



**RHODES UNIVERSITY**

# **GRADUATION CEREMONY**

IN THE

## **UNIVERSITY GREAT HALL**

ON

**SATURDAY, 23rd APRIL, 1960, at 11 a.m.**

**CHANCELLOR :**

**B. F. J. SCHONLAND, C.B.E., M.A., Ph.D., Sc.D.(Cantab), D.Sc. (Cape Town  
and Southampton), LL.D. (Rhodes and Natal), F.R.S.**

**VICE-CHANCELLOR :**

**T. ALTY, Ph.D. (Cantab), D.Sc. (Liv), D.C.L. (Dunelm), LL.D. (Glasgow and Toronto),  
F.Inst.P., F.R.S.C., F.R.S.E.**

**REGISTRAR :**

**R. MARTIN, O.B.E., M.C.**



University of Fort Hare  
*Together in Excellence*

# GRADUANDS, 1960

To be presented by :

Professor R. K. J. E. Antonissen, Dr.Phil. and Lit., Dean of the Faculty of Arts.

Professor D. W. Ewar, M.B.E., M.A., Ph.D., Dean of the Faculty of Science.

Professor D. M. Morton, B.Sc., M.A., Ed.B., Dean of the Faculty of Education.

## I. FACULTY OF ARTS

### DEGREE OF BACHELOR OF ARTS

*in presentia*

- |                                              |                                     |
|----------------------------------------------|-------------------------------------|
| C ABRAHAMS, Damon Maree.                     | C MOETI, Solomon.                   |
| ALEXANDER, Stella May. †                     | MSI, Justice Mteteli.               |
| BADELA, Sipo Mono Arthur.                    | MYATAZA, Linda.                     |
| DENALANE, Thelma Doreen. †                   | NENE, Louis Marshall.               |
| JAFTA, Emil Piiso.                           | NHLAPO, Nganunu Themba Obed.        |
| KATTYA, Ntsikelelo.                          | NTLOKWANA, Winnie Ntombozolo. †     |
| KIVIET, Crispin Mahlasela.                   | C PETERSEN, Henry John.             |
| KUTUMELA, Daniel Josia.                      | QANGULE, Sunshine Zitoblie.         |
| LUNDI-MBANZI, Justice.                       | RABALAO, Livy Juta.                 |
| LUSWAZI, Peggy Nomfundo. †                   | SAMELA, Abigail Nomabatwe. †        |
| MADALA, Hope Tholakele.                      | SIGCAU, Stella Nomsamo. †           |
| MAQUBELA, Sikhumbuzo McGlory.                | SIQWANA, Winifred Rose Nombulelo. † |
| MASIZA, Alexander Leo.                       | SITHOLE, Rebecca Nonkululeko. †     |
| MATYUMZA, Fanele Leonard.                    | SOMYALO, Cecil Mpho.                |
| MBALO, Buyelwa Thanjwe. †                    | SONABA, Alexander.                  |
| MEI, Timothy Mpepanduku.                     | C TITUS, Thomas Jacobus.            |
| MENGEZELELI, Constance Lucia Vuyiswa Mengie. | TSHABALALA, Vuka Eliakim Maswazi.   |
| MJAMEKWANA, Milton Mrukona.                  | YAPI, Nelson Njengabantu.           |
| MODISE, Isaac Billy Letshabo.                | ZWAKALA, Nomoto Aurelia Doreen. †   |

*in absentia*

- |                                                         |                                   |
|---------------------------------------------------------|-----------------------------------|
| BOPAPE, Stanley Molefe (with distinction in ECONOMICS). | MWELA, Davies Emmanuel.           |
| BOWA, Dancerwell.                                       | MZAMANE, Robert Key.              |
| BUTELEZI, Mark Jabu.                                    | NQWABABA, Victor Cecil Vusumuzi.  |
| LETHOBA, Gilbert Zacharia.                              | SWANA, Mncedisi Marshall Mthetho. |
| MAJOLA, Japhtha Mandla.                                 | VAN AMSTERDAM, Dorothy Althea.    |
| MAQUTHU, Addison Mbuyiselo Mxiselewa.                   |                                   |
| MOTHOBI, Iwani Constance                                |                                   |



## II. FACULTY OF SCIENCE

### DEGREE OF BACHELOR OF SCIENCE

*in presentia*

- |                                                                          |                                                            |
|--------------------------------------------------------------------------|------------------------------------------------------------|
| I AKBAR, Ebrahim Mohamed.                                                | MOSHEMAN, Keenee Paul Mhube.                               |
| DITSEBE, Patty Puls.                                                     | I NAIDOO, Mathava Krishna (with distinction in CHEMISTRY). |
| I GOVENDER, Vadival Ramsamy.                                             | I NARAINSAMY, Manicum.                                     |
| C HENDRICKS, Errol Anton Edgar.                                          | NOAH, Zam'uzolo Wellington David.                          |
| C HENDRICKSE, Edith Jeanne de Villiers (with distinction in PSYCHOLOGY). | NTETA, Phophi Thapalo.                                     |
| HLUEI, Nyakazisa Naphtali Selby.                                         | PHORE, Ignatius Ronny Morotiahane.                         |
| C JOUSTEN, Clifford St. John.                                            | RADEBE, Montgomery Colourbar Boy.                          |
| C KATZ, Abraham Edward.                                                  | SERETLO, Jacob Rakhutsamayase.                             |
| MATSEKE, John Thipá.                                                     | I SEWGOLAM, Shuklawathie Laljee.                           |
| MDLEKEZA, Eric Lesien.                                                   | C SIMON, Fred Gordon.                                      |
| MOKOENA, Beatrice Cikeswa.                                               |                                                            |

*in absentia*

- |                                                    |                                                                |
|----------------------------------------------------|----------------------------------------------------------------|
| GUMEDE, Angelina (with distinction in PSYCHOLOGY). | MTAMBANENGWE, Aggrey Clifford (with distinction in GEOGRAPHY). |
| I JADWAT, Abdool Eader.                            | I NAIDU, Ragavelu Ramiah.                                      |
| I LATCHANNA, Krishnavallee.                        | I NAIDU, Thiruvaelakandan G.                                   |
| MATLHARE, Cecil Aaron Montoeli Boy                 | I REDDY, Percy.                                                |
| MOHANOE, Pali Francis.                             | I SANKAR, Munassar (with distinction in CHEMISTRY).            |
| MOIPOLAI, White Ollhile.                           |                                                                |
| I MOODLEY, Sundram Konapalan.                      |                                                                |

## III. FACULTY OF EDUCATION

### DEGREE OF BACHELOR OF EDUCATION

*in presentia*

- |                              |                            |
|------------------------------|----------------------------|
| FIHLA, Priscilla Mandlakazi. | MPATI, Gresthead Mkhahimi. |
| GUMA, Ida Pinkie.            |                            |

## IV. FACULTY OF ARTS

### DEGREE OF BACHELOR OF ARTS WITH HONOURS

*in presentia*

- |                                                                  |                                                                         |
|------------------------------------------------------------------|-------------------------------------------------------------------------|
| APHANE, Abinot Jonathan (with Third Class Honours in Psychology) | NORUWANA, Justice Macocobela (with Second Class Honours in Psychology). |
| MELAMU, Moteane John (with Third Class Honours in English)       | RAMPHOMANE, Martin Mokoteli (with Second Class Honours in Psychology)   |

V. FACULTY OF SCIENCE  
DEGREE OF BACHELOR OF SCIENCE WITH HONOURS

*in praesentia*

NADASEN, Arunajallam (with Third Class Honours in Physics).

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# DIPLOMAS AWARDED, 1959

## UNIVERSITY EDUCATION DIPLOMA :

### Graduate :

- C AIBRIAN, Lionel Andrew.  
C GREEN-THOMPSON, Austin Leslie.  
K TIYA, Ntsikelelo.  
I KHADAROO, Garrib (with distinction in PRACTICE OF TEACHING).  
LEKALAKE, Lawrence Diphetogo.  
MAKIWANE, Elijah Mtobi.  
MANKABANE, Brodigan Bimbie Bise.  
MARTINS, Stewart Siphu.  
MASONDO, Andrew Mandla Lekoto.  
C MAY, Barend Lukas.  
MAYIJI, Wesley Phaphama.  
MAZELE, Miriam Nozipho.  
MBALO, Monica N. E. (with distinction in EDUCATIONAL THEORY).  
MBEWU, Barney Jacob.  
I MOODLEY, Ganasen Ramsamy.
- I MOODLEY, Vadivelu Jaiyabalan (with distinction in EDUCATIONAL THEORY).  
MOTEAANE, Eleanor Teboho (with distinction in PRACTICE OF TEACHING).  
MQUSHULU, Edward Nkosiyo.  
MTSHALI, Lionel Percival Hercules Mbeki.  
I MUDELY, Visvanathan Sarangabany.  
NDAMASE, Dennis Behilizwe.  
NGCEKE, Maxwell Sandi.  
PILIME, Oliver William.  
I PILLAY, Youmagasen.  
PLAATJIE, Tallman Mntuwasekhaya.  
I RAMLALL, Sunderlall (with distinction in PRACTICE OF TEACHING).  
I RAMA, Vengtas Appiah.  
I SANKAR, Diichun.  
XUZA, Zolile Zwelinzima.

### Graduate (Provisional) :

- MATIBELA, Roland.  
PILISO, Joyce Nothemba  
ROZANI, Godwin Makwenkodwa.

### Non-Graduate :

- C DIRKS, Herbert Edgar.  
GUGWINI, Leonora Nomkitha.  
C HENDRICKS, Errol Anton Edgar.  
HEUBI, Nyakazisa Naphtali Selby.  
I JASMAT, Hira  
KIVIET, Crispin Mahlasela.  
LE'DIDI, Joan-Keith Bea.  
MAQU'THU, Addison Mbuyiselo Mzise/wa  
MODISE, Isaac Billy Letshabo.  
MOHANOE, Pali Francis.  
MOKOENA, Beatrice Cikezwa.  
I MOOSAJEE, Moosa Adam.  
I NAIDOO, Gopal Venketsamy.  
PEARCE, Henry James.  
C VAN NIEKERK, Donald Henry James.

## DIPLOMA IN THEOLOGY :

### Non-Graduate :

- I MAJLKE, Maud Mandlenkosi





**FORT HARE UNIVERSITY COLLEGE**

**GRADUATION CEREMONIES**

**University of South Africa:**

At Fort Hare on the 20th April 1963.

**Rhodes University:**

At Grahamstown on the 4th May 1963.



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**Prof. S. P. Olivier, Rector of the University College for Indians and member of the Council of Fort Hare, Prof. S. Pauw, Vice Chancellor of the University College of Fort Hare and Prof. J. J. Ross, Rector.**

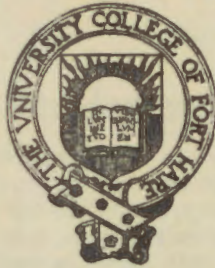


*(By courtesy of Imvo)*

**Miss P. M. Fihla M.Ed., Prof. M. O. M. Seboni,  
Mrs. F. W. Seboni,**



University of Fort Hare  
*Together in Excellence*



**FORT HARE UNIVERSITY COLLEGE**

**GRADUATION CEREMONIES**

**University of South Africa:**

At Fort Hare on the 20th April 1963.

**Rhodes University:**

At Grahamstown on the 4th May 1963.



University of Fort Hare  
*Together in Excellence*

## Introduction

The Graduation Ceremony held at Fort Hare on the 20th April, 1963, was indeed an outstanding historical occasion for Fort Hare. With the cordial co-operation of the University of South Africa, this was the first graduation ceremony to be held at Fort Hare at which degrees obtained by Fort Hare students under this University since 1951 were conferred on successful graduands of the University.

The University College of Fort Hare Transfer Act, Act No. 64 of 1959 provided that "The degrees, diplomas and certificates for which students at the University College may be prepared shall, until Parliament otherwise provides by law, be those of the University of South Africa." Since the transfer of Fort Hare to the Department of Bantu Education, which took effect as from the 1st January 1960, all students at Fort Hare who registered for the first time for degree or diploma courses provided for by the University, followed the courses and wrote the examinations of the University. Since the transfer came into effect, the most cordial relations have been realised between the College and the University and the fullest possible recognition is given to the College by the University as a residential Institution, for example, by the appointment of College lecturers as examiners for College students and the allowance of a considerable degree of freedom in the interpretation of syllabi within the framework of prescribed syllabi.

Successful students who, therefore, registered at Fort Hare for ordinary Bachelors' courses for the first time in 1960, obtained their Bachelors' degrees at the end of 1962, and these degrees were conferred at the Graduation Ceremony held at Fort Hare on the 20th April, 1963. Whereas in previous years since 1960, Fort Hare graduands for the Honours and Masters degrees had to go to the Graduation Ceremony of the University of South Africa in Pretoria to obtain their degrees, graduands for these degrees in 1962 had their degrees conferred upon them at the Graduation Ceremony for 1963 at Fort Hare.

Graduandi were presented by the Deans of Fort Hare and the degrees were conferred by the Vice Chancellor of the University of South Africa, Professor S. Pauw. The address on this occasion was given by Prof. Pauw, and the full text of the address is reproduced below.



University of Fort Hare  
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After the convocation of the University of South Africa had been dissolved, College Diplomas were awarded to successful candidates by the Rector of the College.

The 4th May, 1963, was an equally historic occasion for Fort Hare. On this day Rhodes University held its last Graduation Ceremony for Fort Hare graduandi at Grahamstown. Before the transfer of Fort Hare, the Institution had been affiliated to Rhodes University from 1951 to 1959. The Fort Hare Transfer Act made provision that students at Fort Hare who had been registered with Rhodes University prior to transfer, could complete their degrees under Rhodes. We again wish to place on record the appreciation of the College for the sympathetic and understanding manner in which Rhodes University co-operated with the College during the difficult transition period in regard to the conducting of examinations and the recognition afforded to the College in this respect.

Before the transfer of Fort Hare, Rhodes University held its Graduation Ceremonies for Fort Hare graduandi at Fort Hare. Since the transfer of Fort Hare, Rhodes University, however, has preferred to hold special Graduation Ceremonies for Fort Hare graduandi at Grahamstown. The Graduation Ceremony held at Grahamstown on the 4th May, 1963, was the last of such ceremonies.

It was fitting tribute to Dr. Kerr, who had been the Principal of Fort Hare since its inception up to 1948 when he retired, that he was asked by the Rhodes University to deliver the address at the last graduation ceremony of this University for Fort Hare graduandi. The names of the Fort Hare graduands who received their degrees at the Rhodes University ceremony, are also given below. We have much pleasure, with the kind permission of Rhodes University, in giving the full text of Dr. Kerr's address at this ceremony.

The two graduation ceremonies for Fort Hare held in 1963, are both of singular significance in the development of Fort Hare. The Rhodes ceremony marks the end of a fruitful and happy association of Fort Hare with the Rhodes University. The Fort Hare ceremony of the University of South Africa marks the beginning of a new era which was established by the Fort Hare Transfer Act. There is every reason to believe that the new era will lead to new heights in the development of Fort Hare, not only in the service of the Xhosa-speaking people whom it is intended primarily to serve, but also in the service of the Republic of South Africa as a whole.

**J. J. Ross**  
**RECTOR.**



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*Together in Excellence*

# GRADUATION CEREMONY

AT

UNIVERSITY COLLEGE OF FORT HARE

**DEGREES CONFERRED BY THE UNIVERSITY OF  
SOUTH AFRICA.**

CENTRAL DINING HALL —

SATURDAY, 20th APRIL —

1963

9.30 A.M.



University of Fort Hare  
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# PROGRAMME

- 1 Vice-Chancellor constitutes the Congregation.
2. Scripture reading and prayer.  
Prof. G. C. Oosthuizen, M.A. (S.A.), TH.M. (Stell.),  
D.PHIL. (S.A.), S.T.M. (U.T.S.) (N.Y), TH.D:  
(V.U. Amst.).  
Prof. R. H. R. Liddell, M.A. (St. Andrews), D.DR. (St.  
Andrews).
3. Address:  
Prof. S. Pauw, B.SC., M.A., D.PHIL.
4. Presentation of Graduands.
5. The Vice-Chancellor formally dissolves the Congregation.
6. Fort Hare College Diplomas handed over by the Rector.
7. Nkosi Sikelele.
8. Congregation remains standing while office bearers and staff leave the hall in procession.



University of Fort Hare  
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**OFFICE BEARERS OF THE UNIVERSITY OF  
SOUTH AFRICA.**

**VICE CHANCELLOR**

PROF. S. PAUW, B.SC., M.A., D.PHIL.

**REPRESENTATIVE DEANS**

PROF. W. JOUBERT, M.A., LL.D.

PROF. F. E. RÄDEL, DIPL.RER.OEC., D.COMM.

**ASSISTANT REGISTRAR**

Mr. L. G. van der MERWE, B.COM.

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**OFFICE BEARERS OF THE UNIVERSITY COLLEGE  
OF FORT HARE.**

**CHAIRMAN OF COUNCIL**

PROF. S. PAUW, B.SC., M.A., D.PHIL.

**CHAIRMAN OF THE ADVISORY COUNCIL**

CHIEF K. D. MATANZIMA, B.A.

**RECTOR**

PROF. J. J. ROSS, B.A., B.SC., B.ADMIN., B.ED., I.L.B., M.A.

**DEANS**

PROF. K. JACOBS, LIT. HUM. DRs. (V.U. Amst.), D.LITT.  
(Leiden)

PROF. A. S. GALLOWAY, PH.D. (St. Andrews), F.R.I.C.,  
M.S.A.CHEM.I.

PROF. J. P. BOTMA, M.A., D.ED. (Stell.)

PROF. G. C. OOSTHUIZEN, M.A. (S.A.), TH.M. (Stell.),  
D.PHIL. (S.A.), S.T.M. (U.T.S.) (N.Y.), TH.D: (V.U.  
Amst.)

PROF. D. PONT, LL.B. (S.A.), LL.D. (Utrecht).

MR. J. H. SMITH, M.COM., U.O.D. (U.O.V.S.)

**REGISTRAR**

MR. H. J. du PREEZ, B.A. (Stell.).



University of Fort Hare  
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# GRADUANDS

## STUDENTS OF THE UNIVERSITY COLLEGE OF FORT HARE.

### I B.A.

GAMEDE, B. N. (Mrs.)      MASINYANA, E. D. D.  
GAWE, S. P.                      MOHIBIDU, A. D.  
LAMOELA, P. N.                NCAPAI, G. K.  
MAKHANYA, E. M.

### II B.Sc.

CATHI, J.                         MSEZANE, A.  
JEGELS, S. O.                    NGCEBETSHA, W. W. D  
MANGA, M. N.                  RENZE, A. A.

### III B.A. HONS.

CHOABI, M. S. (with distinction)  
PULE, P. M.

### IV M.Sc.

GOVENDER, K. S.                MOHAPI, G.  
\*MAFETHE, M. E.                \*MTIMKULU, A. T  
MAKUNGA, O. H. D. (with distinction)  
NTONGANA, T. M.  
MBATHA, D. B.

### V M.Ed.

FIHLA, P. M. (Miss)

### VI M.Sc.

RAM, S.

### VII U.E.D. (Post-Graduate)

BOPELA, D. I. N. V.              RAJU, K. G.  
DOMINGO, E. C.                  PETERSON, R. A.  
DUBREE, S. (Miss)                PIENAAR, H. D. A.  
FEKETSHANE, E. M.                POYO, J. D.  
JARVIS, J. P. N.                    SCHULTZ, R. E. M.  
JIMBA, H. M.  
LALBEHARIE B. (Miss) (with distinction in History  
of Education and Method and Administration)  
MABINDISA, I. K.  
MOTHUPI, S. G. S.  
NJAMELA, S. L.  
NORUWANA, J. M.  
\* in absentia.



# COLLEGE DIPLOMAS

## I U.E.D. (Non-Graduate)

- \* JALI, D. Z.
- \* PIYO, N. M.
- TWISHA, A. E. N. (Miss)

## II S.A.T.D.

- \* CAGA, M. W.
- NCAPAI, G. K.
- \* NDALASI, R. M. (*with distinction* in School Organisation and English Method)
- \* RUBUSHE, H. L.

## III ADVANCED DIPLOMA IN AGRICULTURE.

- MAQASHALALA, T. N. V.
- \* MBANGA, J. S.
- \* MBEBE, V.
- MDAZANE, A. J. M.
- \* MGUGUDO, C.

## IV DIPLOMA IN THEOLOGY.

- \* ARENDS, S. S.

- \* in absentia.



University of Fort Hare  
*Together in Excellence*

**RHODES UNIVERSITY**  
**GRADUATION CEREMONY**

on

**SATURDAY 4 MAY 1963**

at 11 a.m. in the

**University Great Hall**

**VICE-CHANCELLOR**

**T. ALTYD, Ph.D. (Cantab.), D.Sc. (Liv.), D.C.L. (Dunelm),  
LL.D. (Glasgow and Toronto), F.Inst.P., F.R.S.C., F.R.S.E.**

**PRO-VICE-CHANCELLOR**

**J. V. L. RENNIE, M.A. (Cape Town), Ph.D. (Cantab.),  
F.R.S.S.Af.**

**REGISTRAR**

**R. MARTIN, O.B.E., M.C.**

**DEANS OF FACULTIES**

**Professor R. K. J. E. Antonissen, Dr. Phil. and Lit.  
Dean of the Faculty of Arts.**

**Professor D. W. Ewer, M.B.E., M.A., Ph.D.  
Dean of the Faculty of Science.**

**ORDER OF PROCEEDINGS**

*The Pro-Vice-Chancellor will constitute the Congregation*

*The Dean of the Faculty of Divinity will read a portion of  
Scripture and offer a prayer, at the conclusion of which  
the Lord's Prayer in Xhosa will be sung.*

*Dr. Alexander Kerr, M.A., LL.D., D.D., will address the  
Congregation.*

*The Deans of the Faculties will present the candidates for  
the Degree of Bachelor.*

*The Pro-Vice-Chancellor will dissolve the Congregation.*

*The Congregation is requested to remain standing while the  
Procession enters and leaves the Hall and during the singing  
of the Anthems in Xhosa and Sotho.*



University of Fort Hare  
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# FACULTY OF ARTS

## DEGREE OF BACHELOR OF ARTS

### *in praesentia*

CAGA, Mzwandile William NQINI, Lockington Zola  
GUMEDE, Doreen Ntombi- PAHLANA, Michael  
futhi Lungile  
MANKAHLA, Rosebury PIYO, Nathaniel Mbuzeli  
Vusumzi SAULE, Abner Msuthu  
MOPP, Peter Alexander Mgabi  
Stewart TWISHA, Audrey Elphia  
MPONDO, Sheila Ntombise Nomazizi

### *in absentia*

MDHLADHLA, Shadrach Ezra Garland  
MZAMANE, Mazwi-Mahle Phakamisa Lwazi  
RADEBE, Henderson Mark

## FACULTY OF SCIENCE DEGREE OF BACHELOR OF SCIENCE

### *in praesentia*

CADER, Dawood NGENGEBULE, Everett  
DOUMAN, Leslie John Kennedy  
JAMES, Samson NHANTSI, Grissel Noma-  
chule  
MACKERDHUJ, Karamchund TOOTLA, Goolam Hoosen  
MANELI, Preston Vuyisile Suleman  
MANSOOR, Ahmed Ebra-VAN HEERDEN, Kenneth  
him Dugmore  
MBELE, Mandla Abel VAN NIEKERK, Donald  
MOODLEY, Kamla Devi Henry James

### *in absentia*

ADAMS, Graham Samuel NKOMO, Gladstone Zweli-  
JOBODWANA, Patricia banzi  
Nomatile PETERS, Desmond Solomon  
MARSH, Arnold Arthur PILLAY, Ranganathan  
RAJU, Krishnamurti Ganga



# GOODWILL

ADDRESS BY PROFESSOR S. PAUW, CHAIRMAN OF THE COUNCIL OF FORT HARE, AND PRINCIPAL OF THE UNIVERSITY OF SOUTH AFRICA, AT THE GRADUATION CEREMONY AT FORT HARE ON 20th APRIL 1963

AT 9.30 a.m.

It is a great privilege to have been asked to deliver the address at this Graduation Ceremony.

I wish to congratulate the students of the University College of Fort Hare and the University of South Africa who today become graduates of the University. Through your enterprise and application over a number of years you are now reaping the reward of a degree. This degree will entitle you to new privileges and a new status. Today brings the end of one phase of your life.

It would however be wrong merely to rejoice in the results of your past endeavour. Today is not only the end of a period. It is the beginning of a new period in your lives. For one moment you may look back at the past; but my wish for you is that you may forward from here looking ahead to new fields of endeavour and new responsibilities as leaders of your people.

My congratulations also to the parents, relatives and friends of our graduands who will soon be graduates. With your support and your encouragement they have reached a goal. May your happiness continue and become complete through further successes in the careers and lives of those you love.

This occasion may not pass without my expressing a very special word of thanks and congratulations to the Rector and Staff of the University College of Fort Hare. You have passed through a new beginning and have made many new adjustments. We who have mostly looked on, admire the courage and wisdom you have displayed in guiding this institution to a new and greater future. This graduation ceremony marks the end of the first three years of a new order. May your efforts be crowned by continued success in your future endeavour.



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This day is also a happy day for the University of South Africa. When it undertook the responsibility for the academic standards of Fort Hare and other institutions, it also entered a new phase in its own history.

The University was set up 90 years ago as an examining body to guarantee the standards of the then new colleges, at that time for Whites only. These colleges grew to become the eight residential universities of the Republic. The University of South Africa is happy to know that it has contributed to the growth and high standards of the other universities. It is happy to know that the other universities today contribute to its growth and high standards by their representation on the Council and Senate of the University and by the part their professors play as examiners of the University of South Africa.

In a sense the responsibilities undertaken 90 years ago were recreated when three years ago the University assumed the responsibility of being the examining body of the University Colleges. The University is looking forward to the growth of the University Colleges and to their recognition as independent universities.

I wish to assure the University College and its authorities, staff, students and friends of the goodwill of the University towards the University College.

This brings me to the theme of my address — Goodwill. Today more than perhaps ever before, South Africa needs a spirit of goodwill. Our country's dangers are hatred and fear which lead to irresponsible action, and generate hatred and fear in others. Emotions tend to reproduce themselves. If negative emotions prevail, they may spiral to an unforeseen intensity and leave damage and destruction in their wake. Emotions not only reproduce themselves in the present, but tend to live on into the future. The negative emotions of today may be continuing liabilities in the future.

South Africa needs men of goodwill who will counter the negative effects of hatred and fear with positive action and feeling. Fortunately positive emotions also tend to reproduce themselves and may leave a heritage of continued growth and constructive endeavour to those who come after us.

My call to you who emerge today, not only as graduates, but also as leaders of your people, is to resolve here and now to range yourselves with those who seek to build up and not to break down, with those who emphasize goodwill rather than those who sow hatred and fear. I call upon you to realize that what you sow, you or those who come after you will reap.



It is however easy to talk glibly of goodwill as if it were a simple, shallow and insipid idea. One result of a university education should be the realization that things are not always what they seem and that popular ideas often involve complexities and vertical dimensions undreamt of by the uneducated.

A shallow conception of goodwill is doing untold harm in the world today. The essence of this shallow conception is that goodwill consists in enabling people to satisfy their desires. On the lowest level this form of goodwill is directed to the animal man who is concerned only about his physical enjoyment.

Our realm of values should not constitute a uniform whole on a low level; the values should rise hierarchically one above the other. Where there is conflict, the lower values should give way to the higher. If necessary, we ought to be willing to sacrifice our physical enjoyments to our duties as members of society, we ought to be willing to sacrifice our social well-being to the growth of culture — beauty, justice and truth; and even these high values should be sacrificed if the need arises, on the altar of God.

Goodwill should essentially be the good will, that is, the will to promote the highest good in people. The promotion of the highest good is not possible without sacrifice.

I quote from *Lewis Mumford's: The Conduct of Life*, page 85:

"No serious work has ever been done in the world without giving up a large part of what men rightly think valuable in daily living; no higher development was ever achieved without renouncing many of the goods that gave one satisfaction on a lower plane. Unless the great political leader can, at the right moment, give up his political power, as Solon did, unless the loving mother can surrender her child sufficiently to let him follow his own line of growth, the very resources of power and love necessary to nurture the personality will also cripple it. In the long run, all high human achievement demands sacrifice."

Real goodwill therefore involves choices which may seem unpleasant or even severe.

The good parent knows that he should educate his child by expecting duties and self exertion of him. The guardian who seeks the good of his ward must on occasion be prepared to take decisions which are not very pleasant. The good teacher knows that a wishy-washy sentimentalism which satisfies the immediate wants of his pupils is not the way to promote the intellectual development. The university



teacher knows that the student should not dictate the content and method of his teaching and that the student should be led along the arduous path of independent effort and tenacity of purpose.

The University has found it necessary to set high standards in its examinations. The degrees, diplomas and certificates of the University are not easily acquired; nor are the demands of the University easily satisfied. The goodwill of the University towards its students and even towards the University Colleges must of necessity sometimes be a severe and demanding one. I am very happy to report that it is contributing to high intellectual achievement among students and to growth towards independence among the University Colleges.

One of the great evils in the educational systems of our day is what I would describe as the goodwill of the bleeding heart. This superficial form of goodwill is afraid of inflicting pain and seeks to smooth the way for students and pupils by the lowering of standards and the introduction of second-rate certificates. It is a namby-pambyism which promotes weakness rather than strength and sets a premium on the mediocre rather than the excellent. The cult of the easy way in education is standing in the way of real achievement.

Goodwill in education demands a revival of the pursuit of excellence, which often involves sacrifice, persistent effort, even failure and pain. Efforts which never meet with failure may lose their educative value because their sights have been set too low. The risk of failure is a necessary element in all upward endeavour and should therefore also have a place in education.

Goodwill involves tenderness and compassion but it does not mean soft-mindedness and weakness. Not only in education but also in other spheres there is a need for the amplification and vertical extension of the idea of goodwill.

Goodwill should be the good will which leads us out of any beyond ourselves, seeking the good of others in their emergence out of and beyond themselves.

The first step in seeking the good of my neighbour is to respect him for what he is, but not to be satisfied that his present state is the best he can be. The second step is to look beyond what he is to what he might be. The good in him should be extended from the good he has already proved to the hidden potential good of which he is capable.

Our eyes should not be fixed on our neighbour as he is but on his ideal image to which our love of him has opened our eyes. Our love is the most potent force to lift



him from his present to his ideal state. Our love should be like a voice calling out: become what you are! become in reality what ideally you are in design!

Goodwill should be love in the highest sense — not a flabby feeling of goody-goodness but a real force resulting in movement. Goodwill should be an emotion in the most literal sense of the term — e-motion, that is a movement out of and beyond ourselves which calls forth similar movements in our neighbours.

It should be a movement in the direction from lower to higher values, a reaching upward, if need be through sacrifice and hard work.

Our goodwill should be a raising and a being raised to the fulfilment of the destiny ordained for us by a loving God.

May we all go forward sowing the seeds of a fuller and richer goodwill and may we reap a rich harvest of welfare, intellectual development and spiritual growth for all our peoples and for our beloved land, South Africa.



University of Fort Hare  
*Together in Excellence*



*(By courtesy of Imvo)*

**Mr. O. H. D. Makunga B Sc. (Hons) with distinction.**



*(By courtesy of Imvo)*

**Graduands in the hall waiting their turn to be capped. From left to right: S. P. Gawe (B.A.); P. N. Lamoela (B.A.); E. M. Makhanya (B.A.); E. D. D. Masinyana (B.A.); A. D. Mohibidu (B.A.).**



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# RHODES UNIVERSITY

FORT HARE Graduation: 4th May, 1963

Address by Dr. Alexander Kerr: Principal,  
Fort Hare, 1915-48.

I am most happy to stand here this morning to address two score or thereabout of Fort Hare graduands who are to receive their degrees at the hands of Dr. Rennie, Acting Principal and Vice-Chancellor of Rhodes University. We of Fort Hare are in fact here in a dual capacity first, rightfully as graduates of this university, and secondly as guests who, in normal circumstances, should have been at home in the place of our instruction. But what regrets we, as temporary exiles, may have had, have been banished by the generosity of our hosts who, not on this occasion only, but for the fourth time, have invited us to make use of this Great Hall for our ceremony, and indeed have gone out of their way to make us feel that we also belong here. This present occasion is the continuation of a friendship between the two Colleges which began on the day that the late General Botha, as Prime Minister and Minister of Native Affairs, stood on a platform under a wagon sail, and intimated to the world at large the birth of a new institution of higher education, of which at that moment there was no other visible sign! I have on more than one occasion recently paid tribute to the notable men of this university who, in various capacities, but always to our great advantage, have played a part in the secondary and university education of the non-European in this country. I think it only right that you who today will be sworn of the goodly fellowship of university graduates, should once more be reminded that many who must be unnamed, and are content to be so, have had some quite definite share in your nurture. And in saying so, I am not unmindful that you too deserve praise and congratulations on the successful completion of courses of study which were not made any easier by administrative changes in non-European university education.

As I stand here in this fine graduation hall at the invitation of Dr. Rennie and the Senate, I cannot banish from my mind the first College Assembly I had with the initial group of Fort Hare students. There were only twenty of



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them, about half the number of those graduating here to-day. The room in which we then met was a converted store. Only seven of the twenty had passed the Junior Certificate; nine had only a Native teachers' lower qualification; four, specially admitted, had passed either standard seven or six. Of the twenty, two were African young women and two were European youths. This was the meagre response after ten years' propaganda, a period of incubation marked by much frustration and many delays. But to the great joy of many Africans and other non-Europeans, and of the gallant promoters, that first Assembly forty-seven years ago signalled that at long last a beginning had been made of more advanced education than hitherto available, and those twenty students were seen as the forerunners of many who would take advantage of the opportunities then opened to them. They were, in fact, in the advance guard of non-European students in the whole continent of Africa. To see them step out under the leadership of two young teachers were gathered some of those missionaries who had worked for years to make such an advance possible, and who were to continue to lend their assistance for many more years to come.

You may easily understand that, owing to the small scale of operations, there was not much trumpeting, and to those unacquainted with the manner in which things were done in those days in Africa, it must have seemed a very inauspicious beginning for a College intended to aspire to university status. But, in fact, the origin of some of our now flourishing South African Universities had not been much more pretentious. Today the successors of those first twenty have come up for degrees that will testify to attainments in Arts and Science, some subjects of which have been studied to a standard that commands respect from well-educated citizens of any race.

Moreover, you students are only a token of many with similar qualifications who are even now graduating or will in the near future do so from institutions of higher education. There is no need as yet to throw hats into the air to celebrate a mass movement of your people into the ranks of university graduates, but there should be great comfort in the thought that the last half century has seen a marked advance in non-European secondary and university education, with a consequent increasing enlistment in many classes of professional occupation, ministerial, scholastic, medical, legal, and administrative, with indications also that college students are making their way into commercial and industrial spheres as well.



You here by your very selection of courses of study have pretty well indicated how you expect to earn your living. That is, at present the basic fact of your existence, the inescapable necessity that lies on most people, and certainly, I should imagine, on all of you. You are members of society; that society has needs, and having brought you up by hand, as it were, now requires you to meet certain of these needs, usually in one or two well-defined directions in which, in the time at your disposal, you have acquired a recognisable degree of knowledge and skill. Society is a fairly exacting taskmaster, not always considerate of your fledgling efforts, often indeed critical and outspoken about your competence or lack of it, as minister, teacher, physician, lawyer, administrator or what you will. Any career you choose is as likely as not to be beset by stumbling blocks and discouragements and that not only at the beginning of your practice but throughout the continuance of it. No matter how well you think you have prepared, or what trophies your preparation has gained for you, if you are honest with yourselves you find that complete competence, to say nothing of perfection, is even to the end a little way ahead of you. Browning's Grammarian was dead right when he admitted: "No end to learning!" Humility should therefore be your watchword in the practice of your profession.

From the list of graduands I note that those who are taking degrees in Science this morning outnumber the Arts students. That is almost a pattern at present, and if it represents a general trend, is quite a recent development. Scientists, as they are all over the world, today are in short supply among your people, and much leeway, as for example, in the production of teachers of science, has still to be made up. But for many of the occupations that are likely to be open to you in the immediate future — and it is notable that the number and the variety of these are increasing — a good degree in Arts, Law, or Administration, is a prerequisite. The balance as between Science and other faculties will adjust itself in time.

For the moment I have been talking to you on the low but unavoidable level of how to earn your living, and, incidentally, become a useful member of the society of which you are a unit. But the university has had more to offer you than the ability to survive in the struggle for existence. Students, at the stage at which you are, cannot possibly be certain, or even aware of the demands that society will make upon them before the end of life. Your preparation has been sufficiently general, I hope, to enable you to adapt



your capacity to a variety of circumstances. But there is the further consideration that a man is more than a workman, however efficient, more even than the political animal that Aristotle said he was. As a matter of plain truth, Man eludes precise definition because of the complexity of his nature and the incalculable possibilities of his development. It is true that these possibilities do not depend entirely, or even generally, on university training, and it has been my delight often to bring to the notice of non-European students the careers of eminent men who could not claim any such advantage. But for many the university with its contacts has provided the experience that has lit up and defined for them their highest and most abiding interest. One might go further and say that for much in our modern intellectual and moral climates, some mode of university or technical training is indispensable.

At an impressionable period of your life the university has offered you a glimpse of many alluring vistas of far countries of the mind, many of which you would like to explore. You must even now realise that most of those journeys you will never be able to compass within the span of human life, and selection will be forced upon you. Your ordinary vocation will demand your attention to some of those prospects, but you will be happy if you light on one or two pursuits which no necessity compels you to follow. Your acquaintances may regard some of these avocations as exhibitions of crankiness, or at best as harmless, though for you they may lie nearest the life of your soul, and supply some of its truest nurture. You may thus find yourself torn between encyclopaedic interests and single specialisms, if any specialism in these days can be described as single, and you may have to come to hard decisions. But do not fret: this is the common lot of the scholar as of the man of affairs. No one today can take all knowledge for his province as Francis Bacon said of himself that he did. One soon realises that the build-up of knowledge is a co-operative affair and seldom may anyone claim for himself the sole honour of any notable achievement. In almost any department of knowledge or skill there is usually another person round the corner just a little bit more advanced than oneself, of longer experience, or greater skill. But that need not hinder you from having little projects laid up in your mind against the day when there will be leisure to read that book you always intended to read, or study that subject of which the notion was kindled at the university, but which through busyness, or the pursuit of riches, or the cares of family life, or sheer inertia, you thought you could never get time for!



One conviction, however, that this embarrassment of choices must force upon you is that no Society imposes on you the necessity of being all-sufficient, of understanding all the duties that it stands in need of. You cannot right all the ills that afflict your society, nor are you likely to have any prescription that is universally valid. We indeed who are older have seen in our lifetime great revolutions that have flowed from increased knowledge, with a consequent greater mastery of our environment, but we have also recognised the truth of the words of such a poet as T. S. Eliot:

“The world turns and the world changes,  
But one thing does not change,  
In all of my years, one thing does not change.  
However you disguise it, this thing does not change:  
The perpetual struggle of Good and Evil.”

In spite of all our boasted progress the lore of the ancients is valid today just because, throughout recorded history, man's nature has in the main, and for good or evil, been constant. So far as the evil is concerned, it is a terrifying fact that pre-historical ideas and motives are still latent in the communities of the most highly developed peoples, ready to thrust themselves above the threshold of world consciousness if opportunity offers. Societies have to make themselves anew in every generation, and the material for doing so lies in the experience of past successes and failures, as recorded in the words and works of mankind.

If we take the two world wars together as one vast historical and social experiment, as indeed they were, your generation stands close enough to it to read in large letters the results that have flowed from it. One of these results sticks out for the most obtuse to see, namely, that the resort to brute force by men who are presumed to be rational, solves no problem. In his latest volume called “Facing the Dictators” Anthony Eden, Lord Avon, notes how the one-sided denunciation of treaty engagements brings nations to the brink of war, and sometimes over it, in regard to problems that can be solved more easily and more lastingly by quiet discussion round the Council table. If modern history has demonstrated anything, it is that patient free discussion, in national or international assemblies, holds the fairest promise of solid advance in human relations. In any thought for the future, do you pay no heed to those who counsel violence; for even after violence has done all the harm it can, at great cost, parties must still come to the Council table. This is a doctrine that university people all over the world must firmly hold, and should labour to have



established in all human affairs. It is the practice even now in all relations between individuals in civilised societies. All constitutional and legal organisations are devices towards this end. Normally the work without observation or attention: when they do not, there is usually some failure of intellect or morals of which educated and intelligent people of goodwill should not be guilty. We in our generation have seen both force and reason tried on large and small scales, and though human passions are strong and pugnacity deeply ingrained in our make-up, we ought to be able to read and profit from the lessons of our experience, or even better, from the experience of others: Jungle practices should be confined to the jungle, and probably do not work out well even there.

If you will pardon a last word from one who is now to be reckoned among the old, and perhaps even the aged, but who still has a vivid recollection of the aspirations of youth, although, like Dogberry in *Much Ado*, he also is "a fellow that hath had losses". I shall take courage to suggest to you that amidst the whirling thoughts of youth and the plaudits of your friends, your main immediate task is to become efficient at your job whatever it should turn out to be. If you are successful in that, you will find that people will listen to you when you speak. In order to attain that efficiency you will find that you will have to extend the range of your interests and accomplishments, and gradually to formulate a philosophy of living. You will find that efficiency requires knowledge of what your fellows are doing, with sympathy and charity towards them whoever they may be. You will learn the unwisdom of maligning whole peoples, whether they be American, African, Indian or European, for every member of these groups has a sense of personal dignity which must not be affronted, even in fun. If you imagine that you yourself have discovered some prescription for right living, you may find that Moses, or St. Peter or St. Paul or a host of others have been before you, and can teach you something without your having to pay for it in your own experience; and best of all, you may ultimately discover that the basic principle of living is not to be found in the way of knowing, but in the way of loving; that Being is more than Doing, and does more.

