan, moet hy, bo en behalwe die vereistes hierbo genoem, sy promotor in kennis stel aangaande die historiese metode en tegniek en Suid-Afrikaanse historiografie.

3. Daar word van 'n voornemende M.A.-student verwag om ten minste vir een jaar voltyds navorsing te doen.

D.Phil.

'n Proefskrif, asook 'n mondelinge eksamen oor die tydvak waarin die onderwerp val, word vereis.

Algemene Opmerkings :

- (i) Die D.Phil.-verhandeling moet 'n oorspronklike bydrae wees tot die kennis van die Geskiedenis. Dit moet bewys lewer van insig, 'n kritiese vermoë en sintetiese benadering.
- (ii) Na finale voorlegging van die proefskrif word van die kandidaat vereis om hom mondeling voor sy eksaminatore oor sy proefskrif te verantwoord.

DEPARTEMENT GRIEKS

(met insluiting van Hellenistiese Grieks en Beginsels van Griekse Kultuur).

(a) *Personeel*

*Senior Lektor: J. M. ELS, M.A. (Potch.)

(b) *Leerplanne*

GRIEKS IA.

(Een vraestel.)

- 1. 'n Studie van die grammatika (vormleer en sintaksis) van Grieks.
- 2. Vertaling van sinne en/of passasies uit (Grieks) en in Grieks.
- 3. 'n Oorsig van Christelike Griekse letterkunde.

GRIEKSE IB.

(Twee vraestelle)

1. Formele grammatika van Grieks.
2. Onvoorbereide vertalings en eenvoudige vertalings in Grieks.
3. 'n Studie van hoofstukke geneem uit die volgende voorgeskrewe boeke:
 - (a) Die Griekse Nuwe Testament: *Johannes*.
 - (b) Xenophon: *Anabasis*.
 - (c) *Didache*.(Vertaling, taalkundige kommentaar, verband en agtergrond).
4. 'n Oorsig van die Griekse geskiedenis gedurende die Hellenistiese tydperk (336-31 v.C.), met besondere verwysing na die aard van die Hellenistiese staatsvorm en na kulturele strominge van die tydperk.

GRIEKSE II

(Drie vraestelle)

1. 'n Studie van die Griekse grammatika, sistematies en in verband met die geskiedenis van die Griekse taal.
 2. Onvoorbereide vertaling en stelwerk.
 3. 'n Studie van die volgende voorgeskrewe boeke:—
 - (a) Plato : *Apologia Socratis*
 - (b) Enoipides : Een tragedie.
 - (c) Herodotus : Een boek.
- Clemens Romanus: *Eerste brief aan die Korinthiërs*.
- Anon. : *Brief aan Diognetus*.
- (d) *Die Handeling van die Apostels*.

Homeros

: Een boek van die *Odyssea*.

(Vertalings, taalkundige kommentaar, verband en inhoud en vroe van 'n literêre aard.)

4. 'n Oorsig van die Griekse geskiedenis, vanaf ongeveer 1200 tot 336 v.C., met besondere verwysing na die polis, die godsdiens en die denke.
5. 'n Oorsig van die Griekse letterkunde met besondere verwysing na die bogenoemde voorgeskrewe boeke.

GRIEKSE III

(Vier vraestelle)

1. 'n Intensiewe studie van die Griekse grammatika, beide diachronies en synchronies.
 2. Gevorderde stelwerk en onvoorbereide vertalings.
 3. 'n Intensiewe studie van die volgende voorgeskrewe boeke:
 - (a) Sophokles : een tragedie.
 - (b) Thukydides : een boek.
 - (c) Aristophanis : een Komédie
- OF
- twee sendbriewe van Paulus.
- (d) Plato : *Phaedo* OF
Griekse Papyri: uittreksels.
 - (e) Homeros : een boek van die *Ilias* Clemens
Alesandrinus: OF *Protreptikos*.

(Vertalings, kommentaar op die grammatika en versmaat van die verband en inhoud en vroe van 'n literêre aard.)

4. 'n Studie van 'n spesiale periode uit die Griekse geskiedenis insluitende die bestudering van primêre bronne.
5. 'n Intensiewe studie van 'n bepaalde genre of tydperk van die Griekse letterkunde.

BEGINSELS VAN DIE GRIEKSE KULTUUR

(Twee vraestelle)

'n Oorsig van die volgende aspekte van die Griekse Kultuur (soos blyk uit Griekse skrywers wie se werke in vertaling gelees moet word):—

- Mitologie en godsdiens.
- Letterkunde met spesiale studie van 'n gespesifiseerde vertakking van die letterkunde.
- Die politieke, sosiale en konstitusionele geskiedenis in die Klassieke Tydvak.
- Die beeldhoukuns en argitektuur van die Perikleaanse Tydvak.

KLASSIEKE HEBREEUS

(Kyk Departement Ou Testamentiese Vakke en Hebreeus in die prospektus van die Fakulteit Godgeleerdheid.)

Kursus I

(2 vraestelle)

Vraestel 1: Taal.

- Beginsels van die Hebreeuse grammatika (skrif, klankleer, aksente, naamvalle van die voornaamwoord, sterk selfstandige-naamwoord, onreëlmatige selfstandige naamwoord, lidwoorde, getalle tot 100 en sterk werkwoorde met werkwoordelike byvoegsels).
- Eenvoudige vertalings uit en in Hebreeus.

Vraestel 2: Agtergrond.

- Die aard van die Hebreeuse taal. (Deel I)
- Ou-Testamentiese geskiedenis en die Nabye Oosterse agtergrond daarvan vanaf die begin tot op die verwoesting van die Eerste Tempel.
- Oorsig van Bybelse Aardrykskunde.

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Kursus II

(2 vraestelle)

Vraestel 1: Taal.

- Beginsels van die Hebreeuse grammatika (swak werkwoorde en daarvan afgeleide selfstandige naamwoorde, vergelyking, lidwoorde) met vertalings uit en in Hebreeus.
- Beginsels van Hebreeuse sinsbou, met toepaslike oefeninge.
- Taalkundige studie van 15 hoofstukke uit die historiese en tien hoofstukke uit die profetiese letterkunde van die Ou Testament.

Vraestel 2: Agtergrond en Teks.

- Die aard van die Hebreeuse taal (Deel II).
- Die geskiedenis van die Jode vanaf die verwoesting van die Eerste Tempel tot aan die verwoesting van die Tweede Tempel.
- 'n Oorsig van Bybelse Oudheidkunde.
- Die teks van die Ou Testament.

Kursus III

(2 vraestelle)

Vraestel 1: Taal.

- Kenmerke van die Hebreeuse taal en sy plek onder die Semitiese tale.
- Taalkundige studie van tien hoofstukke uit die moeiliker profetiese boeke en tien vanuit die poëtiese en wysheidsletterkunde van die Ou Testament. Enige tekste uit Jesus Sirach en uit 'n Mishna traktaat.

Vraestel 2: Aramees of Ugarities.

- Inleidende grammatika en in breë trekke die letterkunde van of die Aramese of die Ugaritiese taal.
- Vertaling van voorbereide en onvoorbereide tekste in Engels.

DEPARTEMENT LATYN

(a) *Personeel*

*Professor: K. JACOBS, Lit. Hum. Drs. (V.U.Amst.), D.Litt et Phil. (Leiden).

(b) *Leerplanne*

Spesiale Latyn

(een vraestel)

(a) Vrae oor die vormleer en sintaksis van Latyn.

(b) Engelse sinne vir vertaling in Latyn.

(c) Eenvoudige sinne (Latyn) vir vertaling in Engels, waarvan tenminste een passasie geneem sal word uit 'n voorgeskrewe aantal Latynse passasies.

Kursus I.

(twee vraestelle)

A. Twee voorgeskrewe werke albei vir intensiewe studie. (Die vrae sluit in passasies vir vertaling, taalkundige kommentaar, verduideliking van die inhoud en verband; vrae van 'n literêre aard oor die betrokke outeurs, in die algemeen sowel as met besondere verwysing na die voorgeskrewe werke. Wat die versmaat betref, hoef studente slegs die elegiese koepel te bestudeer).

B. Stelwerk en onvoorbereide vertaling.

C. Oorsig van die Romeinse geskiedenis tot 14 n.C.

Voorgeskrewe werke:

Cicero: *Oratio Philippica II.*

Vergilius: *Aeneis II.*

Kursus II.

(drie vraestelle)

A. Vier voorgeskrewe werke waarvan twee vir intensiewe studie is. (Die vrae sluit in passasies vir vertaling, taalkundige kommentaar, verduideliking van verband en inhoud, en vrae van 'n literêre aard oor die outeurs in die algemeen sowel as met besondere verwysing na die voorgeskrewe werke. Wat die versmaat betref, moet studente slegs die Sapphiese en Alcaïese stansas van Horatius bestudeer.)

B. Meer gevorderde stelwerk en onvoorbereide vertaling.

C. 'n Studie van die Romeinse geskiedenis van 14 n.C. tot 337 n.C.

Voorgeskrewe werke:

Horatius	:	Odes (ed. Page)
Livius	:	Lib. XXX
Terentius	:	Heauton timorumenos.
Plinius	:	Selected Letters (Prichard).

Kursus III.

(vier vraestelle)

A. Sewe voorgeskrewe boeke, vier vir intensiewe studie. (Die vrae sluit in passasies vir vertaling, taalkundige kommentaar, verduideliking van verband en inhoud, en vrae van 'n literêre aard oor die betrokke outeurs, in die algemeen sowel as met besondere verwysing na die voorgeskrewe werke).

B. Gevorderde stelwerk en onvoorbereide vertaling.

C. Die studie van 'n bepaalde genre van die Latynse letterkunde.

D. Die studie van 'n spesiale periode uit die Romeinse geskiedenis.

Voorgeskrewe werke:

Tacitus	:	Annales I.
Cicero	:	De Finibus I
Horatius	:	Satires (Palmer)
Juvenalis	:	Satires (Duff)
Lucretius	:	De Rerum Natura III.
Vergilius	:	Aeneis VI.
Propertius	:	Elgiae I

Spesiale genre van die Romeinse letterkunde: Romeinse satire.

Spesiale periode uit die Romeinse geskiedenis:

70 v.C. tot 14 n.C.

('n Studie van epigrafiese bronne word hierby ingesluit).

DEPARTEMENT SIELKUNDE

(a) *Personeel*

*Professor	: T. M. D. KRUGER, M.A. (Pret.), D.Litt. et Phil. (S.A.).
Senior Lektor	: W. G. VAN DER MERWE, M.A. (O.V.S.).
Lektor	: J. W. CUMES, M.A. (Rand).
Navorsingsassistent	: Mej. P. N. T. BAM, B.A. (Fort Hare)
Navorsingsassistent	: Mej. E. MAKWETU, B.Sc. (Rhodes), B.Sc. Hons. (Fort Hare)

(b) *Leerplanne*

SIELKUNDE

Kursus I.

(Een vraestel)

1. (a) *Historiese inleiding*: Sielkunde as 'n teoretiese en toegepaste wetenskap.
- (b) *Inleiding tot die navorsingsmetodiek.*
2. *Hedendaagse skole in die Sielkunde.*
3. *Emosie, motivering, persoonlikheid, frustrasie en konflik.*
4. *Die invloed van oorerwing en omgewing.*
5. *Intelligensie, insluitende Piaget se teorie van intellektuele ontwikkeling.*
6. *Rypwording en die leerproses.*
7. *Waarneming, met nadruk op waarnemingstudies in Afrika.*
8. *Denke.*
9. *Psigofisiologie.*
10. *Visie en ander sintuie.*

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Kursus II
(vraestel 1)

Afdeling A: Wetenskaplike Navorsing (40%)

1. *Oorsig van die grondbeginsels van wetenskaplike navorsing, stadia in die wetenskaplike metode, beplanning van navorsing, en navorsingsprobleme in die Sielkunde.*
2. *Meting van sentrale neiging:*
 - (a) *Die modus.*
 - (b) *Die mediaan.*
 - (c) *Die rekenkundige gemiddelde.*
3. *Meting van veranderlikheid.*
 - (a) *Die omvang.*
 - (b) *Die kwartiele.*
 - (c) *Die variansie.*
 - (d) *Die standaardafwyking.*
4. *Die normale verspreidingskurwe.*

Afdeling B: Ontwikkelingsielkunde (60%)

1. *Die aard van ontwikkeling, rypwording en leer.*
 2. *Voorgeboortelike ontwikkeling.*
 3. *Sosialisering.*
 4. *Interaksie tussen ouer en kind.*
 5. *Ontwikkelingsstadia insluitende babajare, vroeë en latere kinderjare, adolesensie, volwassenheid en bejaardheid; met verwysing na emosionele, sosiale, intellektuele, fisiese en etiese ontwikkeling en die bereiking van volwassenheid.*
- Beskikbare gegewens in verband met ontwikkelingsprosesse by Bantoevolke sal ingesluit word.

Vraestel 2.

Afdeling A: Sosiale Sielkunde.

1. Oor die omskrywing van die Sosiale Sielkunde.
2. Drie teorieë in Sosiale Sielkunde: Gestalt, versterkings- en rolteorie.
3. Die kulturele en sosiale faktor in die definisie van die mens.
4. Sosiale motivering.
5. Sosiale waarneming.
6. Houdings.
7. Vooroordeel.
8. Kommunikasie: Interpersoonlik en maatskaplik.
9. KruiSkulturele navorsing in Afrika met die klem op botsende waardestelsels en botsings wat voortvloei uit tegnologiese ontwikkeling.

Afdeling B: Differensiële Sielkunde.

1. Individuele verskille.
2. Geslagverskille.
3. Kulturele verskille.

Daarby sal studente 'n aantal projekte ontvang. Onderwerpe gekies uit bogenoemde stof sal aan groepe toegesê word wat dan geskrifte vir bespreking in die klas moet aanbied.

Kursus III

(Drie vraestelle)

Vraestel 1. Psigopatologie.

1. Oorsprong en ontwikkeling van die Psigopatologie.
2. Normaliteit en abnormaliteit.
3. Interkulturele benaderings tot die studie van psigopatologie met die klem op ukutwasa en die rol van die toordokter in Afrikagemeenskappe.
4. Modelle van die psigopatologie.
5. Psigoneurotiese, psigotiese, psigofisiologiese en psigopatiese toestande uit 'n Kraepeliniese, behaviouristiese, kommunikasie, psigodinamiese en eksistensiële oogpunt.
7. Eksperimentele psigopatologie/wanaanpassing as 'n personeel vraagstuk.
8. 'n Kort inleiding tot Psigoterapie.

Vraestel 2. Persoonlikheid: Die Teorie en Evaluasie.

Hierdie kursus bied aan die student 'n uitgesoekte aantal persoonlikheidsteorieë. Die doel is om tipes teorieë te illustreer liever as om soveel teorieë as moontlik te omvat. Waar prakties moontlik moet die persoonlikheidsteorie wat ondersoek is, gevolg word deur die metodes van evaluasie wat daaruit ontspruit.

1. Psigodinamiese Teorie: Freud se Evaluasie.

Evaluasiemetodiek:

- (a) Die Rorschach.
- (b) Die TAT en Bantoe-TAT.

2. Fenomenologiese—Eksistensiële Teorie.

- (i) Brentano en Husserl.
- (ii) Binswanger en Boss.
- (iii) Rogers.
- (iv) R. Laing.

Evaluasiemetodiek.

- (a) Die Q-sort.
- (b) Die semantiese differensiaal.
- (c) Die interpersoonlike waarnemingsmetode.

3. Kognitiewe Teorie: George Kelly.

Evaluasiemetodiek.

- (a) Die Role Construct Repertory Grid.

4. *Die Faktoriese Benadering.*

(i) R. B. Cattell.

(ii) H. J. Eysenck.

Evaluasiemetodiek.

(a) Die 16 Persoonlikheidsfaktorinventaris van Cattell.

(b) Die Eysenck Persoonlikheidsinventaris.

5. *Die Leerteorie-Benadering.*

(i) Pavlov se tipologie.

(ii) Clark Hull.

Evaluasiemetodiek.

(a) Die Russiese en Amerikaanse metinge van drang- en inhibisiekonstrukte.

Vraestel 3.

Afdeling A. Navorsingsmetodes in die Sielkunde.

(1) Basiese statistiese metodes; korrellasie, betroubaarheid en geldigheid van metinge, toetse vir die beduidendheid van verskille.

(2) Eksperimentele prosedure:

(i) Die laboratoriumeksperiment.

(ii) Die veldeksperiment.

Afdeling B. Sielkundige Metinge.

1. Meting van intellektuele vermoëns.

2. Meting van nie-intellektuele vermoëns insluitende beginsels van werknemers-toetse.

3. Die gebruik van Sielkundige toetse met spesiale verwysing na beraad en persoonelkeuring.

*Vraestel 1. Metateorie: Sien aangehegte leerplan.**

Vraestel 2. Navorsingsmetodiek.

Vraestel 3. Psigopatologie en sosiale patologie.

Vraestel 4. Persoonlikheids- en Ontwikkelingsielkunde.

Vraestel 5. Sosiale Sielkunde: 'n Ondersoek van teorieë in Sosiale Sielkunde sowel as van bepaalde soos kruiskulturele werk, veral in Afrika en Suid-Afrika, sosiale motivering, sosiale waarneming, houding, ens.

Vraestel 6. Kliniese Sielkunde: 'n Kursus wat handel oor die historiese en filosofiese oorsprong van Kliniese Sielkunde, terapeutiese waarnemings, diagnostiese metodes, navorsing, en terapeutiese verskynsels.

**Sielkundige Metateorie.*

Hierdie kursus is 'n ondersoek van die veronderstellings waarop sommige hedendaagse teorieë berus, met inagneming van die historiese oorsprong van hierdie veronderstellings.

1. *Behaviouristiese teorie.*

1.1. Die Behaviouristiese-benadering tot teorie konstruksie: Epistemologie en konstruksie.

1.2. 'n Metateoretiese analise van die benadering van C. Hull tot teoriekonstruksie.

1.3. 'n Metateoretiese analise van die radikale behaviourisme van B. F. Skinner.

1.4. Die Behaviouristiese benadering: Heroersig en herwaarding.

2. *Psigodinamiëse teorie :*

2.1. 'n Historiese analise van Freud se veronderstellings aangaande die menslike natuur: determinisme, die onbewuste, die teorie van energie-ontlading.

2.2. Die psigodinamiëse begrip van die onbewuste.

2.3. Die logiese en wetenskaplike status van psigo-analise.

2.4. Kritiek op die metapsigologie van Freud.

3. *Die Eksistensiële Fenomenologiese benadering :*

3.1. Grondslag van die eksistensiële-fenomenologiese benadering.

3.2. Uiteensetting van en kritiek op „Love and Will” van Rollo May as 'n eksistensiële-fenomenologiese werk.

3.3. Kritiek op die werk van C. Rogers as fenomenologiese teoretikus.

4. *Bepaalde Vraagstukke:*

4.1. Modelle in teoriekonstruksie.

4.2. Vlakke van verklaring: die probleem van reduksionisme.

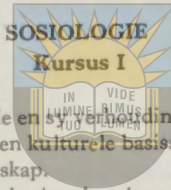
4.3. Die historiese perspektief: Oorsig van Kunn se „The Structure of Scientific Revolutions”.

Praktiese Werk:

'n Verslag wat handel oor die voorgeskrewe praktiese werk, wat deur die kandidaat gedoen is, moet voorgelê word om te kwalifiseer vir die Honneurs eksamen. Die verslag neem die vorm van een of meer gevallestudies en/of opnames aan wat in samewerking met die Hoof van die Departement gekies is.

DEPARTEMENT SOSIOLOGIE

Professor	: Vakant
Lektor	: W. D. VICTOR, B.A. (Hons.) (O.V.S.)
Navorsingsassistent	: M. W. MAKALIMA, B.A. (S.S.) (S.A.)
Navorsingsassistent	: Vakant.



Vraestel 1.

1. Die gebied van die Sosiologie en sy verhouding tot die ander sosiale wetenskappe.
2. Die biologiese, psigologiese en kulturele basisse van die gemeenskap. Geografiese en tegniese invloede op die gemeenskap.
3. Teoretiese uitgangspunte en basiese begrippe: Aksie en die aksiesisteme, norme, institusieanaliserende strukture en funksies van die sosiale sisteme, instellings en organisasies.

Vraestel 2.

1. Die sosiale prosesse en groepsbeheer. Maatskaplike beheer en die funksie daarvan, sosiale norme, stratifikasie, differensiasie en mobiliteit.
2. Inleiding tot die sosiale denke: Plato tot by die Humanisme.

Kursus II

Vraestel 1.

1. Basiese benaderings tot die analise van die maatskaplike struktuur met besondere verwysing na die burokrasie en ekonomiese instellings.
2. 'n Gedetailleerde ontleding van die maatskaplike subsysteme die gesin, die skool, die staat, die Godsdiens, vryetydsbesteding en ouderdomsgroepe in die huidige gemeenskap.

Vraestel 2.

1. Maatskaplike verandering, die ontwikkeling daarvan in die probleme.
2. Sosiale Patologie: Studie van die oorsprong van sosiaal-patologiese verskynsels met spesiale verwysing na Suid-Afrikaanse toestande.

Vraestel 3.

1. Industriële sosiologie.
2. Die ontwikkeling van die maatskaplike denke met besondere verwysing na die 19de eeu.
3. Bywoningskursus Inleiding tot die maatskaplike navorsing. Statistiese metodes.

Kursus III

Vraestel 1.

1. (a) Die geskiedenis van maatskaplike denke. Die bestudering van die maatskaplike denke van die 20ste eeu se bydraes.
(b) Huidige ontwikkelings in die Sosiologie.

Vraestel 2.

- (a) Maatskaplike Navorsing: Basiese teoretiese probleme.
- (b) Demografie.

Vraestel 3.

Groepsdinamika

Vraestel 4.

Een van die volgende onderwerpe met die goedkeuring van die Hoof van die Departement:

- (a) Landelik/stedelike Sosiologie
- (b) Rasseverhoudings.

Honneurs

Vraestel 1.

Sistematiese sosiologie en metodes van sosiale navorsing.

Vraestel 2.

Die geskiedenis van die Sosiologie met spesiale verwysing na standpunte, metodes en gebeure in die huidige Sosiologie.

Vraestel 3.

Enige drie van die volgende:

- Groepsdinamika,
- Opvoedkundige Sosiologie,
- Misdaad Sosiologie,
- Sosiale Sielkunde,
- Landelik/Stedelik Sosiologie,
- Rasseverhoudings,
- Demografie en Industriële Sosiologie.



University of Fort Hare
Together in Excellence

KRIMINOLOGIE I

1. Inleiding tot die Kriminologie as Vakwetenskap: Die gebied, taak en metodes; die verband tussen Kriminologie en die aanverwante wetenskappe.
2. Ontleding van die Misdaadverskynsel: Die begrip misdaad; persoonlike en omstandigheidsaspekte van die misdaadverskynsel.
3. Inleiding tot die Penologie.
4. Jeugmisdaad: Definisie, omvang; die verband tussen kinderverwaarlosing en jeugwangedrag; die jeugmisdadiger—fisiese en geestelike aspekte van jeugmisdadigers; huislike omstandighede en jeugmisdaad; buitehuislike faktore en jeugmisdadigheid; misdadige jeuggroepe; ontleding van die jeugaanhoudingsentrum.
5. Die verband tussen misdaad en sommige sosiaal-patologiese verskynsels.

KRIMINOLOGIE II

Vraestel 1 (3 uur)

1. Inleiding tot die Kriminele Sielkunde.
Die liggaamlike en geesteshoedanighede van die misdadiger; omgewingsfaktore en persoonlikheidsfaktore; die verband tussen geestesgebreke en misdadigheid.
2. (a) Inleiding tot die Forensiese Sielkunde.
(b) Sosiologie van misdaad.
3. Oorerflikheid en Misdaad.
4. Spesiale Kursus: Menslike Genetika (9 lesings p.j.)
(Departement Genetika).

Vraestel 2 :

1. Penologie: Die oogmerke van straf; Strafteorieë; Strafmodes en die ontwikkeling daarvan; Moderne strafmetodes.
2. Die Suid-Afrikaanse Strafstelsel en Gevangenisorganisasie.
3. Strafrepleging: Met verwysing na die Wet op Kriminele Prosedure en Bewyslewering.
4. Inleiding tot die Gesk. van die Forensiese Medisyne, met verwysing na die Forensiese Medisyne vir Regspleging en Strafbehandeling.

DEPARTEMENT VAN MAATSKAPLIKE WERK

(a) Personeel.

- *Professor : M. A. HOUGH, B.A., B.A. (M.W.) (Stell.) B.A. (Hons.) (M.W.) (S.A.), M.S. (M.W.) (Boston).
- Senior Lektor : J. J. F. C. HEYDENRYCH, M.A. (Sos.), B.A.Hons. (M.W.) (Stell)
- Lektor : T. N. V. MAQASHALALA, B.A. (S.S.) (S.A.)
- Lektor : R. BOTHA, B.A. (M.W.) (U.P.E.)

(b) Leerplanne.

Afdeling A.

Algemene inleiding tot die maatskaplike werk.

Afdeling B.

'n Oorsig oor die geskiedenis van die maatskaplike werk en van welsynsaktiwiteite in Suid-Afrika.

Afdeling C.

Maatskaplike Werk-Administrasie.

MAATSKAPLIKE WERK

Kursus I

(Een vraestel)

IN VIDE
LUMINE BIMBUS
LUMINE BIMBUS

University of Fort Hare

Together in Excellence

Kursus II

(Twee vraestelle)

Vraestel 1.

Die gevallestudiemetode.

Vraestel 2.

1. Die groepwerkmetode.
2. Maatskaplike Werk op sekere gespesialiseerde gebiede.

Kursus III

(Drie vraestelle)

Vraestel 1.

- (a) Maatskaplike werk en persoonlikheids groei.
- (b) Maatskaplike werk met die psigo-sosiaal verstoorde.

Vraestel 2.

(a) Die filosofie van Maatskaplike Werk en aandag aan spesiale aspekte van die gevallestudiemetode.

- (b) (i) Gesinsorg, kindersorg en jeugsorg, met 'n intensiewe bestudering van die Kinderwet (Wet. No. 33 van 1960, soos gewysig).
- (ii) Maatskaplike werk met besondere probleme. Pleegsorg, inrigtingsorg, vir bejaardes, die ongehude moeder en die alkoholis.

Vraestel 3.

1. Gemeenskapsorganisasie.
2. Maatskaplike beleid in Suid-Afrika, met intensiewe bestudering van die Wet op Welsynsorganisasies (Wet No. 40 van 1947, soos gewysig deur Wet No. 75 van 1961).
3. Maatskaplike Werknavoring.

PRAKTIES

Kursus I

(a) Studente moet by 'n welsynsorganisasie wat deur die Senaat goedgekeur is, of by 'n streekskantoor van die Departemente Volkswelsyn en Pensioene of Bantoe-Administrasie en Ontwikkeling, wat opgeleide maatskaplike werkers in diens het, registreer.

(b) Studente moet een week ononderbroke, of oor 'n langer tydperk, deelyds, in totaal 40 uur, by hierdie organisasie deurbring om die funksionering, administrasie en professionele werksaamhede waar te neem. 'n Volledige verslag oor die organisasie moet daarna ingedien word.

(c) Studente moet besoeke aflê aan drie van die volgende inrigtings: 'n Plek van veiligheid, 'n kinderinrigting, 'n werkkolonie, 'n toevlug vir dranksgutiges, 'n tehuis vir bejaardes, 'n behuisingskema. Een verslag oor elk van die drie besoeke moet ingedien word.

Kursus II

(a) Studente moet by 'n ander plaaslike welsynsliggaam, deur die Senaat goedgekeur, aansluit.

(b) Drie gevallestudies van eenvoudige aard moet onder leiding van 'n opgeleide maatskaplike werker/ster van die organisasie onderneem word en gereelde besoeke moet afgelê word. Tien verslae oor elk van die drie gevalle moet ingedien word.

(c) Gedurende die tweede jaar moet studente drie weke lank voltydse werk by die organisasie by wie hulle geregistreer is, verrig en 'n verslag oor die werk wat gedurende hierdie drie weke verrig word, indien.

(a) Soos in vorige jare moet studente by 'n welsynsorganisasie waar hulle nog nie tevore was nie, registreer.

(b) Gevallestudies oor verskeie problemeginsins of sorgbehoewende kinders moet gedurende die jaar onderneem word en moet 'n duidelike diagnose, terapie en prognose bevat.

(c) Studente moet drie weke voltydse praktiese werk by die organisasie by wie hulle geregistreer is, onderneem, en 'n volledige verslag oor die werksaamhede van sodanige organisasie en oor die praktiese werk wat verrig is, indien.

(d) Studente moet gedurende die jaar ses besoeke aflê by organisasies wat groepwerk verrig, en 'n verslag oor elke besoek moet ingehandig word.

(e) Nadat aan al die vereistes vir praktiese werk voldoen is, word 'n mondelinge eksamen oor die drie jaar se praktiese werk gedoen.

Honneurs

Die eksamen bestaan uit:

Vraestel 1.

Teorie van maatskaplike werk en die gevallestudiemetode.

Vraestel 2.

Groepwerk en gemeenskapsorganisasie.

Vraestel 3.

(a) Maatskaplike werknavorsing.

(b) Maatskaplike werkadministrasie.

(c) Maatskaplike werkbeleid.

Vraestel 4.

Gesinsorg en kindersorg.

Vraestel 5.

Een van die volgende:

(a) Sorg vir gestremdes.

(b) Jeugsorg.

- (c) Industriële maatskaplike sorg.
- (d) Mediese maatskaplike werk.
- (e) Psigiatriese maatskaplike werk.
- (f) Huweliksvoorligting en -beraad.
- (g) Sorg en nasorg vir die misdadiger en jeugmisdadiger.

Magisterseksamen

Die eksamen bestaan uit 'n verhandeling oor 'n goedgekeurde onderwerp uit die gebied van die maatskaplike werk, en 'n mondelinge eksamen oor die algemene beginsels van die vak.

Universiteitsdiploma in Maatskaplike Werk

Kursus

Die kursusse vir die Diploma is dieselfde as die vir die graadkursus.

DEPARTEMENT STAATSLEER EN PUBLIEKE ADMINISTRASIE

(a) *Personeel*

*Senior Lektor : M. C. EKSTEEN, M.A., D.Phil. (O.V.S.)
 Senior Lektor : J. C. VAN DER WALT, M.A. (Pret.)
 Lektor : G. P. MARC, B.A.Hons. (Stell.)

(b) *Leerplanne*



Kursus I

University of Fort Hare
 (Twee vraestelle)
 Together in Excellence

Vraestel 1.

Eerste capita selecta uit die grondbeginsels, strominge, tydperke en denkers op die gebied van die Staatsleer.

1. Algemene inleiding tot die studie van die vak Staatsleer.
2. Eerste seleksie van basiese begrippe in die Staatsleer.
3. Eerste seleksie van bepaalde tydperke en strominge in die Staatsleer met besondere verwysing na die betrokke denkers.

Vraestel 2.

Staatsinstellings en Staatspraktyke

1. Eerste seleksie van bepaalde staatsinstellings en -opvattinge asook die betrokke denkers.
2. 'n Volledige ontleding en evaluering van moderne Westerse staatsinstellings en -praktyke met besondere verwysing na hedendaagse Suid-Afrika.

Kursus II

(Twee vraestelle)

Vraestel 1.

Tweede capita selecta uit die grondbeginsels, strominge, tydperke en denkers op die gebied van die Staatsleer.

1. Tweede seleksie van basiese begrippe in die Staatsleer.
2. Tweede seleksie van bepaalde tydperke en strominge in die Staatsleer met besondere verwysing na die betrokke denkers.
3. Prinsipiële aspekte in die studie van die Staatsleer.

Vraestel 2.

Derde capita selecta uit die grondbeginsels, strominge, tydperke en denkers op die gebied van die Staatsleer.

1. Tweede seleksie van bepaalde staatsinstellings en -opvattinge asook die betrokke denkers.
2. Moderne totalitiese staatsopvattinge.
3. Die Westerse demokrasie en sy filosofiese grondslae.

Kursus III

(Drie vraestelle)

Vraestel 1.

Eerste capita selecta uit die internasionale verhoudings en instellings.

1. Die staat in die internasionale samelewing (nie gemeenskap nie).
2. Die statestelsel en die 'Gemeenskap' van Nasies.
3. Die oorsprong en ontwikkeling van die volkereg.
4. Nasionalisme, internasionalisme en imperialisme.
5. Kolonialisme.
6. Die bestaan en probleme van nasionale minderhede.

Vraestel 2.

Tweede capita selecta uit die internasionale verhoudings, verskynsels en instellings.

1. Reëlins vir internasionale samewerking: die begin van internasionale instellings.
2. Mag en magspolitiese.
3. Diplomatie as werktuig in diens van nasionale beleid.
4. 'n Vergelykende studie van die samestelling, oogmerke en optredes van die Volkebond en die Verenigde Volke.

Vraestel 3.

Derde capita selecta uit die internasionale verhoudings, verskynsels en instellings.

1. Oorlog en vrede.
2. Die mandaat- en trusteeskapstelsel as vorme van internasionale beheer oor afhanklike gebiede.
3. Internasionale vraagstukke van oorbevolking, voedseltekorte en grondstowwe.
4. Die rol van Afrika in die wêreldpolitiek.

Honneurs

Die eksamen bestaan uit vyf vraestelle ooreenkomstig die volgende besonderhede:—

1. 'n Spesiale tydperk of aspek van die Staatsleer wat van tyd tot tyd voorgeskryf word.
2. 'n Spesiale onderwerp uit die staatkundig-regtelike ontwikkelingsgeskiedenis, wat van tyd tot tyd voorgeskryf word.
3. Die ontwikkeling van selfbestuur in die Suid-Afrikaanse gebiede tot 1909: Kaapkolonie vanaf 1806; Natal vanaf 1845; Transvaal en die Oranie-Vrystaat vanaf 1900 (Hierdie studie moet gedoen word met behulp van gepubliseerde dokumente en ander beskikbare bronne).
4. 'n Vergelykende studie van enige drie konstitusies (nie insluitende die konstitusie van Suid-Afrika of van die Verenigde Koninkryk nie), wat van tyd tot tyd voorgeskryf word.
5. 'n Gevorderde studie van die samestelling en funksionering van die Veiligheidsraad van die Bond van Verenigde Volke. (Een vraestel oor elke hoof van (1) tot (5)).
6. 'n Leeskennis van Duits en/of Frans word sterk aanbeveel.

Spesiale Onderwerpe

- (1) Kontraktheorie.
- (2) Soewereiniteitsleer.
- (3) Switserland, Rusland en die Verenigde State van Amerika.

Bibliografie: Sal op versoek verstrek word.

Magistereksamen

Die eksamen bestaan uit 'n verhandeling, wat oor 'n onderwerp uit die Staatsleer of 'n aanverwante vak moet gaan en blyk moet gee van oorspronklike ondersoek. So 'n onderwerp moet goedgekeur word deur die Senaat minstens ses maande voor die indiening van die verhandeling.

PUBLIEKE ADMINISTRASIE

Kursus I

Vraestel 1.

Algemene inleiding tot die studie van Publieke Administrasie.

Vraestel 2.

Beskrywende en historiese aspekte van die institutionele raamwerk (owerheidsmasjienerie) van publieke administrasie.

Kursus II

Vraestel 1.

Die openbare dienste met besondere verwysing na die Republiek van Suid-Afrika.

- (a) Beleidbepaling in die openbare sektor.
- (b) Organisasie
- (c) Administratiewe prosedure.

Vraestel 2.

1. Openbare finansiële administrasie (sentrale, regionale en plaaslike).
2. Openbare personeeladministrasie met besondere verwysing na die Republiek van Suid-Afrika (sentrale, regionale en plaaslike).
3. Die ontleding van die werksamhede en administratiewe instellings van een munisipaliteit.
4. 'n Ontleding van die owerheidsinstellings in die Transkei en die besondere reelings wat daar getref is.

Kursus III

Vraestel 1.

1. Staatshandelondernemings.
2. Beheer oor regionale en munisipale owerhede
3. 'n Vergelykende studie van die stelsels van twee of meer lande.

Vraestel 2.

1. Beheer oor die uitvoerende instellings; parlementêre beheer
2. Georganiseerde belangegroepes en publieke administrasie. Inskakeling van belangegroepes deur middel van rade en Kommissies.

Vraestel 3.

- (1) Publieke administrasie in nuwe state.
- (2) Internasionale publieke administrasie
- (3) Nuwe ontwikkelings op die gebied van publieke administrasie.

Honneurs

Die hele eksamen bestaan uit vyf vraestelle, naamlik, drie vraestelle in Deel I en twee vraestelle in Deel II. Deel I en II kan gesamentlik of afsonderlik afgelê word. In oorleg met die Departementshoof kies 'n kandidaat sy vraestelle uit die volgende:

Deel I: Vraestelle 1, 2 en 3 is respektiewelik (a) en (b) hieronder *plus* enigeen van (c) tot (e).

- (a) Gevorderde teorie en waardegrondslae van Publieke Administrasie: *capita selecta* van benaderings, skrywers en skole.
- (b) Die teorie en administratiewe praktyk van owerheidsbeplanning.
- (c) Gevorderde finansiële administrasie in die openbare sektor (*slegs indien die handiaat in Ekonomie III geslaag het*).

- (d) Gevorderde internasionale publieke administrasie (*slegs indien die kandidaat in Staatsleer III geslaag het*).
- (e) Spesiale besluitvormingsprobleme binne die ekologie van publieke administrasie *Deel II: Vraestelle 4 en 5 is repektiewelik (f) plus enigeen van (g) tot (i).*
- (f) Gevorderde studie van besondere sentrale en plaaslike bestuursvraagstukke van die moderne tyd: *capita selecta.*
- (g) Gevorderde vergelykende plaaslike bestuur.
- (h) 'n Gevorderde studie van moderne interowerheidsverhoudings met spesiale verwysing na Suid-Afrika.
- (i) 'n Honneursvraestel uit 'n verwante vak waarvan die kandidaat in die derdejaarskursus vir sy baccalaureus geslaag het, *met die goedkeuring van die betrokke Departementshoofde.*

DEPARTEMENT WYSBEGEERTE

(a) Personeel

*Professor: E. J. MARAIS, B.A. (Stell.), M.A. (S.A.), B.D. (V.U.Amst.),
D.Th. (S.A.)

Senior Lektor: B. J. VAN DER WALT, M.A., Th.B. (Potch.)

(b) Leerplanne



A. Inleiding tot:

1. Die aard van die wysbegeerte.
2. Die vertakkinge van die wysbegeerte.
3. Die vernaamste wysgerige probleme.
4. Toegepaste wysbegeerte.

B. Griekse wysbegeerte (met spesiale verwysing na Plato en Aristoteles).

Kursus II

(2 vraestelle)

Vraestel 1

- A. Middeleeuse wysbegeerte (met spesiale verwysing na Augustinus en Aquino).
- B. Moderne wysbegeerte tot Hume (bv., Descartes, Leibniz, Locke, Hume).
- C. Kant (met spesiale verwysing na die *Kritik der reinen Vernunft*).

Vraestel 2

A. Metodologic:

1. Tradisionele logika: Die kategoriese sillogisme.
2. Simboliese logika: Propositionele en predikaatlogika.
3. Wetenskapsmetodes: Induksie, waarskynlikheid, hipotese, teorie, wet.

B. Kennisleer: Die oorsprong en omvang van kennis met spesiale verwysing na die teorie van verskynsels en die fenomenologie.

Kursus III

(3 vraestelle)

Vraestel 1

- A. 19de eeuse wysbegeerte (bv., Hegel, Comte, Nietzsche).
- B. 20ste eeuse wysbegeerte (bv., Husserl, Ryle, Sartre).
- C. Inleiding tot:
 1. Oosterse wysbegeerte.
 2. Wysbegeerte van Afrika.
 3. Bydraes van Suid-Afrikaanse wysgere.

Vraestel 2

- A. Wysbegeerte van die geskiedenis (bv., Dilthey, Toynbee, Collingwood).
- B. Wetenskapsfilosofie (bv., Eddington, Planck, Heisenberg).
- C. Godsdienstilosofie (bv., Barth, Bultmann, Tillich).

Vraestel 3

- A. Metafisika: 'n kritiese bespreking van tradisionele spekulatiewe metafisika in vergelyking met hedendaagse immanente of beskrywende metafisika.
- B. Waardefilosofie:
 - 1. Etiek: Die vernaamste benaderings, vraagstukke en begrippe.
 - 2. Estetika: Die vernaamste benaderings, vraagstukke en begrippe.
- C. Staatsfilosofie: Die vernaamste benaderings, vraagstukke en begrippe.

Honneurs (4 vraestelle)

Vraestel 1

'n Uitgebreide studie van 'n hedendaagse wysgeer of groep hedendaagse wysgere.

Vraestel 2

'n Uitgebreide studie van 'n wysgerige vraagstuk.

Vraestel 3

'n Uitgebreide studie van 'n periode in die geskiedenis van die wysbegeerte.

Vraestel 4

'n Kritiese ontleding van 'n erkende wysgerige werk.

Magisterkursus

'n Verhandeling oor 'n goedgekeurde wysgerige onderwerp wat bewys lewer van onafhanklike en kritiese oordeelvermoë.

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TAALLABORATORIUM

*Direkteur: L. PROCTOR, M.A. (Cantab.), T.O.D.

Taallaboratorium Assistent: Vakant.

Bywoning van die taallaboratoriumwerk vir Engels I en Afrikaans I studente is verpligtend vir mondelinge werk. Kursusse vir Beginners-Afrikaans is ook beskikbaar.

Studente mag die taallaboratorium vir hul eie studiewerk in moderne tale gebruik.

Taallaboratorium

Behalwe die vakke wat in hierdie prospektus genoem word, kan sekere ander vakke wat deur ander fakulteite aangebied word, ook onder die Fakulteit Lettere en Wysbegeerte as hoofvakke of aanvullende vakke geneem word. Hierdie vakke word in die lys van vakke in paragraaf A.3 van die reglement van die Fakulteit Lettere en Wysbegeerte aangegee. Studente word aangeraai om die prospektusse van die betrokke fakulteite te raadpleeg vir die inhoud van hierdie vakke.

FAKULTEIT NATUURWETENSAPPE

Dekaan van die Fakulteit : Professor G. J. J. VAN RENSBURG.

Toegepaste Wiskunde en Statistiek :

- *Professor : S. LINDE, M.Sc. (O.V.S.)
- Senior Lektor : P. C. N. GROENEWALD, M.Sc. (O.V.S.)
- Lektor : P. C. WAGENER, B.Sc.Hons. (S.A.), M.Sc. (Pret.)

Plantkunde :

- *Professor : Vakant
- Senior Lektor : D. N. BOSHOFF, M.Sc. (Potch.)
- Ere-Navorsingsocius : M. H. GIFFEN, M.A. (Kaapstad.), M.Sc. (Cantab.),
F.R.M.S., Ph.D., (S.A.)
- Lektor : R. L. VERHOEVEN, M.Sc. (Pret.)
- Lektor : O. H. D. MAKUNGA, B.Sc.Hons. (S.A.), U.O.D.
(Rhodes)
- Lektor : D. P. FERREIRA, B.Sc.Hons. (Potch.)
- Junior Lektor : B. B. BALA, B.Sc.Hons. (S.A.), U.O.D. (Rhodes)

Chemie :

- *Professor : A. S. GALLOWAY, Ph.D. (St. Andrews), F.R.I.C.,
L.S.A. Chem. I.
- Professor : D. H. MEIRING, D.Sc. (O.V.S.), L.S.A. Chem. I.
- Senior Lektor : E. W. GIESEKKE, Ph.D. (Rand)
- Lektor : I. C. DU PREEZ, M.Sc. (O.V.S.)
- Junior Lektor : P. D. D. COOLMAN, B.Sc. (Hons.) (S.A.)
- Tegnikus : M. WALTON.

Aardrykskunde

- *Professor : W. C. ERS, M.A., M.Ed. (O.V.S.), D.Litt. et Phil.
(S.A.)
- Senior Lektor : N. C. TAIT, M.A. (Stell.), F.H.O.D.
- Lektor : C. J. UYS, B.A.Hons. (Stell.)
- Lektor : V. TAYLOR, B.A.Hons. (Stell.) S.O.D. (U.P.E.)

Geologie :

- *Senior Lektor : J. C. THERON, D.Sc., (O.V.S.)
- Lektor : C. S. KINGSLEY, M.Sc., (O.V.S.)

Landmeetkunde :

- *Professor : L. EEKHOUT, B.Sc. (Ing.) (Rand), B.Sc. (Fotogram
Ing.) (Delft.)
- Senior Lektor : G. C. OLIVIER, B.Sc. (S.A.), Dip. L.S. (J.C.P.E.),
L. (S.A.) M.I.G.L.S.

Natuurkunde :

- *Professor : Vakant.
- Senior Lektor : P. H. PIETERSE, M.Sc. (Stell.)
- Senior Lektor : S. J. BURGER, M.Sc. (Stell.)
- Lektor : J. R. SERETLO, M.Sc. (S.A.)
- Junior Lektor : M. C. RADEBE, M.Sc. (S.A.)
- Hoof Tegnikus : M. H. W. THIELEMANN.
- Assistent Tegnikus : N. E. SCHAEFFER.

Wiskunde :

- *Professor : G. J. J. VAN RENSBURG, B.Sc. (Potch), M.Sc. (Pret.),
Ph.D. (S.A.) H.O.D.
- Senior Lektor : S. F. G. WESSELS, M.Sc. (Potch.), Ph.D. (U.P.E.),
U.O.D.
- Lektrise : Mev. J. UYS, B.Sc. (Stell.)

Dierkunde :

- *Professor : R. A. VAN DEN BERG, M.Sc. (Natal), D.Sc. (Potch.)
- Senior Lektor : T. G. GAIGHER, M.Sc. (Pret.), Ph.D. (R.A.U.)
- Senior Lektor : J. W. MAKHENE, B.Sc.(Hons.) (S.A.)
- Lektor : J. F. PRINSLOO, M.Sc. (Potch.)
- Lektrise : Mej. J. P. F. WILLIAMS, B.A. Hons. (S.A.), B.Sc.Hons. (Rhodes).
- Lab. Tegnikus Graad A : P. KEKANA
- Sekretaresse/Tikster: Mev. E. WANNENBURG.

*Departementshoofde.

REGLEMENT

Die fakulteitsreëls wat hierop volg moet tesame met die voorskrifte van die Wet, die Statuut, die regulasies en die algemene reëls gelees word.

Grade in die Fakulteit van Natuurwetenskappe

Sc.1. In die Fakulteit Natuurwetenskappe word die volgende vyf grade toegeken:

- Baccalaureus Scientiae.....B.Sc.
- Baccalaureus Scientiae (Landmeetkunde)....B.Sc. (Landmeetkunde)
- Honnours Baccalaureus Scientiae.....Hons. B.Sc.
- Magister Scientiae.....M.Sc.
- Doctor Scientiae.....D.Sc.

Die Graad Baccalaureus Scientiae

Duur van Leergang en Vakke :

Sc.2. Die leergang duur minstens drie jaar en word uit kursusse in die volgende vakke saamgestel:



- | | | |
|---------------|-----------------------|-----------------|
| Aardrykskunde | Plantkunde | Biochemie |
| Biologie I | Sielkunde | Landmeetkunde I |
| Chemie | Toegepaste Wiskunde | |
| Dierkunde | Wiskunde | |
| Fisika | Wiskundige Statistiek | |
| Geologie | Statistiek | |

GROEP II

- | | |
|----------------------|------------------------------|
| Afrikaans-Nederlands | Xhosa of 'n ander Bantoetaal |
| Engels | Wysbegeerte I |

Samestelling van Leergang :

Sc.3. 'n Leergang bestaan uit minstens nege graadkursusse wat soos volg verdeel word:

- | | |
|-------------|----------------|
| Eerste jaar | hoogstens vier |
| Tweede jaar | hoogstens vier |
| Derde jaar | hoogstens drie |

Met dien verstande dat:

- (1) Wiskunde IA en Wiskunde IB word vir die doel van bostaande maksima as volle kursusse beskou, behalwe as hulle saam geneem word;
- (2) 'n Student wat in sy eerste of tweede jaar in een of meer kursusse druipe, een sodanige kursus in 'n daar-opvolgende jaar kan herhaal en erkenning daarvoor kan verkry bo en behalwe bostaande maksimum;
- (3) 'n Student hoogstens twee kursusse bo en behalwe die minimum van nege kursusse voorgeskryf vir die graad, vir nie-graaddoeleindes mag neem;
- (4) aan 'n student nie erkenning vir meer as elf kursusse vir die graad verleen word nie.

Herhaling van Kursusse :

Sc.4. Kursusse wat herhaal kan word sluit in:

- (a) 'n kursus waarin voorheen vir 'n graad van die Universiteit, of vir 'n graad van 'n ander Universiteit, gedruip is;
- (b) 'n kursus waarin voorheen geslaag is sonder erkenning vir die graad.

Bepaling van die Studiejaar :

Sc.5. (1) 'n Student ontvang erkenning vir elke kursus waarin hy slaag, maar word nie toegelaat tot die kursusse van die tweede jaar alvorens hy nie in minstens drie eerstejaar kursusse geslaag het nie.

(2) 'n Student word geag in sy eerste studiejaar te wees totdat hy erkenning verkry het in drie kursusse; hy word geag in sy finale studiejaar te wees wanneer hy vir die eindkursusse in sy hoofvakke ingeskrif het, of wanneer hy erkenning verkry het vir die eindkursusse van sy hoofvakke, maar moet nog in ander kursusse slaag om aan die vereistes van die graad te voldoen; andersins sal hy geag word in sy tweede studiejaar te wees.

Beperkinge op Keuse van Kursusse :

Sc.6. (1) (a) Geen student sal toegelaat word om te registreer vir die B.Sc. graad indien hy nie in Wiskunde by die Matrikulasie- of gelykstaande eksamen geslaag het nie.

(b) 'n Student neem Toegepaste Wiskunde II slegs na Wiskunde I; en Toegepaste Wiskunde III slegs na Wiskunde II.

(c) Om tot die eksamen in Chemie II toegelaat te word, moet 'n student Wiskunde IA afgelê het of minstens tot die eksamen in Wiskunde I of Statistiek I toegelaat gewees het: Met dien verstande dat geen erkenning vir Chemie II gegee word voordat hy in Wiskunde I of Statistiek I geslaag het nie.

(d) Om tot die eksamen in Fisika II toegelaat te word, moet 'n student Wiskunde IA afgelê het of minstens tot die eksamen in Wiskunde I toegelaat gewees het: Met dien verstande dat geen erkenning vir Fisika II gegee word voordat hy in Wiskunde I geslaag het nie.

(e) 'n Student neem Plantkunde III slegs na hy Chemie I geslaag het.

(f) 'n Student neem Dierkunde III slegs na hy Chemie I geslaag het.

(g) 'n Student neem Wiskundige Statistiek II slegs na Wiskunde I; en Wiskundige Statistiek III slegs na Wiskunde II.

(h) Wiskunde I bestaan uit twee halwe kursusse, IA en IB. Graaderkenning word nie vir IA verleen nie, en om erkenning vir kursus I te verkry, moet 'n student in beide IA en IB slaag. Kursus IB kan slegs na IA geneem word. 'n Student kan òf vir die volle kursus I inskrif òf slegs vir IA: met dien verstande dat die Hoof van die Departement sal bepaal of 'n student met die volle kursus mag voortgaan of slegs met IA: verder met dien verstande dat 'n student wat in kursus I gedruip het verplig kan word om by 'n volgende registrasie slegs vir IA in te skrywe. Vir 'n kandidaat wat die volle kursus skryf is die twee vraestelle die vir IA en IB, maar die eksamen word in die geheel geslaag of gedruip.

(i) 'n Student mag Statistiek I alleenlik neem indien Wiskunde I nie in die kursusse vir die graad ingesluit is nie.

(j) 'n Student neem Biochemie I(s) slegs na hy Chemie I geslaag het en Biochemie II(s) slegs na hy Chemie II geslaag het.

(2) 'n Student ontvang nie vir meer as een kursus uit Groep II erkenning vir die graad nie.

(3) 'n Student ontvang nie vir Biologie I en òf Plantkunde I òf Dierkunde I erkenning vir die graad nie.

Hoofvakke :

Sc.7. Elke leergang moet minstens twee hoofvakke bevat.

Sc.8. Die eindeksamen in 'n hoofvak word nie voor die derde studiejaar afgelê nie.

Sc.9. (a) Die hoofvakke word uit die volgende gekies:

Aardrykskunde	Plantkunde
Chemie	Sielkunde
Dierkunde	Toegepaste Wiskunde
Fisika	Wiskunde

Sc.9. (b) Hoofvak met twee kursusse: Biochemie.

Sc.10. 'n Student wat een van die onderstaande hoofvakke neem, moet die kursusse daarteenoor vermeld, neem:

Hoofvakke.

Biochemie
Chemie
Dierkunde
Fisika
Geologie
Plantkunde
Toegepaste Wiskunde
Wiskundige Statistiek

Byvakke.

Minstens drie kursusse in Chemie
Minstens Fisika I en Wiskunde I of Stat. I
Minstens een kursus in Chemie
Minstens twee kursusse in Wiskunde
Minstens een kursus in Chemie
Minstens een kursus in Chemie
Minstens twee kursusse in Wiskunde
Minstens twee kursusse in Wiskunde.

Sc.11. 'n Student moet voor of gelyktydig met die eksamen in 'n hoofvak slaag in die byvak of byvakke in Sc.10. vermeld: Met dien verstande dat indien hy gelyktydig in twee hoofvakke, of ooreenkomstig G.21. in een hoofvak, geslaag het maar in een of meer van die verpligte byvakke gedruip het, hy in daardie hoofvak(ke) nie weer eksamen hoef te doen nie dog vir die graad erkenning vir die hoofvak(ke) ontvang wanneer hy in die byvak(ke) slaag.

Jaarpunt:

Sc.12. In alle vakke is die persentasie toegeken aan die jaarpunt 50%.

Hereksamen:

Sc.13. 1. 'n Aanvullende eksamen word aan 'n eerstejaarstudent toegestaan in enige kursus, indien hy 'n jaarpunt van minstens 50% en ook minstens 40% in die eksamen behaal het, met dien verstande dat hy minstens twee ander kursusse in dieselfde eksamen voltooi het.

2. 'n Aanvullende eksamen word aan 'n tweedejaarstudent toegestaan in enige kursus, indien hy 'n jaarpunt van minstens 50% en 'n gemiddelde van 45% in die eksamen en jaarpunt gesamentlik behaal het en hy ook minstens twee ander kursusse in dieselfde eksamen voltooi het.

3. 'n Aanvullende eksamen word aan 'n derdejaarstudent toegestaan—

(a) in die finale kursus van 'n hoofvak waarin hy 'n jaarpunt van minstens 50% en 'n gemiddelde van 45% in die eksamen en jaarpunt gesamentlik behaal het mits hy die finale kursus van sy ander hoofvak voltooi het;

(b) in een ander kursus, mits dit die laaste uitstaande vereiste vir sy graad is.

Slaag met Onderskeiding:

Sc.14. 'n Student slaag 'n hoofvak met onderskeiding as hy 'n slaagpunt van 75% in die finale eksamen behaal het.

Die Graad Honneurs Baccalaureus Scientiae

Sc.15. Elke kandidaat vir die graad Honneurs Baccalaureus Scientiae moet die graad van Baccalaureus Scientiae van die Universiteit behaal het of moet tot die status van daardie graad toegelaat gewees het. As die graad Baccalaureus verwerf is (a) aan die Universiteit sonder dat die betrokke vak een van sy hoofvakke was, of (b) aan 'n ander Universiteit, moet hy die Senaat aangaande sy kwalifikasies in daardie vak bevredig voordat hy tot die eksamen vir die graad Honneurs Baccalaureus toegelaat kan word.

Sc.16. Die Hons.B.Sc.-graad word in die volgende departemente verleen:—

Wiskunde, Toegepaste Wiskunde, Fisika, Chemie, Plantkunde, Dierkunde, Aardrykskunde, Sielkunde, Wiskundige Statistiek, Geologie en Biochemie.

Sc.17. Die Hons.B.Sc.-eksamen word afgeneem deur middel van eksamenvraestelle en/of praktika, plus sodanige mondeling of vertaaltoets as wat in 'n afsonderlike departement voorgeskryf word, wat gewoonlik almal in die tydperk November—Desember van elke jaar afgeneem word.

Sc.18. **Kandidate vir die Hons.B.Sc.-eksamens in Fisika, Chemie, Biochemie en Plantkunde** moet 'n aantekeningboek van praktiese werk bevattende 'n rekord van die praktiese werk uitgevoer, by die praktiese eksamen inlewer. Die rekord moet deur die persoon onder wie se toesig hulle gewerk het, onderteken word.

Slang met Onderskeiding :

Sc.19. 'n Student slaag met onderskeiding as hy 'n gemiddelde slaagpunt van 70% in al die vraestelle behaal het.

Die Graad Magister Scientiae

Sc.20. Die departemente waarin die graad M.Sc. toegeken kan word, is dieselfde as dié soos in reglement Sc.16 uiteengesit.

Sc.21. Elke kandidaat vir die graad Magister Scientiae moet eers die graad Honneurs Baccalaureus Scientiae van die Universiteit in die betrokke departement behaal het of moet tot die status van die graad Hons.B.Sc. aan die Universiteit toegelaat gewees het en die Senaat tevrede gestel het aangaande sy kwalifikasies in die betrokke vak voordat hy tot die eksamen vir die Magistergraad toegelaat word.

Sc.22. Die eksamen vir die graad bestaan uit eksamenvraestelle of 'n verhandeling; of 'n samestelling van eksamenvraestelle en 'n verhandeling, na gelang afsonderlike departemente voorskryf.

Sc.23. Elke verhandeling moet vergesel wees van 'n verklaring oor die mate waarin dit, sowel in opvatting as in uitvoering, die student se eie werk verteenwoordig.

Sc.24. Die verhandeling mag nie ingedien word voordat die kandidaat die eksamen vir die Honneurs Baccalaureusgraad suksesvol afgelê het nie, en ook nie in 'n korter tydperk as twee jaar nadat die Baccalaureusgraad suksesvol afgelê is nie.

Die Graad Doctor Scientiae

Sien reëls G.42-G56.

Vir verdere inligting raadpleeg die Dekaan van die Fakulteit van Natuurwetenskappe.

Leergang vir die Graad B.Sc. (Landmeetkunde).

Die kursusse is soos volg :

Eerste Jaar :

Wiskunde I
Fisika I
Toegepaste Wiskunde I of Aardrykskunde I
Landmeetkunde I
Meetkundige Tekene.

Tweede Jaar :

Wiskunde II
Optika
Boldriehoeksmeting
Landmeetkunde II
Topografiese Tekene
Geologie I

Derde Jaar :

Landmeetkunde III
Praktiese Sterrekunde
Fotogrammetrie
Kaartprojeksies
Die Teorie van Kleinste Kwadrate

Vierde Jaar :

Landmeetkunde IV
Geodesie
Professionele Praktyk
Die uitvoering van 'n voorgeskrewe praktiese projek
Stad-en Streeksbeplanning.

Aflê van Leergang :

1. Om tot die kursusse van die tweede studiejaar toegelaat te word, moet 'n kandidaat Wiskunde I, Fisika I en Landmeetkunde I geslaag het.
2. Om tot die kursusse van die derde studiejaar toegelaat te word, moet 'n kandidaat Wiskunde II, Optika en Landmeetkunde II geslaag het en ook al die kursusse van die eerste jaar voltooi het.
3. Om tot die kursusse van die vierde studiejaar toegelaat te word, moet 'n kandidaat geslaag het in Landmeetkunde III en enige ander twee vakke van die derde jaar en ook alle eerste- en tweedejaarskursusse voltooi het.
4. Voor toekenning van die graad moet kandidate bewys lewer van:
 - (a) Minstens 26 weke praktiese veldwerk onder toesig van 'n goedgekeurde geregistreerde landmeter of ander bevoegde werkgewer, en
 - (b) Verwerwing van 'n erkende sertifikaat in noodhulp.

LEERPLANNE

TOEGEPASTE WISKUNDE

Kursus I (Een vraestel)

Spoed, snelheid en versnelling. Krag, momentum en die wette van beweging. Arbeid, arbeidstempo en energie. Impulsiewe kragte en die botsing van elastiese voorwerpe. Projektiële. Beweging in 'n sirkel. Enkelvoudige harmoniese beweging.

Statika van 'n partikel en die van die starre liggaam. Voorwaardes vir ewewig. Dinamika van 'n starre liggaam.

Wrywing. Massamiddelpunte.

Elemente van die hidrostatika.

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Kursus II (Twee vraestelle)

Vlakke kinematika; Kinematika van 'n partikel en die beweging van die starre liggaam ewewydig aan 'n vaste platvlak.

Metodes van die dinamika in die platvlak: beweging van 'n partikel en 'n sisteem. Bewegende referensiestelsels. Projektiële met weerstand, harmoniese ossillatore, algemene beweging onder invloed van 'n sentrale krag en planeetebeweging.

Algemene teorie van die impulsiewe krag.

Statika in die ruimte.

Ruimtelike kinematika van die partikel en die starre liggaam.

Traagheidsmomente en produkte.

Kinetiese energie en hoekmomentum.

Bewegende referensiestelsels in die ruimte en die beweging van die starre liggaam.

Lagrange se vergelykings.

Virtuele arbeid.

Die kettinglyn.

Kursus III (Twee vraestelle)

Ruimtelike beweging van 'n starre liggaam. Lagrange se vergelykings.

Hamilton-Jacobi teorie. Klein trillings.

Tensor analise en die relatiwiteitsteorie.

Elektrostatika en elektrodinamika met die gebruik van sekere spesiale funksies.

Nagraadse Kursusse

'n Goeie slaagsyfer in Wiskunde III is 'n noodsaaklike voorvereiste vir toelating tot die honneurs-studie. Bespreek met die hoof van die Departement.

WISKUNDIGE STATISTIEK

N.B.—Hierdie vak mag alleen deur B.Sc. Studente geneem word.

Kursus I (Een vraestel)

Waarskynlikheidsleer: Permutasies en kombinasies. Binomiaal en hypergeometriese waarskynlikheidswette, steekproewe en toevalsyfers. Gebruik van die normaal-kromme. Steekproefverdelings en standaard foute. Rangorde korrelasie, tekentoets en U-toets. Hipotesetoetsing.

Statistiek: Diagrammatiese en grafiese voorstelling van waarnemings. Betekenis en berekening van gemiddeldes, koëffisiente van verspreiding en skeefheid, momente. Tweeveranderlike waarnemings; verspreidingsdiagram, korrelasie en regressie. Aanpassing van reglynige en eksponensiële krommes en die metode van kleinste kwadrate. Tydreekse en indekssyfers.

Kursus II (Twee vraestelle)

Waarskynlikheidsrekening: Aksiomatiese waarskynlikheidsleer, toevalsveranderlikes, standaard eenveranderlike verdelings. Gesamentlikverdeelde toevalsveranderlikes, verdelings van funksies van gesamentlikverdeelde toevalsveranderlikes, voorwaardelikes, voorwaardelike verdelings. Momente, momentevoortbringende en karakteristieke funksies; korrelasie, regressie en die korrelasie verhoudings. Eenveranderlike normaal steekproefteorie.

Statistiek: Elementêre puntskatting, intervalskatting en hipotesetoetsing. Passing van frekwensie krommes.

Numerieke Wiskunde: Differensiering, interpolasie formules. Oplossing van lineêre stelsels.

Kursus III (Drie vraestelle)

Waarskynlikheidsrekening: Distribusie leër, Limietstellinge, Elementêre stogastiese prosesse.

Statistiek: Normaal steekproefteorie. Skattingsteorie. Hipotesetoetsing, analise van variansie en kovariansie, probitontleding, verdelingsvrye metodes. Steekproefneming, steekproef inspeksie en kwaliteitskontrolle. Meerveranderlike verdelings, meervoudige en parsieële korrelasie.

Numerieke Wiskunde: Aanpassingsmetodes, ortogonale polinome, differensie-vergelykings.

Nagraadse Kursusse

Voorvereiste: Goeie slaagsyfers in Wiskunde III en Wiskundige Statistiek III. Bespreek met die hoof van die Departement.

STATISTIEK

Kursus I (Twee vraestelle)

Wiskunde: Boogmaat. Inverse funksies. Permutasies en kombinasies. Die binomium vir positiewe, heeltallige eksponente. Die limietsbegrip. Differensiasie van elementêre funksies. Afgeleides van hoër orde. Ekstreem waardes. Eenvoudige integrasie deur substitusie. Eenvoudige bepaalde integrale en die bepaling van oppervlaktes.

Statistiek: Versamelings van statistiese data, klassifikasie en tabulasie. Frekwensieverdelings en diagrammatiese voorstelling daarvan. Berekening van gemiddeldes en verspreidingsmate. Indekssyfers en tydreekse. Lineêre regressie en korrelasie.

Waarskynlikheidsrekening: Kombinasies van waarskynlikhede. Binomiaal-verspreiding met toepassing in steekproefteorie.

Samegestelde rente en anuiteite.

Praktiese werk.

Kursus II (Twee vraestelle)

Wiskunde: Determinante van tweede en derde orde. Oplossing van gelyktydige vergelykings. Standaard integrale, bepaalde integrale, dubbel integrale en benaderde integrasie. Parsiële integrasie.

Numeriese wiskunde: Differensietabelle en differensiooperatore. Faktoriaal magte. Interpolasie formules vir gelyke intervalle.

Statistiek: Passing van frekwensiekrommes. Steekproewe van standaard foute en toepassings. Normale steekproefteorie.

Groot steekproefteorie.

Waarskynlikheidsrekenere: Waarskynlikhede en toevalsifers. Eienskappe van waarskynlikheidsverdelings.

Praktiese werk.

Kursus III (Drie vraestelle)

Wiskunde: Onbepaalde vorme. Stelling van Taylor en reeksontwikkeling van funksies. Beta- en Gammafunksies. Differensiaalvergelykings.

Numeriese Wiskunde: Differensierekene van ongelyke intervalle. Interpolasieformules van Lagrange en Newton. Inverse interpolasie. Determinante en matrikse.

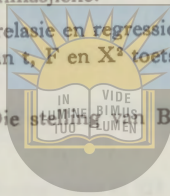
Numeriese metodes vir rekenmasjiene.

Statistiek: Nie-lineêre korrelasie en regressie. Meervoudige en parsiële korrelasie. Hipotese-toetsing. Toepassing van t , F en X^2 toetse. Enkele parametervertoetse. Steekproefmetodes en toepassing.

Waarskynlikheidsrekenere: Die stelling van Bayes. Limietstellings.

Wet van grootgetalle.

Praktiese werk.



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PLANTKUNDE

Kursus I

1. Inleiding tot sitologie en plantbiochemie.
 2. Bou, voortplanting en lewensgeskiedenis van uitgesoekte tipes van die Bacteriophyta, Phycophyta, Mycophyta, Bryophyta, Pteridophyta, Gymnospermae en Angiospermae.
 3. Die grondbeginsels van plantfisiologie.
 4. Genetika.
 5. Die ekologie van Suid-Afrikaanse saadplante.
 6. Ekonomiese plantkunde toegelig aan die hand van plante wat tot die bestudeerde families behoort.
- Die praktiese werk sal oor al die afdelings gaan.

Kursus II en III

Die kursus sal oor al die belangrikste afdelings van plante gaan en behandel die sitologie, plantbiochemie, uitwendige en inwendige bou, klassifikasie, fisiologie, erflikheidsleer en ekologie.

Honneurskursus

Hierdie kursus strek oor 2 jaar en dek al die belangrikste afdelings van plantkunde.

BIOLOGIE I

1. Inleiding tot sitologie en biochemie.
 2. 'n Oorsigtelike studie van die bou en lewensgeskiedenis van die belangrikste groepe in beide die planteryk en diereryk.
 3. Die grondbeginsels van plantfisiologie.
 4. Die algemene bou en funksies van die belangrikste sisteme, organe en weefsels in die soogdier.
 5. Erflikheidsleer.
 6. Ekologie.
- Die praktiese werk sal oor al die afdelings gaan.

CHEMIE

Kursus I

Teorie.

A. Fisiese Chemie :

Inleidende studie van fisies-chemiese onderwerpe.

B. Anorganiese Chemie :

Die periodieke tabel, en die chemie van bekende elemente in die hoofgroepe.

C. Organiese Chemie :

Chemie van eenvoudige alifatiese verbindings; inleiding tot die studie van aromatiese verbindings.

D. Analitiese Chemie :

Elementêre beginsels van kwalitatiewe en kwantitatiewe analise.

Prakties:

Eenvoudige bereidings; kwalitatiewe toets; titrimetriese en gravimetriese analise.

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Kursus IA (Vir B.Agric. kandidate)

Teorie:

A. Fisiese, Anorganiese en Analitiese Chemie :

'n Studie van grondbeginsels van fisiese, anorganiese en analitiese chemie met klem op die wat van besondere belang in die landbou is.

B. Organiese Chemie :

Inleidende studie van alifatiese, aromatiese en heterosikliese verbindings; vette, koolhidrate en stikstof-bevattende verbindings.

Prakties:

Elementêre kwalitatiewe en kwantitatiewe analise; eenvoudige bereidings en fisies-chemiese bepalinge.

Kursus II

Vraestel 1 : Analitiese en Anorganiese Chemie :

A. Analitiese Chemie :

Teorie en toepassings van titrimetrie; foute in kwantitatiewe analise.

B. Anorganiese Chemie :

Inleiding tot die studie van chemiese strukture; periodieke indeling van die elemente; die chemie van die tipiese elemente.

Vraestel 2 : Fisiese Chemie :

Termodinamika; kinetiese teorie van gasse; elementêre kwantum meganika.

Vraestel 3 : Organiese Chemie :

Studie van alifatiese verbindings en monosikliese aromatiese verbindings; reaksiemeganismes.

Prakties :

'n Laboratoriumstudie van verteenwoordigende elemente en sommige van hulle verbindings; gevorderde titrimetriese bepaling; fisies-chemiese eksperimente; die bereiding en reaksies van uitgesoekte alifatiese en aromatiese verbindings.

Kursus III

Teorie:

Vraestel 1 : Analitiese en Anorganiese Chemie :

A. *Analitiese Chemie :* Gravimetriese en instrumentele metodes van analise.

B. *Anorganiese Chemie :* Atoomstruktuur; kernchemie; komplekse verbindings; oorgangselemente en inneroorgangselemente.

Vraestel 2 : Fisiese Chemie :

Reaksie kineties; termodinamika van nie-ideale sisteme; elektrochemie; die vaste toestand; oppervlakte-chemie.

Vraestel 3 : Organiese Chemie :

Aromatiese, heterosikliese en alisikliese verbindings; fisiese tegnieke in die struktuurbeplanning van organiese verbindings.

Prakties:

'n Laboratorium studie van die oorgangselemente en sommige van hulle verbindings; fisies-chemiese eksperimente in fase-ewewig, oppervlakte-chemie, reaksie kineties, elektriese meting, termodinamika; gevorderde analitiese en preparatiewe metodes van organiese chemie.

Teorie:

Vraestel 1 : Analitiese Chemie :

Die teorie en toepassings van skeidingsmetodes en van instrumentele metodes van analise; die statistiese behandeling van analitiese resultate.

Vraestel 2 : Anorganiese Chemie :

Nuwe ontwikkelinge in gevorderde anorganiese chemie; bereiding, eienskappe en strukture van uitgesoekte elemente en verbindings.

Vraestel 3 : Fisiese Chemie :

Kwantum meganika; molekulêre spektroskopie; statistiese meganika; teorie van absolute reaksiesnelhede.

Vraestel 4 : Organiese Chemie :

Reaksie meganismes; karbosikliese en heterosikliese verbindings; aromatisiteit; natuurprodukte; sintetiese harse.

Prakties:

Analise van minder bekende elemente en komplekse materiale; fisieschemiese eksperimente in onderwerpe soos elektriese en magnetiese eienskappe, spektroskopie, kalorimetrie, reaksie-kineties, oppervlakte verskynsels; bepaling van funksionele groepe in organiese verbindings; skeiding en identifikasie van die komponente van mengsels van organiese verbindings; bereiding van uitgesoekte organiese verbindings.

BIOCHEMIE

Biochemie I(s) :

Inleidende studie van die biochemies belangrike chemiese verbindings en begrippe onder die hoofde van voorkoms, chemiese eienskappe, funksies in die lewende organisme en kwantitatiewe bepaling metodes, nl. van koolhidrate, lipiede, aminosure, proteïene, stikstofbasierte, nukleïensure, vitamien, minerale, ko-faktore en ensieme.

'n Bespreking van die teoretiese benadering tot die verkryging van buffersisteme.

Algemene inleidende kursus oor die morfologiese en chemiese komponente van die insluitende chemiese sel, en fisiese eienskappe van selkomponente in elementêre intermedieë metaboliese sisteme nl. glikoliese, sitroensuur siklus, Knoop C-2 oksidasie van vetsure, heksose monofosfaat kortsluiting („shunt”), oksidatiewe fosforilasie en fotosintese. (5 lesings plus een praktikum per week vir een jaar.)

Biochemie II(s) :

'n Gevorderde studie van intermediêre metabolisme van koolhidrate, lipiede, proteïene, peptiede, aminosure, nukleïensure en minerale in diere en plante.

Inleidende studie van ensiee, insluitende beginsels van katalise, internasionale reëls, termodinamiese en kinetiese beginsels en beginsels van metodes van isolasie.

'n Bespreking van die biochemie van hormone met spesifieke verwysing na struktuur, funksie, meganisme van werking en die geïntegreerde wisselwerkingspatroon.

Behandeling van die elementêre beginsels van proteïen biosintese en die biochemie van gespesialiseerde weefsels insluitende die verteringskanaal, bloed en limf serebros-pierde vloeistof, urine spierweefsel, beenweefsel, senuweefsel sintaue, smaakorgane, vel, hare en stembande.

(5 lesings plus twee praktikum per week vir een jaar.)

B.Sc. Honneurs Kursusse :

Biochemie 10 :

'n Studie van normal laboratorium apparaat sowel as spesifieke navorsingsmetodes bv. kromatografie elektroforese, spektroskopie, distillasie, ultra- en sentrifugasie, teenstroomdistribusie, polarimetrie, gaskromatografie, manometrie, elektronmikroskopie, ultrasoniese vibrasie en isotooptegnieke.

(1 lesing plus 3 praktikum (twee semesters).

Biochemie 11 :

Spesiale aspekte van die biochemie van plante en mikro-organismes insluitende selwandstruktuur, mineraalmetabolisme, **alkaloïde en** planthormone.

(1 lesing vir (een semester).

Biochemie 12 :

'n Studie van die gevorderde beginsels van voeding, insluitende energiemetabolisme, vitamien en spoorelemente mineraalvoeding, voedingsteurnisse en metaboliese siekte-toestande.

2 lesings plus 1 praktikum (een semester).

Biochemie 13 :

'n Studie van die meganisme van metaboliess-kontrale in lewende organismes.

1 lesing (een semester).

Biochemie 14 :

Die biochemie van verdowingsmiddels, antibiotika en gifstowwe.

1 lesing (een semester).

Biochemie 15 :

Fisies chemiese eienskappe van aminosure tot proteïene, insluitende isolasie en suiwering, struktuurbeplating en peptied sintese.

2 lesings plus 1 praktikum (een semester).

Biochemie 16 :

Fisies chemiese eienskappe, chemiese sintese, biosintese en identifikasie van koolhidrate.

1 lesing plus 1 praktikum (een semester).

Biochemie 17 :

Fisies chemiese eienskappe van nukleotiede tot nukleïensure insluitende proteïen-biosintese en die genetiese kode, struktuur beplating en polinukleotied sintese.

1 lesing plus 1 praktikum (een semester).

Biochemie 18 :

'n Studie van membrane, sub-sellulêre partikels en die metodes van fraksionering sowel as hersamestelling.

1 lesing plus 1 praktikum (een semester).

Biochemie 19 :

Seminare oor die nuutste ontwikkelinge in die biochemie.

Gelykstaande 1 lesing vir twee semesters.



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AARDRYKSKUNDE

Die berekening van die jaarpunt vir praktiese werk word gebaseer op 'n waarde-bepaling van elke kandidaat se laboratorium- en veldwerk (tot 'n maksimum van 50% van die totale jaarpunt); die orige deel word bepaal deur werkopdragte, studieklassse, seminare en toetse.

Die Departement beskik oor die mees moderne optiese en kartografiese toerusting wat tot die beskikking van studente in die voorbereiding van hulle praktiese en akademiese werk gestel word.

Kursus I

Hersieningslesings oor die vorm van die aarde, sy planctêre verwantskappe en die voorstelling daarvan op bolle en kaarte. Inleidende lesings oor sommige gekose basiese begrippe in die aardrykskunde. Die elemente van fisiese en kulturele aardrykskunde. Praktiese werk behels, o.a., tegnieke van tekening en meting; van vergroting en verkleining; van die diagrammatiese en kartografiese voorstelling van statistiese gegewens. Bekendstelling van vertikale lugfotos en herkenning van aardrykskunde verskynsels; eenvoudige kaartvertolking. Weerkundige waarnemings by die Departement se weerstasie.

Kursus II

Kursus II is 'n uitbreiding, beide in diepte en omvang van die inleidende eerstejaarkursus en 'n sistematiese benadering word gevolg, nl. Ekonomiese Aardrykskunde, Sosiale Aardrykskunde, Geomorfologie en seminare oor die streekkundige, funksionele en onderwerp-benaderings met voorbereiding vir verskeie kontinente en onderwerpe vir B.A.-studente. Voorts volg B.Sc.-studente ook 'n kursus in klimatologie en weerkunde. Die praktiese werk behels, o.a., tegnieke met betrekking tot kaartsamestelling, kaartontleding, metodes van navorsing in Sosiale Aardrykskunde; tegnieke met betrekking tot Geomorfologie—terrein evalueering en blokdiagramme; aardrykskundige interpretasie van lugfotos; statistiese tegnieke, kaartprojeksies.

Kursus III

Die derde studiejaar is 'n streekkundige en sistematiese toepassing van al die werk van die vorige jare en omsluit, behalwe vir die streekkundige studies van Suid-Afrika oor geomorfologie, klimaat, sosiale en ekonomiese aardrykskunde, ook 'n inleiding tot die politiese geografie en biogeografie. Praktiese werk sluit o.a. in gevorderde lugfoto-ontwikkeling, konstruksie van modelle van fisiese sisteme, sosio-ekonomiese sisteme, demografiese modelle, ekonomiese modelle, stedelike modelle en vestigings lokalisasie.

Honneurskursus

Die honneurskursus strek oor twee akademiese jare en sluit in die ontwikkeling van Aardrykskunde as Wetenskap, moderne neigings in die aardrykskunde; metodes en tegnieke van geografiese navorsing, en besondere studies oor gekose vertakkinge van die Aardrykskunde, nl. Geomorfologie, Klimatologie, Sosiale Geografie, Ekonomiese Geografie, Politieke Geografie.

N.B.—'n Gedifferensieerde kursus word vanaf Kursus II aangebied vir B.A.- en B.Sc.-studente.

Meesters- en Doktorsgrade: 'n Dissertasie of verhandeling word, o.a. vereis.

GEOLOGIE

Geologie word by Fort Hare aangebied met die aanvraag van die Ciskei en Transkei in gedagte. Aandag word verleen aan kursusse soos Sedimentologie en Sedimentêre Petrologie, terwyl Geofisika en Ingenieurs-geologie ook as belangrike beskou word tesame met mineralogie en petrologie. 'n Opsomming van die kursusse word hieronder gegee.

Geologie I

'n Inleiding tot geologie verskaf die agtergrond tot verdere studie in geologie. Dit sluit in die hooftrekke van geologie, die omvang en die posisie daarvan in die moderne samelewing. Dit handel oor die heelal, die aarde, die rotse en algemene geologiese beginsels en prosesse.

'n Inleidende kursus van stratigrafiese beginsels word aangebied en die stratigrafie van Suidelike Afrika word vlugtig behandel. Hierdie gedeelte verskaf die verhouding van Suid-Afrikaanse rotse met mekaar en met tyd.

'n Kursus in die studie van landvorme word aangebied sowel as beginsels van fotogeologie en die interpretasie van lugfotos.

Die eerstejaarskursus word afgesluit met 'n kursus in geofisika. Die magnetiese-, elektriese-, gravimetrie- en seismiese metodes word behandel, sowel as boorgatbeskrywing, hidrologie en petroleumgeologie.

Die praktiese werk sluit kartografie, en oefeninge in geologiese kaarte, fotogeologie en geofisika in.

Geologie II

Hierdie jaar se studie word hoofsaaklik bestee aan kristallografie (die studie van kristalle), mineralogie (die studie van minerale) en petrologie (die studie van rotse).

'n Kursus in geochemie word ingesluit, met spesiale verwysing na spoorelemente. Geochemiese opnames word kortliks behandel.

Die praktiese kursus behels kristallografie, mineralogie en petrologie—baie tyd word afgestaan aan die studie van minerale en hul optiese eienskappe. Geofisiese en fotogeologiese studies is meer gevorderd.

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Geologie III

Ekonomiese Geologie met spesiale verwysing na mineraalafsettings in Suid-Afrika word bestudeer. Die kursus sluit die ontstaan-prosesse, die klassifikasie van mineraalafsettings en mineraallokalisering in.

Verdere kursusse in Geofisika, Geochemie en Petrologie word aangebied.

Die kursus in Ingenieursgeologie behels die geologiese benadering van padkonstruksie, damterreine en -fondamente, terwyl kleimineralogie ook kortliks behandel word.

Die praktiese werk sluit petrologie, geofisika en geochemie in, terwyl spesiale aandag gegee word aan sedimentêre analise en tegnieke.

LANDMEETKUNDE

Eerste jaar :

Landmeetkunde I :

Die meettafel, direkte—en barometriele nivellering, eenvoudige trekmeting, tagimetrie, eenvoudige hulinstrumente, planimeter, tekenaap.

Meetkundige Tekene :

Beskrywende meetkunde, insluitende snykrommes. Keëlsnedes. Ontwikkeling van vlakke. Ruimtelyne en vlakke, hul spore en ware inklinasie met projeksievlakke. Isometrie—en skuinsprojeksies.

Wiskunde I :
Fisika I :
Toegepaste Wiskunde I :
Aardrykskunde I :

} Soos voorgeskryf vir B.Sc.

Tweede Jaar :

Wiskunde II :
Geologie I :

} Soos voorgeskryf vir B.Sc.

Optika :

Dik lense, lenskombinasies, aberrasie, oogstukke, objektiefense. Interferensie, Newton-effek. Skeidingsvermoë van teleskope.

Boldriehoeksmeting :

Boldriehoeke, formules van die boldriehoek. Die pooldriehoek. Oplossing van boldriehoeke. Klein veranderings. Die stelling van Legendre. Definisie van astronomiese terme. Middelbare- en sterretyd. Bepaling van breedtegraad, lengtegraad en asimunt met behulp van 'n klein teodoliet.

Landmeetskunde II :

Regstelling van nivelleerinstrumente, teodoliete en ander opmeetinstrumente. Basismeting en toepassing van korreksies, triangulasie, trekmeting. Trigonometriese nivellering, voorbereiding van topografiese kaarte.

Topografiese tekene :

Tekeninstrumente, letterwerk (vryhand), lynwerk, waterverfwerk. Skale en stip van punte met gegewe koördinate. Kompilasie van kadastrale kaarte, topografiese kaarte en werkplanne.

Spesiale projek wat uitgevoer sal word gedurende die eerste twee weke direk na die skriftelike eksamen in Oktober—November.

Derde Jaar :

Landmeetskunde III :

Primêre, sekondêre en tersiêre triangulasie. Presiese trekmeting. Presiese nivellering. Ortometriese en dinamiese hoogtes. Seksies, gradiënt en volumes. Sirkelboë, oorgangsboë en vertikale boë. Aansuiwering van trekmetings, triangulasie—en nivelleernette. Spesiale projek wat uitgevoer sal word gedurende die eerste twee weke direk na die skriftelike eksamen in Oktober—November.

Praktiese Sterrekunde :

Bepaling van breedtegraad, lengtegraad en asimunt deur metodes van gelyke hoogtes, die prisma-astrolabium; posisielyne. Presiese bepalings; die meridiaanteleskoop, die metode van Talcott; asimut van nabye sirkumpolêre sterre. Die berekening van skynbare plekke van sterre.

Fotogrammetrie :

Vlak-perspektief. Die fototeodoliet. Kartering vanaf landfotos. Fotogrammetriese Optika. Lugopmeetkameras. Geometriese eienskappe van lugfoto's. Ontkanteling van lugfoto's. Radiaaltriangulasie. Mosãeke. Stereoskopie. Kartering vanaf lugfoto's. Fotogrammetriese karteermasjiene.

Kaartprojeksies :

Die algemene teorie van kaartprojeksies, beskouend die aarde as 'n sfeer. Distorsies van skaal, hoek, oppervlakte en vorm. Koniese projeksies. Die projeksie van Bonne, silindriese projeksies insluitende Mercator, die transversale Mercator, senitprojeksies, perspektiefprojeksies en projeksie van die internasionale kaart.

Die Teorie van Kleinste Kwadrate :

Toevallige en sistematiese foute. Foutfrekwensies, veral die normale frekwensie. Maatstawwe van presisie. Beswaarde waarnemings. Foutvoortplantingswette. Die aansuiwering van direkte en indirekte waarnemings. Die aansuiwering van voorwaardevergelykings. Die nie-lineêre funksie. Strengte en benaderde metodes van koördinaat-aansuiwering. Die fout-ellips.

Vierde Jaar :

Landmeetkunde IV :

Geodetiese basislyne, basisverlenging, standaard verkenningmetodes vir primêre, sekondêre en tersiêre triangulasie. Trilaterasie insluitend elektroniese metodes van afstandmeting. Aansuiwering van reekse van geodetiese driehoek en presisie-bepaling van die resultate. Bepaling van sirkel-graduasiëfoute, kalibrasie van nivelleerstawe. Loodlynafwykings en die Laplace asimut-vergelyking.

Geodesie :

Referensie-sferoïede. Geodetiese konstante. Drie-dimensionele koördinaat-en differensiaalmeetkunde van die sferoïed. Konforme transformasie van 'n vlak na enige ander vlak. Sferoïdale koördinate. Algemene teorie van die Gauss konforme projeksie. 'n Beskrywende behandeling van die basiese beginsels van fisiese geodesie. Bepaling van „g” met slinger en gravimeter, die gravitasieveld, vry lug, Bouguer en Isostatiese anomalieë.

Professionele Praktyk :

Opmetingswette en administratiewe prosedures van toepassing op bantoegebiede. Waardasie van terreine, geboue, landbou-en ander grond.

Stad- en Streeksbeplanning :

Opname en analise van grondgebruik, terrein-analise, standarde van dorpsontwikkeling, munisipale dienste insluitende gesondheid- en institusionele dienste, dorpsuitleg, statutêre regulasies en prosedures.

Praktiese take: 'n nywerheidsgebied,
'n volledige dorp,
'n landbou-nedersetting.

FISIKA

L.W.—Kandidate moet bewyse van die praktiese werk wat hulle uitgevoer het, voorlê. (Kyk paragraaf G13 van die Regulasies.)

Kursus I

Meganika.—Vektore en skalare. Samestelling van vektore. Liniêre beweging met konstante versnelling. Uniforme beweging in 'n sirkelbaan. Eenvoudige behandeling van enkelvoudige harmoniese beweging. Wette van beweging, werk en energie. Behoud van energie en momentum. Swaartekragwette. Planeet-beweging.

Eienskappe van Materie.—Elastisiteit. Hidrostatika. Oppervlaktespanning. Viskositeit.

Warmteleer.—Temperatuurskale. Termometers. Kalorimetrie. Uitsetting. Toestandsverandering. Elementêre kinetiese teorie en die gaswette. Damp: Hidrometrie. Voortplanting van warmte. Eerste wet van termodinamika.

Optika.—Aard van lig. Weerkaatsing, breking, dispersie. Spieëls en lense: Optiese instrumente. Fotometrie. Snelheid van lig. Elementêre beginsels van interferensie. Polarisasie van lig. Foto-elektriese effek. Spektra.

Klank.—Aard van klank. Snelheid van golwe. Pype en snare. Pynsiteit, luidheid, toonhoogte, kwaliteit. Doppler effek.

Elektrisiteit en Magnetisme.

Elektrostatika.—Kragwette, velde en induksie. Kondensatore en diëlektrikums. Energie van gestoorde ladings.

Magnetostatika.—Kragwette, velde. Koppel op magneet in 'n veld. Magnetometrie. Aardmagnetisme. Ferromagnetisme.

Stroomelektrisiteit.—Wet van Ohm. Verhittingsverskynsels. Stroombane en wette van Kirchhoff. Elektroliese. Magnetiese effekte van strome. Elektriese meetinstrumente. Elektromagnetiese induksie. Elektriese masjiene—Dinamo—Motor —Transformator.

Elektronika en Kernfisika.

Elementêre en beskrywende behandeling (waar nodig) van.—Krag op 'n bewegende lading. Elektron lading en Avogadro se wet. Termioniese buise. X-strale. Radio-aktiwiteit en die vervaldeeltjies. Atoomkerne. Isotope. $E=mc^2$ en toepassings.

Kursus II

Meganika.—Roterende liggame. Enkelvoudige harmoniese beweging. Botsings. Skalaar en vektor produkte, gradiënt.

Eienskappe van Materie.—Elastisiteit. Oppervlaktespanning. Viskositeit.

Warmteleer.—Termometrie. **Geleiding.** Straling. Eerste Wet van Termodinamika. Elementêre inleiding tot die Tweede Wet van Termodinamika. Kinetiese teorie van gasse. Gelykverdelingswet van Energie.

Optika.—Golfteorie. Doppler-effek. Interferensie. Snelheid van lig. Geometriese Optika.

Elektrisiteit en Magnetisme.

Elektrostatika en Magnetostatika.—Die wet van Gauss en toepassings. Diëlektrikums. Beelde—elementêre behandeling. Dipole.

Stroom-elektrisiteit.—Strome en magnetiese velde. Kragte op ladings in magnetiese en elektriese velde. Stroombane wat induktansies, kapasiteite en weerstande bevat. Galvanometers. Stromingsmeters. Elementêre Dia-, Para-, en Ferromagnetisme. Curie se wet. Wisselstroom-teorie. Eenvoudige wisselstroom-brûe.

Atoom- en Kernfisika.—Vervaldeeltjies en hulle identifikasie. Botsings. Verstrooiing van deeltjies. Eksperimentele tegnieke in Kernfisika.

Klank.—Snelheid van golwe. Resonansie en gedwonge vibrasies.

Kursus III

Warmteleer.—Tweede wet van Termodinamika en toepassings. Carnot-siklus. Entropie. Die Maxwell-vergelykings en toepassings. Poreuse prop-eksperiment. Die vergelyking van Gibbs-Helmholtz. Termo-elektrisiteit. Kinetiese gasteorie. Gemiddelde vrye pad-verskynsels. Brown se beweging. Toestandvergelykings. Teorie van Soortlike Warmtes. Stralingswette.

Meganika.—Sentrale kragte. Verdere vektor teorie. Lagrange se vergelykings.

Lig.—Interferensieverskynsels—toepassings. Diffraksie. Polarisasie.

Elektrisiteit en Magnetisme.—Elektrostatika—Poisson se vergelykings. Elektromagnetiese vergelykings van Maxwell en sommige toepassings. Teorie van elektriese geleiding in metale. Verdere wisselstroomteorie. Termioniese emissie. Elektroniese buis stroombane, gelykrioting en versterking, ossillator en tel-stroombane.

Atoom- en Kernfisika.—Atoomspektra. X-strale. Kern-oorgang. Inleiding tot Kwantum-meganika. Vaste-toestand-Fisika. Statistiese Termodinamika.

Relatiewiteit—Spesiale Teorie.

Honneurskursus

1. Termodinamika. Statistiese Meganika.
2. Elektromagnetisme en toepassings. Relatiewiteit en toepassings. Gevorderde Optika en X-strale.
3. Magnetisme (Dia-, Para-, Ferro, Ferri, Kernmagnetisme). Vaste toestand.
4. Gevorderde Meganika. Kwantummeganika en Spektra.
5. Kernfisika en teorie van die eksperimentele tegnieke vir die bepaling van die spin, kwadruupoolmoment en magnetiese moment van kerne.

Magister Scientiae

Vier vraestelle oor goedgekeurde onderwerpe, of twee vraestelle en 'n dissertasie.

WISKUNDE

Kursus I

Vraestel 1. (*Wiskunde IA*)

Versameling en funksies. Reekse. Binomiaalstelling. Determinante van die tweede en derde orde. Vektoralgebra. Polinome. Limiete. Differensiasie en integrasie van polinome. Maksima, minima en buigpunte.

Vraestel 2. (*Wiskunde IB*)

Trigonometriese funksies. Optellingsteoreme. Inverse trigonometriese funksies en oplossing van trigonometriese vergelykings. Differensiasie en integrasie van die elementêre funksies. Die bepaalde integraal in toepassings. Differensiasie van vektore.

University of Fort Hare

Kursus II

Vraestel 1.

Eindig-dimensionale reële vektorruimtes; lineêre deelruimtes en lineêre variëteite; basisse; dimensie van 'n vektorruimte; lyne en vlakke; lineêre afbeeldings (homomorfismes); homomorfismes en matrikse; determinante; Kompleks-getalle.

Vraestel 2.

Topologie vir reële getalle.
Differensieerbare funksies.
Veelvoudige integrasie.

Gewone differensiaal vergelykings:

Eksistensie stellings. Oplos van vergelykings van die eerste orde en eerste graad. Teorie van lineêre vergelykings en oplos van lineêre vergelykings met konstante koëffisiënte en homogene vergelykings.

Vektoranalise: Vektor algebra, Differensiaal Meetkunde, Differensiaal vektorrekening en integrasie.

Kursus III

Vraestel 1.

Matriksalgebra. Transformasie van basis-vektore van 'n n-dimensionale vektorruimte. Eicwaardes en eiektore van 'n lineêre afbeelding. Bilineêre en kwadratiese vorme. Elementêre teorie van groepe, ringe en liggame.

Vraestel 2.

Analise—'n Streng behandeling van die stelsel van reële getalle as 'n volledige Archimediese ten volle geordende liggaam. Metriese ruimtes. Kontinuiteit in metriese ruimtes. Uniforme kontinuïteit. Uniforme konvergensie. Differensieerbaarheid in genormeerde ruimtes. Die Riemann-Stieltjes integraal. Elementêre differensiaalmeetkunde.

Vraestel 3.

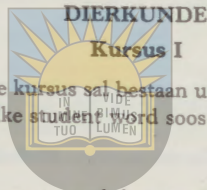
Gelykmatige konvergensie en voldoende voorwaardes vir die termsegewyse integrasie en differensiasie van 'n reeks van funksies van 'n reële of komplekse veranderlike. Eienskappe van magreekse. Die logaritmiëse, eksponensiële en trigonometriëse funksies van reële en komplekse veranderlikes. Lynintegrale in die reële en komplekse vlak. Differensieërbaarheid van funksies van 'n komplekse veranderlike, analitiese funksies en die Cauchy-Riemann-vergelykinge. Die stelling van Cauchy. Taylor en Laurent se ontwikkelinge, residue, kontoer-integrasie. Konforme afbeelding en Analitiese voortsetting.

Honneurs-Baccaureuseksamen

Vier vraestelle oor goedgekeurde onderwerpe

Magisterseksamen

Die eksamen bestaan uit of twee vraestelle oor goedgekeurde onderwerpe en 'n verhandeling oor 'n goedgekeurde onderwerp, of slegs 'n verhandeling.



Die finale eksamen van die kursus sal bestaan uit een teorie vraestel van drie uur.

Die promosie-syfer van elke student word soos volg saamgestel:

- | | | |
|--------------------|-----|-----------|
| 1. Teorie-vraestel | ... | 300 punte |
| 2. Jaarpunt | ... | 300 punte |

Die jaarpunt word gebaseer op praktiese werk en teoretiese werk wat die student gedurende die jaar doen.

Die algemene bou, fisiologie, voortplanting, levensloop en verspreiding van diere-voorbeelde word behandel as 'n inleidende studie tot Dierkunde.

Kursus II

Die eindeksamen bestaan uit twee vraestelle van 3 uur elk. Die promosie-syfer van die student word as volg bereken:

- | | | |
|----------------------|-----|-----------|
| 1. Teorie vraestel 1 | ... | 250 punte |
| Teorie vraestel 2 | ... | 250 punte |
| 2. Jaarsyfer | ... | 500 punte |

Die jaarsyfer word bepaal deur die teoretiese en praktiese eksamens en projekte wat die student deur die jaar doen.

A. Die grondbeginsels van Klassifikasie.

B. *Oorsig van die Invertebrata.*

Die klassifikasie, verspreiding, anatomie, fisiologie, voortplanting, embriologie, en lewensgeskiedenis van tiperende voorbeelde van die Invertebrata.

C. Spesiale verhoudings in Diere-gemeenskappe.

Kursus III

Die eindeksamen bestaan uit twee teoretiese vraestelle van 3 uur elk.

Die promosie-syfer sal as volg bereken word:

- | | | |
|--------------------------|-----|-----------|
| 1. Teoretiese vraestel 1 | ... | 250 punte |
| Teoretiese vraestel 2 | ... | 250 punte |
| 2. Jaarsyfer | ... | 500 punte |

Die jaarsyfer sal saamgestel word oor praktiese en teoretiese werk wat gedurende die jaar gedoen word.

A. 'n Oorsig van die Chordata.

1. 'n Studie van die filogenie, klassifikasie, anatomie, voortplanting, lewensgeskiedenis en verspreiding van die verskillende groepe.

2. Teorie en veralgemenings.

B. Selleer en Molekulêre Biologie.

C. Vertebrata Fisiologie.

D. Ekologie.

E. Gedragsleer van diere.

F. Embriologie van Chordata.

Honneurs.

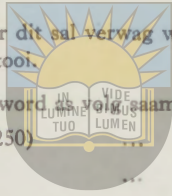
Die eksamen gedeelte van die kursus sal bestaan uit die volgende:

- (1) Drie drie-uur-vraestele in die finale eksamen;
- (ii) 'n mondelinge vraestel, nie langer as een uur nie, en
- (iii) 'n rapport oor 'n projek, wat gedurende die tydperk van studie afgehandel word en wat ingehandig moet word voor die finale skriftelike eksamen geskryf word.

Hierdie is 'n eenjarige kursus maar dit sal verwag word van deeltydse studente om dit in 'n minimum van twee jaar te voltooi.

Die promosie-punte van studente word as volg saamgestel:

- | | |
|--|----------------|
| (i) Drie drie-uur-vraestelle (3 × 250) | 750 punte |
| (ii) Mondelinge eksamen | 250 punte |
| (iii) Jaarpunt: | |
| (a) Projek gedeelte | 300 punte |
| (b) Seminare | 500 punte |
| | ... 1000 punte |



University of Fort Hare
Together in Excellence

Hierdie kursus moet beskou word as 'n basiese opleiding in navorsing in 'n dierkundige rigting en die feitlike inhoud sal meestal in verband staan met parasitologie, ekologie en natuurbewaring. Dit sal verwag word van die studente om seminare uit te werk oor die onderwerpe wat hulle gegee sal word.

FAKULTEIT OPVOEDKUNDE

Ampsdraers:

Dekaan: Prof. B. DE V. VAN DER MERWE, M.A., D.Ed., (O.V.S.)

Vise-Dekaan:

Prof. M. O. M. SEBONI, B.A., D.Ed., (S.A.)

Tikster/Sekretaresse: Mev. J. M. F. ROBINSON.



University of Fort Hare
Together in Excellence

FAKULTEIT OPVOEDKUNDE

1. Die Fakulteit Opvoedkunde is hoofsaaklik verantwoordelik vir die professionele opleiding van onderwysers.
 - 1.1. Die Sekondêre Onderwysdiploma is bedoel vir studente wat nie matrikulasie-vrystelling verkry het nie.
 - 1.2. Die Sekondêre Onderwysdiploma (Skone Kunste) kan op die hoër of laer vlak geneem word en berei studente voor as kunsonderwysers vir hoër- en opleidingskole. Dit sluit 'n belangrike hoeveelheid praktiese kunswerk in.
 - 1.3. Die Universiteits-onderwysdiploma is 'n nagraadse diploma. Studente moet egter hulle graadkursusse in ooreenstemming met Regulasie E.9 gekies het om toegelaat te word tot die U.O.D. Dit is dus van besondere belang dat voornemende onderwysstudente hulle graadleergang met sorg moet kies.
 - 1.4. Die Universiteits-onderwysdiploma (Nie-gegradueerd) maak as hulp-reëling voorsiening vir studente wat met een jaar verdere studie 'n graad kan voltooi. Die graadkursusse moet egter skoolgerig wees.
2. Voornemende onderwysers word aangeraai om 'n studie te maak van die tipe poste wat beskikbaar is. Hoewel daar 'n groot tekort aan gekwalifiseerde onderwysers is, moet daarop gelet word dat sekere vakke besonder skaars is. Verder moet in gedagte gehou word dat Biologie as vak in die sekondêre skole afgeskaf word. Dit is van belang om 'n studie van die graadvereistes te maak voordat 'n leergang vir 'n graad saamgestel word. Die sogenaamde „laatkommers” vind dikwels dat hulle graad hul nie toelating tot die onderwysdiplomas verleen nie.
3. Praktiese en proefonderwys vorm 'n integrale deel van onderwysersopleiding. Voornemende studente moet hul aan die einde van die studiejaar wat hul professionele jaar voorlê, by die Fakulteit Opvoedkunde aanmeld om die nodige reëlings vir hul studie te maak. Hulle kan die begin van die volgende skooljaar te tref.
4. Die Fakulteit Opvoedkunde bied ook gespesialiseerde opleiding in die Opvoedkunde op nagraadse vlak aan. Om diensdoende onderwysers te help, word die B.Ed.—klasse op Saterdag gehou en word die kursus oor twee jaar versprei. Daar bestaan 'n groot behoefte aan opgeleide opvoedkundiges.
5. Spesiale beurse en lenings vir verdienstelike studente is beskikbaar.

REGLEMENT VIR DIE FAKULTEIT OPVOEDKUNDE

Die fakulteitsreëls wat hierop volg moet tesame met die voorskrifte van die Wet, die Statuut, die regulasies en die algemene reëls gelees word.

Grade en Diplomas

E1. Die volgende grade word in die Fakulteit uitgereik :—

Baccalaureus Educationis	..	..	..	B.Ed.
Magister Educationis	..	..	..	M.Ed.
Doctor Educationis	..	..	..	D.Ed.

E2. Die volgende diplomas word in die Fakulteit uitgereik :—

Die Universiteitsonderwysdiploma	..	..	U.O.D.
Die Universiteitsonderwysdiploma	..	..	U.O.D.
(Nie-gegradueerd)			
Die Sekondêre Onderwysdiploma (Junior Sekondêr)	..	..	S.O.D.
Die Sekondêre Onderwysdiploma (Skone Kuns)	..	..	S.O.D. (Skone Kuns)

Die Graad Baccalaureus Educationis

(Vir B Ed.-kandidate is 'n *deeglike* leeskenis van Afrikaans verpligtend)

Toelating tot studie.

E3. 'n Student moet die graad Baccalaureus en die Universiteitsonderwysdiploma besit, of hy moet die graad B.P.Ed. besit; met dien verstande dat 'n gediplomeerde gegradeerde wat nie die U.O.D. besit nie, op die volgende voorwaardes tot die studie toegelaat kan word—

- (a) indien hy na-matrikulasië-opleiding gehad het, moet hy of
 - (i) bewys lewer van vyf jaar bevreëdigende onderwys; of
 - (ii) by een en dieselfde eksamen in 'n toets in die vier vakke Filosofie van die Opvoeding, Empiriese Opvoedkunde, Historiese Opvoedkunde en Didaktiek en Administrasie slaag;
- (b) indien hy voor-matrikulasië-opleiding gehad het, moet hy
 - (i) bewys lewer van vyf jaar bevreëdigende onderwys; en
 - (ii) by een en dieselfde eksamen in 'n toets in die vier vakke Filosofie van die Opvoeding, Empiriese Opvoedkunde, Historiese Opvoedkunde en Didaktiek en Administrasie slaag;

Met dien verstande dat die toets telkens in (ii) hierbo vermeld bestaan uit die vraestelle van die eksamen vir die Universiteitsonderwysdiploma, en dat daarvoor geen aanvullende eksamen toegelaat word nie.

Duur en leergang.

E4. Die leergang duur minstens een jaar en bestaan uit die volgende vakke :—

- (a) Filosofie van die Opvoeding.
- (b) Algemene Empiriese Opvoedkunde.
- (c) Spesiale Empiriese Opvoedkunde.
- (d) Historiese Opvoedkunde.
- (e) Didaktiek.
- (f) Onderwysadministrasie en Vergelykende Opvoedkunde.

Om te slaag moet 'n kandidaat 'n gemiddeld van 50% in elke vraestel behaal. Die jaarpunt en die eksamenpunt het gelyke waarde.

Die Graad Magister Educationis

E.5(a) *Toelating.*

Vir toelating tot die kursus vir die M.Ed.-graad moet 'n student :

- (i) in besit wees van B.Ed. of gelykwaardige kwalifikasie;
- (ii) bewys lewer van minstens een jaar bevreëdigende ondervinding as onderwyser, en
- (iii) die hoof van die betrokke departement oortuig dat hy genoegsame kennis van die vak besit om die studie te kan onderneem.

(b) *Eksamen.*

Die eksamen bestaan uit 'n verhandeling oor 'n onderwerp uit die Opvoedkunde.

Die titel van 'n verhandeling word goedgekeur vir 'n periode van 5 jaar waarna die student, indien nodig, jaarliks aansoek moet doen om 'n verlenging van tyd.

Die Graad Doctor Educationis

Duur van studie.

E6. Die graad word nie aan 'n student toegeken nie, tensy hy—

(a) minstens vier jaar in besit is van die graad Magister Educationis of

(b) minstens drie jaar in besit is van die graad Magister Educationis en minstens een jaar daarvan uitsluitlik aan goedgekeurde navorsing gewy het :

Proefskrif.

E7. 'n Proefskrif wat handel oor 'n onderwerp in verband met die Opvoedkunde. (Kyk ook Algemene Reëls.)

Die Universiteitsonderwysdiploma (U.O.D.)

Toelating tot studie.

E8. 'n Student moet—

(a) 'n graad besit ;

(b) graadkursusse voltooi het, hetsy ter behaling van 'n graad, hetsy nie vir graaddoeleindes nie, ooreenkomstig die bepalinge van E9 hieronder.



Graadkursusse.

E9. Die graadkursusse waarin 'n voornemende student moet geslaag het is, soos volg, waarby die vak onder (b) gekies en die ander vak onder (c) gekies beskou word as hoofonderwysvakke :—

(a) Eerste kursusse in drie van die volgende vakke :—

Afrikaans-Nederlands.

of Afrikaans

Engels

Enige derde taal.

Gekiedenis.

Aardrykskunde of Geologie

Bybelkunde of Kerkgeskiedenis.

Sielkunde.

Biblioteekkunde

Opvoedkunde.

Wiskunde.

Toegepaste Wiskunde.

Chemie.

Natuurkunde.

Plantkunde

Dierkunde } of Biologie.

Rekeningkunde.

Ekonomie.

Bedryfsëkonomie.

Wysbegeerte

Volkekunde.

Naturrelle-administrasie of enige ander skoolvak.

Met dien verstande dat volgens goëddunke van die Dekaan erkenning vir enige twee tale behalwe amptelike tale gegee kan word.

Indien Sielkunde en Volkekunde as hoofvak aangebied word moet ten minste 'n bykomstige tweede kursus in 'n skoolvak aangebied word as 'n onderwysvak vir die spesiale metodiek.

(b) 'n Eerste kursus in 'n vierde vak wat uit (a) of uit die volgende lys gekies word :

Duits (Spesiale Kursus)

Sosiologie.

Sistematiese Teologie.

Ekonomie en Ekonomiese

Geskiedenis.

- (c) Tweede kursusse in enige twee van die vier vakke gekies uit (a) en (b) hierbo; met dien verstande dat geneene van Ekonomiese Geskiedenis II, Naturelle-administrasie II, Wysbegeerte II, Biblioteekkunde II, Sosiologie II en Sistematiese Teologie II as 'n tweede kursus kragtens hierdie paragraaf beskou word nie.
- (d) 'n Derde kursus in minstens een van die twee vakke wat onder (c) hierbo gekies is. (Wiskunde en Toegepaste Wiskunde III vir B.Sc. (Ing.) word beskou as Wiskunde III).
- (e) Behoudens die bepalinge van (c) hierbo mag 'n student in plaas van een derde kursus, een tweede kursus en twee eerste kursusse, een derde kursus en twee tweede kursusse kies.

Met dien verstande dat—

- (i) 'n student wat Geologie as 'n hoofvak en minstens een graadkursus in Aardrykskunde geneem het, Aardrykskunde as 'n hoofonderwysvak mag kies;
- (ii) 'n student wat Biologie nie as 'n hoofvak geneem het nie, dit wel as 'n hoofonderwysvak mag kies indien sy vaksamestelling soos volg was: Plantkunde of Dierkunde as hoofvak saam met minstens twee graadkurse in die ander een van hierdie twee vakke:

Met dien verstande voorts dat geen student wat Biologie as 'n hoofonderwysvak kies, of Plantkunde of Dierkunde as 'n verdere hoofonderwysvak neem nie.

- (iii) Die vak Natuur- en Skeikunde mag as hoofonderwysvak gekies word indien student se vaksamestelling soos volg was:
- of Fisika of Chemie as hoofvak, met minstens twee graadkurse in die ander een:

Met dien verstande voorts dat geen student wat Natuur- en Skeikunde as hoofonderwysvak aanbied of Fisika of Chemie as 'n ander hoofonderwysvak aanbied nie.

- (f) 'n Student wat 'n Bantotoetaal as hoofonderwysvak aanbied, skryf die eksamen in die Metodiek van daardie bepaalde Bantotoetaal.

Duur van leergang.

E10 (1) Die leergang duur minstens een jaar en die kursusse is soos volg:—

Hoofvakke:

- (i) Filosofie van Opvoeding.
 (ii) Empiriese Opvoedkunde.
 (iii) Historiese Opvoedkunde.
 (iv) Didaktiek.
 (v) Administrasie en Vergelykende Opvoedkunde.
 (vi) en (vii) Metodiek van die twee hoofonderwysvakke vir die middelbare skool. (Twee vraestelle.)
 (viii) en (ix) Praktiesc Onderwys ('n toets in elkeen van die twee hoofonderwysvakke)

(2) Verdere verpligte vakke:—

Verpligte Byvakke:

- (x) Teorie van praktiese onderwys (insluitende Onderwys hulpmiddele, swartbordwerk en Skoolhigiëne). 'n Kandidaat kan vrygestel word van die praktiese vereistes in Skoolhigiëne indien hy in besit is van 'n erkende sertifikaat van die Rooikruis of "St. John's Ambulance" beweging.
- (xi) en (xii) 'n Skriftelike, mondelinge en praktiese toets in albei die amptelike tale en die moedertaal. Minstens een van die drie tale moet in die hoër graad aangebied word.

Addisionele Byvakke :—

- (xiii) Liggaamlike Opvoeding.
- (xiv) Musiek en Skoolsang.

E11. Kandidate moet in elke afsonderlike vak van die eksamen slaag met die volgende uitsonderings :—

Kandidate wat in besit is van die Onderwysdiploma van die voormalige Suid-Afrikaanse Naturelle-Kollege, word vrygestel van die vraestelle in (vi) en (vii), Metodiek van die twee hoofvakke, en as bewys van twee jaar bevreëdigende ervaring as onderwyser ingedien word, ook van (viii) en (ix), (Praktiese Onderwys).

Enige kandidaat word vrygestel van vakke (viii) en (ix), Praktiese Onderwys, as bewys van vyf jaar bevreëdigende ervaring as onderwyser ingedien word.

Aflê van Kursus.

E12. 'n Student kan in 'n vak waarin hy gedruip het, tot 'n aanvullende eksamen toegelaat word op die voorwaardes wat die Senaat, op aanbeveling van die Fakulteitsraad vir Opvoedkunde, bepaal.

Eksamen.

E13. (1) 'n Student wat een byvak kort om aan regulasie E.9. te voldoen, mag die eksamen in die byvak en die diploma gelyktydig aflê, maar die Diploma word nie aan hom toegeken voordat hy aan al die akademiese en professionele vereistes voldoen het nie.

(2) *Subminima.*—Ten einde in die vier byvakke onder E.10. (2) te slaag, moet 'n student in elkeen 'n gemiddelde van 50 persent in die skriftelike en die praktiese eksamen behaal, met 'n subminimum van 40 persent in elkeen van die twee afdelings; en in elkeen van die drie taaltoetse 'n gemiddelde van 50 persent in die skriftelike, die mondelinge en die praktiese eksamen, met 'n subminimum van 40 persent in elkeen van die drie afdelings vir die Laer Medium; en 'n gemiddelde van 60 persent, met 'n subminimum van 50 persent in elkeen van die drie afdelings vir die Hoër Medium.

(3) As kandidate in een van die twee onderwystoetse druipe, moet 'n hereksamen in albei toetse gedoen word afgeven van die gemiddelde aantal punte wat behaal is. 'n Hereksamen in die onderwystoetse mag nie voor Meimaand van die volgende jaar afgelê word nie.

(4) 'n Student mag die vakke wat hy nie geslaag het nie oorskryf gedurende die lang vakansie of enige daaropvolgende gewone eksamen, indien hy 'n minimum van 40% vir die jaarpunt en eksamen gesamentlik behaal het.

Onderskeiding.

E14. 'n Kandidaat kan onderskeiding (75%) in elkeen van die hoofvakke onder E10 behaal, en hy verwerf die Diploma met onderskeiding deur in vier van genoemde hoofvakke onderskeiding te behaal.

Die Universiteitsonderwysdiploma (Nie-gegradueerd)

E15. 'n Geregistreerde student wat 'n volle tweejarige studiekursus vir 'n Baccalaureusgraad op so 'n wyse voltooi het dat deur een verdere studiejaar aan alle vereistes vir 'n graad voldoen kan word, kan tot 'n finale jaar van professionele opleiding toegelaat word en na geslaagde voltooiing daarvan tot 'n diploma wat die Universiteitsonderwysdiploma (Nie-gegradueerd) genoem sal word, en wel op die volgende voorwaardes :—

(a) Dat die aantal voltooidoede kursusse vir die Baccalaureusgraad soos volg is :

Vir B.A.	7
vir B.Sc.	6
vir B.Com.	10

(b) dat hierdie kursusse minstens twee skoolvakke bevat in elkeen waarvan twee kwalifiserende kursusse geneem is en daarby twee verdere kwalifiserende kursusse gekies ooreenkomstig regulasie E9.

E16. 'n Kandidaat moet andersins aan dieselfde vereistes voldoen as wat in die regulasies vir die gewone Universiteitsonderwysdiploma (U.O.D.) voorgeskrywe is.

Enige houër van die U.O.D. (Nie-Gegradueerd) kan dit verander kry in 'n U.O.D. (gegradueerd) deur die akademiese vereistes vir laasgenoemde te voltooi.

Die Sekondêre Onderwysdiploma

E17. *Doel*.—Die doel van die kursus is om onderwysers(esse) vir die eerste drie jaar van die sekondêre skool op te lei.

E18. *Duur*.—Die kursus sal twee jaar duur.

E19. *Toelatingsvereistes*.—Voordat 'n kandidaat vir hierdie diploma toegelaat sal word, moet aan die volgende vereistes voldoen word:—

- (a) *Aansoek om toelating*.—Die aansoek om toelating moet behoorlik voltooi by die Registratcur ingedien word. (Verg. G3).
- (b) *Vertroulike verslag*.—Die vorm „Kearing vir Leerlingonderwysers” (B.O. 228) moet deur die hoof van die skool wat laaste deur die applikant besoek is, aan die Registrateur voorgelê word.
- (c) *Mediese sertifikaat*.—'n Mediese verslag (Vorm B.O. 227) moet deur die applikant by die Registrateur ingedien word.
- (d) *Akademiese vereistes*.—'n Kandidaat moet die Senaat van die Universiteit tevrede stel ten opsigte van Matrikulasie of ander voldoende toelating-sertifikaat, maar nie laer as S2 nie (Tweede klas, Skooleind).

E20. Lys van vakke:

I. Eerste Jaar:

Gedurende die eerste studiejaar moet die kandidaat een van die volgende kursusse volg:

- (a) *B.A.*: Vyf eerstejaarskursusse vir die B.A.-graad, waarvan 'n taal en Opvoedkunde I verpligtend is.
- (b) *B.Sc.*: Vier eerstejaarskursusse waarvan minstens drie natuur-wetenskapvakke moet wees en die vierde Opvoedkunde I.
- (c) *B.Com.*: 'n Eerstejaarsgraadkursus deur die Universiteit van Suid-Afrika voorgeskryf is, maar insluitende Opvoedkunde I.
- (d) 'n Diploma in Handel en Administrasie (wat verwerf is na Matrikulasie) en wat Opvoedkunde I insluit.
- (e) 'n Diploma in Landbou (wat verwerf is na Matrikulasie) en wat Opvoedkunde I insluit.

Let Wel: (i) Kandidate wat nie Matrikulasie of vrystelling behaal het nie verkry nie graaderkenning nie.

(ii) Kandidate mag Wiskunde (half kursus) in plaas van Wiskunde I neem onder bostaande (a), (b) en (c).

II. Tweede Jaar:

1. Filosofie van Opvoeding.
2. Historiese Opvoedkunde.
3. Empiriese Opvoedkunde.
4. Algemene Didaktiek.
5. Administrasie.
6. Praktiese Onderwys: Demonstrasie en kritieklesse.
7. Metodiek en Inhoud:

Die metodiek en inhoud van minstens *drie* van die volgende vakke:

Algemene Wetenskap	Skei-Nat
Biologie	Landbou
Rekenkunde	Wiskunde
Handel	Boekhou
Tikskrif	Snelskrif/Shorthand
Afrikaans	Engels
Moedertaal	Latyn
Sosiale Studie	Bibliotcekwese of Godsdiensonderwys.

of

enige ander vak vir die Junior Sertifikaatkursus, met dien verstande dat

- (a) Biologie en Skei-Nat aangebied word as aparte vakke en nie saam met Algemene Wetenskap nie.
- (b) Nie meer as *drie* tale ingesluit word nie.

8. *Verpligte Praktiese Vakke:*

- (a) Teorie van praktiese onderwys (insluitende Onderwys hulpmiddels, Bordwerk en Skoolhigiëne).
- (b) Liggaamlike Opvoeding.
- (c) Musiek en sang.

Opmerking—Van 'n kandidaat word vereis dat hy/sy aan minstens twee georganiseerde sportsoorte moet deelneem.

Eksamens: Algemene Regulasies:

- E21. (1) Om tot die professionele kursus van hierdie diploma toegelaat te word, moet 'n kandidaat in tenminste *drie* van die eerstejaarskursusse, een waarvan Opvoedkunde I moet wees, geslaag het, of in staat wees om die Diploma in Handel en Administrasie of Landbou te verwerf deur nog een kursus te voltooi.
- (2) Hertoelating van 'n kandidaat wat nie daarin geslaag het om aan die minimumvereistes vir enige studiejaar te voldoen nie, mag geweier word.
- (3) Elke eksamen of kwalifiserende toets moet deur tenminste twee eksaminatore afgeneem word.

Vereistes om die diploma te verwerf

- (4) (a) *Eerste Jaar:* Die kandidaat moet in minstens vier graadkursusse geslaag het of die Diploma in Handel en Administrasie of die diploma in Landbou voltooi het.
- (b) *Tweede Jaar:* 'n Kandidaat moet minstens 50 persent van die maksimumpunte vir elke vak behaal met 'n minimum van 40% in die eksamen. Gelyke waarde word aan die jaarsyfer en die eksamenpunt toegeken.
- (c) 'n Kandidaat wat in die professionele deel van die eksamen 'n onderskeiding (75%) in 5 van die vakke van E.20.2. behaal, verwerf die diploma met onderskeiding.
- (d) *Bekwaamheid in Taal:* Bedrewenheid van 'n kandidaat om die verskillende tale te gebruik as voertaal, sal bepaal word deur die volgende toetse:
- (i) 'n Skriftelike taaltoets.
 - (ii) 'n Mondelinge taaltoets.
 - (iii) 'n Praktiese onderwystaaltoets.

'n Kandidaat sal 'n spesifieke taal in die Hoër Graad (Medium) slaag, indien hy 'n gemiddelde van 60 persent met 'n sub-minimum van 50 persent in elk van die drie afdelings behaal, en in die Laer Graad (Medium) indien hy 'n gemiddelde van 50 persent met 'n sub-minimum van 40 persent in elk van die drie afdelings behaal. 'n Ondossement op die sertifikaat sal die taal of tale aandui waarin die onderwyser bedrewe is.

- (e) *Praktiese Onderwys:* Minstens vier weke gedurende die professionele jaar, benewens drie weke aan die begin van die professionele jaar aan 'n skool in die tuisomgewing van die student, sal aan praktiese onderwys bestee word.

Elke student moet tenminste agt proeflesse gee, waarvan een in die moedertaal en 'n ander in 'n amptelike taal moet wees.

- (f) Kandidate wat nie aan al die vereistes van hierdie diploma voldoen het nie, sal slegs 'n verklaring van eksamenresultate ontvang.

Aanvullingsksamens :

(5) (a) *Akademie Kursusse :*

- (i) 'n Kandidaat wat nie die vereiste eerstejaarsgraadkursusse geslaag het nie, sal gedurende die tweede studiejaar toegelaat word om hoogstens een kursus af te skryf, met dien verstande dat hy al die registrasie-en eksamengelde wat ten opsigte van daardie vakke betaal moet word, betaal en verder met dien verstande dat geen voorsiening vir die bywoning van klasse op die rooster vir die tweede studiejaar gemaak sal word nie.
- (ii) Indien 'n kandidaat nie gedurende sy kursus aan die vereistes van regulasie 5(a) (i) voldoen nie, mag hy te eniger tyd in oorleg met die Universiteit sodanige eksamen aflê binne ses jaar nadat hy die eerste keer daardie eksamen geskryf het.

Met dien verstande dat die eksaminator in grensgevallen onmiddellik 'n mondelinge eksamen mag afneem en dat hierdie punt saam met die eksamenpunt aan die tweede eksaminator voorgelê word.

(b) *Professionele Vakke :*

- (i) 'n Kandidaat wat 40% in die eksamen behaal het is geregtig op 'n aanvullings-eksamen.
- (ii) Aanvullingsksamens in professionele kursusse sal slegs gedurende tye en plekke soos deur die Senaat (van die Universiteit) bepaal, afgeneem word. Met dien verstande dat die eksaminatore in grensgevallen onmiddellik 'n mondelinge eksamen kan hou, en dat hierdie punte tesame met die eksamenpunte aan die tweede eksaminator voorgelê word.
- (iii) 'n Kandidaat moet binne vyf jaar nadat hy die eerste keer die eksamen geskryf het 'n aanvullings-eksamen in daardie vakke waarin hy gedruip het, slaag.

DIE SEKONDÊRE ONDERWYSERSDIPLOMA (SKONE KUNSTE)
(ONDERHEWIG AAN GOEDKEURING)

E.22. Doel van die kursus

Om kunsonderwysers vir die Sekondêre en Hoër Skool op te lei.

E.23. Duur :

Die kursus sal twee jaar (Laer Diploma) of drie jaar (Hoër Diploma) duur.

E.24. Toelatingsvereistes :

- (a) Voornemende studente moet voorbeelde van hul eie werk voorlê of 'n persoonlike onderhoud bywoon.
- (b) 'n Mediese rapport (B.O. 227) moet voorgelê word.
- (c) 'n Kandidaat moet die Senaat van die Universiteit tevrede stel ten opsigte van matrikulasie of ander voldoende toelatingsertifikaat, maar nie laer as S2 nie (Tweede klas, Skool-eind).

E.25. Lys van Vakke :

(a) Laer Diploma :

- Eerste Jaar: 1. Opvoedkunde I. (Soos vir B.A.)
2. 'n Taal. (Soos vir B.A.)
3. Kunsgeskiedenis I.
4. Skilderkuns I.
5. Afrikaanistiek I. (Soos vir B.A.)

- Tweede Jaar: 1. Opvoedkunde II. (Spesiaal)
2. Ontwerp I.
3. Beeldhouwerk I.
4. Afrikaanistiek I of II of 'n Taal I. (Soos vir B.A.)
5. Proefonderwys en teorie van Praktiese Onderwys.
6. Kunsgeskiedenis II.

(b) Hoër Diploma :

- Derde Jaar: 1. Opvoedkunde III. (Spesiaal)
2. Beeldhouwerk II of Ontwerp II.
3. Skilderkuns II.
4. Estetiek.
5. Proefonderwys.

L.W. 1. Waar van toepassing moet na die skoolleerplanne verwys word by die interpretasie van hierdie kursus.

2. Studente wat nie matrikulasie of vrystelling verwerf het nie, verkry nie graaderkenning nie.

E.26. Eksamens :

(a) Om tot die tweede jaar van hierdie kursus toegelaat te word, moet 'n kandidaat in ten minste drie van die eerstejaarskursusse een waarvan Opvoedkunde I. moet wees, geslaag het.

(b) Om tot die derde jaar (Hoër Diploma) toegelaat te word, moet 'n kandidaat aan die vereistes vir die Laer Diploma voldoen het.

(2) Hertoelating van 'n kandidaat wat nie daarin geslaag het om aan die minimumvereistes vir enige studiejaar te voldoen nie, mag geweier word.

(3) Vereistes om die Diploma(s) te verwerf:

(a) Eerste Jaar: Die kandidaat moet in minstens vier kursusse geslaag het.

(b) Tweede Jaar: 'n Slaagsyfer (50%) in elke vak, met 'n minimum van 40% in die eksamen. Die jaarsyfer en eksamenpunt tel eweveel.

- (c) Derde Jaar: 'n Slaagsyfer (50%) in elke vak. 'n Kandidaat wat onderskeiding (75%) in twee kursusse in die finale jaar behaal, verwerf die diploma met onderskeiding.
- (d) Taalbevoegdheid: Bedreweheid van 'n kandidaat om die verskillende tale te gebruik as voertaal, sal soos vir die S.O.D. bepaal word. (Reg. E.21.d.)
- (e) Proefonderwys: 'n Toets in elk van die verskillende afdelings tydens die periodes van praktiese onderwys soos deur die Fakulteit bepaal.
- (4) Aanvullingseksamens:
- (a) 'n Kandidaat mag 'n aanvullingseksamen skryf soos bepaal deur die Senaat.

'n Kandidaat wat minstens 40% in die eksamen behaal is geregtig op 'n aanvullende eksamen met dien verstande dat, in die geval van 'n eerstejaar die student 'n jaarpunt behaal van minstens 50%.

DEPARTEMENT VAN FILOSOFIE VAN DIE OPVOEDING

Professor: B. DE V. VAN DER MERWE, M.A., D.Ed., (O.V.S.)

Lektor: Vakant.

Baccalaureuseksamen (B.Ed.)



(Een vraestel)

1. Kennis van die inhoud van die U.O.D.-leerplan is 'n voorvereiste met spesiale verwysing na die opvoedkunde as wetenskap:

- 1.1. Definisie van wetenskap.
- 1.2. Pedagogiek as wetenskap:
 - 1.2.1. Deel-dissiplines.
 - 1.2.2. Navorsingsmetodes.
- 1.3. „Grens-wetenskappe“
- 1.4. Kritiese evaluering.
2. Kosmologie en opvoeding:
 - 2.1. Die oorsprong, wese en bestemming van die kosmiese totaliteit.
 - 2.2. Die verband tussen kosmologie en opvoedingsteorie.
 - 2.3. Kritiese evaluering.
3. Wysgerige antropologie en opvoeding:
 - 3.1. Die oorsprong, wese en bestemming van die mens.
 - 3.2. Opvoedkundige implikasies met besondere verwysing na die betekenis en doel van opvoeding, die opvoeder en die opvoedeling.
 - 3.3. Kritiese evaluering.
4. Wysgerige aksiologie en opvoeding:
 - 4.1. Die oorsprong, gesag en hierargie van waardes.
 - 4.2. Opvoedkundige implikasies met besondere verwysing na die doelstellings van opvoeding.
 - 4.3. Kritiese evaluering.
5. Opvoedkundige etiek:
 - 5.1. Die verskil tussen etiek en morele norme.
 - 5.2. Die oorsprong en gesag van morele waardes.
 - 5.3. Karakter as opvoedingsdoel.
6. Opvoeding en die waarheidsprobleem:
 - 6.1. Die wese van waarheid.
 - 6.2. Die verband tussen kennis, geloof en waarheid.
 - 6.3. Opvoedkundige implikasies.
7. Die probleem van verskeidenheid van standpunte en die probleme van die regverdiging van die besondere:
 - 7.1. Die verskeidenheid van opvoedingsteorieë.

- 7.2. Die oorsprong van die verskeidenheid.
- 7.3. Die regverdiging van besondere beskouings.
- 7.4. Die opvoedkunde en die verskeidenheid.
8. Sisteem in die filosofie van die opvoeding met tipiese verteenwoordigers van elk:
 - 8.1. Die oorsprong en eienskappe van 'n lewensbeskouing.
 - 8.2. Die verhouding tussen lewensbeskouing en opvoedingsteorie.
 - 8.3. Teïsmes: Rooms-katoliek, Protestant en nie-christelik.
 - 8.4. Idealisme.
 - 8.5. Scientisme: Realisme, naturalisme, pragmatisme,
 - 8.6. Eksistensie—filosofie en fenomenologie.
9. Die probleem van wetenskaplike kritiek in die filosofie van die opvoeding:
 - 9.1. Subjektiewe kritiek.
 - 9.2. Objektiewe norme.
 - 9.3. Kritiese evaluering.

Universiteitsonderwysdiploma (U.O.D. en U.O.D. nie-gegradueer)

(Een vraestel)

1. Inleiding: Die veld en metode van ondersoek in opvoedkunde:
 - 1.1. Verskil tussen natuur- en menswetenskappe.
 - 1.2. Die wetenskaplikheid van die opvoedkunde.
 - 1.3. Deel- dissiplines van die opvoedkunde en hul verhouding tot mekaar.
 - 1.4. Metodologiese benadering in opvoedkundige navorsing.
 - 1.5. Verhouding tot grenswetenskappe: wysbegeerte, sielkunde, sosiologie, etiek en teologie.
 - 1.6. Die selfstandigheid van die opvoedkunde as mens-wetenskap.
2. Die opvoedingsverskynsel:
 - 2.1. Dressuur, Onderswyer, opvoeding en opvoedkunde.
 - 2.2. Voorwaardes vir opvoeding.
 - 2.3. Eienskappe van opvoeding.
3. Aksiologiese aspekte: Doelstelling in die opvoeding:
 - 3.1. Kriteria vir opvoedingsdoeleindes.
 - 3.2. Klassifikasie van doelstellings.
 - 3.3. Middellike doeleindes:
 - 3.3.1. Fisies.
 - 3.3.2. Gevoel.
 - 3.3.3. Intellektueel.
 - 3.3.4. Sosiaal (insluitende taal)
 - 3.3.5. Histories (met besondere verwysing na kultuur)
 - 3.3.6. Ekonomies
 - 3.3.7. Esteties.
 - 3.3.8. Eties.
 - 3.3.9. Religieus.
 - 3.4. Uiteindelike doel: Volwassenheid as normatiewe aspek.
 - 3.5. Die verband tussen lewensbeskouing en opvoedingsdoel.
4. Die opvoedeling:
 - 4.1. 'n Pedagogiese kindbeeld.
 - 4.2. Opvoeding as hulpverlening en as leiding.
5. Die opvoeder en opvoedingsinstelling:
 - 5.1. Die ouer (Huis)
 - 5.2. Die onderwyser (Skool).
 - 5.3. Die predikant (Kerk).
 - 5.4. Die koshuisouers (Die Koshuis).
 - 5.5. Sport en verenigings.

6. Die noodsaaklikheid, moontlikheid en grense van opvoeding:
 - 6.1. Die noodsaaklikheid van fisiese opvoeding.
 - 6.2. Die noodsaaklikheid van sosiale opvoeding.
 - 6.3. Die noodsaaklikheid van religieuse opvoeding.
 - 6.4. Die opvoedbaarheid van die mens.
 - 6.5. Grense in tyd, aanleg, omgewing en menslike natuur.
7. Opvoedingsmiddele:
 - 7.1. Middele en hul toepassing.
 - 7.2. Gesaghandelinge.
 - 7.3. Straf.
 - 7.4. Kultuurnorme.
 - 7.5. Die verband tussen middele en doelstellinge in opvoeding.
8. Vryheid en gesag in opvoeding:
 - 8.1. 'n Inleiding in die probleem van menslike vryheid, met besondere verwysing na die kind.
 - 8.2. Die wese en oorsprong van gesag en die verband met dissipline.
 - 8.3. Opvoedkundige straf.
9. 'n Algemene oorsig oor die rigtings in die opvoedkunde:
 - 9.1. Scientisme (Realisme, naturalisme, pragmatisme)
 - 9.2. Idealisme.
 - 9.3. Theïsme (Rooms-Katoliek, Protestant en nie-christelik).
 - 9.4. Eksistensie-filosofie en fenomenologie.



Sekondêre Onderwysersdiploma (S.O.D. II.)

(Een vraestel)
 University of Fort Hare
Together in Excellence

1. Die verband tussen lewensbeskouing en opvoeding:
 - 1.1. Die fundering van 'n lewensbeskouing.
 - 1.2. Kosmologie, antropologie, aksiologie en etiek.
 - 1.3. Die teorie van opvoeding.
 - 1.4. Opvoedingspraktyk.
2. Opvoeders, opvoedingsinstellings en hul verantwoordelikhede:
 - 2.1. Die ouer (Huis)
 - 2.2. Die onderwyser (Skool)
 - 2.3. Die predikant (Kerk).
 - 2.4. Koshuispersoneel (Koshuis)
 - 2.5. Sport en verenigings.
3. Sedelike en sosiale opvoeding:
 - 3.1. Sedelike norme en etiek.
 - 3.2. Karakter as opvoedingsdoel.
 - 3.3. Die normatiewe aspek van kultuur.
 - 3.4. Kultuur as opvoedingsdoel.
 - 3.5. Norme, kultuur en gemeenskap.
4. Gesag en vryheid in opvoeding:
 - 4.1. 'n Inleiding in die probleem van menslike vryheid met besondere verwysing na die kind.
 - 4.2. Die wese en oorsprong van gesag en die verband met dissipline.
 - 4.3. Opvoeding en vryheid.
5. Dissipline en straf:
 - 5.1. Kriteria vir opvoedkundige straf.
 - 5.2. Voorwaardes vir toepassing.
 - 5.3. Verskillende vorme van straf.

Opvoedkunde I

(Halwe vraestel)

1. Inleiding: Die veld en metode van ondersoek in opvoedkunde:
 - 1.1. Die verskil tussen natuur- en menswetenskappe.
 - 1.2. Deel- dissiplines van die opvoedkunde en hul onderlinge verband.
 - 1.3. Metodologiese benadering in opvoedkundige navorsing.
 - 1.4. Die verband met grenswetenskappe: wysbegeerte, sielkunde, sosiologie, etiek en teologie.
2. Die opvoedingsverskynsel:
 - 2.1. Dressuur, onderwys, opvoeding en opvoedkunde.
 - 2.2. Voorwaardes vir opvoeding.
 - 2.3. Eienskappe van opvoeding.
3. Opvoedingsdoelstellinge:
 - 3.1. Kriteria vir opvoedingsdoeleindes.
 - 3.2. Klassifikasie van doelstellings.
 - 3.3. Middellike doeleindes:
 - 3.3.1. Fisies.
 - 3.3.2. Gevoel.
 - 3.3.3. Intellektueel.
 - 3.3.4. Sosiaal (Insluitende taal)
 - 3.3.5. Histories (met besondere verwysing na kultuur)
 - 3.3.6. Ekonomies.
 - 3.3.7. Esteties.
 - 3.3.8. Eties.
 - 3.3.9. Religieus.
 - 3.4. Uiteindelike doel: **Volwassenheid as normatiewe aspek.**
 - 3.5. Die verband tussen lewensbeskouing en opvoedingsdoel
4. Die opvoeding:
 - 4.1. 'n Pedagogiese kindbeeld.
 - 4.2. Opvoeding as hulpverlening en as leiding.
5. Die opvoeder en opvoedingsinstelling:
 - 5.1. Die ouer (Huis).
 - 5.2. Die onderwyser (Skool).
 - 5.3. Die predikant (Kerk)
 - 5.4. Koshuispersoneel (Koshuis)
 - 5.5. Sport en verenigings.
6. Die noodsaaklikheid, moontlikheid en grense van opvoeding:
 - 6.1. Die noodsaaklikheid van fisiese opvoeding.
 - 6.2. Die noodsaaklikheid van sosiale opvoeding.
 - 6.3. Die noodsaaklikheid van religieuse opvoeding.
 - 6.4. Die opvoedbaarheid van die mens.
 - 6.5. Grense in tyd, aanleg, omgewing en menslike natuur.
7. Opvoedingsmiddele:
 - 7.1. Middele en hul toepassing.
 - 7.2. Gesagshandelinge.
 - 7.3. Straf.
 - 7.4. Kultuurnorme.
 - 7.5. Die verband tussen middele en doelstellinge in opvoeding



DEPARTEMENT HISTORIESE OPVOEDKUNDE

Professor: D. F. VAN DYK, B.A., D.Ed., (O.V.S.)

Baccalaureuseksamen (B.Ed.)

(Een Vraestel)

Afdeling 1

DIE TEORETIESE EN METODOLOGIESE GRONDSLAE VAN DIE HISTORIESE OPVOEDKUNDE

- 1.1. Die betekenis, sin, wese, waarde, plek, perke en geskiedenis van die Historiese Opvoedkunde.
- 1.2. Die metode van ondersoek van die Historiese Opvoedkunde.
 - 1.2.1. Formulering van die probleem
 - 1.2.2. Versameling van die bronne-materiaal:
 - 1.2.2.1. Primêre bronne.
 - 1.2.2.2. Sekondêre bronne.
 - 1.2.3. Beoordeling van die bronne-materiaal:
 - 1.2.3.1. Interne kritiek.
 - 1.2.3.2. Eksterne kritiek.
 - 1.2.4. Formulering van 'n hipotese.
 - 1.2.5. Die skryf van die verslag.
- 1.3. Teorie van die Historiese Opvoedkunde:
 - 1.3.1. Die probleme van seleksie, rangskikking en benadrukking.
 - 1.3.2. Die probleme van kousaliteit, metode en invloed.
 - 1.3.3. Die probleme van die hede: veralgemening, voorspelling, historiese analogie, die verlede in die lig van die hede, verskillende opvattinge ten opsigte van die geskiedenis.

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Afdeling 2

TYDPERKE IN DIE GESKIEDENIS VAN DIE OPVOEDING

- 2.1. *Die Piëtisme* (c. 1675-1750).
 - 2.1.1. Oorsake van die beweging.
 - 2.1.2. Grondbeginsels van die beweging.
 - 2.1.3. Verteenwoordigers van die beweging:
 - 2.1.3.1. Op kerklike gebied—Philipp Jakob Spener (1635-1705) en Nikolaus Ludwig von Zinzendorf (1700-1760)
 - 2.1.3.2. Op onderwysgebied—August Hermann Francke (1663-1727)
 - 2.1.4. Betekenis van die beweging.
- 2.2. *Die Aufklärungsperiode* (18de eeu)
 - 2.2.1. Algemene karakteristiek van die tydperk.
 - 2.2.2. Die Rasionalisme en Empirisme:
 - 2.2.2.1. Ontstaan en grondbeginsels van die beweging.
 - 2.2.2.2. John Locke (1632-1704)—psigologie en opvoedkundige denkbearde (met spesiale verwysing na sy „Some Thoughts Concerning Education” invloed.
 - 2.2.3. Die Naturalisme:
 - 2.2.3.1. Die Naturalisme as lewens- en wêreldbeskouing:
 - 2.2.3.2.1. Kenteoretiese uitgangspunt.
 - 2.2.3.1.2. Ontologie en kosmologie.
 - 2.2.3.1.3. Antropologie.
 - 2.2.3.2. Die Naturalisme as opvoedingsleer.
 - 2.2.3.2.1. Grondslae van dié opvoedingsleer.

- 2.2.3.2.2. Jean Jacques Rousseau (1712-1778) as verteenwoordiger van die Naturalistiese opvoedingsleer—politieke en maatskaplike teorieë, opvoedkundige beginsels en—praktyk (met spesiale verwysing na sy *Emile*), betekenis van sy opvoedkundige gedagtes
- 2.2.3.3. Bydraes van die Naturalistiese denkrigting tot die toerie en praktyk van die opvoeding
- 2.2.4. Die Filantropinisme:
 - 2.2.4.1. Grondbeginsels van die rigting.
 - 2.2.4.2. Johann Bernhard Basedow (1724-1790)
 - 2.2.4.3. Christian Heinrich Salzmann (1744-1811)
 - 2.2.4.4. Betekenis van die opvoedingswerk van die Filantropie.
 - 2.2.5. Algemene invloed van die Aufklärung op die skoolwese.

Afdeling 3

'n Tydperk in die geskiedenis vandieonderwys in Suid-Afrika :Staats- en Sending-Onderwys gedurende die 19de Eeu in een van die vier Provinsies (Waar moontlik moet die studie geskied aan die hand van gedrukte dokumente.).

- 3.1. *Die Kaapprovinsie*
 - 3.1.1. Die ontwikkeling van blanke staatsonderwys gedurende die 19de eeu:
 - 3.1.1.1. Die Mist-periode, 1803-1806.
 - 3.1.1.2. Verengelsingperiode, 1806-1839.
 - 3.1.1.3. Tydperk van staatsondersteunde skole, 1839-1859.
 - 3.1.1.4. Langham Dale as S.G.O., 1859-1892.
 - 3.1.2. Die ontwikkeling van staats- en sendingonderwys aan nie-blankes gedurende die 19de eeu.
 - 3.1.3. Die ontwikkeling en invloed van die Liberalisme in die onderwys in Kaapland gedurende die 19de eeu.
 - 3.1.4. Die invloed van die Britse onderwysbeginsels op die Kaapse onderwys gedurende die 19de eeu.
 - 3.1.5. Die taalvraagstuk in die Kaapprovinsie gedurende die 19de eeu met spesiale verwysing na die onderwys.
 - 3.1.6. Die betekenis van hierdie tydperk vir die 20ste-eeuse onderwys in die provinsie.
- 3.2. *Transvaal*
 - 3.2.1. Die ontwikkeling van blanke staatsonderwys gedurende die 19de eeu
 - 3.2.1.1. Die pioniersjare, 1838-1858.
 - 3.2.1.2. Onderwys onder die Algemene Onderwyskommissie, 1859-1867.
 - 3.2.1.3. Onderwys onder die Uitvoerende Raad, 1868-1871.
 - 3.2.1.4. Die Burgerstydperk, 1872-1877.
 - 3.2.1.5. Die besettingstydperk, 1877-1891.
 - 3.2.1.6. Ds. S. J. du Toit as Superintendent, 1882-1887
 - 3.2.1.7. Onderwys onder H. Stiemens, 1888-1891.
 - 3.2.1.8. Prof. N. Mansvelt as Superintendent, 1891-1899.
 - 3.2.2. Die ontwikkeling van staats- en sendingonderwys aan nie-blankes gedurende die 19de eeu
 - 3.2.3. Die invloed van die Britse onderwysbeginsels op die Transvaalse onderwysstelsel gedurende die 19de eeu.
 - 3.2.5. Teenkanting van Hollandsprekende kant teen die Transvaalse onderwys en onderwysbeleid.
 - 3.2.6. Die betekenis van hierdie tydperk vir die 20ste-eeuse onderwys in die provinsie.
- 3.3. *Die Orange-Vrystaat.*
 - 3.3.1. Die ontwikkeling van blanke staatsonderwys gedurende die 19de eeu.
 - 3.3.1.1. Onderwys gedurende die Soewereiniteitsperiode, 1848-1853.
 - 3.3.1.2. Grondlegging van 'n Republikeinse onderwysstelsel, 1854-1872.

- 3.3.1.3. Die onderwys op 'n hegte grondslag geplaas deur onderwyswette nr. 5 van 1872 en nr. 1 van 1874.
- 3.3.1.4. Die Brebneronderwysstelsel, 1874-1899.
- 3.3.1.4.1. Daarstelling van 'n Onderwysdepartement
- 3.3.1.4.2. Grondslae en probleme van die Brebnerstelsel.
- 3.3.1.4.3. Konsolidering en ontplooiing van die stelsel.
- 3.3.1.4.4. Onderwyspraktyk in Bloemfontein en die platteland.
- 3.3.1.4.5. Dr. Johannes Brill en die Greykollege
- 3.3.1.4.6. Die Damesinstituut Eunice.
- 3.3.2. Die ontwikkeling van sending- en staatsonderwys aan nie-blankes gedurende die 19de eeu.
- 3.3.3. Die taal- en taal mediumvraagstuk gedurende die 19de eeu.
- 3.3.4. Betekenis van hierdie tydperk vir die onderwys in die Vrystaat gedurende die 20ste eeu.
- 3.4. *Natal*
- 3.4.1. Die ontwikkeling van blanke staatsonderwys gedurende die 19de eeu.
- 3.4.1.1. Onderwys gedurende die Voortrekkerperiode, 1835-1838.
- 3.4.1.2. Die republiek Natalia en die Onderwys, 1839-1845.
- 3.4.1.3. Eerste jare onder die Engelse bewind, 1846-1858.
- 3.4.1.4. Onderwys onder Superintendente dr. R. J. Mann (1859-1870) en T. W. Brooks (1870-1877).
- 3.4.1.5. Onderwys op 'n hegte grondslag geplaas deur onderwyswette nrs. 15 en 16 van 1877.
- 3.4.1.6. Snelle ontwikkeling onder 'n hegte grondslag geplaas deur onderwyswette nrs. 15 en 16 van 1877.
- 3.4.1.6.1. Vanaf 1878-1894 as Superintendent-Inspekteur in samewerking met die Raad van Onderwys.
- 3.4.1.6.2. Vanaf 1894-1900 as Superintendent van Onderwys in samewerking met die eerste Onderwysdepartement.
- 3.4.2. Die ontwikkeling van sending- en staatsonderwys aan nie-blankes gedurende die 19de eeu.
- 3.4.3. Die taal- en die taalmediumvraagstuk gedurende die 19de eeu.
- 3.4.4. Die betekenis van hierdie tydperk vir die onderwys in Natal gedurende die 20ste eeu.

UNIVERSITEITSONDERWYSDIPLOMA (U.O.D.)

(Een Vraestel)

Afdeling 1

- 1.1. *Inleiding*: Historiese opvoedkunde as 'n wetenskap.
Die oudste beskawings.
- 1.2. *Griekse Onderwys*: Die Griekse opvoedingsideaal en onderwysstelsel in sy ewolusie:
- 1.2.1. Homerus periode (100-776 B.C.)
- 1.2.2. Spartaanse opvoeding en onderwys (850-338 B.C.)
- 1.2.3. Atheense opvoeding en onderwys (776-146 B.C.)
- 1.2.3.1. Ou Griekse periode
- 1.2.3.2. Nuwe Griekse periode
- 1.2.3.3. Algemene waarde bepaling (die Sofiste—Sokrates—Plato—Aristoteles)
- 1.3. *Algemene oorsig van die historiese of Romeinse opvoeding, 753 tot ±100 B.C.*:
Historiese agtergrond en algemene kenmerke van die Romeinse volk.
- 1.3.1. Vroeë Romeinse opvoeding en onderwys, 753 tot ±100 B.C.

- 1.3.1.1. Vroeë suiwer Romeinse onderwys, 753 tot ± 250 B.C.
- 1.3.1.2. Die oorgangs periode, van ± 250 tot ± 100 B.C.
- 1.3.2. Latere Romeinse opvoeding en onderwys, van ± 100 B.C. tot 476 A.D.
- 1.3.2.1. Die imperiale periode van kosmopolitiese vergriekse Romeinse onderwys, van ± 100 A.D. - 200 A.D.
- 1.3.2.2. Die periode van verval van ± 200 tot 476 A.D.
- 1.3.3. Algemene waardebeplating (Seneca, Cicero, Quintilianus)
- 1.4. *Vroeë Christelike opvoeding en onderwys :*
 Historiese agtergrond in bree trekke:
- 1.4.1. Christus as opvoeder
- 1.4.2. Christelike opvoeding en onderwys:
- 1.4.2.1. Katkisasieskole
- 1.4.2.2. Kategetiese skole
- 1.4.2.3. Biskoplike en Katedraalse skole
- 1.4.2.4. Kloosterskole
- 1.4.2.5. Heidense skole
- 1.4.3. Uitstaande figure in die Christelike opvoeding en onderwys (Apostel Paulus—Aurelius Augustinus).
- 1.5. *Algemene oorsig van die ontwikkeling van onderwys in die middel eeu :*
 Historiese agtergrond
- 1.5.1. Opvoeding en onderwys gedurende die vroeë Middeleeue (van ± 500 tot ± 1100)
- 1.5.1.1. Kloosterlewe en—wese. IN VIDE LUMINE BIVIMUS
- 1.5.1.2. Die herlewing van geleerdheid onder Karel die Grote.
- 1.5.1.3. Ridderwese en- skole.
- 1.5.1.4. Saraseense opvoeding en onderwys.
- 1.5.2. Opvoeding en onderwys gedurende die latere Middeleeue (van ± 1100 tot ± 1500)
- 1.5.2.1. Skolastiek. Together in Excellence
- 1.5.2.2. Mistiek.
- 1.5.2.3. Die opkoms van die stede, handel en industrie, en van die middel klasse.
- 1.5.2.4. Die mediaeval universiteite.
- 1.5.2.5. Die Renaissance van die twaalfde eeu.
- 1.6. *Die Renaissance en Humanisme :*
 Algemene kenmerke—histories:
- 1.6.1. Die Renaissance in die suide.
- 1.6.2. Die Renaissance in noordelike Europa.
- 1.6.3. Opvoedkundige betekenis van die Renaissance.
- 1.6.4. Uitstaande figure, o.a. Vittorino da Feltré en ander Humanistiese onderwysers.
- 1.7. *Die Hervorming en teen—Hervorming :*
 Die Hervorming en sy betekenis vir die volksoopvoeding—Katolieke reaksies:
- 1.7.1. Die Protestantse Hervorming.
- 1.7.2. Lutheranisme.
- 1.7.3. Calvinisme.
- 1.7.4. Die Katolieke teen-hervorming.
- 1.7.5. Die opvoedkundige betekenis van die Hervorming.
- 1.8. *Realisme en Pietisme (16de en 17de eeu) :*
- 1.8.1. Humanistiese realisme—Rabelais
- 1.8.2. Sosiale realisme—Montaigne.
- 1.8.3. Sintuiglike realisme—Comenius, Ratke.
- 1.8.4. Die Pietisme.

- 1.9. *Die Dissiplinere rigting (19de en 18de eeue) :*
Opsomming—John Locke.
- 1.9.1. Formele dissipline.
- 1.9.2. Die Rasionalisme.
- 1.10. *Die Naturalisme (18de en 19de eeue) :*
Opsomming.
- 1.10.1. Jean Jacques Rousseau.
- 1.10.2. Johann B. Basedow en die filantropinisme.
- 1.10.2. Johann B. Basedown en die filantropinisme.
- 1.10.3. Christian E. Salzman.
- 1.11. *Die Sielkundige Rigting (19de eeue) :*
Opsomming.
- 1.11.1. Johann Heinrich Pestolozzi.
- 1.11.2. Johann Friedrich Herbart.
- 1.11.3. Friedrich Wilhelm August Frobel.
- 1.12. *Die Natuurwetenskaplike Rigting :*
Opsomming.
Herbert Spencer.
- 1.13. *Die Sosiologiese Rigting :*
Opsomming.
- 1.13.1. Die tydperk van Filantropie.
- 1.13.2. Die oorgangstadium.
- 1.13.3. Die politieke tydperk.
- 1.14. *Teenwoordige Strominge in die Onderwys :*
Opsomming.
- 1.14.1. John Dewey (1859-1951).
- 1.14.2. Georg Kerschensteiner (1855-1932).
- 1.14.3. Die Jena plan.
- 1.14.4. William James (1842-1910).
- 1.14.5. Die Projekstelsel.
- 1.14.6. Die Individualisering van die Onderwys:
- 1.14.6.1. Die Montessori-stelsel.
- 1.14.6.2. Die Dalton Plan.
- 1.14.6.3. Die Decroly-metode.
- 1.14.6.4. Die Winnetka-tegniek.
- 1.14.4.5. Die Morrison-plan.

Afdeling 2

OORSIG VAN EUROPESE ONDERWYS IN SUID-AFRIKA

- 2.1. *Onderwys onder die Nederlandse Oos-Indiese Kompanje (1652-1795) :*
- 2.1.1. Die beginjare aan die Kaap, (1652-1714).
- 2.1.2. Tydperk van Hervorming en vooruitgang, 1714-1782.
- 2.1.3. Verdere ontwikkeling onder die Skolarge, 1782-1795.
- 2.1.4. Opsomming.
- 2.2. *Onderwys onder die Bataafse Republiek, 1803-1806:*
- 2.2.1. De Mist se memorie en die eerste reelings.
- 2.2.2. Die Skoolorder van de Mist.
- 2.2.3. Samestelling van die Raad van Skolarge.
- 2.2.4. Die Dames-Instituut.
- 2.2.5. Die Latynse Skool.
- 2.2.6. Openbare Laer Skole.
- 2.2.7. Kerkskole.
- 2.2.8. Die Onderwysfonds.
- 2.2.9. Die "Tot Nut van't Algemeen".

- 2.2.10. Onderwys in die buitelandstrikte.
- 2.2.11. Onderwys aan die Nie-Blankes.
- 2.2.12. Opsomming.
- 2.3. *Oorsig van die Ontwikkeling van die Onderwys in Engeland gedurende die 19de eeu :*
- 2.3.1. Filantropie in die Engelse onderwys, 1806-1839.
- 2.3.2. Die begin van staatsinmenging in die onderwys 1839-1865.
- 2.3.3. Toenemende staatsinmenging en die ontstaan van 'n nasionale onderwysstelsel, 1865-1902.
- 2.3.4. Invloed van die Britse Onderwysstelsel op die Kaapse onderwys gedurende die 19de eeu.
- 2.4. *Onderwys in Kaapland, 1806-1838 :*
- 2.4.1. Onderwys onder Graaf Caledon.
- 2.4.2. Onderwys onder sir John Cradock
- 2.4.3. Verengelsing onder Lord Charles Somerset.
- 2.4.4. Ontwikkeling van plaaslike onderwysbeheer.
- 2.4.5. Mislukking van die Somerset-skole en die opkoms van private skole.
- 2.4.6. Die "Zuid-Afrikaansche Athenaeum".
- 2.4.7. Onderwys aan nie-blankes.
- 2.4.8. Opleiding van onderwysers.
- 2.5. *Onderwys gedurende die Periode 1839-1859 :*
- 2.5.1. Die aanstelling van 'n Superintendent van Onderwys, 1839.
- 2.5.2. Onderwys onder James Rose-Innes, 1839-1859.
- 2.6. *Onderwys onder Langham Dale 1859-1892 :*
- 2.6.1. Voorgeskiedenis.
- 2.6.2. Die Watermeyer-Onderwyskommissie, 1861-1863.
- 2.6.3. Die Onderwyswet van 1865.
- 2.6.4. Uitbreiding van staatsondersteunde Onderwys.
- 2.6.5. Die Taal- en Taalmediavraagstuk.
- 2.6.6. Gevorderde Onderwys.
- 2.6.7. Hoër Onderwys.
- 2.6.8. Opleiding van Onderwysers.
- 2.6.9. Samevatting.
- 2.7. *Onderwys onder Thomas Muir, 1892-1915.*
- 2.7.1. Voorgeskiedenis.
- 2.7.2. Reorganisasie van die onderwysdepartement
- 2.7.3. Reorganisasie van die inspeksiestelsel.
- 2.7.4. Opleiding van onderwys.
- 2.7.5. Verruiming van die leerplan.
- 2.7.6. Instelling van skoolrade.
- 2.7.7. Verpligte onderwys.
- 2.7.8. Oprigting van skoolgeboue.
- 2.7.9. Hoër onderwys.
- 2.7.10. Die taalvraagstuk.
- 2.7.11. Samevatting.
- 2.8. *Onderwys Onder Dr. W. J. Viljoen, 1918-1929:*
- 2.8.1. Voorgeskiedenis.
- 2.8.2. Onderwysbeheer.
- 2.8.3. Inspeksie.
- 2.8.4. Demokratisering van die onderwys.
- 2.8.5. Klassifikasie van skole.
- 2.8.6. Sekondêre onderwys.
- 2.8.7. Sentralisasie.
- 2.8.8. Leergange en leerplanne.

- 2.8.9. Medium van onderwys.
- 2.8.10. Eksamens.
- 2.8.11. Verhoging van skoolinskrywing.
- 2.8.12. Onderwyspersoneel.
- 2.8.13. Onderwys aan nie-blankes.
- 2.9. *Onderwys onder Prof. M. C. Botha en Dr. W. de Vos Malan, 1929-1953 :*
- 2.9.1. Inleiding.
- 2.9.2. Mediese Inspeksie.
- 2.9.3. Liggaamsopvoeding.
- 2.9.4. Afwykende leerlinge.
- 2.9.5. Die Skoolradiodiens.
- 2.9.6. Aanskouingsonderwys.
- 2.9.7. Landbou-onderwys.
- 2.9.8. Gratis en verpligte onderwys
- 2.9.9. Leergange.
- 2.9.10. Eksamens
- 2.9.11. Onderwysers.
- 2.9.12. Toelatingsouderdom en kleuterskole.
- 2.9.13. Beroepsvoorligting.
- 2.9.14. Verhoging van tweetaligheid.
- 2.9.15. Godsdiensonderwys.
- 2.9.16. Skoolvoeding.
- 2.9.17. Opvoedkundige navorsing.
- 2.9.18. Kleurlingonderwys.



Afdeling 3

BANTOE-ONDERWYS IN SUID-AFRIKA

- 3.1. *Die Tradisionele Onderwys van die Bantoes voor die koms van die Blankes :*
- 3.1.1. Inleiding.
- 3.1.2. Ou Bantu Kultuur.
- 3.1.3. Tradisionele onderwys voor die aankoms van sendelinge:
 - 3.1.3.1. Informele onderwys.
 - 3.1.3.2. Formele onderwys.
 - 3.1.3.3. Samevatting.
- 3.2. *Aankoms van sendelinge en sendingonderwys :*
- 3.2.1. *Die vestiging van sendingstasies en die verskillende genootskappe :*
- 3.2.1.1. Inleiding
- 3.2.1.2. Vestiging van sendingstasies.
 - 3.2.1.2.1. Die Londense Sendinggenootskap.
 - 3.2.1.2.2. Metodiste Sendinggenootskap.
 - 3.2.1.2.3. Anglikaanse Sendinggenootskap.
 - 3.2.1.2.4. Presbiteriaanse Sendinggenootskap.
 - 3.2.1.2.5. Paryse Sendinggenootskap.
 - 3.2.1.2.6. Roomse Sendinggenootskap.
 - 3.2.1.2.7. Ned. Geref. Kerk Sendinggenootskap.
 - 3.2.1.2.8. Ander.
- 3.2.2. *Sendingonderwys :*
- 3.2.2.1. Stigting van Sendingskole.
- 3.2.2.2. Katkisasieklasse.
- 3.2.2.3. Studie van die Bybel.
- 3.2.2.4. Taalprobleme.
- 3.2.2.5. Leerplanne.
- 3.2.2.6. Invloed van Sendingonderwys op Bantoe Tradisionele onderwys.
- 3.2.2.7. Gevolge.

- 3.3. *Bantoe-Onderwys in Kaapland :*
- 3.3.1. *Oorpasing van Bantoe Sendingonderwys na staatsbeheer :*
- 3.3.1.1. Inleiding.
- 3.3.1.2. Sir George Grey en Bantoe-onderwys.
- 3.3.1.3. Stigting van Industriële skole.
- 3.3.2. *Bantoe-onderwys onder leiding van sir Langham Dale, 1865-1892 :*
- 3.3.2.1. Veroordeling van die Bantoe Tradisionele onderwys en die invoering van 'n Westerse Onderwysstelsel in Bantoeskole.
- 3.3.2.2. Staatsteun vir Bantoe-onderwys.
- 3.3.2.3. Industriële Onderwys.
- 3.3.2.4. Onderwyswet van 1865.
- 3.3.2.5. Leerplan.
- 3.3.2.6. Onderwyspersoneel.
- 3.3.2.7. Onderrig.
- 3.3.2.8. Inspeksie.
- 3.3.3. *Dr. Thos Muir en Bantoe-onderwys, 1892-1915 :*
- 3.3.3.1. Aangeleenthede van onderwysers in skole.
- 3.3.3.2. Toelatingsouderdomme van leerlinge.
- 3.3.3.3. Moedertaalonderwys.
- 3.3.3.4. Industriële onderwys.
- 3.4. *Bantoe-Onderwys in Natal, Transvaal en Oranje-Vrystaat in die Negentiende eeu :*
- 3.4.1. Inleiding.
- 3.4.2. Natal.
- 3.4.2.1. Sendingonderwys.
- 3.4.2.2. Beleid van die Voortrekkers insake Bantoe-onderwys.
- 3.4.2.3. Subsidies aan sendingskole, 1856.
- 3.4.2.4. Staatsbeheer, 1884.
- 3.4.2.5. Opleiding van onderwysers, 1886.
- 3.4.2.6. Aanstelling van 'n inspekteur.
- 3.4.2.7. Stigting van 'n industriële skool.
- 3.4.2.8. Bantoe-onderwys onder beheer van die Direkteur van Onderwys, 1894.
- 3.4.2.9. Stigting van 'n adviesraad, 1907.
- 3.4.3. *Transvaal :*
- 3.4.3.1. Werk van sendinggenootskappe in Transvaal teen 1842.
- 3.4.3.2. Tydperk voor die Anglo-Boereoorlog.
- 3.4.3.3. Die Kroonkolonie periode.
- 3.4.3.4. Onderwyseropleiding.
- 3.4.4. *Orange-Vrystaat :*
- 3.4.4.1. Stigting van 'n sendingstasie te Philippolis, 1823.
- 3.4.4.2. Werksaamhede van die Paryse, Berlynse en Wesleyaanse sendinggenootskappe.
- 3.4.4.3. Toelae van die Republiekeine Regering aan Sendingskole
- 3.4.4.4. Uitbreek van die Tweede Vryheidsoorlog.
- 3.5. *Bantoe-Onderwys in Suid-Afrika gedurende die volgende periodes :*
- 3.5.1. 1910-1917 :
- 3.5.1.1. Opleiding van onderwysers.
- 3.5.1.2. Primêre skole.
- 3.5.1.3. Aanstelling van addisionele skoolinspekteurs.
- 3.5.1.4. Stigting van 'n biblioteek vir onderwysers in diens.
- 3.5.2. 1918-1920
- 3.5.2.1. Hersiende kursus vir opleiding van onderwysers.
- 3.5.2.2. Klassifikasie van skole.
- 3.5.3. 1921-1925 :
- 3.5.3.1. Progressiewe maatreëls.



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- 3.5.3.2. Invoering van primere skooleksamens.
- 3.5.3.3. Aanstelling van Bantoeoesighouers in Bantoe-onderwys, 1923.
- 3.5.3.4. Besoldiging van onderwysers volgens 'n vooropgestelde skaal.
- 3.5.3.5. Ontwikkeling van die Regerings-skoolstelsel.
- 3.5.3.6. Hersiening van die skoolleerplanne met nadruk op moedertaalonderwys.
- 3.5.3.7. Stigting van landbou-demonstrasiesentrums.
- 3.5.4. 1925-1936:
 - 3.5.4.1. Hersiening van leerplanne.
 - 3.5.4.2. Onderwyseropleiding.
 - 3.5.4.3. Liggaamlike opvoeding.
 - 3.5.4.4. Industriële opleiding.
 - 3.5.4.5. Afsonderlike inspektorate.
 - 3.5.4.6. Verslag van die Interdepartementele Kommissie insake Bantoe-onderwys 1935-1936.
- 3.5.5. 1939-1949:
 - Ontwikkeling in Bantoe-onderwys in die oorlogsjare.
- 3.6. *Die Eiselen-Kommissie verslag, 1951-1953.*



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SEKONDÊRE ONDERWYSDIPLOMA (S.O.D. II.)

(Een vraestel)

Afdeling I

- 1.1. *Naturalisme (18de en 19de eeue) :*
 - 1.1.1. Algemene karakteristiek van die tydperk.
 - 1.1.2. Jean Jacques Rousseau as verteenwoordiger van Naturalisme.
 - 1.1.3. Opvoedkundige betekenis van Naturalisme.
- 1.2. *Die Sielkundige Rigting (19de eeu) :*

Opsomming: verteenwoordigers van die sielkundige rigting:

 - 1.2.1. Johann Heinrich Pestalozzi.
 - 1.2.2. Johann Friedrich Herbart.
 - 1.2.3. Friedrich Wilhelm August Fröbel.

Afdeling II

OORSIG VAN ONDERWYS IN SUID-AFRIKA AAN BLANKES EN NIE-BLANKES (BANTOE-ONDERWYS IS UITGESLUIT IN HIERDIE AFDELING).

- 2.1. *Onderwys aan die Kaap 1652-1839:*
 - 2.1.1. Onderwys onder die Nederlandse Oos-Indiese Kompanje (1652-1714).
 - 2.1.1.1. Vroeë jare aan die Kaap (1652-1795)
 - 2.1.1.2. Tydperk van hervorming en vooruitgang, (1714-1782):
 - 2.1.1.3. Verdere ontwikkeling onder die skolarie, (1782-1795):
 - 2.1.1.4. Opsomming.
 - 2.2.1. Onderwys onder die Bataafse Republiek, (1803-1806):
 - 2.1.2.1. De Mist se liberale onderwys ordinansie.
 - 2.1.2.2. Die Raad van Skolarie.
 - 2.1.2.3. Openbare- en Kerkskole.
 - 2.1.2.4. Onderwys aan Nie-Blankes
 - 2.1.3. Onderwys onder Britse Bestuur (1806-1839):
 - 2.1.3.1. Inleiding.
 - 2.1.3.2. Verengelsingbeleid van:
Graaf Caledon
Sir John Cradock
Lord Charles Somerset.
 - 2.2.1. Ontwikkeling van onderwys aan die Kaap 1839-1910:
 - 2.2.1.1. Stigting van 'n Departement van Onderwys en die aanstelling van 'n Superintendent van Onderwys.
 - 2.2.1.2. Ontwikkeling van onderwys onder:
James Rose-Innes.
Langham Dale
Thomas Muir.
 - 2.2.2. Ontwikkeling van onderwys in die Oranje-Vrystaat:
 - 2.2.2.1. Die invloed van die Groot Trek.
 - 2.2.2.2. Die vestiging van die Voortrekkers en hulle moeilikhede in die beginjare.
 - 2.2.2.3. Die aandeel van Ds. Andrew Murray en Brebner in die onderwys.
 - 2.2.2.4. Sir George Grey.
 - 2.2.2.5. Waardebepaling van die ontwikkeling van onderwys.
 - 2.2.3. 'n Kort oorsig van die ontwikkeling van onderwys:
 - 2.2.3.1. in die Unie, 1910-1960
 - 2.2.3.2. in die Republiek van 1961.

Afdeling III

- 3.1. *Bantoe-onderwys in Suid-Afrika :*
- 3.1.1. Historiese oorsig van Bantoe-Tradisionele-onderwys.
- 3.1.2. Kontak tussen die tradisionele-onderwys en die stelsel van 'n westerse van Sending-onderwys.
- 3.1.3. Enkele sendelinge en sendinggenootskappe en hulle betekenis vir die onderwys van die Bantoe:
 - 3.1.3.1. Londense Sendinggenootskap.
 - 3.1.3.2. Glasgow Sendinggenootskap.
 - 3.1.3.3. Rhyne Sendinggenootskap.
 - 3.1.3.4. Wesleyaanse Sendinggenootskap.
 - 3.1.3.5. Anglikaanse Sendinggenootskap.
- 3.1.4. Staatsteun in die verskillende Bantoegebiede tot 1910.
- 3.1.5.1. Beheer oor en finansiële steun aan Bantoe-onderwys voor 1953 en na 1953.
- 3.1.5.2. Leerplanne, medium van onderwys personeel en inspeksie, soorte van skole in enige twee van die vier provinsies.
- 3.1.5.3. Stappe tot nasionalisering van Bantoe-onderwys.
- 3.1.5.4. 'n Kort oorsig van die ontwikkeling van hoër onderwys vir die Bantoe.



1. *Historiese Opvoedkunde as Wetenskap :*
 - 1.1. Inleiding.
 - 1.2. Veld van ondersoek.
 - 1.3. Plek van Historiese Opvoedkunde.
 - 1.4. Omvang van Historiese Opvoedkunde.
 - 1.5. Die waarde van Historiese Opvoedkunde.
2. *Die Vroegste Beskawings :*
 - 2.1. Egipte.
 - 2.2. Assirie en Babi'on
 - 2.3. Mede en Perse (\pm 8ste eeu V.C.)
 - 2.4. Helleense kultuur (333 V.C.)
 - 2.5. Hebreeuse kultuur (\pm 1500 V.C.)
 - 2.6. Romeinse kultuur (3de eeu V.C.)
3. *Griekse Opvoeding :*
 - 3.1. Inleiding.
 - 3.2. Spartaanse opvoeding.
 - 3.3. Atheense opvoeding
 - 3.4. Die Sofiste.
 - 3.5. Die Griekse filosowe.
4. *Romeinse Opvoeding :*
 - 4.1. Historiese agtergrond
 - 4.2. Verskille tussen die Griekse en Romeinse nasionale karakter en opvoeding.
 - 4.3. Tydperke in Romeinse opvoeding:
 - 4.3.1. Vroeë Romeinse opvoeding (753-146 V.C.)
 - 4.3.2. Grieks-Romeinse Opvoeding (146 V.C.-530 A.D.)
 - 4.3.3. 'n Paar uitstaande persone in die Romeinse opvoeding (Cicero—Quintilianus)
5. *Vroeë Christelike Opvoeding ('n kort oorsig):*
 - 5.1. Kort historiese agtergrond.
 - 5.2. Christus as opvoeder.

- 5.3. Die uitbreiding van die Christelike opvoeding:
- 5.3.1. Kategetiese skole.
- 5.3.2. Katkisasieskole.
- 5.3.3. Katedraalse en biskoplike skole.
- 5.3.4. Uitstaande figure in die Christelike opvoeding.
(Apostel Paulus—Arelus Augustinus).
6. *Die Onderwys gedurende die Middel Eeue* ('n algemene oorsig):
- 6.1. Historiese agtergrond.
- 6.2. *Die vroeë middel Eeue* (± 1500 — ± 1100):
- 6.2.1. Die opvoedkundige stelsel van die monastiese skole.
- 6.2.2. Die herlewing van geleerdheid onder Karel die Grote.
- 6.2.3. Ridderwese en—skole.
- 6.2.4. Saraseense opvoeding en onderwys.
- 6.3. *Die latere Middel Eeue* (± 1100 — ± 1500):
- 6.3.1. Skolastiek.
- 6.3.2. Mistiek.
- 6.3.3. Die opkoms van die stede, handel en industrie.
- 6.3.4. Die mediaeval universiteite.
7. *Die Renaissance en Humanisme*:
- 7.1. Oorsake en kenmerke van die Renaissance en Humanisme:
- 7.1.1. Kruistogte.
- 7.1.2. Skolastiek en Universiteite.
- 7.1.3. Veld van die wetenskap.
- 7.1.4. Drukkuns.
- 7.2. *Rigting in die Renaissance-Humanisme*:
- 7.2.1. Die moraliste van die Renaissance.
- 7.2.2. Naturalistiese Humanisme.
- 7.2.3. Stylistiese Humanisme.
- 7.3. *Verteenwoordigers van die verskillende Humanistiese skole*:
- 7.3.1. Vittorino da Feltre.
- 7.3.2. Desiderius Erasmus.
- 7.3.3. Juan Luis Vives.
- 7.3.4. Johann Sturm.
- 7.4. Die opvoedkundige betekenis van die Renaissance—Humanisme.
8. *Die Hervorming en Teen-Hervorming*:
- 8.1.1. *Die Hervorming*:
- 8.1.1.1. Oorsprong van die Hervorming.
- 8.1.1.2. Kenmerke van die Hervorming.
- 8.1.1.3. Opvoedkundige hervormers:
- 8.1.1.3.1. Martin Luther.
- 8.1.1.3.2. Philipp Melancthon.
- 8.1.1.3.3. Maturin Cordier.
- 8.1.1.3.4. Johan Calvyn
- 8.1.2. Opvoedkundige betekenis van die Hervorming.
- 8.2. *Die Teen-Hervorming*:
- 8.2.1. Inleiding.
- 8.2.2. Jesuitiese orde van onderwys.
- 8.2.3. Opsomming.



DEPARTEMENT EMPIRIESE OPVOEDKUNDE

Professor: M. O. M. SEBONI, B.A., D.Ed., (S.A.)

BACCALAUREUSEKSAMEN (B.Ed.)

Algemene Empiriese Opvoedkunde

(Een vraestel)

1. 'n Algemene vraestel van gevorderde aard omvattende:
 - 1.1. Die terrein en metodes van ondersoek van die Empiriese Opvoedkunde.
 - 1.2. Kritiese bespreking van die doel, grondbeginsels, metodes en bevindinge van verskillende psigologiese rigtinge en hul waarde vir die Empiriese Opvoedkunde
 - 1.3. Individuele en rasseverskille.
 - 1.4. Oorerwing en omg. wing
 - 1.5. Studies oor die emosies en die toepassing van bevindinge in die praktyk.
 - 1.6. Die leerwette en die verskillende leersoorte.
 - 1.7. Die sentimente, temperament en karakter.
 - 1.8. Psigologie van die kind en van die adolessent.
 - 1.9. Sielkundige vraagstukke en verskynsels en hul toepassing in die opvoeding en onderwys.



Spesiale Empiriese Opvoedkunde

(Een vraestel)

1. Verskynsels wat eksperimenteel ondersoek is: Leer, vermoeidheid, intelligensie kennis en ontwikkeling van geestesvermoens.
2. Besondere vraagstukke soos: swaksinnigheid, aptelikheid, begaafdheid, genialiteit, delinkwensie en skolastiese vertraging.
3. Meting van persoonlikheidsontwikkeling: die verskillende aspekte daarvan, bv. houdinge, belanstelling, aanleg, e.s.m.
 - 4.1. Onderskeid tussen neuroses en psigosies.
 - 4.2. 'n Studie van slegs daardie neuroses wat dikwels by kinders aangetref word.
5. Statistiese ontleiding en die beginsels van eksperimentele werk in verband met die navorsing van skoolprobleme.
6. Beginsels van beroepsvoorligting.

Van die kandidaat word verwag dat hy bewys sal lewer van praktiese kennis van die metodes van die eksperimentele sielkunde en hul toepassing op opvoedkundige probleme soos:

- Verstandsmeting,
- Meting van leerresultate,
- Vermoeidheid, ans.

Universiteitsonderwysdiploma (U.O.D.)

(Een vraestel)

1. Die terrein en metodes van die empiriese opvoedkunde.
 - 2.1. Ontwikkeling van die psigologie voor 1900
 - 2.2. Die psigologie na 1900. Die ontstaan, grondbeginsels, metodes en opvoedkundige bydrae van moderne rigtings.
3. Die kenfunksies soos aandag, geheue, denke.
4. Emosie, sentiment, temperament en karakter.
5. Drage en motivering by gedrag.
6. Inleiding tot die kinderpsigologie insluitende die adolessent.
7. Aanpassing; gedragsafwykings: die jong delinkwent.

8. Die verstand; verstandsmeting, individuele verskille, die agterlike en die begaafde.
9. Die Leersielkunde:
 - 9.1. Leerwette en leermetodes.
 10. Meting van leerresultate.
 11. Vergeet, vermoedheid, oordrag van opleiding.
 12. Abnormale verskynsels (slegs op skool).

Sekondêre Onderwysdiploma (S.O.D.)

(Een Vraestel)

1. Empiriese Opvoedkunde as wetenskap.
2. Die mens as psigo-fisiese wese.
3. Die gedrag van kinders.
4. Ontwikkeling van die Persoonlikheid
5. Die leerproses.
6. Die Verstand.
7. Beroepsvoorligting.

OPVOEDKUNDE I

- 1.1. Die aard en wese van die Empiriese Opvoedkunde
- 1.2. Die verband tussen die psigologie en die opvoedkunde
- 1.3. Die probleem van 'n opvoedkundige psigologie en sy terrein.
2. Inleiding tot die metodes van ondersoek van die Empiriese Opvoedkunde.
- 3.1. Kursuoriese oorsig van die vernaamste sielkundige strominge met spesiale klem op die opvoedkundige bydraes
- 3.2. Wysgerige grondslae van die Empiriese Opvoedkunde.
4. Inleiding tot die rol van die opvoeding by kinderontwikkeling.
5. Inleiding tot die leerproses.
- 6.1. Motivering.
- 6.2. Houdinge.

DEPARTEMENT DIDAKTIEK EN ADMINISTRASIE

Professor: P. A. DUMINY, B.P.Ed., (Potch.), M.Ed. (Pret.), D.Litt., et Phil. (V.U.Amst.)

Senior Lektor: J. A. T. WENTZEL, B.Sc. (U.P.), M.Ed. (S.A.), D.Ed. (Potch.)

Lektor: N. KATIYA, B.A. (Rhodes), B.A., B.Ed. (S.A.)

Baccalaureuseksamen (B.Ed.)

Didaktiek

(Een vraestel)

- 1.1. Die didaktiek as deeldisipline van die opvoedkunde.
- 1.2. Onderskeid tussen algemene en besondere didaktiek.
- 2.1. 'n Ontleding van die didaktiese situasie as:
 - 2.1.1. Onderwyssituasie.
 - 2.1.2. Leersituasie—Die leerproses.
 - 2.1.3. Gepreformeerde pedagogiese veld.
- 2.2. Die pedagogiese as moontlikheid in die didaktiese situasie. Die vraagstuk van die vormende waarde.
- 2.3. Die komponente van die didaktiese situasie as pedagogiese moontlikheid:
 - 2.3.1. Die onderwyser as opvoeder.
 - 2.3.2. Die lerende kind as opvoeding met inagneming van die beginsels van die ontwikkelingspsigologie.
 - 2.3.3. Die leerstof as kultuurbesit verteenwoordigend van die gehuldigde waarderangordening.
3. Taal as medium en die gebruik van hulpmiddels as onderwys- en leermiddels.
4. Opvoedkundige beginsels en hulle toepassing in die onderwys: Die totaliteits-, individualiteits-, sosialiteits-, aktiwiteits-, aanskouings-, ontwikkelings-, outoriteits- en vryheidsbeginsels.
5. Die „Nuwe Onderwysbeweging”. Meer in besonderhede as vir U.O.D.
 - 5.1. Die ontstaan en kenmerke daarvan.
 - 5.2. Die beginsels van die „Nuwe Metodiek.”
 - 5.3. Moderne onderwyssisteme:
 - 5.3.1. Die Montessori-stelsel.
 - 5.3.2. Die Dalton-plan.
 - 5.3.3. Die Projek-metode.
 - 5.3.4. Die Jena-plan.
 - 5.3.5. Die Decroly-skool.
 - 5.4. Proefneming daarmee en hulle invloed in Suid-Afrika.
 - 5.5. Toepassingsmoontlikhede in die tradisionele Suid-Afrikaanse skool.
- 6.1. Die didaktiese implikasies van die moderne Duitse denkspsigologie. Verwys ook na ondersoek in Suid-Afrika.
- 6.2. Die pedagogiese implikasies van verintellectualisering van die onderwys.
- 6.3. Gevoelsopvoeding op skool.
7. Rcsente beskouinge oor didaktiese aangeleenthede.
 - 7.1. In Amerika
 - 7.2. In Engeland.
 - 7.3. Op die Vasteland van Europa (veral die Nederlande en Duitsland).
 - 7.4. In Rusland.
 - 7.5. In Suid-Afrika.
8. Die vraagstuk van eksaminering: druiwing en bevordering (skool en universiteit).
9. Inleiding tot en die terrein van die ortodidaktiek.

N.B.—Waar 'n mate van oorfleueling met die werk vir die U.O.D. kursus voorkom, word vir die B.Ed. -graad 'n intensiewer wetenskaplike studie verwag.

Administrasie en Vergelykende Opvoedkunde

(Een vraestel)

1. Vergelykende opvoedkunde:
 - 1.1. Geskiedenis.
 - 1.2. Terminologie.
 - 1.3. Doelstellings.
 - 1.4. Omvang.
 - 1.5. Metodes.
 - 1.6. Waarde.
 - 1.7. Instellinge.
2. Die samehang van kultuur- en waardesisteme en opvoedingsisteme:
 - 2.1. Faktore wat opvoedingsisteme beïnvloed:
 - 2.1.1. Natuurlike faktore.
 - 2.1.2. Historiese faktore.
 - 2.1.3. Ekonomiese faktore.
 - 2.1.4. Politieke faktore.
 - 2.2. Kultuur- en waardesisteme:
 - 2.2.1. Religie.
 - 2.2.2. Nasionale karakter.
 - 2.2.3. Taal.
 - 2.2.4. Filosofiese standpunt.
 - 2.2.5. Tradisies en fundamentele beginsels
 - 2.2.6. Status van opvoedkundige denke.
3. Opvoedkundige beleid en kontrole:
 - 3.1. Die opvoedkundige beleid en kontrole in die Republiek van Suid-Afrika:
 - 3.1.1. Provinsiale Onderwysdepartemente.
 - 3.1.2. Departement van Nasionale Onderwys.
 - 3.1.3. Departement van Bantoeonderwys.
 - 3.1.3.1. In die tuislande.
 - 3.1.3.2. In die Blankegebiede.
 - 3.2. Opvoedkundige beleid en kontrole in ander Afrika-state.
 - 3.3. Opvoedkundige beleid en kontrole:
 - 3.3.1. In Engeland en Wallis.
 - 3.3.2. Frankryk.
 - 3.3.3. V.S.A.
 - 3.3.4. V.S.S.R.
4. Onderwys in die Republiek en in 'n paar ander lande. 'n Vergelykende studie:
 - 4.1. Primêre onderwys.
 - 4.2. Sekondêre en hoër onderwys.
 - 4.3. Tegniese en beroepsopleiding.
5. Differensiasie in die onderwys:
 - 5.1. Die grondslae van differensiasie in die onderwys:
 - 5.2. Differensiasie in 'n paar lande.
 - 5.3. Die komprehensiewe skool.
 - 5.3.1. Definisie en beskrywing van die komprehensiewe skool.
 - 5.3.2. Hoe die komprehensiewe skool in die praktyk funksioneer.
 - 5.3.3. Die voor- en nadele van die komprehensiewe skool.
 - 5.3.4. Die betekenis en die moontlike toepassing in Bantoe- onderwys.
6. Onderwysersopleiding:
 - 6.1. Opleiding van onderwysers in Europa, die V.S.A. en U.S.S.R.
 - 6.2. Opleiding van blanke onderwysers in Suid-Afrika.
 - 6.3. Opleiding van Bantoeonderwysers in Suid-Afrika.
 - 6.5. Vergelyking van die verskillende maniere waarvolgens onderwysers opgelei word.

7. 'n Vergelykende studie van die doelstellings met onderwys in die verskillende lande:
 - 7.1. Doelstellings met die onderwys in Frankryk, Engeland, V.S.A. en V.S.S.R.
 - 7.2. Doelstellings met die onderwys in Afrika-state.
 - 7.3. Doelstellings van Bantoeonderwys in Suid-Afrika.

Universiteitsonderwys Diploma (U.O.D.)

Didaktiek

(Een vraestel)

1. Die plek en aandeel van die didaktiek in die geheelstruktuur van die studie van die opvoedkunde.
 - 2.1. Begripsverklaring.
 - 2.2. Die verband tussen onderwys en opvoeding.
 - 2.3. Leerling, leermeester en leerstof as die komponente van die onderwys-situasie.
 - 3.1. Algemene didaktiese beginsels en die toepassing daarvan in onderwys-situasies.
 - 3.2. Metodes:
 - 3.2.1. Waarom 'n verskeidenheid van onderwysmetodes?
 - 3.2.2. Faktore wat die keuse van metodes beïnvloed.
 - 3.3. Algemene onderwysmetodes en -middele:
 - 3.3.1. Taal as onderwys- en opvoedingsmedium.
 - 3.3.2. Hulpmiddels as onderwys- en as leermiddels.
 - 3.3.3. Deduktiewe en inductiewe, analitiese en sintetiese denkvorme.
 - 3.3.4. Mondelinge mededeling in die onderwys.
 - 3.3.5. Die gebruik van leesstof; Die voorgeskrywe handleiding en die gebruik van die biblioteek.
 - 3.3.6. Die probleemstellingsmetode.
 - 3.3.7. Die aktiwiteitsmetode.
 - 3.3.8. Klasbesprekings.
 - 3.3.9. Studieprosedures. Die betekenis van die leergesprek.
 - 3.3.10. Skooltug.
 - 3.3.11. Eksamens en toetse.
 - 3.3.12. Promosie.
 - 3.4. Lestipes:
 - 3.4.1. Informasieles: Verwysing na informasiebronne en die invloed daarvan op die keuse van die lesmetode.
 - 3.4.2. Hersieningsles. Beklemtone van die totaliteitsiening.
 - 3.4.3. Drilles. Onderskeid tussen dressuur, gewoonte en onderwys.
 - 3.4.4. Waarderingsles. Die ontwikkeling van die estetiese en die etiese sin.
 4. Onderwysvernuwing:
 - 4.1. Die algemene beginsels van die „Nuwe Onderwysbeweging.”
 - 4.2. Onderwysstelsels van die progressivistiese rigting:
 - 4.2.1. Die Montessori-stelsel.
 - 4.2.2. Die Dalton-plan.
 - 4.2.3. Die Projek-metode.
 - 4.2.4. Die Decroly-skool.
 - 4.2.5. Die Jena-plan.
 - 4.2.6. Die Winnetka-tegniek.
 - 4.3. Invloed van die Duitse denkpsigologie op didaktiese aangeleenthede.
 - 4.4. Resente ondersoeke en benaderings op die terrein van die didaktiek.

L.W.—In hierdie kursus sal veral gepeog word om die toepassingsmoontlikhede van die beginsels en die metodes in die tradisionele Suid-Afrikaanse skole te ondersoek.

Administrasie

(Een vraestel)

1. Sentrale en Provinsiale onderwyssisteme vir die Blankes:
 - 1.1. Organisasie.
 - 1.2. Kontrole.
2. Bantoe-onderwys: Organisasie en kontrole:
 - 2.1. In die Transkei.
 - 2.2. In die Ciskei.
 - 2.3. In die Blankegebiede.
 - 2.4. In ander ontwikkelende lande in Afrika.
3. Onderwys vir die Kleurlinge.
4. Onderwys vir die Indiërs.
5. Die skool:
 - 5.1. Stigting van nuwe skole.
 - 5.2. Klassifikasie van skole.
 - 5.3. Die skool as 'n opvoedingsinstelling.
6. Die onderwyspersoneel:
 - 6.1. Opleiding van onderwysers.
 - 6.2. Voorsiening.
 - 6.3. Diensvoorwaardes.
 - 6.4. Pligte van onderwysers.
 - 6.5. Professionele gedrag.
7. Inspeksiestelsel:
 - 7.1. Provinsiale Onderwysdepartemente.
 - 7.2. Departement van Nasionale Opvoeding.
 - 7.3. Departement van Bantoe-onderwys:
 - 7.3.1. In die Tuislande.
 - 7.3.2. In die Blankegebiede.
8. Die leerlinge:
 - 8.1. Toelating.
 - 8.2. Verpligte en nie-verpligte onderwys.
 - 8.3. Uitsetting van leerlinge.
 - 8.4. Klassifikasie.
 - 8.5. Eksaminering, promosies en druiptug.
 - 8.6. Vertraging.
 - 8.7. Versnelling.
 - 8.8. Verskillende groeperings in die klaskamer om vir individuele verskille voorsiening te maak.
9. Fasiliteite:
 - 9.1. Geboue.
 - 9.2. Meubels.
 - 9.3. Voorraad en uitrusting.
 - 9.4. Skoolfondse.
10. Leergange en leerplanne:
 - 10.1. Werkskemas.
 - 10.2. Voorbereiding van lesse.
 - 10.3. Huiswerk.
 - 10.4. Roosters.
 - 10.5. Verslae.
 - 10.6. Registers.
11. Kalender:
 - 11.1. Die skool-week.
 - 11.2. Daaglikse rooster.
 - 11.3. Skoolfunksies.

12. Voertaa:
 - 12.1. Enkel-medium skole.
 - 12.2. Dubbel-medium skole.
 - 12.3. Parallel-medium skole.
 - 12.4. Moedertaal-onderrig.
13. Buitemuurse aktiwiteite.

Metodiek van Onderwysvakke

(Een 2 uur-vraestel elk)

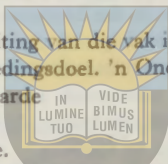
1. Die verband tussen besondere didaktiek en algemene didaktiek.
2. Die leerling; verskillende tipes.
3. Die vakonderwyser:
 - 3.1. Sy opleiding.
 - 3.2. Sy persoonlikheid.
 - 3.3. Sy pligte en verantwoordelikhede.
4. Die besondere vak:

Geskiedenis van die onderwys daarvan; terrein; metode van navorsing of beoefening; plek en betekenis binne die raamwerk van menslike aktiwiteite.
5. Die doel:

Regverdiging vir die insluiting van die vak in die skool-program gesien in die lig van die uiteindelijke opvoedingsdoel. 'n Onderzoek van veral:

 - 5.1. die instrumentele waarde
 - 5.2. die praktiese waarde
 - 5.3. die vormende waarde.

Waarom dit 'n kern- of 'n keusevak is.
6. Die leerinhoud:
 - 6.1. Die plek van die vak binne die raamwerk van die skool-program as geheel.
 - 6.2. Die aandeel van die kind met betrekking tot die seleksie van die leerstof in die lig van die uiteindelijke opvoedings-ideaal.
 - 6.3. Beplanning van die leerinhoud:
 - 6.3.1. Onderskeid tussen die begrippe *leerplan* (curriculum) en leergang (syllabus)
 - 6.3.2. Die beginsels wat in ag geneem word by die opstel van die leerplan en die gradering van die leergang vir die besondere vak.
 - 6.3.3. 'n Krities-waarderende ontleding van die leerplan met die leergang-gradering vir die besondere vak in een van die provinsies.
7. Metode:
 - 7.1. Die aandeel van die komponente van die didaktiese situasie in die lig van die opvoedingsdoel.
 - 7.2. Die toepassing van die algemene didaktiese beginsels in die betrokke vak.
 - 7.3. Die toepassing van spesifieke metodes of kombinasies van metodes in die betrokke vak, met inagneming van die aard van die vak maar met besondere aandag aan die betekenis en die moontlikhede van klasbesprekings, die gebruik van lees-stof, eksperimente, die toepassingsmoontlikhede van enkele beginsels en praktyke van sommige van die „nuwe onderwys-stelsels”
 - 7.4. Hulpmiddels en hulle gebruik in die besondere vak
 - 7.5. Die lesvoorbereiding en die uitvoering daarvan—klas- kamerdisipline
 - 7.6. Die aard van werkopdragte aan leerlinge. Die huiswerkprogram.
 - 7.7. Leerprobleme van leerlinge, met besondere aandag aan ortodidaktiese hulp in die besondere vak.
8. Meting en evaluering:
 - 8.1. As diagnoseermiddel
 - 8.2. As siftingsmiddel
 - 8.3. Die opstel van toetse en eksamenvrae in die besondere vak.



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9. Differensiasie:
- 9.1. Die noodsaaklikheid al dan nie van differensiasie in die betrokke vak.
- 9.2. Differensiasie met betrekking tot doelstelling, leerinhoud, onderwysmetode, werkopdragte, eksaminering.
10. Organisasie:
- 10.1. Werkskemas: Verdeling van die jaarprogram.
- 10.2. Voorbereiding en verslag.
- 10.3. Roosterbeplanning
- 10.4. Die lokaal
- 10.5. Toetse en eksamens.
- 10.6. Puntestate en rapporte.
11. Enige aspek van besondere betekenis in die bepaalde vak wat nie deur die voorafgaande gedek word nie.

Teorie van Praktiese onderwys

(Een vraestel)

1. Tegniese Hulpmiddels in die Moderne Onderwys:
- 1.1. Die verskeidenheid van hulpmiddels
- 1.2. Die funksies van hulpmiddels
- 1.3. Die beginsels wat die suksesvolle aanwending van hulpmiddels onderlê.
- 1.4. Klassifikasie en gebruik van hulpmiddels:
- 1.4.1. Voorwerpe, voorbeelde en modelle
- 1.4.2. Grafiese materiaal- kaarte, grafieke, voorstellings, plakkate, prente en tekeninge.
- 1.4.3. Nie-geprojekteerde prente, die tipe, keuring en gebruik.
- 1.4.4. Geprojekteerde stilprente, die projektor—die keuse, gebruik en versorging. Skyfies—keuring, gebruik en bewaring.
- 1.4.5. Films- die voor- en nadele
- 1.4.6. Skoolreise en toere: Die doel en die tipes.
- 1.4.7. Hulpmiddels.
Radio—doelstellings en wenke vir die gebruik van die uitsendings.
Bandopnemer
Draaitafel
Geprogrammeerde onderwys.
2. Bordwerk:
- 2.1. Geskiedenis van die skryfbord
- 2.2. Die skryfbord as onderwys-hulpmiddel
- 2.3. Voordele van die skryfbord bo ander hulpmiddels
- 2.4. Soorte skryfborde
- 2.5. Die onderwyser en die skryfbord
- 2.6. Posisie en onderhoud van die skryfbord
- 2.7. Metodes en tegnieke by die gebruik van die skryfbord.
- 2.8. Kryt en uitveër.
3. Skoolhigiëne:
- 3.1. Funksie van die Menslike liggaam:
- 3.1.1. Spier-skeletstelsel.
- 3.1.2. Sirkulasiestelsel.
- 3.1.3. Asemhalingstelsel
- 3.1.4. Spysverteringstelsel
- 3.1.5. Uitskeidingstelsel.
- 3.1.6. Endokrinestelsel.
- 3.1.7. Senuweestelsel met betrekking tot die gesonde liggaam.

- 3.2. Dieëtkunde:
- 3.2.1. Voedselbestanddele, Proteïene, Koolhidrate, Vette, Minerale Soute, Vitamines.
- 3.2.2. Geaardheid van die bestanddele.
- 3.2.3. Voedselbronne
- 3.2.4. Uitwerking van tekorte in dieët.
- 3.3. Higiëne.
- 3.3.1. Persoonlike Higiëne.
- 3.3.2. Higiëne van die Gemeenskap.
- 3.3.3. Aansteeklike siektes:
- 3.3.3.1. Kindersiektes.
- 3.3.3.2. Afsondering
- 3.3.4. Watervoorsiening.
- 3.3.5. Organisering van Skool-gesondheidsdienste.
- 3.4. Eerstehulp:
- 3.4.1. Wonde en Wondebehandling.
- 3.4.2. Beenbreke en Ontwrigtings
- 3.4.3. Brandwonde.
- 3.4.4. Kunsmatige asemhaling.
- 3.5. Departementele Regulasies aangaande Aansteeklike Siekte.

Praktiese onderwys

1. Proefonderwys:
- 1.1. Minstens drie weke van proefonderwys moet gedoen word aan die begin van die professionele jaar. Die skool-prinsipaal moet 'n konfidensiële rapport indien
- 1.2. Vier weke gedurende die jaar van opleiding.
2. Demonstrasielesse
3. Kritieklesse: Minstens drie lesse aan die einde van die Universiteit aangehoor word.

Sekondêre Onderwysdiploma. (S.O.D.) II.

(Een vraestel)

DIDAKTIEK

1. Algemene Didaktiek: Terrein en Enkele Fundamentele Begrippe.
- 1.1. Wat is Algemene Didaktiek?
- 1.2. Die Onderwysituasie of Didaktiese Situasië.
- 1.3. Tradisionele teenoor Moderne Benadering in die Didaktiek.
- 1.4. Algemene Didaktiek en Vakmetodiek.
2. Algemene Didaktiese Beginsels en die Toepassing daarvan in Onderwys situasies:
- 2.1. Die Totaliteitsbeginsel.
- 2.2. Belangstellingsbeginsel. Motivering.
- 2.3. Die Aanskouingsbeginsel.
- 2.4. Die Heembeginsel.
- 2.5. Die Selfwerksaamheidsbeginsel.
3. Vrae:
- 3.1. Onderwysersvrae:
- 3.1.1. Indeling.
- 3.1.2. Kenmerke van goeie vrae.
- 3.1.3. Algemene beginsels by die stel van vrae.
- 3.2. Die hantering van die antwoorde van leerlinge
- 3.3. Leerlingvrae.

4. Besondere Onderwysmetodes:
 - 4.1. Die mondelinge mededeling of lesingmetode.
 - 4.2. Die vraag-en-antwoord metode.
 - 4.3. Die klasbespreking.
 - 4.4. Die probleemstellingsmetode.
5. Verskillende Lestipes
Onderskei tussen die vernaanste lestipes in die tradisionele skool.
6. Toetsing: Meting en Evaluering:
 - 6.1. Die belangrikheid van toetse en eksamens.
 - 6.2. Beskrywing en indeling van toetse en eksamens.
 - 6.3. Oorweginge by die opstel van toetse en eksamens.
 - 6.4. Verslae oor die vordering van leerlinge. Rapporte.
7. Onderwysvernuwing:
 - 7.1. Algemene Beginsels van die 'Nuwe Onderwysbeweging.'
 - 7.2. Resente didaktiese strominge, met spesiale klem op die didaktiese implikasies van die moderne denkspsigologie.
 - 7.3. Onderrig tot kreatiwiteit.
 - 7.4. Geprogrammeerde onderrig.

Administrasie

1. 'n Vergelykende studie van die onderwyssisteme in Afrika.
- 1.1. Sentrale en Provinsiale onderwyssisteme vir Blankes in die Republiek van Suid-Afrika.
 - 1.2. Bantoe-onderwys in die Republiek van Suid-Afrika:
 - 1.2.1. Departement van Bantoe-onderwys:
 - 1.2.1.1. Hoofkantoor in Pretoria; die afdelings en afdelingshoofde.
 - 1.2.1.2. Gedentraliseerde kontrole.
 - 1.2.2. Onderwys in die Transkei
 - 1.2.3. Onderwys in die Ciskei
 - 1.2.4. Onderwys in die Bantoegebiede.
 - 1.3. Onderwys vir die Kleurlinge.
 - 1.4. Onderwys vir die Indiërs.
 - 1.5. Onderwyssisteme in ander Afrika-lande:
 - 1.5.1. Tipes onderwys.
 - 1.5.2. Sekere algemene probleme wat in hierdie ontwikkelende gebiede ondervind word.
 - 1.5.3. Beplanning van die onderwys met die oog op nasionale ontwikkeling.
 2. Die Skool:
 - 2.1. Stigting van nuwe skole.
 - 2.2. Versorging van geboue en gronde.
 - 2.3. Meubels.
 - 2.4. Rekwisies en beheer oor uitrusting.
 - 2.5. As opvoedingsinstelling:
 - 2.5.1. Die primêre skool
 - 2.5.2. Die sekondêre skool
 3. Organisasie en beheer van skole:
 - 3.1. Klaswek- en huiswerk roosters.
 - 3.2. Registers.
 - 3.3. Verslae
 - 3.4. Skemas en verslag van werk.
 - 3.5. Rekeninge, verslae en korrespondensie.
 - 3.6. Toetse, eksamens en promosies.
 - 3.7. Vertraging en versnelling.
 - 3.8. Groeperings in die klaskamer om vir individuele verskille voorsiening te maak.

4. Die ideale skool en sy omgewing:
 - 4.1. Die hoof:
 - 4.1.1. Sy pligte.
 - 4.1.2. Verhouding tot sy personeel.
 - 4.1.3. Verhouding tot die leerlinge.
 - 4.1.4. Verhouding tot die ouers.
 - 4.2. Die onderwyser:
 - 4.2.1. Sy opleiding.
 - 4.2.2. Professionele gedrag.
 - 4.2.3. Verhouding tot die leerlinge.
 - 4.2.4. Verhouding tot die ouers.
 - 4.3. Die leerlinge:
 - 4.3.1. „Esprit de Corps”—Gees van die skool.
 - 4.3.2. Klassifikasie.
 - 4.4. Klassifikasie van skole:
 - 4.4.1. Volgens kerkverband.
 - 4.4.2. Volgens ras en/of taal.
 - 4.4.3. Volgens wyse van kontrole
 - 4.4.4. Volgens die doel en inhoud.
 - 4.4.5. Volgens standaard en vlak van onderwys.
 - 4.4.6. Volgens die aantal leerlinge.
 - 4.4.7. Volgens die omgewing waarin die skool geleë is.
 - 4.4.8. Volgens die geslag van die leerlinge.
5. Departementele regulasies en diensvoorwaardes.
6. Inspeksiestelsel:
 - 6.1. Streeks-inspekteurs.
 - 6.2. Kring-inspekteurs.
 - 6.3. Spesiale vak-inspekteurs.
 - 6.4. Vergelyking van die inspeksiestelsels:
 - 6.4.1. In die Transkei.
 - 6.4.2. In die Ciskei.
 - 6.4.3. In die Blankegebiede.

Metodiek van Onderwysvakke

1. Algemeen:
 - 1.1. Die kursus moet die inhoud van die vakke (Vorm I-III) sowel as die onderwys metodes dek. Die twee aspekte moet egter nie as losstaande afdelings behandel word nie maar die vakinhoud en onderwysmetodes moet tot 'n sinvolle geheel geïntegreer word.
 - 1.2. Spesiale aandag moet gegee word aan die doelstellings soos uiteengesit in die inleidende opmerkings aan die begin van elke sillabus. Dit sal verseker dat die doelstellings met die onderrig van elke vak bereik word.
2. Benadering.

Die studie van die inhoud sowel as die bestudering van die metodes, kan op verskillende maniere gedoen word. Dit sal ook in baie gevalle van vak tot vak verskil. Die volgende metodes kan gebruik word:

 - 2.1. Individuele werkstukke.
 - 2.2. Groep-werkstukke.
 - 2.3. Klassikale projekte.
 - 2.4. Lesse, notas en demonstrasielesse.
 - 2.5. Praktiese werk. In al die vakke waar dit enigsins moontlik is, moet praktiese werk ook gedoen word.
3. Beplanning:
 - 3.1. Werkskemas:
 - 3.1.1. Skema vir die jaar.

- 3.1.2. Skema vir elke kwartaal.
- 3.1.3. Skema vir elke week.
- 3.2. Verslag van die werk.
4. Diedidaktiese aspekte wat by elke vak van toepassing is, moet aandag geniet:
- 4.1. Die doel met die onderrig van die spesifieke vak en die korrelasie tussen die afsonderlike vakke.
- 4.2. Die inleidende opmerkinge by die verskillende sillabusse vir die junior sertifikaat.
- 4.3. Die belangrikheid van 'n praktiese benadering waarin daar spesiale aandag gegee word aan die probleme en omstandighede van Bantoe-onderwys.
- 4.4. Die gebruik van hulpmiddels om die begrippe en beginsels duidelik tuis te bring.
- 4.5. Elke afdeling van die sillabus moet volledig behandel word. Die volgende aspekte moet aandag geniet:
 - 4.5.1. Die voorkennis wat 'n noodsaaklike vereiste is om die nuwe werk te kan verstaan.
 - 4.5.2. Die tipe les wat die geskikste is om die besondere afdelings te behandel.
 - 4.5.3. Die voorbereiding en aanbieding van die besondere les insluitende lesaan-tekeninge.
 - 4.5.4. Die hulpmiddels wat gedurende die besondere les aangewend kan word.
 - 4.5.5. Praktiese toepassing in die praktyk van die verworwe kennis. Die onderwyser moet die noodsaaklikheid van die skakeling tussen praktyk en klas-kamer deurgaans in gedagte hou. Die praktiese implementering van die kennis is dus van uiterste belang.
5. Eksaminering en kontrole
 - 5.1. Vir elke besondere vak moet daar ook aandag gegee word aan:
 - 5.1.1. Nasien en kontrole van werk.
 - 5.1.2. Opstel van toetse en eksamenvraestelle.
 - 5.2. Praktiese ervaring in die opstelling van memoranda en die nasien van toetse.
 - 5.3. Bespreking en beoordeel van die beskikbare handboeke en die betrokke vak.
6. Agtergrondkennis.
 - 6.1. Om in staat te wees om die vak in die skool te onderrig, is benewens vak-kennis ook agtergrondkennis noodsaaklik:
 - 7.1. Benewens die werk van Vorms I—III sal die student se agtergrondkennis aangevul word om sodoende leemtes wat daar in sy kennisstruktuur mag bestaan, aan te vul.
 - 7.2. Aandag aan die nodige terminologie en kennis van die vaktaal. Hier word veral gedink aan die terminologie, die uitdrukkings en die afkortings wat in die besondere vak gebruik word.
 - 7.3. Elke afdeling van die werk en die moontlike metodes waar-op die werk aangebied kan word, word gelyktydig behandel. Die student moet dus nie net die inhoud ken nie maar hy moet ook weet hoe om dit aan die leerlinge oor te bring.

Teorie van Praktiese Onderwys

(Een Vraestel)

1. Tegnieë Hulpmiddele in die Moderne Onderwys:
 - 1.1. Die verskeidenheid van hulpmiddels.
 - 1.2. Die funksies van hulpmiddels.
 - 1.3. Die beginsels wat die suksesvolle aanwending van hulpmiddels onderlê.
 - 1.4. Klassifikasie en gebruik van hulpmiddels.
 - 1.4.1. Voorwerpe, voorbeelde en modelle.
 - 1.4.2. Grafiese materiaal- kaarte, grafieke, voorstellings, plakkate, prente en tekeninge.

- 1.4.3. Nie-geprojekteerde prente- die tipe, keuring en gebruik.
- 1.4.4. Geprojekteerde stilprente—die projektor—die keuse, gebruik en versorging. Skyfies—keuring, gebruik en bewaring.
- 1.4.5. Films- die voor- en nadele.
- 1.4.6. Skoolreise en toere: Die doel en die tipes.
- 1.4.7. Hulpmiddels.
 - Radio—doelstellings en wenke vir die gebruik van die uitsendings.
 - Bandopnemer
 - Draaitafel
 - Geprogrammeerde onderwys.
- 2. Bordwerk:
 - 2.1. Geskiedenis van die skryfbord.
 - 2.2. Die skryfbord as onderwys-hulpmiddel.
 - 2.3. Voordele van die skryfbord bo ander hulpmiddels.
 - 2.4. Soorte skryfborde.
 - 2.5. Die onderwyser en die skryfbord.
 - 2.6. Posisie en onderhoud van die skryfbord.
 - 2.7. Metodes en tegnieke by die gebruik van die skryfbord.
 - 2.8. Kryt en uitveër.
- 3. Skoolhigiëne:
 - 3.1. Funksie van die Menslike liggaam:
 - 3.1.1. Spier-skeletstelsel.
 - 3.1.2. Sirkulasiestelsel
 - 3.1.3. Asemhalingstelsel.
 - 3.1.4. Spysverteringstelsel.
 - 3.1.5. Uitskeidingstelsel.
 - 3.1.6. Endokrinestelsel.
 - 3.1.7. Senuweestelsel met verwysing tot die gesondheidsliggaam.
 - 3.2. Dieëtkunde:
 - 3.2.1. Voedselbestanddele, Proteïene, Koolhidrate, Vette, Minerale Soute, Vitamines.
 - 3.2.2. Geaardheid van die bestanddele.
 - 3.2.3. Voedselbronne.
 - 3.2.4. Uitwerking van tekorte in dieet.
 - 3.3. Higiëne:
 - 3.3.1. Persoonlike Higiëne
 - 3.3.2. Higiëne van die Gemeenskap.
 - 3.3.3. Aansteeklike siektes:
 - 3.3.3.1. Kindersiektes.
 - 3.3.3.2. Afsondering.
 - 3.3.4. Watervoorsiening.
 - 3.3.5. Organisering van Skool-gesondheidsdienste.
 - 3.4. Eerstehulp:
 - 3.4.1. Wonde en Wondebehandeling.
 - 3.4.2. Beenbreke en Ontwrigtings.
 - 3.4.3. Brandwonde.
 - 3.4.4. Kunsmatige asemhaling.
 - 3.5. Departementele Regulasies aangaande Aansteeklike Siekte.



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Praktiese Onderwys

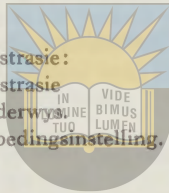
- 1. Proefonderwys:
 - 1.1. Minstens drie weke van proefonderwys moet gedoen word aan die begin van die professionele jaar. Die skool-prinsipaal moet 'n konfidensieële rapport indien.

- 1.2. Vier weke gedurende die jaar van opleiding.
2. Demonstrasielesse.
3. Kritieklesse: Minstens agt lesse sal deur dosente van die Universiteit aangehoor word.

OPVOEDKUNDE I

(Halwe vraeste!)

1. Onderwysmetodiek en -administrasie:
 - 1.1. Onderwysmetodiek:
 - 1.1.1. Die didaktiek: pedagogiese fundering, die drie komponente van die didaktiese situasie (leerling, leermeester, leerstof).
 - 1.1.2. Die skool:
 - 1.1.2.1. Die opvoedings- en vormingstaak ten opsigte van kind, gesin en gemeenskap.
 - 1.1.2.2. Die skoolmilieu: sosiaal-pedagogiese gesigspunte.
 - 1.1.3. Die leerling.
 - 1.1.4. Die leerstof.
 - 1.1.5. Die onderwyser.
 - 1.2. Onderwysadministrasie:
 - 1.2.1. Onderwysadministrasie
 - 1.2.2. Beheer in die onderwys
 - 1.2.3. Die skool as opvoedingsinstelling.



Leerplanne vir die Sekondêre Onderwyserdiploma (Skone Kunste)

Lektrise: Mej. E. MABE, B.A. (Skone Kunste) (Rhodes.)

Lektor: M. C. T. HALLIER, B.A. (F.A.) (Rand.)

Navorsingsassistent: B. B. MAPOSA, B.A., U.E.D. (Fort Hare).

Opvoedkunde I: (Twee Vraestelle)
Soos vir B.A.

Opvoedkunde II: (Spesiaal) (Twee Vraestelle)

1. Geskiedenis van kunsonderwys.
2. Inleiding tot die teorie van kuns onderrig.
3. Inleiding tot die metodiek van kuns onderrig.

Opvoedkunde III: (Spesiaal) (Twee Vraestelle)

1. 'n Opstel oor een aspek van die kuns van 'n besondere stam.
2. Inleiding tot die Estetika.
3. Metodiek en tegniek van kuns onderwys.
4. Inleiding tot kuns-kritiek.

Kunsgeskiedenis I: (Een Vraestel)

1. Prehistoriese Kuns.
2. Egiptiese Kuns.
3. Middeleeuse Kuns.
4. Die kuns van Afrika (Neger- en Bantoe-kuns ingesluit).

Kunsgeskiedenis II: (Twee Vraestelle)

- A.
 1. Primitiewe Kuns. (Afrika uitgesluit)
 2. Die Renaissance.
 3. Kuns van die Sewentiende Eeu.
- B.
 1. Griekse Kuns.
 2. Kuns van die Negentiende en Twintigste Eeue.
 3. Hedendaagse kuns in Suid-Afrika.

Skilderkuns I:

Skets en skilder in olie, water- en poeierverf van komposisies wat figure insluit.

Skilderkuns II:

Skilder in water-, poeier- en olieerf van verskillende uitgesoekte voorwerpe.

Beeldhouwerk I:

Modellering en beeldhouwerk in verskillende uitgesoekte media.

Beeldhouwerk II:

Modellering en beeldhouwerk vervolg. Giet van uitgesoekte vorms.

Ontwerp I:

1. Die sny en druk van linoleum- en houtsneewerk in swart en wit en in kleure, ingeslote tradisionele patrone. Letterwerk.
2. Een of meer van die volgende: Pottebakkerie, Keramiek, Kralewerk, Weef, Mandjie- en matwerk, Kunsvlyt-artikels van hout.

Ontwerp III:

Ontwerp toegepas op twee tipes kunsvlyt soos bv. materiaal druk, mosaïek, gebrandskilderde glas en keramiek, weef ens.



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FAKULTEIT HANDEL EN ADMINISTRASIE

Dekaan : Prof. J. H. SMITH.
Vise Dekaan : Prof. S. LINDE
Sekretaris van Hoof van Departemente : Dr. M. C. EKSTEEN.
Tikster/Sekretaresse : Mev. J. M. F. Robinson



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INLEIDING

Die Fakulteit Handel en Administrasie bied die volgende graadkoursusse aan:

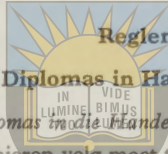
B.Comm. en B.Admin, sowel as na-graadse kursusse in verskeie kommersiële en administratiewe vakke.

Die Fakulteit Handel en Administrasie bestaan uit die volgende departemente:
Ekonomie,
Bedryfsekonomie en
Rekeningkunde.

Sekere vakke vir die B.Comm. en B.Admin.-grade word deur departemente en sub-departemente van ander Fakulteite aangebied, soos byvoorbeeld: Staatsleer en Publieke Administrasie, Statistiese Metodes, Statistiek, Elementêre Teorie van Finansies, Bedryfsielkunde, Naturelle-Administrasie, Afrikaans, Engels, en 'n verskeidenheid regs vakke, byvoorbeeld Kommerciële Reg, Sosiale en Ekonomiese Wettereg, ens.

'n Graad in die bogenoemde rigtings bekwaam 'n persoon vir 'n wye variasie van betrekings in die handel en nywerheid, sowel as in die publieke diens. Talle vakatures bestaan op die oomblik in stedelike gebiede, grensgebiede sowel as in die tuislande.

FAKULTEIT HANDEL EN ADMINISTRASIE



Reglement

Grade en Diplomas in Handel en Administrasie.

Regulasies vir Grade en Diplomas in die Handel en Administrasie.

Die fakulteitsreëls wat hierop volg moet tesame met die voorskrifte van die Wet, die Statuut, die regulasies en die algemene reëls geles word.

C.1. Die volgende Grade en Diplomas word in die Fakulteit uitgereik:

I. In die Handel:

Baccalaureus Commercii.....	B.Comm.
Honneurs-Baccalaureus Commercii.....	B.Comm. (Hons.)
Magister Commercii.....	M.Comm.
Doctor Commercii.....	D.Comm.

II. In die Administrasie:

Baccalaureus Administrationis.....	B.Admin.
Honneurs-Baccalaureus Administrationis.....	B.Admin. (Hons)
Magister Administrationis.....	M.Admin.
Doctor Administrationis.....	D.Admin.

III. Diploma in Handel en Administrasie..... Dip. Comm.

IV. Senior Diploma in Handel en Administrasie..... Senior Dip. Comm.

Die Graad Baccalaureus Commercii

C.2. Kandidate kan vir die graad Baccalaureus Commercii in die volgende vier rigtings kwalifiseer: Ekonomie en Bedryfs-ekonomie, Rekeningskundig, Statistiek en Regte.

Die kursusse moet gekies word soos hieronder aangedui:

I. Ekonomie en Bedryfsekonomie :

Eerste jaar :

1. Ekonomie I
2. Bedryfsekonomie I
3. Ekonomiese Geskiedenis
4. Kommerciële Reg I
5. Bedryfsielkunde I of Ekonomiese Aardrykskunde (vanaf 1972).

- Tweede jaar :*
1. Ekonomie II
 2. Bedryfsekonomie II
 3. Rekeningkunde I
 4. Wiskunde I of Elementêre Teorie van Finansies en Statistiese Metodes A
 5. Een van die volgende:
 - 5.3. Wiskunde I (indien nie alreeds geneem nie)
 - 5.1. Kommersiële Reg II
 - 5.2. Bedryfsielkunde I of II
 - 5.4. Sosiale- en Ekonomiese Wettereg.

- Derde jaar :*
1. Ekonomie III
 2. Bedryfsekonomie III
 3. Rekeningkunde II
 4. Een van die volgende:
 - 4.1. Ouditkunde I
 - 4.2. Kommersiële Reg II of III
 - 4.4. Bedryfsielkunde II of III
 - 4.3. Koöperasiewese

II. Rekeningkunde :

- Eerste jaar :*
1. Rekeningkunde I
 2. Kommersiële Reg I
 3. Bedryfsekonomie I
 4. Ekonomie I
 5. Statistiek I of Elementêre Teorie van Finansies en Statistiese Metodes A

- Tweede jaar :*
1. Rekeningkunde II
 2. Kommersiële Reg II
 3. Bedryfsekonomie II
 4. Ekonomie II
 5. Ouditkunde I

- Derde jaar :*
1. Rekeningkunde III
 2. Kommersiële Reg III
 3. Bedryfsekonomie III
 4. Een van die volgende:
 - 4.1. Ouditkunde II
 - * 4.2. Kosteberekening
 - * 4.3. Inkomstebelasting
 - * 4.4. Rekening van Eksekuteurs, Likwidateurs en Kurators.

*Keuse ten opsigte van hierdie kursusse moet in oorleg met die Departementshoof geskied.

III. Regte :

- Eerste jaar :*
1. Ekonomie I
 2. Bedryfsekonomie I
 3. Engels I
 4. Inleiding tot die Reg
 5. Sake- en Erfreg

- Tweede jaar :*
1. Ekonomie II
 2. Bedryfsekonomie II
 3. Rekeningkunde I
 4. Handelsreg I
 5. Afrikaans-Nederlands I

- Derde jaar :**
1. Ekonomie III of Bedryfsekonomie III
 2. Handelsreg II
 3. Sosiale en Ekonomiese Wettersg
 4. Kontrakte- en Deliktersg

IV. Statistiek :

- Eerste jaar :**
1. Statistiek I
 2. Ekonomie I
 3. Bedryfsekonomie I
 4. Rekeningkunde I
 5. Kommersiële Reg I

- Tweede jaar :**
1. Statistiek II
 2. Ekonomie II
 3. Bedryfsekonomie II
 4. Rekeningkunde II
 5. Kommersiële Reg II

- Derde jaar :**
1. Statistiek III
 2. Ekonomie III
 3. Bedryfsekonomie III
 4. Een van die volgende:
 - 4.1. Rekeningkunde III
 - 4.2. Ouditkunde I
 - 4.3. Kosteberekening.

Taalvereistes :

C.3. Dit is 'n voorvereiste dat 'n student gedurende die eerste studiejaar ten minste 12 uur aan Afrikaans en Engels in die Taallaboratorium moet spandeer.

Beperkings op Kursusse :

C.4. 'n Student neem nie:

- (a) Kosteberekening en Inkomstebelasting voordat hy Rekeningkunde II voltooi het nie;
- (b) Ouditkunde I tensy hy Rekeningkunde II en Kommersiële Reg. II voltooi het of gelyktydig neem nie;
- (c) Ouditkunde II tensy hy Rekeningkunde III en Kommersiële Reg. III voltooi het of gelyktydig neem nie;
- (d) Rekeninge van Eksekuteurs, Likwidateurs en Kurators tensy hy Kommersiële Reg III en Rekeningkunde III voltooi het of gelyktydig neem nie;
- (e) Elementêre Teorie van Finansies en Statistiese Metodes A tensy hy Matrikulasie Wiskunde of Voorbereidende Wiskunde geslaag het nie, met dien verstande dat in die geval van die Rekeningkundige rigting voorbereidende Wiskunde gelyktydig geneem mag word.

Aantal Kursusse per Jaar.

- C.5. (1) Eerste jaar: nie meer as ses kursusse nie;
 Tweede jaar: nie meer as vyf kursusse nie;
 Derde jaar: nie meer as vier kursusse nie;
 met dien verstande dat 'n student in sy tweede en derde jaar telkens een druipvak bykomend kan herhaal sonder om hierdie bepalings te oortree.
- (2) Onderhewig aan die bepaling van Reël G.20, word 'n student nie tot:
- (i) Die kursusse van die tweede jaar toegelaat tensy hy minstens drie kursusse van die eerste jaar voltooi het nie, en
 - (ii) om tot die kursusse van die derde jaar toegelaat te word, moet 'n student ten minste drie kursusse van die tweede jaar geslaag het.
- (3) Die twee halwe kursusse, Elementêre Teorie van Finansies en Statistiese Metodes A, word vir hierdie doel gesamentlik as een kursus beskou.

Belangrikste Vakke :

C.6. Die volgende vakke is die belangrikste vakke:

- Bedryfsielkunde
- Bedryfsekonomie
- Ekonomie
- Handelsreg
- Kommersiële Reg
- Ouditkunde
- Rekeningkunde
- Statistiek.

Eksamenvereistes.

C.7. (a) Onderhewig aan die bepalings van Reels G.6. en G.7. sal gelyke waarde geheg word aan die jaarpunt en eksamenpunt.

(b) *Hereksamens :*

'n Student word tot 'n aanvullende eksamen toegelaat indien hy 'n finale punt van minstens 45% in die eerste of tweede studiejaar, of 40% in die derde studiejaar behaal het, met dien verstande dat hy minstens twee kursusse van die betrokke jaar voltooi het en in die geval van 'n eerstejaarstudent 'n jaarpunt van minstens 50% behaal het.

Slaag met Lof.

C.8. 'n Student slaag met lof in die belangrikste vakke indien hy 'n onderskeidingspunt van 75% in die eindkursus daarvan behaal.

Die Graad Baccalaureus Administrationis

C.9. Kandidate kan vir die graad Baccalaureus Administrationis in die volgende twee rigtings kwalifiseer:

Publieke Aangeleenthede en Personeeladministrasie.

I. Publieke Aangeleenthede :

Eerste jaar :

1. Publieke Administrasie I
2. Staatsleer I
3. Ekonomie I
4. Inleiding tot die Reg
5. Bedryfsielkunde I

Tweede jaar :

1. Publieke Administrasie II
2. Staatsleer II
3. Ekonomie II
4. Rekeningkunde I
5. Staats- en Administratiefreg I

Derde jaar :

1. Publieke Administrasie II
2. Staatsleer III
3. *Twee van die volgende :—*
 - 3.1. Ekonomie III
 - 3.2. Staats- en Administratiefreg II
 - 3.3. Bedryfsielkunde II

II. Personeeladministrasie :

Eerste jaar :

1. Bedryfsielkunde I
2. Publieke Administrasie I
3. Ekonomie I
4. Bedryfsekonomie I
5. Staatsleer I

Tweede jaar :

1. Bedryfsielkunde II
2. Publieke Administrasie II
3. Ekonomie II
4. Bedryfsekonomie II
5. Staatsleer II

- Derde jaar :**
1. Bedryfsielkunde III
 2. Publieke Administrasie III
 3. Sosiale en Ekonomiese Wettereg
 4. Een van die volgende:
 - 4.1. Rekeningkunde I
 - 4.2. Bedryfsekonomie III
 - 4.3. Ekonomie III
 - 4.4. Staatsleer III

Taalvereiste :

- C.10. Dit is 'n vereiste dat 'n student gedurende die eerste studiejaar minstens 12 uur aan Afrikaans en Engels in die Taallaboratorium moet spandeer.

Beperkings op kursusse :

- C.11. 'n Student neem Publieke Administrasie I gelyktydig met of na Staatsleer I.

Aantal kursusse per jaar :

- C.12. Die bepalings van C.5. geld ook hier.

Belangrikste vakke :

- C.13. Die volgende vakke is die belangrikste vakke:
- Bedryfsielkunde.
 - Bedryfsekonomie.
 - Ekonomie.
 - Publieke Administrasie.
 - Staats-en Administratiefreg.
 - Staatsleer.



Eksamenvereistes en Hereksamens :

- C.14. Die bepalings van C.7. geld ook hier.

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Slaag met Lof :

- C.15. 'n Student slaag met lof in die belangrikste vakke indien hy 'n onderskeidingspunt van 75% in die einkursus daarvan behaal.

Die Graad Honneurs-Baccalaureus Commercii

- C.16. Die graad word in die volgende Departemente toegeken:
- Bedryfsielkunde.
 - Bedryfsekonomie.
 - Ekonomie.
 - Statistiek.

Toelating en Eksamens:

- C.17. (1) Die algemene regulasies G.26 tot G.31 is ook hier van toepassing. Met die goedkeuring van die hoof van die Departement kan die eksamen in twee dele afgelê word. (Sien die onderskeie leerplanne vir besonderhede).
Geen kandidaat word tot die eksamen in enige kursus vir die graad toegelaat nie alvorens hy tot bevrediging van die betrokke Departementshoofde werk van 'n bevredigende gehalte gedurende sy studietydperk vir die graad gelewer het nie.
Om te slaag, moet 'n kandidaat wat die eksamen as 'n geheel aflê, 'n gemiddelde van 50% behaal in sy jaarpunt en sy eksamenpunt met 'n minimum van 40% in elke vraestel.
'n Kandidaat wat die eksamen in twee dele aflê, moet 50% in elke vraestel behaal en al die vraestelle van elke deel gelyktydig slaag.
(2) Om die graad met lof te verwerf, moet 'n kandidaat 'n onderskeidingspunt van 75% in die eksamen behaal.

Die Graad Honneurs-Baccalaureus Administrationis

Departemente :

- C.18. Die graad word in die volgende departemente toegeken:
- Bedryfsielkunde
 - Bedryfsekonomie
 - Ekonomie
 - Publieke Administrasie
 - Staatsleer

Toelating en Eksamen :

- C.19. Die bepalinge van C.17 geld ook hier.

Die grade Magister Commercii en Magister Administrationis.

C.20. Benewens die algemene regulasies vir Magistergrade moet 'n student voldoen aan die spesiale regulasies van die fakulteit.

(a) Die volgende is die vakke waarin die Magistergraad toegeken kan word:

- (i) M.Comm: Bedryfsielkunde, Bedryfsekonomie, Ekonomie, Rekeningwetenskappe, Statistiek.
- (ii) M.Admin.: Bedryfsielkunde, Bedryfsekonomie, Ekonomie, Publieke Administrasie en Staatsleer.

(b) Vereistes om te slaag :

- (i) Indien die eksamen vir die grade M.Comm. en M.Admin. uit 'n vasgestelde aantal vraestelle bestaan, slaag die student wanneer hy minstens 40% in elke vraestel behaal en 'n gemiddelde van minstens 50% in al die vraestelle saam.
- (ii) Indien die eksamen uit 'n verhandeling bestaan, slaag die student indien sy verhandeling die eksaminatore tevrede stel.

(c) Die graad word met lof verwerf :

- (i) Indien die eksamen uit 'n vasgestelde aantal vraestelle bestaan en die student 'n gemiddelde van minstens 75% vir die eksamen behaal het of;
- (ii) Indien die eksamen uit 'n verhandeling bestaan en die student na die mening van die eksaminatore 'n eerste klas standaard behaal het.

Die Grade Doctor Commercii en Doctor Administrationis

C.21. Die algemene regulasies G.47 tot G.54 is van toepassing.

Diploma in Handel en Administrasie en Senior Diploma in Handel en Administrasie

Leergang :

C.22. Die kursusse is soos volg:—

Eerste jaar :

1. Ekonomie I
2. Bedryfsekonomie I
3. Ekonomiese Geskiedenis
4. Kommersiële Reg I
5. Bedryfsielkunde I of Ekonomiese Aardrykskunde (vanaf 1972) of Engels I of Afrikaans/Nederlands I

Tweede jaar :

1. Ekonomie II
2. Bedryfsekonomie II
3. Rekeningkunde I
4. Wiskunde I of Elementêre Teorie van Finansies en Statistiese Metodes A.

5. Een van die volgende:
 - 5.1. Kommersiële Reg II
 - 5.2. Opvoedkunde I*
 - 5.3. Bedryfsielkunde I of II
 - 5.4. Wiskunde I (Indien nie alreeds geneem nie)
 - 5.5. Sosiale- en Ekonomiese Wettereg.

*Voornemende onderwysers neem Opvoedkunde I as keusevak.

Derde Jaar :

1. Ekonomie III
2. Bedryfseconomie III
3. Twee van die volgende:
 - 3.1. Rekeningkunde II
 - 3.2. Ouditkunde I
 - 3.3. Kommersiële Reg II of III
 - 3.4. Koöperasiewese
 - 3.5. Bedryfsielkunde II of III

- C.23. (a) Diploma in Handel en Administrasie—Dip.Comm.- word verwerf na die suksesvolle aflegging van die eerste- en tweede-jaar kursusse, en die suksesvolle aflegging van die eerste- en tweede-jaar kursusse, en
- (b) Senior Diploma in Handel en Administrasie—Senior Dip.Comm.— word verwerf na die Dip.Comm. en die suksesvolle aflegging van die derdejaar kursusse.

C.24. Die regulasies met betrekking tot B.Com. is van toepassing, behalwe:

- (i) Toelatingsvereiste.
 - (a) Dip.Comm: 'n Senior Sertifikaat of 'n gelykstaande kwalifikasie.
 - (b) Senior Dip.Comm: Dip.Comm. met 50% slaagsyfer in die vernaamste kursusse wat in die derde jaar geneem sal word.
- (ii) Jaarsyfer.

'n Student moet 40% vir sy jaarsyfer behaal om tot enige eksamen toe gelaat te word.
- (iii) Eindeksamen.
 - (a) Die minimum-vereiste om in die eksamen te slaag is 50%
 - (b) By die toekenning van die finale syfer word daar gelyke waarde geheg aan die jaarpunt en die eksamenpunt, met dien verstande dat die eksamensyfer 40% of meer is.
 - (c) Om met lof te slaag moet 'n kandidaat in 'n finale kursus 75% behaal.
 - (d) 'n Aanvullende eksamen in 'n kursus word toegestaan met dien verstande dat die finale syfer nie minder as 40% is nie en dat daar in twee ander kursusse van die betrokke jaar 'n slaag-punt behaal is. Indien 'n kandidaat egter een kursus kortkom vir die voltooiing van 'n diploma, word 'n hereksamen toegestaan.
- (iv) Oorskakeling.

'n Student kan met die goedkeuring van die Senaat vanaf 'n graadkursus na die Diploma oorskakel.
- (v) Aantal kursusse per jaar.

Die bepalings van C.5 is hier van toepassing.

LEERPLANNE

DEPARTEMENT AFRIKAANS-NEDERLANDS

Kyk in die prospektus van die Fakulteit Lettere en Wysbegeerte van die Universiteit van Fort Hare

DEPARTEMENT BEDRYFSEKONOMIE EN KOÖPERASIEWESE

*Professor: D. J. L. JACOBS, B.A. (S.A.), B.Comm. (S.A.), D.Comm. (Potch.), T.O.D.

Senior Lektor: Vakant

Lektor: J. M. LANGUAGE, B.Comm. (Hons.) (O.V.S.)

*Hoof van Departement

BEDRYFSEKONOMIE

Bedryfsekonomie I

(Een Vraestel)

1. *Inleiding tot die Bedryfsekonomie.*
 - (a) Die taak, omvang en metode van die Bedryfsekonomie.
 - (b) Die ontwikkeling van die bedryfstelsel.
 - (c) Grondbegrippe: onderneming, bedryf, ens.
 - (d) Opkoms van die grootbedryf.
 - (e) Die ondernemer en sy belangrikheid.

2. *Die verskillende ondernemings- en bedryfsvorme.*

3. *Oprigtingsvraagstukke.*
 - (a) Vestigingsfaktore en teorieë.
 - (b) Bou, aanleg en inrigting van die fabriek.
 - (c) Bedryfs- en ondernemersgrootte.

4. Inleiding tot die sewe funksies wat in die onderneming uitgeoefen word met spesiale verwysing na die personeel- en administratiewe funksies. Personeelfunksie: menslike verhoudings; keuse, opleiding, bevordering, ontslag en vergoeding van personeel. Administratiewe funksie: funksieverdeling, kantoororganisasie, voorraadhouing, bedryfstatistiek, tydkontrolle, ens.

5. Die Owerheid en die handel en nywerheid met besondere verwysing na die beleid van Tuislandontwikkeling; vestiging van grensnywerhede; die werksaamhede van die Bantoe Beleggingskorporasie, die X.O.K., koöperatiewe sentrales, ens.

Bedryfsekonomie II

(Twee Vraestelle)

Eerste vraestel.

1. *Koöperasiewese.*

- (a) Betekenis en geskiedenis van die koöperatiewe stelsel; die besondere aard van koöperasies.
- (b) Die historiese agtergrond van die koöperatiewe stelsel in die Republiek van Suid-Afrika en Bantoegebiede.
- (c) Koöperatiewe wetgewing.
- (d) Tipes koöperasies: Landboukoöperasies, versekeringskoöperasies, koöperatiewe banke, verbruikerskoöperasies, koöperatiewe sentrales, ens.

2. *Aankope en Verkope.*

- (a) *Aankope*: organisasie van die aankoopafdeling; prys- en aankoopbeleid; voorraadbcheer; aankoopbegroting; aankoopondersoek.

- (b) *Verkope*: die bemarkingsvraagstuk en soorte benadering; die bemarkingsfunksies; die bemarkingsorganisasie; die bemarkingskanale; die bemarking van landbouprodukte, grondstowwe en fabrikate; die produktebeurs en die termynhandel.

Tweede vraestel.

3. *Finansiering van die onderneming.*

- (a) Die taak en terrein van bedryfsfinansiering.
(b) Die promotor en sy funksies.
(c) Die waardering van die nuwe onderneming en sy behoeftes om lang- en korttermynkapitaal.
(d) Die vorme van lang- en korttermynkapitaal.
(e) Die finansiële plan van die bedryf.
(f) Die geld- en kapitaalmark.
(g) Die verkoop van effekte. Die effektebeurs.

4. *Produksiebestuur.*

- (a) Doelstellings en taak van produksiebestuur.
(b) Produksiebeplanning.
(c) Inrigting van die fabriek en die hantering van materiaal.
(d) Investeringsbeslissings.
(e) Voorraadbeheer.
(f) Produksiebeheer.
(g) Kwaliteitsbeheer.
(h) Metodestudie.
(i) Werkstudies.
(j) Loonstelsels.



Bedryfsiekonomie III
University of Port Harcourt
(Die vraestelle)
Together in Excellence

Eerste vraestel.

1. *Koöperasiewese.*

- (a) Interne bestuur en organisasie van die koöperasie.
(b) Finansiering en finansiële bestuur.
(c) Belasting en belastingsprobleme van koöperasies.
(d) Koöperasie in ontwikkelende lande en die besondere rol wat dit speel.
(e) Internasionale vergelykings.

2. *Bemarkingsbeheer.*

- (a) Die doelstellings van bemarkingsbeheer.
(b) Bemarkingsnavorsing en markvooruitskatting.
(c) Produkbeleid.
(d) Distribusiebeleid.
(e) Verkoopsbevorderingsbeleid.
(f) Prysbeleid.

Tweede vraestel.

3. *Finansiële bestuur en finansiële analise.*

- (a) Die taak en doelstellings van finansiële bestuur.
(b) Koste, kosprys en waarde; metodes van kostetoedeling.
(c) Beplanning en beheer van bates: finansiële analise; kontantbeheer; kredietbeheer; voorraadbeheer; kapitaalbegrotings.
(d) Beplanning van die finansiële struktuur: beplanning van die metodes van finansiering; die koste van kapitaal.
(e) Beheer van kort- en mediumtermyn kapitaal.
(f) Beheer van langtermyn kapitaal.
(g) Waardering van besigheidsondernemings.

Derde vraestel.

4. *Algemene leiding.*

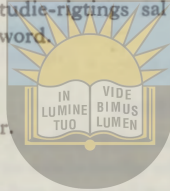
- (a) Die grondbeginsels van bedryfsleiding.
- (b) Die taak van die bedryfsleiding.
- (c) Elemente van die taak van bedryfsleiding: beplanning; organisasie; koördinasie; bevelvoering; kommunikasie; moreel; beheer.
- (d) Enkele bestuursteorieë.
- (e) Enkele moderne bestuurshulpmiddele.

5. *Eksterne verhoudings.*

- (a) Openbare verhoudings.
- (b) Staatsbeheer en steun.
- (c) Bedryfsverenigings.
- (d) Streeks- en nasionale ontwikkelingsorganisasies.
- (e) Internasionale organisasies.
- (f) Internasionale tendense en betrekkinge

Hons. B.Comm.

Studente wat in die hoofrigting *Bedryfsekonomie* wil studeer, moet vyf studierigtings volg. Die samestelling van die kursus moet in oorleg met die betrokke departementshoofde gedoen word. Minstens drie studie-rigtings sal uit Groep A en minstens een studierigting uit Groep B voorgeskryf word.



University of Fort Hare
Together in Excellence

Groep A. Bedryfsekonomie

1. Algemene bedryfsleiding.
2. Gevorderde bemarkingsbestuur.
3. Gevorderde finansiëlebestuur.
4. Bemarkingsnavorsing.
5. Reklamewese.
6. Produksiebestuur.
7. Die kontrolefunksie.
8. Koöperasiewese.

Groep B.

1. Ekonomiese ontwikkeling en groei.
2. Ergonomika.
3. 'n Spesiale onderwerp uit die Publieke Administrasie.
4. Bestuursrekeningkunde.
5. Spesiale onderwerp uit die Statistiek.

DEPARTEMENT BEDRYFSIELKUNDE

Professor: W. BACKER, M.A., D.Phil., (Potch.)

Lektor: Q. J. MJOLI, B.A.Hons., B.Sc.Hons. (Fort Hare)

BEDRYFSIELKUNDE

Kursus I

1. (a) Historiese inleiding; Sielkunde as 'n teoretiese en toegepaste wetenskap.
(b) Inleiding tot die navorsingsmetodiek.
2. Emosie, motivering, persoonlikheid, frustrasie en konflik.
3. Die invloed van oorerwing en omgewing.
4. Intelligensie, insluitende Piaget se teorie van intellektuele ontwikkeling.
5. Rypwording en die leerproses.
6. Waarneming, met die klem op waarnemingstudies in Afrika.
7. Denke.

8. Psigofisiologie.
9. Visie en ander sintuie.
10. (a) Die oorsprong en ontwikkeling van Bedryfsielkunde.
(b) Die funksies, taak en plek van die Bedryfsielkundige.
(c) Inleiding tot: die Bantowerker in die nywerheid.

Kursus II.

(twee vraestelle)

Vraestel 1.

Inleiding tot Personeelsielkunde.

1. Personeelkeuring: beginsels en tegnieke.
2. Industriële opleiding.
3. Meriete-aanslag en werksbeoordeling.
4. Menseverhouding.
5. Ongelukke en veiligheid.
6. Personeelomset en afwesigheid.

Punte 1 tot 6 met spesiale verwysing na die Bantowerker in die nywerheid: stedelike, tuisland- en grensnywerhede.

Vraestel 2.

(a) *Beginsels van Ergonomika.*

1. Werkstudie.
2. Vermoeienis.
3. Eentonigheid en verveeldheid.

(b) *Teoretiese grondslae van ekonomiese sielkunde.*

1. Sielkundige beginsels van advertensies en verkoopsprosesse.
2. Sielkundige aspekte van ekonomiese gedrag en motiveringsnavorsing.

(c) *Wetenskaplike navorsing*

1. Oorsig van die grondbeginsels van wetenskaplike navorsing, stadia in die wetenskaplike metode, beplanning van navorsing en navorsingsprobleme in sielkunde.
2. *Sentraliteitsparameters :*
 - (a) Die modus.
 - (b) Die mediaan.
 - (c) Die rekenkundige gemiddelde.
3. *Maatstawwe van verspreiding.*
 - (a) Die omvang.
 - (b) Kwartiele.
 - (c) Die variansie.
 - (d) Die standaardafwyking.
4. Die normale verspreidingskurwe.

Kursus III.

(drie vraestelle)

Vraestel 1. *Psigopatologie.*

1. Oorsprong en ontwikkeling van die Psigopatologie.
2. Normaliteit en abnormaliteit.
3. Interkulturele benaderings tot die studie van psigopatologie met die klem op ukutwasa en die rol van die toordokters in Afrika-gemeenskappe.
4. Modelle van psigopatologie.
5. Psigoneurotiese, psigotiese, psigofisiologiese en psigopatiese toestande gesien uit die Kraepeliniese, behaviouristiese, kommunikasie, psigodinamiese en eksistensiële oogmerke.
6. Serebrale versteurings, verstandelike vertraging, verdowingsmiddels en alkohol.
7. Wanaanpassing as 'n personeelvraagstuk.

Vraestel 2: *Beginsels van Bedryfsielkundige navorsing:*

1. Algemene beginsels van wetenskaplike navorsing.
2. Opname en laboratoriumeksperimente.
3. Navorsingsmetodes in Ergonomika.
4. Basiese begrippe in konstruksie, interpretasie en administrasie van personeel-toetse, met spesiale verwysing na toetse vir die Bantoewerker. Studie van toepaslike verslae en publikasies van navorsing wat in Suid-Afrika onderneem is.
5. Basiese statistiese metodes: korrelasies, betroubaarheid en geldigheid van metinge, toetse om die beduidenheid van verskille te bepaal, norme.

Vraestel 3.

Groepdinamieka en grondbeginsels van personeelsielkunde.

1. Persoonlikheid, interpersoonlike en groepverhoudinge en interaksie. Die motivering van die Bantoewerker.
2. Houdinge, moraal en industriële leierskap.
3. Sielkundige beginsels van personeelbestuur.

Honneurs.

Skriftelike eksamen.

Die volgende vyf vraestelle word voorgeskryf en waar 'n kursus oor 'n tydperk van twee jaar geneem word, mag die eksamen in twee dele afgelê word. Deel 1 bestaan uit enige twee vraestelle en deel II uit die oorblywende drie vraestelle.

Vraestel 1: Bedryfsielkundige navorsingsmetodes.

Vraestel 2: Industriële geestesgesondheid.

Vraestel 3: Ergonomika.

Vraestel 4: Personeelsielkunde.

Vraestel 5: Een van die volgende:

- (i) Marknavorsing.
- (ii) Advertensie.
- (iii) 'n Goedgekeurde Vraestel van die Publieke Administrasie.

Die Departement Bedryfsiekonomie of Stateleer en Publieke Administrasie is verantwoordelik vir Vraestel 5 en 'n student moet voldoen aan die vereistes wat die betrokke departement stel vir toelating tot hierdie vraestel.

Praktika:

Om te kwalifiseer vir die honneurseksamen moet 'n verslag oor die voorgeskrewe praktiese werk wat die student gedoen het voorgelê word. Die verslag is in die vorm van 'n ondersoek, verkieslik in die nywerheid, wat in oorlegpleging met die Hoof van die Departement gekies word.

DEPARTEMENT EKONOMIE EN EKONOMIESE GESKIEDENIS

*Professor: J. H. SMITH, M.Comm., U.O.D. (O.V.S.), D.Comm. (U.P.E.)

Senior Lektor: Vakant

Junior Lektor: W. C. NKUHLU, B.Comm. (Fort Hare)

*Hoof van Departement

EKONOMIE

Kursus I

(Een Vraestel).

(a) *Beskrywende Ekonomie:* Die Suid-Afrikaanse ekonomiese struktuur. Aspekte van teenswoordige Suid-Afrikaanse ekonomiese vraagstukke.

(b) *Algemene Inleiding tot die Ekonomiese Teorie:*

Fundamentele begrippe, volksinkome, verbruik en produksie.

(c) *Geld en Bankwese:* Die ontstaan en funksie van geld; algemene bankwese en 'n kort oorsig oor internasionale geldvraagstukke.

Kursus II

(Twee vraestelle)

Vraestel 1.

1. (a) *Prysteorie*: Onverskilligheidskurwes; monopolie; monopolistiese mededinging; monopsonie; oligopolie en die verdelingsvraagstuk.
(b) Die ekonomie van onderontwikkeltheid.
2. *Prysvorming onder suiwer konkurrensie*:
 - (a) Die tydfaktor en markprosesse
 - (b) Die tydperiode
 - (c) Markprysvorming
 - (d) Korttermyn- en langtermynprysvorming
 - (e) Die voorwaardes vir 'n toestand van ewewig onder kort-termyn en lang termyn normale prysvorming.
3. *Monopolie*:
 - (a) Die monopoliemarkvorm
 - (b) Prysvorming onder monopolietoestande
 - (c) Vergelyking van opbrengs onder suiwerkonkurrensie en monopolie
 - (d) Prysdiskriminasie onder monopolietoestande
4. *Die Monopsonie Markvorm*:
 - (a) Voorbeelde van monopsonie
 - (b) Prysvorming by monopsonie.
5. *Monopolistiese Mededinging*:
 - (a) Kenmerke van monopolistiese mededinging
 - (b) Produktdifferensiering en advertensie
 - (c) Prysvorming.
6. *Die Verdelingsvraagstuk*:
 - (a) Die vergoeding van arbeid
 - (b) Die loonteorie
 - (c) Die vergoeding van kapitaal. Renteteorie.
 - (d) Die vergoeding van grondgebruik. Pagneorie. Differensiële grondrente.

Vraestel 2: Geld- en Bankwese:

1. Die waarde van geld
2. Die institusionele bestel-, bank en finansiële instellings.
3. Internasionale monetêre geskiedenis 1914-1970.
4. Inleiding tot wisselkoerse.
5. Inleiding tot moderne monetêre teorie.

Kursus III

(Drie vraestelle)

Vraestel 1. Inkomteorie en owerheidsfinansies:

- (a) *Inkomteorie*:
 1. Die Makro-ekonomiese raamwerk.
 2. Begrippe en ontledingstegnieke.
 3. Die klassieke beskouinge.
 4. Die oorgang na die moderne beskouinge.
 5. Verbruiksbesteding.
 6. Investering.
 7. Rente en geld.
 8. Inkomtebepaling.
 9. Gelyktydige bepaling van rente en inkomte.
10. Die leer van indiensname.

(b) *Owerheidsfinansies :*

1. Die ontwikkeling van die denke oor owerheidsfinansies.
2. Algemene doelstelling van uitgawebeleid.
3. Aard en indeling van owerheidsfinansies.
4. Ekonomiese gevolge van Staatsbesteding.
5. Ontwikkeling en struktuur van owerheidsinkomste.
6. Belastingtipes en belastingvorme.
7. Ekonomiese ontleding van belastings.
8. Openbare lenings en staatskuld.
9. Die Struktuur van die owerheidssektor in Suid-Afrika.
10. Die begroting van die Suid-Afrikaanse Sentrale Regering.
11. Die begroting van die Transkei.
12. Belastingstruktuur van die Suid-Afrikaanse Sentrale regering.
13. Transaksies van die Suid-Afrikaanse Sentrale Regering en die Regering van die Transkei.
14. Die finansies van die provinsiale administrasies en van plaaslike bestuurs liggame.

Vraestel 2 : Die Internasionale ekonomie en konjunktuurleer :

1. *Die Internasionale Handel :*

- (a) Die teorie van internasionale handel
- (b) Betalingsbalans- en valutavraagstukke
- (c) Internasionale handelsbeleid.

2. *Konjunktuurleer :*

- (a) Beskrywing van die handelskringloop
- (b) Konjunktuurteorie
- (c) Stabilisasiebeleid.



Vraestel 3 : Ekonomiese Verandering in Suid-Afrika

1. Hulpbronne, bevolking en nasionale inkomste.
2. Die landbousektor
3. Mynbou.
4. Nywerheidssektor.
5. Dienstesektor
6. Arbeid, lone en lewenstandaarde.
7. Buitelandse handel en die betalingsbalans.
8. Voorwaardes vir voortgesette ekonomiese groei.

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Honneurs

Studente wat in die hoofrigting Ekonomie wil studeer, moet vyf studierigtings volg.

Vraestel 1 :

Gevorderde ekonomiese teorie.

Vraestel 2 :

Gevorderde monetêre teorie.

Vraestel 3 :

Ekonomiese ontwikkeling en groei.

Vraestelle 4 en 5 : (twee onderwerpe uit die onderstaande soos jaarliks deur die departementshoofde bepaal mag word)

- (a) Een van die onderwerpe wat vir die Honnerskursus in Bedryfseconomie aangebied word.
- (b) Staatsfinansies.
- (c) Inkometeorie en ekonomiese dinamika.
- (d) Ekonomiese stelsels.
- (e) Internasionale ekonomiese verhoudinge.
- (f) 'n Bepaalde tydvak uit die Ekonomiese Geskiedenis.
- (g) Geskiedenis van die ekonomiese denke.
- (h) Suid-Afrikaanse ekonomiese vraagstukke.

Ekonomiese Geskiedenis

Een Vraestel. Een Kursus (Eerstejaar).

Deel I :

1. Pre-historiese en antieke beskawings.
2. Die Romeinse Ryk.
3. Die middeleeue...Die gildewese, sy ontstaan en verval.
4. Handel en nywerheid in die Middeleeue.
5. Die opkoms van Kapitalisme en Merkantilisme
6. Die nywerheidsrewolusie
7. Die Argrariese Rewolusie
8. Die tydperk van die hoog-kapitalisme 1850-1914
9. Die moderne tydvak.
10. Ekonomiese ontwikkeling van onderontwikkelde lande.

Deel II :

1. Oorsig van die tydperk 1652-1875
2. Die tydperk 1875-1910.
3. Die tydperk na 1910.

DEPARTEMENT ENGELS

Kyk in die prospektus van die Fakulteit van Lettere en Wysbegeerte van die Universiteit van Fort Hare



INLEIDING TOT DIE REG, HANDELSREG, KOMMERSIELE REG, SOSIALE EN EKONOMIESE WETTEREG EN STAATS- EN ADMINISTRATIEF REG KONTRAKTE EN DELIKTEREG, SAKE- EN ERFREG.

Kyk in die prospektus van die Fakulteit Regte van die Universiteit van Fort Hare.

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DEPARTEMENT LATYN

Kyk in die prospektus van die Fakulteit Lettere en Wysbegeerte van die Universiteit van Fort Hare

DEPARTEMENT OPVOEDKUNDE

Kyk in die prospektus van die Fakulteit Opvoedkunde van die Universiteit van Fort Hare

DEPARTEMENT REKENINGWETENSKAPPE

*Senior Lektor: J. C. VAN EEDEN, M.Comm. (Rek.) M.B.A. (Pret.)

Senior Lektor: E. BEGEMANN, M.Comm. (Potch.)

Lektor: H. G. ROSSOUW, B.Comm. (O.V.S.)

*Hoof van Departement.

REKENINGKUNDE I

1. Grondbegrippe van die rekeningkunde

- 1.1. Algemene inleiding
- 1.2. Die organisasie en funksionering van 'n handels-onderneming
- 1.3. Beginsels van interne kontrole
- 1.4. Gebied van die rekeningkunde
- 1.5. Rekeningkunde en handelsterminologie
- 1.6. Die stelsel van dubbelinskrywing

- 1.7. Rekeningkundige inligting vir bestuur
(Anthony hoofstukke 1-4)
 - 1.8. Die grootboek
 - 1.9. Die kasboek
 - 1.10. Bankrekonsiliasiestate
 - 1.11. Die kleinkasboek
 - 1.12. Die inkoop- en verkoopboek
 - 1.13. Terugesendingsboeke
 - 1.14. Die joernaal
 - 1.15. Oorboeking vanuit hulpboeke
 - 1.16. Die proefbalans
 - 1.17. Ontledingskolomne in rekeningkunde
 - 1.18. Kontrole rekeninge
2. *Finansiële State : Samestelling, Begrippe en gebruike*
- 2.1. Finansiële state van 'n handelonderneming
 - 2.2. Sluitingsinskrywings en aansuiwering
 - 2.3. Dokumentasie: bewyslewing, bevestiging en verifikasie
 - 2.4. Voorsienings en reserwes
 - 2.5. Waardevermindering van vaste bates
 - 2.6. Goedere op sig
 - 2.7. Departementele rekeninge
 - 2.8. Rekeningkundige beginsels en hulle betekenis
(Anthony hoofstukke 5, 6 en lees hoofstuk 10)
3. *Ondernemingsrekeningkunde*
- 3.1. Vennootskapsrekeninge
 - 3.1.1. Vennootskapsbegrippe
 - 3.1.2. Kapitaal- en lopende rekeninge
 - 3.1.3. Finansiële state van 'n vennootskap
 - 3.2. Maatskappyrekeninge
 - 3.2.1. Beperkte maatskappye en hulle finansiële state
 - 3.2.2. Basiese verskille tussen die finansiële state van beperkte maatskappye en die van vennootskappe en alleeneienaarskappe
 - 3.2.3. Die gepubliseerde finansiële state van beperkte maatskappye
 - 3.3. Verenigings en ondernemings sonder 'n winsmotief.
 - 3.4. 'n Inleiding tot die ontleding en vertolking van finansiële state
4. *'n Inleiding tot Koste Begrippe en finansiële beheer*
- 4.1. Die handelsbedryf—kostebeginsels en kostebegrippe
 - 4.2. Die vervaardigingsbedryf—kostebeginsels en kostebegrippe
 - 4.3. Die kosteberekeningsproses
 - 4.4. Verkoopsprysbepaling
 - 4.5. Bestuursbeheer.

Rekeningkunde II

1. *Rekeningkundige Stelsels*
- 1.1. Oorsigtelike hersiening van die rekeningkundige meganisme
(Hersien Anthony hoofstukke 1-5)
 - 1.2. Verantwoording vanaf onvolledige rekords: Enkel inskrywing
 - 1.3. Verenigings en ondernemings sonder 'n winsmotief
 - 1.4. Versendingsrekeninge
 - 1.5. Takrekeninge (insluitend buitelandse takke)
 - 1.6. Sistematisering: Handgeskrewe, meganiese en elektroniese dataverwerking.

2. *Vennootskapsrekeninge*
 - 2.1. Tydelike vennootskappe en gesamentlike ondernemings
 - 2.2. Veranderinge in die samestelling van vennootskappe
 - 2.2.1. Toelating van 'n nuwe vennoot
 - 2.2.2. Uittreding van 'n vennoot en ontbinding van vennootskappe (insluitend likwidasië met verdrag)
 - 2.2.3. Omsetting van 'n vennootskap in 'n private maatskappy.
3. *Maatskappyrekeninge*
 - 3.1. Maatskappybegrippe
 - 3.2. Aantekening van aandeletransaksies
 - 3.3. Obligasies
 - 3.4. Dividende en obligasierente
 - 3.5. Winste en verliese voor inkorporasie
 - 3.6. Aflossing van aflosbare voorkeuraandele en obligasies
 - 3.7. Finansiële state van beperkte maatskappye (Lees Anthony hoofstuk 8)
4. *Kostebegrippe en Finansiële Beheer*
 - 4.1. Die handelsbedryf—kostebegrippe en kostebeginsels
 - 4.2. Die vervaardigingsbedryf—kostebegrippe en kostebeginsels (Anthony—hoofstuk 7)
 - 4.3. Die kosteberekeningsproses (Anthony—hoofstuk 15)
 - 4.4. Kontrakrekeninge en taak kosteberekening
 - 4.5. Boerderyrekeninge en proses kosteberekening
 - 4.6. Bestuursbeheer en prysbeleid (Anthony—hoofstuk 13)
 - 4.7. Begrotings (Anthony—hoofstuk 11)
 - 4.8. Voorrade (Anthony—hoofstuk 9, bladsye 225-235 en standpunt A2)
 - 4.9. Waardevermindering en vernuwning van vaste bates (Anthony—hoofstuk 9, bladsye 233-238)
 - 4.10. Beperkings van finansiële state (Anthony—hoofstuk 10)
 - 4.11. Ontleding en vertolking van finansiële state (Anthony—hoofstukke 11 en 12)

Rekeningkunde III

1. *Maatskappyrekeningkunde*
 - 1.1. Finansiële state en verslae van beperkte maatskappye (Anthony hoofstukke 8 en 9)
 - 1.2. Advies oor die uitreiking van aandele
 - 1.3. Finansiering deur obligasies
 - 1.4. Interne rekonstruksie en eenvoudige kapitaal veranderinge
 - 1.5. Eksterne rekonstruksie, amalgamasie en absorpsie
 - 1.6. Konsolidasie van finansiële state
 - 1.7. Waardasie van ondernemings, aandele en obligasies (Anthony hoofstuk 19)
 - 1.8. Metodes van finansiering: huur of koop
2. *Rekeningkundige Inligting vir Bestuur*
 - 2.1. Historiese ontwikkeling
 - 2.2. Gevorderde rekonsiliasies
 - 2.2.1. Bankstate met gevorderde wisseltransaksie toepassings
 - 2.2.2. Debiteure en krediteure

- 2.3. Ontleding en vertolking van finansiële state
- 2.4. Opstelling van begrotings
(Hersien Anthony hoofstukke 13 en 14)
- 2.5. Vervaardigingsrekeninge en kostebegrippe
(Hersien Anthony hoofstukke 7 en 15 en lees hoofstuk 16)
3. *Spesiale Rekeninge en Rekeningkundige Metodes*
 - 3.1. Lopende rekeninge en gemiddelde vervalgad
 - 3.2. Beleggingsrekeninge
 - 3.3. Delgingsfondse
 - 3.4. Paaiementbetalings- en huurkooprekeninge
 - 3.5. Houerrekeninge
 - 3.6. Tantieme: patente, handelsmerke en kopiereg
 - 3.7. Versekerings: eise en advies
 - 3.8. Hotel- en klubrekeninge
 - 3.9. Finansiële state van finansiële instellings
 - 3.10. Dubbelrekeningstelsel en rekeninge van plaaslike besture
 - 3.11. Fidusiële rekeninge
 - 3.12. Meganiese en elektroniese dataverwerking
(Anthony hoofstuk 20)

REKENINGE VAN EKSEKUTEURS, LIKWIDATEURS EN KURATORS

(Een vraestel)

Opstel van likwidasiere- en distribusierekeninge in bestorwe boedels, behandeling van vruggebruike, fideikommissere bemakings- en rekeninge in die algemeen in boedels, met of sonder testamente, en die Boedelbelasting- addendum.

Opstel van vermoëstaat, likwidasiere- en distribusiere- of kontribusiere- rekening in oorgemaakte of gesekwestreerde boedels en likwidasiere van maatskappye. Rekeninge wat as gevolg van 'n akte van kompromis ontstaan. Die opskrywe van trustboeke en -rekeninge.

Van studente sal nie verwag word om die tariewe ten opsigte van meestersgelde, taksasiegelde, eksekuteurs- en likwidateursloon ens., of die skale waarop boedelbelasting bereken moet word, vir die eksamen te memoriseer nie.

LOUDITKUNDE

Kursus I

(Een vraestel)

1. Aard en definisie van die ouditkunde.
2. Doelstellings van die ouditkunde.
3. Hoedanighede en bevoegdhede van 'n ouditeur.
4. Verband tussen rekeningkunde en ouditkunde.
5. Metodes waarvolgens ouditerings uitgevoer word.
6. Ouditroosters en die ouditeur se notabock.
7. Beginsels van interne kontrole.
8. Nagaan van optellings, oorboekings, ens.
9. Bevestiging, verifikasie, waardering en sertifisering.
10. Magte, pligte, verantwoordelikhede en aanspreeklikhede van ouditeurs onder die gemenerereg, uitsprakereg en wettereg (met besondere verwysing na artikels 22 en 26 van die Wet op Openbare Rekenmeesters en Ouditeurs, en die Maatskappywet.).
11. Volledige aspekte verbonde aan die ouditering van eenmansake, vennootskappe, klubs, liefdadigheids- sosiale, sport- en soortgelyke verenigings en beperkte maatskappye (vir sover Deel I en Deel IV van die Agste Bylae tot die Wet betrekking het).
12. Algemene raadgeving met betrekking tot die interne organisasie, die boekhouding, en die beheer daarvan.

L.W.—Kandidate moet in hulle antwoorde blyke gee van beheer oor feite sowel as die vermoë om hulle kennis saaklik, verstaanbaar en volledig op skrif weer te gee.

Kursus II

(Twee vraestelle)

L.W.—In die tweede kursus moet die kandidaat aandag skenk aan breedvoeriger hersiening en 'n meer intensiewe behandeling van die werk van die eerste kursus.

1. Interne beheer, metodes van ouditering, opstel en hou van ouditroosters en notaboeke, met besondere verwysing na: die implikasies van interne ouditering; toets-ouditering; die gebruik van werkstate; en meganisasie op die gebied van die rekeningkunde.

2. Bevestiging, waardebeplaging, verifikasie, sertifisering en verslaglewering.

3. Begrippe "waar en redelik".

4. Die jongste ontwikkelings op die gebied van die ouditkunde.

5. Die posisie van die ouditeur ingevolge die gemeneereg, die uitspraakreg en die wettereg.

6. Beginsels van samesmelting, rekonstruksie en ontbinding van maatskappye, vennootskappe, ens.

7. Ouditering van alle maatskappy-aangeleenthede.

8. Algemene pligte en werksaamhede van die rekenmeester en ouditeur in openbare praktyk.

9. Ontleding en interpretasie van finansiële state.

10. Ondersoekings en verslae.

11. Waardering van klandisiewaarde, aandele en obligasies.

12. Beoordeling en kritiek op finansiële state vir publikasie en voorlegging aan aandeelhouers.

L.W.—In die tweede kursus moet die kandidaat blyke gee van 'n grondige kennis van die vak, asook die vermoë om vrae op deeglike en wetenskaplike wyse te beantwoord. Benewens wye leeswerk in die bestaande vakboeke moet die kandidaat ook soveel vaktidskrifte moontlik bestudeer.—insluitende "Die Suid-Afrikaanse Rekenmeester".

University of Port Hare
Kosteberekening
Together in Excellence
(Een vraestel)

1. Doelstellings, gebruike en beperkings van kosteberekening; kostebegrippe; en koste-indeling.

2. Beginsels en metodes van kostebepaling en kosteverhaling.

3. Metodes van kosteberekening en kosteboekhouding; taak- en proseskosteberekening; absorpsie- en grenskosteberekening; begrotings- beheer en standaardkosteberekening; eenvormigekosteberekening; koste boekhouding; en kosteberekeningstelsel.

4. Kosteberekening as hulpmiddel by die bedryfsleiding.

Inkomstebelasting

(Een Vraestel)

Die beginsels en toepassing van die belasting van die inkomste van individuele persone of verenigings van persone en/of gewone handels- en industriële maatskappye in die Republiek van Suid-Afrika ingevolge die bepalings van die Inkomstebelastingwet, nr. 58 van 1962, soos gewysig.

1. Kort skets van die verskillende soorte belasting en van die geskiedenis van die Suid-Afrikaanse Belastingwetgewing.

2. Beginsels met betrekking tot die lees en vertolking van artikels van die Inkomstebelastingwet nr. 58 van 1962, soos gewysig.

3. Vasstelling van belasbare inkomste: bruto inkomste, inkomste, belasbare inkomste.

4. Toegevalle inkomste—basiese beginsels en besliste sake wat daarop betrekking het.

5. Bron van inkomste—basiese beginsels.

6. Onderskeid tussen ontvangste van 'n kapitale en inkomste aard met verwysing na besliste sake.

7. Bruto inkomste—spesifieke vorme: vergoeding vir dienste gelewer jaargelde, eenvoudige huurpremies, verhalings, subsidies, inkomste van minderjarige kinders, vooruitbetalings, diwidende en ander ontvangste.

8. Bruto inkomste—geagte inkomste, bv. inkomste van 'n getroude vrou.

9. Vrstellings—uitgesluit die wat op bougenootskappe en ander spesifieke ondernemings betrekking het.

10. Toelaatbare aftrekkings—uitgawes en toelatings betreffende die volgende: die verkryging, herstel onderhoud en skraping van kapitaal- bates, soos geboue, patente en handelsmerke en toerusting; die gebruik van arbeid (vergoeding, vervoer, behuising en welsyndienste) die gebruik van geleende kapitaal.

—Uitgawes vir die beskerming van inkomste en uitgawes in verband met toekomstige verliese en verpligtinge (sluit in wetenskaplike navorsing, assuransië, deposito's en diskonto's).

—Regskoste en besigheidsverliese deur diefstal, vuur slegteskulde, beskadiging ens.

—Pensioenfondse bydraes en persoonlike toelae ten opsigte van fisiese ongeskiktheid, mediese- en onthaalkoste.

11. Nie-toelaatbare aftrekkings.

12. Diwidende—vrystellings en aftrekkings.

13. Kortings—primêre korting vir normale belasting en sekondêre kortings ten opsigte van kinders, afhanklikes en assuransië.

14. Tariëwe van belasting met betrekking tot individue.

15. Berekening van 'n individu se normale belastingaanslag—soorte aanslae en die behandeling van verliese wat vorentoe **gedra word**.

16. Aanslae van geskeie persone.

17. Beginsels rakende aanslae van boedels en trusts as aparte entiteite.

18. Belasting van boere.

19. Aanslag van professionele persone.

20. Berekening van besigheidsaanslae deur gebruik te maak van wins-en-verliesrekenings en balansstate van alleenhandelaars en vennootskappe.

21. Belasbaarheid van klanterbode in Excellence

22. Belasting van huurkooptransaksies (ingesluit vaste eiendoms-transaksies).

23. Jaar van aanslag.

24. Belasting, van gewone industriële- en handelsmaatskappye- omskrywing van maatskappye, behandeling van diwidende en bonusaandeel, aanslag van normale belasting van 'n gewone maatskappy, moeder- en filiaalmaatskappye in likwidasië.

25. Provinsiale belasting—gewone maatskappye.

26. Belasting op buitelandse aandeelhouers.

27. Belasting op Onuitgekeerde winste.

28. Belasting op geskenke.

29. Besware—bewyslas, skikking en appèl.

30. Finale en voltooid aanslae van individue en maatskappye.

31. Belasting van ronde-som voordele ex pensioen-, voorsorgs- en uittredingannuïteitsfondse.

32. Die L.B.S.-stelsel van belastinginvordering.

L.W.—Van kandidate sal verwag word dat hulle die jongste wysigings en die regulasies uitgereik ingevolge die Wet moet ken, maar vrae sal slegs gestel word oor wetgewing wat voor 31 Mei van die jaar van die eksamen van krag word.

DEPARTEMENT STATISTIEK

Kyk in die prospektus van die Fakulteit Natuurwetenskappe van die Universiteit van Fort Hare

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ELEMENTÊRE TEORIE VAN FINANSIES EN STATISTIESE METODES A

1. Elementêre teorie van Finansies.

Halwe kursus—Een Vraestel van twee uur.

N.B.—Dit is wenslik dat studente, alvorens hulle met hierdie kursus begin, kennis moet hê van algebra tot matrikulasie-standaard.

Rekenkundige en meetkundige reekse. Rente; skynbare en werklike rentevoet. Vraagstukke oor berekening van slotwaarde, aanvangswaarde, tyd en rentevoet. Vaste annuïteite, aanvangs- en slot-waarde. Aflossing. Delgingsfondse. Effekte en aandele. Die aankoop van sekuriteite. Opstel van aflosplanne. Wins en verlies, handelsbankiersdiskonto, makelaarsloon en buitelandse wisselkoerse. Gelyktydige vergelykings.

2. Statistiese Metodes A.

Halwe kursus—een vraestel van twee uur.

N.B.—Dit is wenslik dat studente, alvorens hulle met hierdie kursus begin, kennis moet hê van algebra tot matrikulasie-standaard.

Klassifisering en tabulering; frekwensietabelle. Rekenkundige gemiddelde, belaste gemiddelde, mediaan en modus en hulle berekening, eienskappe, voor- en nadele. Kwartiele. Asimmetrie. Dispersie. Standaardafwyking. Korrelasie. Diagramme, histogramme en kumulatiewe diagramme. Lineêre regressielyne. Neigingskrommes deur lopende gemiddeldes, deur grafiese en ander elementêre metodes. Indekssyfers. Metodes, van monsterringing en monsterringing. Statistiese toetse van verskille tussen gemiddeldes. Die gebruik en toepassing van statistiek.



TAALABORATORIUM

Kyk die prospektus van die Fakulteit Lettere en Wysbegeerte van die Universiteit van

Fort Hare
University of Fort Hare
Together in Excellence

DEPARTEMENT WISKUNDE

Kyk in die prospektus van die Fakulteit Natuurwetenskappe van die Universiteit van Fort Hare.

FAKULTEIT LANDBOU

Dekaan : Prof. H. v. H. VAN DER WATT

Vise-Dekaan : Prof. E. H. GRAVEN

Tikster/Sekretaresse : Mev. C. VERHOEVEN.

AKADEMIESE PERSONEEL

Agronomie :

(Sub-departemente: Tuinbou, Weidingsleer en Plantpatologie).

Professor: E. H. GRAVEN, M.Sc. Agric. (Stell.), Ph.D. (Wisconsin).

Senior Lektor (Agronomie): J. N. MARAIS, M.Sc. Agric. (Pret), Ph.D. (Purdue).

Senior Lektor (Weidingsleer): W. S. W. TROLLOPE, M.Sc. Agric. (Natal).

Lektor (Weidingsleer): Vakant.

Lektor (Tuinbou): B. V. COURT, B.Sc. Agric. (Pret.)

Lektor (Tuinbou): Vakant.

Lektor (Plantpatologie): J. P. MILDENHALL, B.Sc. Agric. (Natal) M.Sc. Agric.,
Ph.D. (Wisconsin).

Tegniese Assistent: C. NYANGINTSIMBI.

Grondkunde :

(Sub-departemente: Biochemie, Genetika en Plantfisiologie)

Professor: H. v. H. VAN DER WATT, B.Sc. Agric. (Pret.), Ph.D. (California).

Senior Lektor (Grondkunde): M. HENSLEY, M.Sc. Agric. (Natal).

Senior Lektor (Biochemie): P. W. CLAYTON, M.Sc. (Pret.), D.Sc. Agric. (Pret.)

Lektor (Genetika): J. H. G. DE VILLIERS, B.Sc. Agric. (Natal)

Lektor: Vakant.

Senior Tegniese Assistent: W. NGALEKA.

Landbou-Ekonomie :

(Sub-departemente: Landbou-ingenieurswese en Biometrie)

Senior Lektor: S. J. DE SWARDT, M.Sc. Agric. (Natal)

Veekunde :

(Sub-departemente: Anatomie en Fisiologie en Veetiesktes, Pluimveekunde,
Skaap- en Wolkunde, Suiwelbereiding en Tegnologie).

Professor: D. L. BROWN, M.Sc. Agric. (Natal), D.Sc. Agric. (O.V.S.)

Senior Lektor (Veetiesktes): S. STAMPA, Dr. Med. Vet. (Giessen)

Senior Lektor (Veekunde): E. J. B. BISHOP, M.Sc. Agric. (Stell.)

Lektor: (Skaap en Wolkunde): Vakant.

Senior Tegniese Assistent: A. M. DLANGAMANDLA.

Werktuigkundige/Demonstreerder: H. L. ROSKILLY.

Administratiewe Personeel

Sekretaresse/Tikster: Mev. C. VERHOEVEN.

Klerk: A. M. DIKANA.

Plaasbestuurder (Honeydale): S. W. HAYNES.

Plaasbestuurder (Fort Hare Plaas): P. A. KRIEDEMANN.

Landbouvoorrade beampte: C. O. MAYEKISO.

REGLEMENT VIR DIE RAKULTEIT LANDBOU

Die fakulteitsreëls wat hierop volg moet tesame met die voorskrifte van die Wet, die Statuut, die regulasies en die algemene reëls gelees word.

Ag.1. Die volgende grade word in die Fakulteit Landbou toegeken:
Baccalaureus in Landbou.....B.Agric.
Baccalaureus Scientiae in Landbou.....B.Sc.Agric.
Baccalaureus Scientiae in Landbou (Honours).....B.Sc.Agric. (Hons.)
Magister Scientiae in Landbou.....M.Sc.Agric.
Doctor Scientiae in Landbou.....D.Sc.Agric.

Ag.2. Die volgende diploma's word in die Fakulteit Landbou toegeken:
Diploma in Landbou.....Dip. Agric.
Nagraadse diploma in Landbouvoorligting.....Dip. Agr. Ext.

DIE GRAAD BACCALAUREUS IN LANDBOU

Ag.3. *Toelatingsvereistes*

Die toelatingsvereistes tot studie vir die B.Agric. graad is 'n Matrikulasie- of gelykwaardige sertifikaat met 'n slaagsyfer in Wiskunde. Kandidate sonder matrikulasie wiskunde, maar met Junior Sertifikaat Wiskunde kan tot die graadkursus toegelaat word, maar moet die kursus Wiskunde (Spesiaal) volg. Kandidate wat reeds in besit van die Universiteit van Fort Hare se Diploma in Landbou is, kan deur die Senaat vrystelling verleen word vir sekere graadkursusse, op aanbeveling van die Fakulteitsraad.

Duurte en leergang.

Ag.4. Die leergang vir die B.Agric. graad sal oor minstens drie jaar strek.

Ag.5. Die leergang word uit die volgende kursusse saamgestel:

(a) *Eerste Jaar :*

Plantkunde I

Chemie IA

Dierkunde I

Fisika I (of Landbou-ekonomie I plus Spesiale Wiskunde, vir studente sonder matrikulasiewiskunde.)

(b) *Tweede Jaar :*

Agronomie I

Anatomie en Fisiologie

Grondkunde I

Gewasfisiologie

Kleinveekunde I

Landbou-ekonomie I (of Landbou-ingenieurswese I)

Veekunde I

Weidingsleer I

(c) *Derde Jaar :*

Dieregesondheid I

Plantplaagbeheer I

Tuinbou I

Vier uit die volgende vyf tweedejaarsvakke:

Agronomie II

Grondkunde II

Landbou-ekonomie II

Veekunde II

Weidingsleer II

University of Fort Hare
Together in Excellence

DIE GRAAD BACCALAUREUS SCIENTIAE IN LANDBOU

Toelatingsvereistes

Ag.6. Die toelatingsvereiste tot studie vir die B.Sc.Agric. graad is 'n Matrikulasie- of gelykwaardige sertifikaat met 'n slaagsyfer in Wiskunde.

Duurte en leergang

Ag.7. Elke leergang vir die B.Sc.Agric. graad sal oor minstens vier jaar strek.

Ag.8. Die leergang word uit die volgende kursusse saamgestel:

(a) Eerste Jaar.

Chemie I
Dierkunde I
Fisika I (of Wiskunde I, of Geologie I)
Plantkunde I

(b) Tweede Jaar.

Agronomie I
Biochemie II
Genetika I
Grondkunde I
Landbou-ekonomie I
Mikrobiologie I
Veekunde I
Weidingsleer I

(c) Derde Jaar.

Aan die begin van die derde jaar moet studente 'n keuse uitoefen ten opsigte van of 'n Veekunde- of 'n Plant-uitoefen ten opsigte van of 'n Veekunde- of 'n Plantwetenskap- rigting te volg. Geen student sal hierna toegelaat word om van rigting te verander sonder die goedkeuring van die Senaat nie.

Veekunderigting
Biochemie III
Landbou-ekonomie II
Veekunde II
Weidingsleer II
Anatomie en Fisiologie I
Dieregesondheid I
Kleinveekunde I



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Plantwetenskaprigting
Agronomie II
Biochemie III
Grondkunde II
Landbou-ekonomie II
Weidingsleer II
Plantplaagbeheer I
Tuinbou I

(d) Vierde Jaar:

Veekunderigting
Veekunde III
Dieregesondheid II
Biometrie I
Landbou-ingenieurswese I
Landbouvoorligting I
Seminaar
Suiwel- en Pluimveekunde I

Plantwetenskaprigting
Agronomie III
Grondkunde III
Weidingsleer III
(of Tuinbou II)
Biometrie I
Landbou-ingenieurswese I
Landbouvoorligting I
Seminaar

FAKULTEITSREÛLS VIR DIE BACCALAUREUSGRADE

- Ag.9. (a) 'n Student moet ten minste 'n jaarpunt van 40% behaal om toegelaat te kan word tot die eksamen.
- (b) Om in 'n kursus te kan slaag, moet 'n student ten minste 40% in die eksamen behaal en 'n gesamentlike gemiddelde van 50% in beide jaarpunt en eksamenpunt; vir hierdie doel, sal die jaar- en eksamenpunt gelyke gewig dra.

Aanvullende eksamens.

Ag.10. 'n Student sal nie tot 'n aanvullende eksamen in enige vak toegelaat word nie tensy 'n minimum jaarsyfer van 50% en ten minste 40% in die eksamen behaal is nie, en dan slegs op aanbeveling van die Departementshoof en met goedkeuring van die Fakulteitsraad en Senaat.

Graad cum laude.

Ag.11. Baccalaureusgrade kan *cum laude* toegeken word indien 'n algehele gemiddelde van minstens 75% oor die laaste twee jaar gehandhaaf is en die graad binne die voorgeskrewe tydperk voltooi is.

Promovering tot die volgende studiejaar.

Ag.12. (a) Geen student sal toegelaat word om na die tweede jaar te promoveer nie, alvorens krediet vir ten minste drie kursusse verkry is, tensy die Fakulteitsraad spesiale toestemming daartoe verleen.

(b) Geen student sal toegelaat word om na die volgende studiejaar te promoveer indien meer as twee kursusse van die voorafgaande jaar (jare) uitstaande is, tensy die Fakulteitsraad spesiale toestemming daartoe verleen.

Ag.13. 'n Student sal krediet vir alle kursusse suksesvol voltooi, al word hy nie tot die volgende studiejaar gepromoveer nie.

Praktiese werk.

Ag.14. Dit kan van 'n student vereis word om gedurende vakansietye sekere praktiese werk, soos deur die Fakulteitsraad bepaal, te onderneem onder die toesig van 'n goedgekeurde persoon.

DIE GRAAD BACCALAUREUS SCIENTIAE IN LANDBOU (HONNEURS)

(Verwys asseblief ook na die statute en die algemene reëls vir die honneurs baccalaureusgraad).

Vakke.

Ag.15. Die B.Sc.Agric. (Honours) graad word in die volgende vakke toegeken:

- Agronomie
- Biochemie*
- Genetika
- Grondkunde
- Landbou-ekonomie
- Tuinbou
- Veekunde
- Weidingsleer

*1. B.Sc. graduandi moet Chemie III geslaag het vir toelating tot die B.Sc.Agric. (Hons.)-graad in Biochemie, en moet die volgende kursusse slaag as voorvereiste: Biochemie IS, Biochemie IIS, Genetika I, Veekunde I, Agronomie I en enige verdere vak(ke) wat die Fakulteitsraad op aanbeveling van die Departementshoof, nodig ag.

2. B.Sc.Agric. graduandi moet vir toelating tot die B.Sc. Agric. (Hons.) graad in Biochemie, Chemie III en die ekwivalent van Biochemie II(S) geslaag het, as voorvereiste.

Daarna moet Biochemie honneurskursusse 10 tot en met 19 gevul word.

Tydsduur.

Ag.16. Die minimum tydsduur van die leergang vir studente in besit van 'n B.Sc.Agric. graad, sal een akademiese jaar wees. Vir studente in besit van enige ander Baccalaureusgraad moet die tydsduur van studie minstens twee jaar beloop.

Eksamen en Slaagsyfer.

Ag.17. Die eksamen vir die B.Sc.Agric. (Honneurs) sal bestaan uit skriftelike en mondelinge vraestelle en praktiese werk, maar die aantal mondelinge vraestelle sal nie die aantal skriftelike vraestelle oorskry nie.

- Ag.18. (a) Die minimum slaagsyfer vir die B.Sc.Agric. (Honneurs) graad is 50% vir die hele eksamen, met 'n sub-minimum van 40% vir elke vraestel.
- (b) Die B.Sc.Agric. (Honneurs) graad kan *cum laude* toegeken word, mits die gemiddelde eksamensyfer minstens 75% is.

DIE GRAAD MAGISTER SCIENTIAE IN LANDBOU

Die vakke waarin die M.Sc.Agric. toegeken kan word, is dieselfde as dié wat onder Ag.15 verskyn.

Ag.19. Elke kandidaat vir die graad van M.Sc.Agric. sal die graad B.Sc.Agric. (Honneurs) van hierdie Universiteit in die betrokke vak verwerf het, of sal toegelaat wees tot die status van hierdie graad van die Universiteit en sal die Senaat tevrede moet stel oor sy kwalifikasies in die betrokke vak, **voordat toelating** tot die eksamen vir 'n Meestersgraad verleen word.

Ag.20. Die minimum slaagsyfer vir die M.Sc.Agric.-graad is 'n gemiddelde van 50% vir beide die eksamengedeelte en verhandeling, met 'n sub-minimum van 40% vir elke geskrewe eksamen en 50% vir die verhandeling.

Ag.21. Die M.Sc.Agric.-graad word *cum laude* toegeken indien die gemiddelde totale punt vir die eksamen en verhandeling minstens 75% is.

DIE GRAAD DOKTOR SCIENTIAE IN LANDBOU

Sien die algemene reëls G42 tot G56.

Ag.22. Dit sal van 'n kandidaat vir die graad verwag word om 'n goedgekeurde studierigting te volg en navorsing te doen op 'n vakgebied in die Landbouwetenskap.

DIE DIPLOMA IN LANDBOU

Die Fakulteitsreëls Ag.9 tot Ag.14 is ook op die Diploma in Landbou van toepassing.

Toelating.

Ag.23. Die minimum toelatingsvereiste is 'n Seniorcertifikaat of gelykwaardige sertifikaat.

Tydsduur en leergang

Ag.24. Die leergang vir die Diploma in Landbou sal oor minstens twee jaar strek.

Ag.25. Die leergang word uit die volgende kursusse saamgestel:

(a) *Eerste Jaar* :

- Biologie I
- Chemie IA
- Plantwetenskap Ib
- Veekunde Ib

(b) *Tweede Jaar :*

Aan die begin van die tweede jaar, moet studente aandui of hulle van voornemens is om die S.O.D.-kursus te volg. Voornemende S.O.D.-studente moet in hulle tweede jaar Opvoedkunde I neem en in die S.O.D.-jaar Metodiek van Landbou-onderwys.

Plantwetenskap I Ib

Veekunde I Ib

Grondkunde I b

Landbou-ekonomie I b

Landbou-ingenieurswese I b

Een van die volgende vakke: Diergesondheid I b,

Opvoedkunde I of Tuinbou I b

Onderskeiding

Ag.26. Om die Diploma met onderskeiding te verwerf, moet 'n student 'n gemiddelde van minstens 75% in die finale jaar behaal.

Oorsakelings na B.Agric.

Ag.27. 'n Student kan van die Diploma na die B.Agric.-graadkursus, en omgekeerde, oorskakel met die goedkeuring van die Senaat op aanbeveling van die Fakulteitsraad.

DIE DIPLOMA IN LANDBOUVOORLICHTING

Toelating.

Ag.28. Die minimum toelatingsvereiste vir die Diploma in Landbouvoorligting, is 'n Baccalaureusgraad in Landbou.

Verdere besonderhede aangaande hierdie Diploma kan van die Dekaan verkry word.



University of Fort Hare LEERPLANNES Together in Excellence ANATOMIE EN FISILOGIE

Kursus I

Die anatomie en fisiologie van plaasdiere ondersteun deur die betrokke histologie en embriologie. Klem word veral gelê op normale ontwikkeling en funksie om sodoende 'n agtergrond te skep vir die kursus in dieregesondheid.

Prakties : Anatomie, fisiologie en histologie van gesonde organe. (Drie lesure en 'n halwe praktikum per week).

AGRONOMIE

Kursus I

Inleiding tot akkerbou : Bevolkingsaanwas in verhouding tot voedselproduksie; voedingsgebreke in die Bantoe-tuislande en die rol van akkerbou in die voorkoming daarvan.

Landboukundige klimatologie : Bepaling van die klimatologiese beperkings op akkergewasproduksie; agroklimatologiese en agro-ekologiese streke van Suid-Afrika met verwysing na die Bantoe-tuislande.

Plant-water huishouding : Energiebalansbegrippe; evapotranspirasie; plant- en grondvogstremming; wisselwerking; droogtebestandheid en -bestandheidsontwikkeling.

Temperatuur : Plant-temperatuur wisselwerking met inbegrip van temperatuursummasie, fenologie ryp en hittebestandheid.

Lig : Kwaliteit, intensiteit en duurre in verhouding tot opbrengs; fotoperiodisme.

Minerale voeding : Plantfisiologiese aspekte van plantnutrient-opname; stikstofbinding; wisselwerking tussen grondvrugbaarheid en ander omgewingsfaktore.

Boerderyimplemente: Plaasmaasjenerie; bewerkingspraktyke; saadbedvoorbereiding; grondkomberse.

Onkruidbestryding: Mededinging tussen onkruid en akkergewasse; identifisering van onkruide; meganiese, chemiese en biologiese onkruidbeheer.

Boerderybeplanning: Inskakeling van die boerderysisteem by die natuurlike omgewing; grondbewaring- en herwinningspraktyke in die Bantoeuistlande; wisselbou en rusoste.

Prakties: Demonstrasies van boerderypraktyke; studie van weerkundige apparaat; versameling, beskrywing en montering van onkruide; bestudering van hooi en kuilvoermaaktegnieke.

(Drie lesure en 'n halwe praktikum per week).

Kursus II

Groeianalise: 'n Studie van die fisiologie, spesifieke klimaats-vereistes en produksie van die vernaamste akkergewasse wat in Suid-Afrika verbou word.

Prakties: 'n Studie van die morfologie van akkergewasse; besoeke aan proefpersele en landbounavorsingsinrigtings; agronomiese oefeninge in plaasbeplanning.

(Drie lesure en een praktikum per week).

Kursus III

'n Studie van die besproeiing- en waterbehoefte van akkergewasse; bewaringsboerdery en gewasverbouingstelsels; gevorderde plantvoeding en bemestingstegnieke; gradering, prosessering en opberging van akkergewasprodukte; gevorderde onkruidbestryding; akkergewasteeltgnieke (Departement van Genetika); laboratorium-, glas-huis- en proefperseeltnieke; die vertolking van wetenskaplike gegewens en die opstel van wetenskaplike verslae.

Prakties: Besoeke aan navorsingsinrigtings en proefpersele; laboratoriumstudies; veldprojekte met uitgesoekte gewasse.

(Vier lesure en een praktikum per week).

BIOCHEMIE

Kursus IIL

Inleiding tot die chemie van koolhidrate, lipiede, proteïene, nukleïensure, vitamieni, minerale en ensieme; biochemiese energie; algemene intermediêre metabolisme van koolhidrate, vette en stikstofhoudende verbindings; die teorie van buffers.

Prakties: Bepaling van pH; die samestelling van buffers; kwalitatiewe toetse vir koolhidrate, lipiede en proteïene; fotometrie; polarimetrie; Kjeldahl metode vir stikstofbepaling.

(Drie lesure en 'n halwe praktikum per week).

Kursus IIL

'n Studie van die gevorderde beginsels van voeding onder die hoofde van: verteerbaarheid, vertering en absorpsie; die energiegehalte van voedingstowwe en die verdeling van sodanige energie in die dier; sisteme vir die uitdrukking van energiewaardes van voedingstowwe; proteïen evaluasie en groei stimulerende verbindings. Behandeling van die beginsels van proteïen biosintese, oksidatiewe fosforilasie en fotosintese.

(Drie lesure en een praktikum per week vir een semester).

Dierewetenskaprigting: Die biochemie van gespesialiseerde weefsels nl. bloed, limf, uriene, spier- en beenweefsel en gesig; 'n bespreking van dierlike hormone onder die hoofde van voorkoms, struktuur, funksie, biosintese en katabolisme; beginsels van immunologie.

(Drie lesings en een praktikum per week vir een semester).

Plantwetenskaprigting: Behandeling van die stikstofsiklus; 'n studie van plant hormone onder die hoofde van voorkoms, struktuur, funksie, biosintese en katabolisme;

die biochemie van saad (saadvorming, ontkieming en veroudering); plante (plantegroei, veroudering en blomme); vrugte (vorming, rypwording, energie benodighede en ensiem sintese).

(Drie lesure en een praktikum per week vir een semester).

Prakties: 'n Volledige voedingsproef inbegripe met die tegnieke wat daarmee gepaard gaan (voorbereiding en droog van monster, vet ekstraksie, ruveselbepaling, stikstofbepaling, kalorimetrie, bepaling van minerale en die aminosuur samestelling).

Honneurs

Biochemie 10:

'n Studie van normale laboratorium apparaat sowel as spesifieke navorsingsmetodes bv. kromatografie elektroforese, spektroskopie, distillasie, ultra—en sentrifugasie, teentroomdistribusie, polarimetrie, gaskromatografie, manometrie, elektronmikroskopie, ultrasoniese vibrasie en isotooptegnieke.

(1 lesing plus 3 praktikum (twee semesters).

Biochemie 11:

Spesiale aspekte van die biochemie van plante en mikro-organismes insluitende selwandstruktuur, mineraalmetabolisme, alkoloïde en planthormone.

(1 lesing vir een semester).

Biochemie 12:

'n Studie van die gevorderde beginsels van voeding, insluitende energiemetabolisme, vitamien en spoorelemente **mineraalvoeding**, voedingsteurnisse en metaboliese siekte-toestande.

2 lesings plus 1 praktikum (een semester).



Biochemie 13:

'n Studie van die meganisme van metaboliese-kontrole in lewende organismes.

1 lesing (een semester).

Biochemie 14:

Die biochemie van verdowingsmiddels, antibiotika en gifstowwe.

1 lesing (een semester).

Biochemie 15:

Fisies chemiese eienskappe van aminosure tot proteïene, insluitende isolasie en suiwering, struktuurbeplanning en peptied sintese.

2 lesings plus 1 praktikum (een semester).

Biochemie 16:

Fisies chemiese eienskappe, chemiese sintese, biosintese en identifikasie van koolhidrate.

1 lesing plus 1 praktikum (een semester).

Biochemie 17:

Fisies chemiese eienskappe van nukleotiede tot nukleïensure insluitende proteïenbiosintese en die genetiese kode, struktuur bepalings en polinukleotied sintese.

1 lesing plus 1 praktikum (een semester).

Biochemie 18:

'n Studie van membrane, sub-sellulêre partikels en die metodes van fraksionering sowel as hersamestelling.

1 lesing plus 1 praktikum (een semester).

Biochemie 19:

Seminare oor die nuutste ontwikkelinge in die biochemie.

Gelykstaande 1 lesing vir twee semesters.

BIOMETRIE

Kursus I

Klassifikasie en tabulasie; rekwensietabelle; rekenkundige gemiddelde, geweeegde gemiddelde, mediaan en modus en hulle berekening, eienskappe, relatiewe voor- en nadele; skeefheid; verspreiding; standaardafwyking; korrelasie; liniêre regressie; metodes van monsterring; monstervariansie; toetse vir verskille tussen gemiddeldes; monsterverspreidings: bestuderinge en toepassing van t, F, χ^2 , variansie en variansie analise.

(Drie lesure en 'n halwe praktikum per week).

DIEREGESONDHEID

Kursus I

Kliniese en patologiese ondersoek van plaasdiere; voorbeelde van die belangrikste mediese, snykundige en ginekologiese toestande van plaasdiere met spesifieke verwysing na oorsaak, verloop, behandeling en voorbehoedmaatreëls.

Prakties: Demonstrasie van kliniese gevalle en elementêre terapeutiese beginsels. (Drie lesure en 'n halwe praktikum per week).

Kursus II

Die voortsetting van mediese, snykundige en ginekologiese toestande van plaasdiere.

Prakties: Demonstrasie van kliniese gevalle en elementêre terapeutiese beginsels. (Drie lesure en een praktikum per week).

GENETIKA

Kursus I

Aard van die genetiese materiaal: Die verskil tussen lewende en nie-lewende materiaal; die selteorie; elementêre selstruktuur; reprodutiewe lewensiklusse; kernsure as die genetiese materiaal; replikasie en sintese van kernsure.

Die verspreiding, uitdrukking en wisselwerking van die genetiese materiaal: Mendel se wette van segregasie en onafhanklike splitsing; gemodifiseerde genetiese verhoudings; omgewings effekte; waarskynlikheid en statistiese ontleding; kwantitatiewe oorerwing; beginsels van die ontleding van kwantitatiewe faktore.

Koppeling en rekombinasie: Die chromosoomteorie van oorerwing; geslagsbepaling; „nondisjunction” en „attached” chromosome; die aard van rekombinasie; die chromosoomtopografie van diploïdes.

Mutasie en chromosoomafwykings: Veranderinge in chromosoomgetal; veranderinge in chromosoomstruktuur; spontane en induseerde mutasies; die chemiese en strukturele basis van mutasie.

Biochemiese genetica: Genetiese bepaling van menslike metabolisme; genetiese kontrole van sintetiese reaksies in mikroorganismes; die „one gene-one function” hipotese; genetiese kontrole van proteïnsintese; geen kontrole meganismes.

Die rol van die gene in ontwikkeling: Differensiasie in virusse en bakterië; differensiasie in veelsellige organismes; geen aksie in ontwikkeling; patrone van ontwikkeling.

Inleiding tot plant en diereteelt: Die noodsaaklikheid van telingsprogramme; die genetiese karakter van ekonomies belangrike eienskappe; inteelt, lynteelt en die genetiese gevolge van teelprogramme; kruisteelt en heterose.

(Drie lesure en 'n halwe praktikum per week).

Kursus IA

Die struktuur en funksie van subsellulêre onderdele: Mitochondria, plastides, golgi-liggame, selmembrane, ribosome, ens.; die selkern, chromosoommorfologie, die karyotipe vergelyking van genetiese en sitologiese chromosoomtopografie, selverdeling,

chromosoomreplikasie; sitologiese tegnieke vir die ondersoek van selonderdele insluitende ligmikroskopie, elektronmikroskopie en mikrochemiese tegnieke; praktiese gebruik van die ligmikroskoop, voorbereiding van smere, snitte, geheelmonterings en geperste preparate; inbedding in verskeie media; fikseermiddels en kleurstowwe; mikro-chemiese toetse.

(Twee lesure en 'n halwe praktikum per week).

Spesiale Kursus In Diereteelt

(Vorm 'n deel van Veekunde III).

Aard en noodsaaklikheid van diereteelt :

Soorte van geenaksie : Waarskynlikheidswette en beginsels van populasiegenetika; mutasies, nadelinge en letale gene; beginsels van seleksie; seleksie van betere teeldiere; faktore wat die doeltreffendheid van seleksie beïnvloed; inteelt; skatting van inteling en verwantskap; lynteelt; kruisteelt.

(Twee lesure en 'n halwe praktikum per week vir een semester).

Spesiale Kursus In Planteteelt

(Vorm 'n deel van Agronomie III).

Aard en doelstellings van planteteelt : Plantevoortplanting en teelmetodes; die teelt van selfbestuifde gewasse; die teelt van kruisbestuifde gewasse; teling vir weerstand teen siektes; verbastering; poliploidie; suiwer lyne in planteteelt; die gebruik, van mutasies in planteteelt; die verspreiding en behouding van verbeterde variëteite.

(Twee lesure en 'n halwe praktikum per week vir een semester).

GRONDKUNDE

Kursus I

Kort oorsig van die belangrikste minerale en rotse betrokke in grondvorming; raamwerk van die geologie van Suid-Afrika; verwerking van rotse en minerale en vorming van grond; die algemene samestelling van grond; die belangrikste eienskappe van die vaste-, vloeistof-, gas- en biologiese fases; elementêre grondbiologie; chemie van die vaste fase met spesiale verwysing na die essensiële plantnutriënte; die kleifrakasie; inleidende kleimineralogie; chemiese en kolloïdale eienskappe van klei, o.a. lading, uitruilingsverskynsels, fiksasie van nutriënte, vlokulasie en dispersie; die grondoplossing; grond-suurheid en bekalking; sout-afekteerde gronde, voorkoming en reklamasië daarvan.

Fisiese eienskappe van gronde : Partikelgrootte-ontleding, digtheid en matriksdigtheid, vogretensie; evapotranspirasie en vogbeheer; grond temperatuur.

Grondorganiese materiaal : Oorsprong en ontbinding; belangrikheid; ammonifikasie en nitrifikasie.

Grondvrugbaarheid : Evalueringsmetodes, nutriëntgebrekke, poteksperimente, blad-analise, weefseltoetse ens.; chemiese grond-ontledings en hulle beperkings.

Kunsmisstowwe : Stikstof, fosfor en kalium; tipes en hul vervaardiging; plaasmiss.

Prakties : Laboratoriumstudies om sommige van bogemelde aspekte te demonstreer en evalueer.

(Drie lesure en 'n halwe praktikum per week).

Kursus II

Pedologie : Die grondprofiel: die belangrikheid daarvan in pedologie; beskrywings-terme vir horisonne; grondvorming; die akkumulasie van moedermateriale en grondvorming in verhouding tot landskapvorming; rots en mineraal verwerking; faktore van grondvorming; horison differensiasie met 'n bespreking van die prosesse wat heelwaarskynlik 'n hoofrol gespeel het in die vorming van belangrike klassieke gronde, tjernozem, podzol, solontsjak, solonets en in belangrike Suid-Afrikaanse gronde; grondklassifikasie:

klassieke sisteme; die 7de approksimasie; die jongste Suid-Afrikaanse sisteem; bodembenutting: die betekenis daarvan; faktore van belang; verwantskap met grondklassifikasie; 'n inleiding tot die bepaling daarvan.

Prakties: Die beskrywing en identifikasie van grondprofile in die veld; bepaling van benuttings moontlikhede; 'n inleiding tot bodemopname en kartering.

Grondproduktiwiteit: Chemiese aspekte (grondvrugbaarheid): voorkoms en chemiese aspekte van plantvoedingstowwe in die grond; fisiese aspekte; kort oorsig van die grondeienskappe wat 'n invloed het op die beskikbaarstelling van lug en water vir die plant; fisies-chemiese aspekte: die brakprobleem; wisselwerking tussen besproeiingswater en grond, en die belangrikheid van die kwaliteit van besproeiingswater.

Prakties: Chemiese grondontledings; bepaling van die status van plantvoedingstowwe in grond deur middel van poteksperimente; diagnostiese ontledings van brakgronde; die chemiese ontleding van besproeiingswater en gebruik van die resultate vir gehaltee bepaling.

(Drie lesure en een praktikum per week).

Kursus III

Grondfisika: Grond-water-plant verwantskappe; energiekonsepte; elementêre vloeistofdinamika; grondstruktuur en die belang daarvan in landbou.

Grondchemie: Meer gevorderde bespreking van uitruilings- en fiksasieverskynsels; suurheid, bekalking en aluminium toksisiteit; chemie van die makro- en mikro nutriënte in die grond.

Besproeiingsgronde: Meer gevorderde bespreking van belangrike fisiese en chemiese reaksies in besproeiingsgronde; grondeienskappe belangrik in die bepaling van besproeiingspotensiaal.

Grondbiologie: Die belangrikste grondorganismes en hulle funksies; die C, N en S siklusse.

Prakties: Bepaling van vogkonstantes, fisiese eienskappe; chemiese ontledings; potproewe; plantontledings.

(Vier lesure en een praktikum per week).

KLEINVEEKUNDE

Kursus I

Organisasie van: Skaap- en wolnywerheid; bok- en sybokhaarnywerheid in Suid-Afrika; erflikheids- en omgewingsinvloede op produksie met spesiale verwysing na die Bantoetuislande; reproduksie, groei en produksie van skape en bokke; spesiale voedings-, telings- en bestuursoorwegings; boerdery met wolskape; rasassosiasies, ens.

Veselkunde: Tekstielvesels; histologie van vel en vesel; fisiologiese eienskappe en hoedanighede van dierevesels; veselchemie; hantering van wol en sybokhaar; onsuierhede in veselproduksie: bemarking en nywerheidsverwerking.

Prakties: Beoordeling van kleinvee; voeding en bestuur, hantering, klassifikasie en gradering van wol en sybokhaar; besoeke.

(Drie lesure en 'n halwe praktikum per week).

LANDBOU-EKONOMIE

Kursus I

Inleiding: Historiese Agtergrond van die Suid-Afrikaanse Ekonomie en Landbou se Rol Daarin

Prysteorie: Utiliteit; vraag en aanbod op 'n volmaakte mark; pryselastisiteit; spinnerakteorie.

Produksiefunksie-analise: Funksies van ekonomiese sisteme; die konsep van n produksiefunksie; wet van delande meeropbrengs; elasticiteit van produksie; faktor/produktverhouding; faktor/faktorverhouding; produk/produktverhouding.

Lokasie van landbouproduksie:

Bemaking: Benadering tot bemakingsprobleme; faktore wat vraag en aanbod beïnvloed; funksionele probleme.

Rekordhouding: Kapitaaluitgawes; rekeningkunde; arbeids- en masjinerierekords. (Drie lesure en 'n halwe praktikum per week).

Kursus II

Produksie-ekonomie: Hulpbronnalokasie en bedryfstaksamestelling; hulpbronnklassifikasie; kapitaalaanwending en besigheidsgrootte.

Boerderybestuur: Basiese beginsels in boerderybestuur; die ekonomie van plaasarbeidsgebruik; bestuur van die veebedryfstakke; bestuur van die akkerboubedryfstakke; plaasbeplanning.

Natuurlike hulpbronekonomie: Klassifikasie van natuurlike hulpbronne; vraag en aanbod van natuurlike hulpbronne; tydfaktorinkome en hulpbronnwaardasie; lokasieteorie as basis vir hulpbronnbeplanning; evaluasietegnieke.

Bemaking: Kommoditeitsbemaking; besigheidsbesluitsneming en mededinging; vertikale en horisontale integrasie; Suid-Afrikaanse Bemakingswet en beheerrade; toepassing van navorsing op landboubemakingsprobleme; koöperasies: funksionering van koöperasies, plek en probleme in koöperasie; bemaking, die Suid-Afrikaanse toestand.

Rekordhouding: Boerderybestuurrekords; tegnieke van ontleding van boerderybestuurrekords.

(Drie lesure en een praktikum per week).

University of Fort Hare
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LANDBOU-INGENIEURSWESE

Kursus I

Die veld van landbou-ingenieurswese; kragopwekkingseenhede en kragbenodighede aan masjiene en gereedskap; herstelwerk; die werkwinkel en sy ekwivalent; plaasmasjinerie; verskillende tipes van masjiene, hulle werking en onderhoud; kragoorbringing van belte, asse en ratte.

Implemente: Werking, onderhoud en herstel.

Opmeetkunde: Metingstegnieke en apparaat.

Verkoeling: Verkoelers, hitte insulasie en verkoelingsisteme.

Argitektuur: Beginsels, plaasgeboue en boumateriaal.

Hidrolika: Waterdruk, pompe, hulle werking en installasie.

Elektrisiteit: Beginsels.

(Drie lesure en 'n halwe praktikum per week).

LANDBOUVOORLIGTING

Kursus I

(Besonderhede sal later beskikbaar gemaak word).

(Drie lesure en 'n halwe praktikum per week).

MIKROBIOLOGIE

Kursus I

Kurses word voorberei. Raadpleeg hoof van die Departement.

GEWASFISIOLOGIE

Ensimologie; respirasie; fotosintese; plant- waterhuishouding; groeireguleerders en oksiene met betrekking tot akker- en tuinbougewasse.
(Twee lesure en 'n halwe praktikum per week).

PLANTPLAAGBEHEER

Kursus I

Kourses word voorberei. Raadpleeg Hoof van Departement.

PLUIMVEE- EN SUIWELKUNDE

Kursus I

PLUIMVEEKUNDE

Pluimveebedryf: Wêreld; Suid-Afrika; Bantoetuislande. Evolusie en klassifikasie van rasse en hulle bruikbaarheid en eienskappe; reproduksie, eier- en vleisproduksie; broeibeginsels en vereistes; grootmaak, bestuur en voeding van pluimvee; omgewings- en oorerwingsfaktore wat produksie beïnvloed; bemarking van pluimveeprodukte.

Prakties: In laboratorium en op pluimvee-eenhede, besoeke, ens.
(Drie lesure en 'n halwe praktikum per week vir een semester).

SUIWELKUNDE

Inleiding: Historiese oorsig en huidige stand van die suiwelbedryf; produksie en verbruik van suiwelprodukte.

Samestelling van melk: Verskeie ander produkte; waarde van melk in die menslike dieët; hantering van melk en room.

Suiwel chemie:

Suiwel mikrobiologie: Ontleding van suiwelprodukte op die plaas sowel as by die fabriek.

Suiweltegnologie: Botter, kaas en ander produkte; inleidende studie van maatskappybestuur en higiëne van produksie.

(Drie lesure en 'n halwe praktikum per week vir een semester).

SEMINAAR

Landbouwetenskaplike literatuur en die gebruik daarvan; metodiek van seminaarvoorbereiding en -aanbieding; drie seminare moet deur elke student aangebied word oor onderwerpe soos deur die Seminaarkomitee bepaal.

(Drie lesure per week).

TUINBOU

Kursus I

Algemene omvang van die tuinbounerwerheid; huidige peile van produksie en verbruik; potensiaal en waarde van tuinbougewasse in die Bantoetuislande.

Vrugtestudies: Breedvoerige groei- en produksiestudies van piesangs, sitrus, pekanneute en perskes; beginsels van vrugteklassifikasie, klimatologie, klimaatsvereistes, rusperiode, voortplanting; kweking en kwekerypraktyke, snoei en uitdunning, boorduitleg, boordbewerkingspraktyke, blom- en vrugteset, blom- en vrugontwikkeling, voedingswaarde, pluk hantering, stoor en aanpassing van produksie by mark vereistes van vrugte.

Groentestudies: Omvattende groei- en produksiestudies van kopkool, tamaties, en ertjies; beginsels van groenteklassifikasie, klimaatsvereistes, voortplanting, samestelling en gehalte, bewerkingspraktyke, wisselbou, saadproduksie en aanpassing van produksie by markvereistes van groentegewasse.

Prakties: Boordligging, windbrekers, boorduitleg, aanplanting en verplanting, snoei, bemesting, onkruid:- en plaagbeheer, besproeiing, klassifikasie, identifikasies en aanpassing van produksie by markvereistes van groente- en vrugte; toere na omliggende plase, vrugtepakhuisse en inmaakfabrieke.

(Drie lesure en 'n halwe praktikum per week).

Kursus II

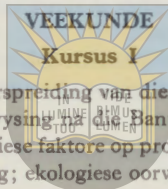
Vrugtestudies: 'n Omvattende studie van die groei en produksie van geselekteerde tropiese-, sub-tropiese-, gematigde vrugte, bessievrugte en druiwe.

Groentestudies: 'n Omvattende studie van die groei en produksie van geselekteerde groentegewasse.

Tuinboukundige Navorsingstegnieke:

Prakties: Kultivarstudies; snoei en uitdunning; oplei van druiwe en bessievrugte; identifisering, voorkoming en beheer van siektes, peste en minerale tekorte, blaaron- leding, kweking en kwekerypraktyke, seleksie en hantering van moeder materiaal; bemestingspraktyke en onkruidbeheer; toere na gebiede van tuinboukundige belang.

(Vier lesure en een praktikum per week).



Die oorsprong, temming en verspreiding van diere-rasse; die veeteeltbedryfproduksie in Suid-Afrika met besondere verwysing na die Bantoetuislande; streeksindeling van die veeteeltbedryf en die invloed van fisiese faktore op produksie; beginsels van diereproduksie voortplanting, groei en ontwikkeling; ekologiese oorwegings en aanpasbaarheid; huide en velle.

Prakties: Be-oordeling van diere en die algemene plaa- en dierepraktyk.
(Drie lesure en 'n halwe praktikum per week)

Kursus II

Suid-Afrikaanse voedingstowwe:

Voeding en bestuur van laasdiere: Melkboerdery; vleisproduksie; varkboerdery; perdebedryf; ander spesies.

Prakties: Praktiese voeding; balansering van rantsoene; chemiese ontleding en evaluering van voedingstowwe; besoeke aan plase en inrigtings; integrering van vee in boerderystelsels.

(Drie lesure en een praktikum per week).

Kursus III

Vee-teelt en veeverbetering (verdeel tussen Vee-kunde en Genetika).

(Twee lesure en 'n halwe praktikum).

Vleiskunde

(Twee lesure en 'n halwe praktikum).

Gevorderde voeding.

(Twee lesure en een praktikum).

WEIDINGSLEER

Kursus I

Die klassifikasie, morfologie en chemiese samestelling van grasplante; die ontwikkeling van die grasplant; plantekologie; die plantegroei van Suid-Afrika; vuur as 'n natuurlike faktor in weiveldbestuur; die benutting van plantegroei deur wildsoorte.

(Drie lesure en 'n halwe praktikum per week).

Kursus II

Die terminologie van weidingsbestuur; smaaklikheid, aanvaarbaarheid en voedingswaarde van verskillende Suid-Afrikaanse veld tipes; fisiologiese en ekologiese benaderinge tot die beginsels van weiveldbestuur; weidingstelsels; weidingsbestuurspraktyke; beheer van indringer en ongewenste plantspesies in die veld; die produksie en benutting van somer- en winteraangeplanteweidings; grondverbruiksbeplanning volgens Pentz.

(Drie lesure en een praktikum per week).

Kursus III

Gevorderde weiveldbestuur; vervanging en versterking van natuurlike weidings; die fisiologie van die grasplant; weidingnavorsingstegnieke; kwantitatiewe plantekologie; grasmorfologie en -taksonomie; grondbewaring; seminare en projekte.

(Vier lesure en een praktikum per week).

LEERPLANNE VIR DIE DIPLOMA IN LANDBOU

DIEREPRODUKSIE

Kursus I

Inleiding tot die vee-teelt en lewende hawe nywerheid in S.A.

Verskillende rasse: Evolusie, oorsprong, eienskappe en gebruik.

Grondbeginsels van voeding: Voeding en voeding vereistes; verteerbaarheid; voedsel berekening; onderhoud- en produksie vereistes; gebalanseerde rantsoene; ekonomie; ens.

Voedingstowwe: Ruvoere, sappige voere, voerbome en struik, konsentrate; voeding, versorging en bestuur van plaasdiere; suiwelboerdery; aanteel, grootmaak, voeding, bestuur; produksie van skoon melk en die bemerking van suiwel produkte, ens.

(Drie lesure en 'n halwe praktikum per week).

Kursus II

Voeding, versorging en bestuur van plaasdiere; vleisproduksie, intensiewe, semi-intensiewe en ekstensiewe vorms van produksie, ens; voeding, versorging en bestuur van plaasdiere; pluimveeboerdery; grootmaak, voeding, behuising en bestuur; bemerking, siektes, ens.; varkproduksie; aanteel, voeding, behuising en bestuur; bemerking ens.; perde-boerdery, bestuur; skaap- en bokboerdery en wolproduksie en -hantering, ens.; die vleispotensiaal van die eland en verwante soorte: moontlike toekomstige rol; konynboerdery en die produksie van vleis en pels; reproduksie van plaasdiere en kunsmatige inseminasie.

Diere-siektes: Diagnose en behandeling van diere-siektes; eerstehulp behandeling; inwendige en uitwendige parasiete en die beheer daarvan; giftige materiaal en die behandeling van vergiftiging, ens.; diere aanteelpraktyke en lewende hawe verbetering.

Diere by-produkte: Huide en velle; plaasmis; beenmeel; bloedmeel.

Plaas-slaghuis: Vleis inspeksie, higiëne, bruikbare snitte; ens.

Prakties en demonstrasies: Praktiese werk word onderneem in die laboratorium en op die Universiteitplaas, besoeke word deur die jaar gebring aan landbou instellings en fabriek.

(Ses lesure en een praktikum per week).

GRONDBEWARING

Oorsig van erosie in die vernaamste lande van die wêreld; verskillende vorms van erosie; klimaat en erosie; reënval indringverhoudings en afloop; grondverspoeling op saaiplase en op veeplase; verhouding van erosie tot oes opbrengste en veranderings in die natuurlike plantegroei; algemene nadele van erosie.

Grondverspoelingsprobleme in blanke en Bantoetuislande: Bewaringsboerdery: beginsels van veld en grondbewaring in akkerbou en veeteelt; die gebruik van kontoerboerdery, strookverbouing, terrasse en damme in grondbewaring; sloop- en donghaerosie; bestrydingsmaatreëls; die rol van die Departement van Landbou in die bestryding van erosie; gebruik van instrumente en masjiene en die invloed van plante in grondbewaring.

(Twee lesure en 'n halwe praktikum per week).

GRONDKUNDE

Kursus I

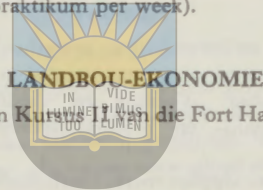
Grondvormende minerale en rotse in Suid-Afrika; akkumulاسie van moedermateriale, verwerking en grondvorming; grondklassifikasie in Suid-Afrika; die samestelling van grond.

Fisiese eienskappe van grond: Tekstuur, struktuur ens.; lug, hitte en water in grond; fisiese en chemiese samestelling van grond; kolloïede en eienskappe daarvan; grondsuurheid; grondorganiese materiaal; koolstof en stikstof siklusse; grondorganismes.

Grondvrugbaarheid: Kunsmisstawwe en plaasmis; pot- en veldproewe.

Prakties: Laboratorium- en plaaswerk; grondontleding.

(Vier lesure en 'n halwe praktikum per week).



Leerplanne vir Kursus I en Kursus II van die Fort Hare Landboudiploma is dieselfde as die van die graadkursus.

METODIEK VAN LANDBOU

Die geskiedenis van landbou-onderrys: Die doelstelling van die vak; die plek van die vak in die skoolleerplan; die leerplan van die vak; die metode van onderrys; die onderwyse van die vak.

PLANTEPRODUKSIE

Kursus I

Die rol van oesverbouing: bydrae tot die nasionale inkomste, grond onder gewasse en algemene statistiek in verband met die belangrikste gewasse wat in Suid-Afrika verbou word. Ekologiese distribusie van natuurlike plantegroei en akkerbougewasse in Suid-Afrika.

Faktore wat 'n rol speel by die verbouing van gewasse in Suid-Afrika: Klimaat, topografie, siektes en peste, ekonomiese faktore. Agro-ekologiese studie van die belangrikste produksiestreke in Suid-Afrika. Gewasverbouing in die Bantoegebiede.

Eienskappe van landbougrond: Grondbewerking en grondbewerkingsimplimente.

Bemesting van grond en bemestingspraktyke:

Wisselbou: Groenbemesting en rusoesverbouing.

Landbousaad en saaipraktyke:

Onkruid en onkruidbeheer:

Bewaringsboerdery: Betrekking tot die verbouing van gewasse.

Prakties: Laboratoriumstudies van die eienskappe van die vernaamste verboude gewasse en bekendste onkruid; plaasbesoeke en werk in verband met uitsoek van saad, onkruidbestryding, ens.

(Drie lesure en 'n halwe praktikum per week).

Kursus II

Weerkunde: Die luglaag; die weerselemente-hul meting, daaglikse en seisoenspe-
linge en hulle betekenis vir plante; weerkundige verskynsels; weerkundige diens van S.A.;
die klimaat van Suid-Afrika; klimaatsklassifikasie; die klimaat van die vernaamste
Bantoetuislande van Suid-Afrika; die hidrologiese kringloop; die belangrikheid van water
in S.A.; bespreking van faktore wat vog-verliese in S.A. veroorsaak; grondvogbewaring;
werklike en potensiele evapotranspirasie; droogtes in S.A.

Voedsel en voergewasproduksie: Klassifikasie en verbouing van voergewasse; op-
berging van graan- en voergewasse.

Prakties: Laboratoriumstudies, demonstrasies en plaasbesoeke in verband met
verskillende gewasse.

(Vyf lesure en een praktikum per week).



University of Fort Hare
Together in Excellence

SUKSESSE IN FINALE EKSAMENS AAN FORT HARE 1970

I. BACCALAUREUS THEOLOGIAE

In Praesentia :

AMELIA MIHLOTI MAHLALE
BENJAMIN MBENENGE

Hoofvakke

Bybelkunde, Systematiese Teologie
Bybelkunde, Systematiese Teologie
(*met onderskeiding*)

II. BACCALAUREUS ARTIUM

In Praesentia :

PETRONELLA NOZIPHO RUBINA BAM
FRANK MCKENNY KONISWA BOSMAN
VERNON MALUSI DAMANE
ALEXANDER EMMIL GAOMAB
SIVIWE GUGWINI
PAMELA NONTANDO GUZANA
MALIZA GWIJI
DAVID SANDILE GXILISHE
PETROS PHINDISO JACOBS
AUSTIN SIDIMA JIKWANA
VICTOR LIONEL VUYISILE JOJOZI
SABELO VINCENT KOTI
LINDELO KWATSHA
WASHINGTON MNTUWOXOLO KWETANA
CLAXTON LUDUMO LUSASENI
DRUSILLA SIZIWE LUSU
CHRISTOPHER HUNDLEBY MZWANDILE MANGCE
GREY NKOSINATHI MASHIYI
BENJAMIN NKANI MAZONDA
BUNTU BONIFACE MFENYANA
METHODIST MAWISILE VUMISA NDIYAKOLWA

Sielkunde, Sosiologie
Afrikaans-Nederlands, Geografie
Antropologie, Engels
Afrikaans-Nederlands, Engels, Geografie
Antropologie, Xhosa
Antropologie, Romeinse Reg, Privaatreg
Geskiedenis, Privaatreg
Geskiedenis, Xhosa
Geskiedenis, Xhosa
Bybelkunde, Xhosa
Engels, Sielkunde
Engels, Geskiedenis
Geskiedenis, Sielkunde
Geskiedenis, Xhosa
Engels, Geskiedenis
Geskiedenis, Xhosa
Engels, Geskiedenis
Engels, Xhosa
Geskiedenis, Xhosa
Antropologie (*met onderskeiding*), Engels



University of Fort Hare
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MLANJANA

LOUIS MOLAMU
CHRISTIAN NGELENGELE MYATAZA
MTHUNZI SYDNEY NDZEKELI
DUMISANI NGEWU
JETRO PHATHIZIZWE NGUBANE
SIDNEY FUYIZIZWE NXALA
PAKAMISA MBULELO PANGWA
SIZWE CHURCHILL SATYO
MORRIS MAZWI WIGGETT SITHOLE
LUVU MALUSI TETYANA
SYDNEY ZANEMVULA ZOTWANA

Xhosa, Systematiese Teologie
Engels, Sosiologie
Geskiedenis, Xhosa
Antropologie, Sosiologie
Geskiedenis, Xhosa
Geskiedenis, Sielkunde
Engels, Xhosa
Geografie, Xhosa
Engels, Xhosa (*met onderskeiding*)
Engels, Sielkunde
Engels, Romeinse Reg
Geskiedenis, Xhosa

In Absentia :

MARIE AMAKALI

Afrikaans Nederlands, Kerkgeskiedenis

III. BACCALAUREUS ARTIUM IN MAATSKAPLIKE WERK

In Praesentia :

MAYA WYNDAM KOBOKA
MLUNGISI MAMPONDO NDAMASE
XOLANI SONJICA
CECIL MONDE TSOTSOBE

Maatskaplike Werk, Sosiologie
Maatskaplike Werk, Sosiologie
Maatskaplike Werk, Sosiologie
Maatskaplike Werk, Sosiologie

IV. BACCALAUREUS SCIENTIAE

In Praesentia :

CECILIA NOMHLE DUZE
MANDISA HELA
SILINDY MASTERLOCK ZWELIYAZONGOMA
KENTANE
JOHN RAMABELE LANGA
MZWANDILE SIKUMBUZO MABANDLA
VUSUMZI EDMUND MOOI
MTIMKULU LUMKILE NABE
THEOPHILUS MXOLISI NDUBE
JULIA JEAN NOMATYENI NHLAPO
CYNTHIA GLORIA VAKALISA

Hoofvakke

Chemie, Wiskunde
Chemie, (met onderskeiding) Plantkunde
Chemie, Dierkunde
Geografie, Geologie
Chemie, Plantkunde
Plantkunde, Dierkunde
Plantkunde, Dierkunde
Dierkunde, Sielkunde
Chemie, Dierkunde
Dierkunde, Sielkunde

In Absentia :

KHAYA MFENYANA
MPHELANE PHILLIP MOGALE

Chemie, Plantkunde
Chemie, Plantkunde

V. BACCALAUREUS COMERCII

In Praesentia :

ALPHONSE VUYISILE MIYA
WISEMAN LUMKILE NUKHLU
SHADRACH MADODA ZIBI



Bedryfsekonomie, Ekonomie, Privaatreg
Bedryfsekonomie (met onderskeiding)
Ekonomie, Rekeningkunde, Statistiek
Bedryfsekonomie, Ekonomie

VI. BACCALAUREUS IURIS

In Praesentia :

BALDWIN BAILEY BAKOLISE MBALU
THANDWEFIKA DAZANA

University of Fort Hare
Together in Excellence

NAGRAADSE BACCALAUREUSGRADE

VII. BACCALAUREUS ARTIUM HONORIS

In Praesentia :

QUADRAGESIMUS MJOLI

Kursus

Sielkunde

VIII. BACCALAUREUS SCIENTIAE HONORIS

In Praesentia :

EMMA WELEKAZI MAKWETU
ZUZIWE SIPUKA

Sielkunde
Chemie

In Absentia :

ANGELA ZUMA

Sielkunde

IX. BACCALAUREUS EDUCATIONIS

In Praesentia :

WALTER MCWELI ZANTSI

MAGISTERGRADE

X. MAGISTER ARTIUM

In Praesentia :

VINCENT ZANOXOLO GITYWA (met onderskeiding) Antropologie

NIE-GEGRADUEERDE SERTIFIKATE

XI. PROKUREURSTOELATINGSERTIFIKAAT

In Praesentia :

ISRAEL MZWAMADODA MDLULWA

XII. STAATSDIENSSERTIFIKAAT IN DIE REGTE

In Praesentia :

LOUIS GEORGE MAKHOSONKE TWALA

In Absentia :

GILBERT HARGREAVES MKUNJULWA FATSHA

FRANZ HERBERT THABO NGHOME

GILBERT SINEKE

NIE-GEGRADUEERDE DIPLOMAS

XIII. UNIVERSITEITSONDERWYSDIPLOMA (NIE-GEGRADUEERD)

In Praesentia :

MAVIS XOLISWA MARTINS

BUBELE JAMBA NTUSI

In Absentia :

PATIENCE PALMER PELIWE MADIKIZA

XIV. SEKONDERE ONDERWYSDIPLOMA

In Praesentia :

JUDITH BUSISIWE GOBA

VUYANI STANLEY GODLWANA

MONDE LIMEKHAYA

LOVELY JABULA DUMILE LUSASENI

MATYUKA PETROS MBIZO

JOSEPH HERACLES MFUSI

FAREWELL MGWEBI

GLADYS NOZIPO MPEPO

NDUMISO MZUVUKILE NABE

ZOLILE WESLEY NGESI

VUYISA QUNTA

HONEYWILL SONWABO SIKWEYIYA

MZIWABANTU CLIFTON XUNDU

NOMVUYO BHABHA EDELTRUDE ZUMA

In Absentia :

BENSON NTOZABO JOBODWANA

MGULANI PATRICK MABENA

AUGUSTINE MICHAEL MAKETHA

YVONNE NOMPUMELELO MANELI

CASWELL FUNGILE MANTLANA

WENDY VICTORIA MANTYI

SHEPHERD MALUSI MAYATULA

JAN MSEKELI MGJIMA

EARL DE' MAWETU MZINYATI

GLORIA NOMVELISO NDIMENI

XV. DIPLOMA IN MAATSKAPLIKE WERK

In Praesentia :

RONALD MBULELO MAQUBELA

Hoofvakke

Maatskaplike Werk, Sosiologie



University of Fort Hare
Together in Excellence

*(onderkeiding in die Filosofie van die
Opvoeding en Didaktiek)*

GEGRADUEERDE DIPLOMAS

XVI. UNIVERSITEITSONDERWYSDIPLOMA (GEGRADUEERD)

In Praesentia :

ANGELA TANTASWA GUZANA
SAMUEL SICELU JWILI
SIDIMA DANIEL KWINANA
MARGARET ROSE NOZIZWE LUSU
VERONICA NOMQONDISO MALOTANA
MZIMKHULU TSEPISO MBALO
JOYCE BULELWA MBANJWA
SIBBERT SELBY MZIWONKE MEMA
LINEO LIZZIE MKENTANE
FRANKLIN LIZILE MNIKI
ARCHIBALD ZOLILE MRARA
MTIMKULU LUMKILE NABE
SHADRACK SEFAKO SEKO
WELLINGTON MKHULULI SOBAHLE
HENRY MOTHEBESOANE THIPA

(onderskeiding in Filosofie van die Opvoeding)

(Onderskeiding in Didaktiek)



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