

THE FORTHARIAN

19



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C O N T E N T S

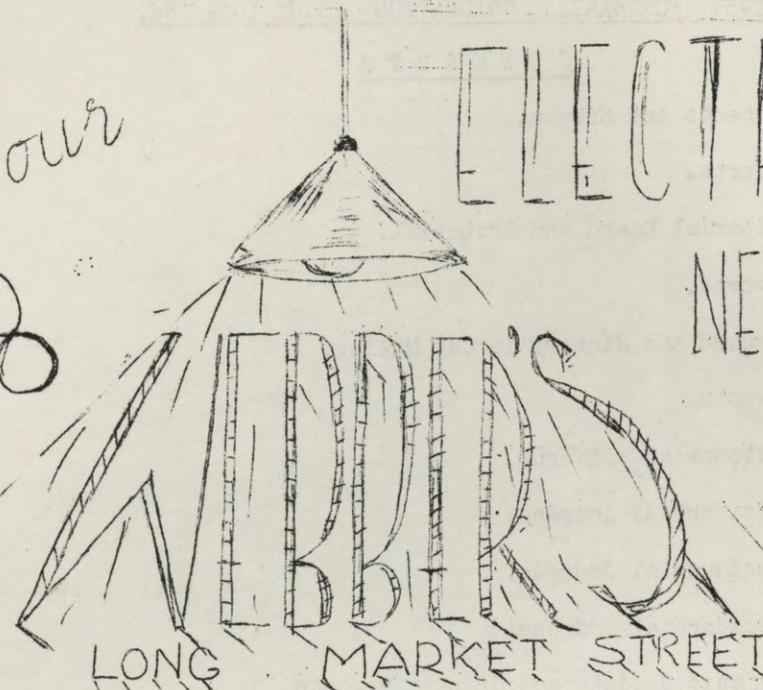
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ERRATA: page 25 par. 5
For Natal read "Wits"
Page 27 par. 1
For "Wualities read "qualities"
Par. 2.
For "Xhanges" read "changes"

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E D I T O R I A L.

Greatness and success we know are not found in lucky packets neither are they achieved by the pursuit of short cuts. These are often longest and more often than not lead to catastrophe. The road is a strenuously long one and the necessary accompaniment of the onus is the unavoidable flow of honest perspiration from the brow. Now leaving this abstractly philosophical approach which was intended merely as an appetite whet for thought provoking, we come to the more concrete and tangible fact, that the duty of publishing the "FORTHARIAN" devolves on us as the Editorial Board. This, logically, can only be done with the full and spontaneous cooperation of the students.

My first appeal, then, is directed to our friends, fellow Fortharians. The "FORTHARIAN" is our magazine. It is the magazine of the masses. It is then, we submit, your responsibility voluntarily to contribute well thought out and well planned articles. This is the role of the student. A student is not only a 'book worm', but also an industrious individual also having wholesome extra-curricular interests.

It is through this our magazine that we may exchange ideas; how much richer and broader our horizons will then be. Remember, he who nurtures his own thoughts guardedly against any infiltration whatsoever shall suffer stagnancy. We are in a Sputnik era and there is no room for fossil-thinking; it is dangerous. Take a tip, exchange views. USE the "FORTHARIAN" to prove that you think not as an extinct "somewhat" but "Sputnikally!"

This being the Grad. issue of the "FORTHARIAN" it is vitally essential that we should heartily congratulate our graduands. To those who merited their praiseworthy distinctions we in their honour momentarily raise our hats. This, we say, was their "debita praemia." Of last years' results we are extremely proud. We hope that with this as incentive this years' shall blossom still sweeter.

Our 'freshers/freshettes' and new members of staff are warmly welcome; may your stay be a happy one. Your efforts shall add to the laurels of FORT HARE. Remember; the beauty of a garden is essentially dependent upon the opening blossom of the morrow.

To all those who made the publication of this magazine possible we emphatically express warm thanks. Your assistance no matter how small has been greatly appreciated.

We sincerely hope that you find pleasure in reading the "FORTHARIAN" in as much as we enjoyed its publishing.

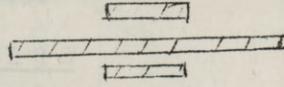
To our fellow students we say; the future when viewed with spectacles of wisdom or prophesy decidedly holds no 'easy-going' but points to hazardous hill climbs, with no mean sacrifice. So to what does this point? The answer is found in sheer stint of hard work.

"Good qualities have limits; virtues have none. Work is a virtue."

E D I T O R.

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F O W A R D.

It is not customary for a principal to trespass into the pages of the "Fortharian". I am glad, however, to accept an invitation to contribute a few lines to our modest magazine.

We are all in the same boat, buffeted by political blast, threatened by economic and racial whirlpools, and plagued by the unpleasant rocks of ignorance and prejudice. In all our troubles we may be on the sea, but perhaps others are 'at sea.'

To change the metaphor, we in Fort Hare are a beleaguered outpost on the frontiers of University education. But whether we of this College is to remain calm and steadfast, encouraging one another to work hard, play happily and occasionally smile at the failings of so-called 'homo sapiens.'

I welcome any indications that the Fort Harian will soon recover the high literary standard which it enjoyed over twenty years ago, and I hope that students (and staff) will support this worthy endeavour.

Prof. H.R. Burrows.

PRINCIPAL.

HISTORY IN THE MAKING.

It gives me the greatest of pleasure to note that two men who have been associated with Fort Hare have distinguished themselves in the academic world. They are Dr. M.O.M. Seboni and Dr. J.A. Mokoena.

Dr. M.O.M. Seboni was born in 1912 at Molepolole in the Bechuanaland Protectorate. In 1940 he was science master and Mathematics teacher at the Basutoland High School in Maseru. Between 1941-1943 he was teaching the same subjects at St Matthews School in the Cape. Whilst here he did Taalbond and U.E.D. From July 1943 to April 1951 he was Principal of Nigel Schools. Whilst here he passed B.Ed. and M.Ed. As sideline he took to writing books e.g. Students Geometry Notes, and several Tswana books like Rammone wa Kgalagadi, Maboko MaLoba le Maabane, etc. He also took to the study of Psychology as an affiliated student of Fort Hare under Mr. M.G. Marwich.

Since 1951 he has been lecturer at Fort Hare. In 1952 he went to Cape Town to continue his study of Bantu Languages. He got down, in earnest, to research on the thesis South African Native College, Fort Hare, from 1903 to 1954 (which thesis has just earned him the degree of D.Ed. (S.A.) after 1953.

Dr. Seboni has travelled far and wide not only in South Africa but also abroad. In 1953 he went to the United Kingdom for the Coronation of Queen Elizabeth II. Whilst there he visited world famous universities of London, Edinburgh, Oxford, Cambridge Glasgow, etc.

Dr. Mokoena is an ex-student of St Peters. He and the well-known attorney, Mr. O Tambo, were the first to pass University Junior Certificate in first class first division. He also passed his matriculation in first class, with distinctions in Mathematics,, Physical Science. He later came to Fort Hare where he got his B.Sc. with distinction in Mathematics. He then went to Witwatersrand University for B.Sc. Hons. He passed his M.Sc. with distinction under the University of South Africa.

Before going to the Kumasi School of Technology in Ghana last year, he was head of the department of Mathematics at Fort Hare. He wrote a thesis on Lambert Type Intergral Transformers; which thesis has just earned him the degree of Ph.D. (Wits.). Dr. Mokoena has also travelled far afield. He has been to the U.S.A.

We the students of Fort Hare take great pride in the achievements of these two gentlemen. But above all, Africa is extremely happy that at this crucial moment in the history of Non-European education, these gentleman should, by achievement, disprove the unfounded theory that Non-Europeans, and Africans in particular, have a lower I.Q. than whites.

Our hearty congratulations.

I.B.L. Modise.

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UMZALI WOLAHLEKO — G.B. SINXO	2	6	2-8.
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UNTABAZIYADUMA — L.L. TSOTSI	3	0	3-2.
LOVEDALE KHOSH RHYMES	2	0	2-2.

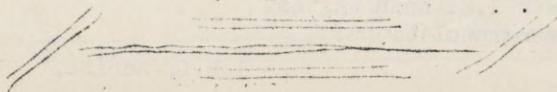


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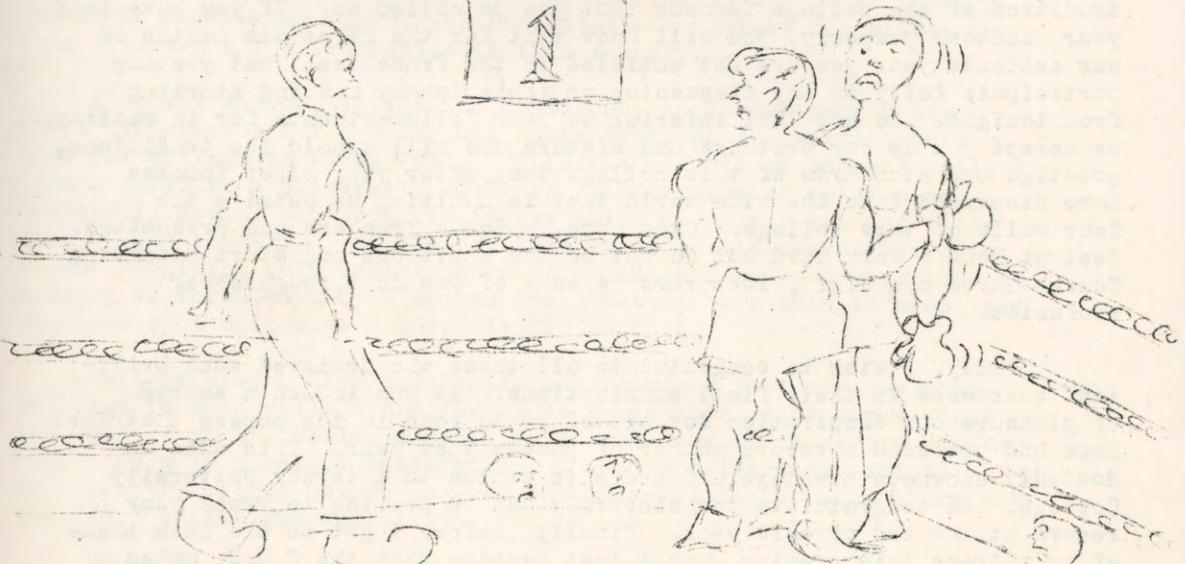
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Ladies and Gentlemen,

Before I deliver my presidential address, I wish to thank you all on behalf of every S.R.C. member for the honour you have bestowed on us through your votes. We take it for granted that you cast your votes in our favour for the simple reason that you have confidence in us and that you believe that we are going to see to the welfare of the general student body and handle your affairs to the best of our abilities.

Furthermore, I must point out that it is not just an honour that you have bestowed upon us, but you have placed a heavy responsibility on our shoulders. We, therefore, believe, that you cast your votes after a serious consideration of this responsibility. Remember, Ladies and Gentlemen, it is your co-operation that we need more than your votes.

Without your strong and undivided co-operation, the S.R.C. can achieve practically nothing in the interest of the general student body; it simply means that you have no S.R.C. at all. Your co-operation means the success of the S.R.C. in its work, and this success means catering for the welfare of every single student in this our noble institution. In short, what I am saying is that the S.R.C. stands or falls with the student body and vice versa.

We promise to welcome any constructive suggestion or criticism. We shall be censured when we blunder; but, please, Ladies and Gentlemen, do not be the cause of our blundering. Once more, I humbly and emphatically appeal for your co-operation. We appeal to you to behave in such a manner that the S.R.C. will never find it necessary to exercise its judiciary and disciplinary powers. Remember, through your own behaviour you can turn your representative body into a police force, and nobody likes to be a policeman.

Secondly, on behalf of the student body as a whole, I wish to extend our heartiest welcome to our new fellow-students. We, indeed, welcome you heartily, and may you find life enjoyable in this our very unique society. We still call you Freshers and Freshettes because the tradition of the college demands that you be called so. If you have read your Handbook properly, you will know that for the first six months of our academic year you are not entitled to the franchise; but you may participate fully in any discussion or topic in any meeting starting from tonight. Do not feel inferior to your fellow-students for in reality we accept you as our brothers and sisters who will uphold the traditions, prestige and standards of this college long after your older inmates have dispersed into the wide world that is awaiting us outside the four walls of this college. Once more, welcome Freshers and Freshettes. Feel at home, work hard but do not be too ambitious and start attending Course Three and U.E.D. lectures as some of you do through sheer confusion.

Thirdly, I wish to congratulate all those who achieved such brilliant successes in their final examinations. It was indeed a source of pleasure and inspiration for all of us to read in the papers that Fort Hare had produced a record number of passes last year. This adds undoubtedly enormous prestige and academic status to this our University College. We congratulate you sincerely and we promise to break your record at the end of this year. Finally, before I get to the main theme of my address this evening, may I just mention that the S.R.C. makes a special note to those who run the various societies and clubs of the college to make proper use of the funds, amenities and time accorded to them.

There are various applications for the recognition of new societies, and should a society, in the good opinion of the S.R.C., be thought redundant and time-wasting, it may definitely be struck off the roll of societies.

The theme of my address can briefly be spelt up as follows; firstly, I wish to touch on the political threats that are harrassing Fort Hare at the moment, and our reactions to them. Secondly, I will briefly deal with our internal relations to them. And thirdly I propose to deal even more briefly with those bodies which propose to entertain sympathy with Fort Hare in particular and the non-whites of this our country in general.

To start with, I wish to remind you that this year Fort Hare is faced with the most crucial and critical issues in her history. The whole tradition of University Education in South Africa is on trial. The whole intellectual world is watching with deep concern, and perhaps sympathy, the dark clouds hanging over us. Grudging eyes, eyes, full of suspicion, and eyes full of sympathy are focussed on us. Indeed, the falshlight of international opinion, nay global opinion, is focussed on us. The whole intellectual world is watching with anxiety the two insidious pieces of legislation which our white parliament proposes to resume reading before the 18th April this year. Above all, Ladies and Gentlemen, the world is watching with anxiety how the young men and women at this institution will react to these threats. Are these young men and women going to stand the test? Are they going to take a firm, dignified and uncompromising stand? Are they going to be excited and play right into the hands of certain power-flushed politicians? Are they going to be indifferent, and so forth? All these are questions which haunt the minds of men and women in all thinking circles in our society as well as countries abroad.

Indeed, Ladies and Gentlemen, the political, economic and social set-up in this country is such that all our efforts are rendered null and void. But should we retreat from the struggle that is so decisive? should we retreat from a struggle which threatens the very existence of our old and cherished institution which has served non-whites for almost half a century? No, Ladies and Gentlemen, let us continue to fight against the two bills by every means and effort at our disposal. Let our stand be firm, dignified and uncompromising. Let us stand for education in its unadulterated form. Let us walk mournfully through the deserted streets of Alice, and show the world, for the world will know that we stand for the existence we will have, and let the world read in any paper that **possibly accepts** our views, our protestations against the bills that threaten our universities in this country.

I appeal to you, Ladies and Gentlemen, to forget your petty local differences for a while and concentrate on the vital issues that our college is faced with. Different schools of thought will always exist in a university society. Differences of opinion on political, social and economic issues exist among the leading citizens of any country. But history teaches us that these differences become prominent only during peace time and tend to wane when the country is threatened by a common foe. Let us bear this in mind and remember that united we stand, divided we fall.

Furthermore, Ladies and Gentlemen, remember that our responsibilities in this college are far above those carried by any student in any part of the world, especially through the times we are passing now. Ours is a unique institution, a unique university society in a country with a unique and complex race-relations, and, therefore, ours is a unique responsibility.

First of all we are faced with the duty to prove to any adamant,

10/ stubborn and usually ignorant....

stubborn and usually ignorant voter in this country that we deserve to enjoy the same universal education that people enjoy elsewhere in the world. In spite of the fact that we have already produced distinguished scholars competing equally with other scholars of the world, and in spite of the fact that psychologically we are in no way intellectually inferior to other racial groups, many a voter in South Africa still through ignorance and unfounded prejudice believes that non-whites cannot attain the same standards as their white counterparts attain. I therefore appeal to you fellow-students to read widely and broadly. Frequent the library more than you frequent places of social entertainment. Prove your intellectual capacity to the world even though the Plattelanders refuse to recognise and appreciate them.

The second responsibility and duty we have is to prove to the South African voter that after all, we can live together happily as brothers and sisters in spite of our differences in race, colour, creed, language and custom. It is for us to prove that African, Coloured and Indian can live together and form a healthy and progressive society. It is for us to prove the futility of Bantustanism and it is for us to prove that racial integration can be feasible in this country.

I appeal to you once more to help keep our relation healthy. Let us live together in harmony, especially this year, so that our white parliament in particular and white South Africa in general may know that if truth and mature reasoning are to prevail, we have no reason at all to be separated. I know that our race-relations have always been good and healthy, but with crucial issues confronting us, these relations are of greater significance than in the past.

Lastly, Ladies and Gentlemen, I propose to deal briefly with my stand in as far as our external relations are concerned. I am having in mind especially our relations with such bodies as other universities and organisations such as NUSAS and various other institutions and organisations which profess interest in the welfare of the students here.

Will you allow me to point out that race relations in this country are so complex that racial prejudice often tends to run away with our objective and realistic reasoning. Racial groups have developed such prejudice against one another that each racial group expects no sincere sympathy from the other group. This prejudice has given rise to a new school of political thought in this country which denies the possibility of the various racial groups in harmony, and denies the possibility of concord. Each group fears political and economic exploitation by the other.

My point of view is that we as an intellectual group should not be swayed by these exasperated and unfounded prejudices and fears. As a University we must have intercourse with other universities which happen to be all white in this country. Once the intercourse with these universities is severed, we shall have gone a long way in lowering the standards of our own university. We have a lot to share with other universities, and at present we are faced with a common foe. We have to retain our relation with NUSAS as long as that body openly opposes unjustified racial discrimination and stands for education in its unadulterated state. I do not at all deny the possibility that such bodies as NUSAS have different ultimate aims and aspirations from ours. I do not deny the possibility of certain organisations having unscrupulous aims and ulterior motives. Possibly some organisations will profess their sympathy with us while they wish to use us as their tools. But my argument is that we have a common ground with such bodies. Furthermore, we are intellectually mature enough not to lose our identity, our aspirations, and our aims in our relations with such bodies. With these words fellow-students, I wish to close my remarks, while wishing you all a happy and prosperous year.

J.M. MAJOLA (PRESIDENT)

" D R A M . S O C . "

The above abbreviation does not indicate the effect of over-indulgence, but an institution making considerable impact within the walls of Fort Hare -an open-air theatre is envisaged but not blue-printed. While tradition asserts itself in subliminal ways, the continuity of the Dramatic Society is alas, like so many other University institution, somewhat unscripted. Generations of students come and go.

It is therefore appropriate to remind ourselves, as the audience may leave the hall before the end of the speech, that much good spadework has been done recently and more is likely to be further unearthed this year. Memorable in 1958 was the production that toured the Border, yea, even unto the land of the banana-boys. Waiting for Lefty, the American Clifford Odets' passionate political thriller, accompanied the French belles-lettres-philosophe-dramatist Jean-Paul Sartre's In Camera to Rhodes and a splendid house, the latter item continuing via East London to Wentworth, the Indian Community in Durban, then Maritzburg University Great Hall. Early in the year, one-act plays overflowed an evening as a warm-up for the above.

So far, 1959 sees in preparation an evening of the short drama, about April 17, which promises much better than this calorific canter. There will follow in May a combined effort of the Education and English Departments, four more stream-lined stage statistics, including the humorous scenes from A Midsummer Night's Dream; Shall We Join the Ladies (Barrie); and The Man in the Bowler Hat.

Mr. Israelstam's earlier 1959 drama festival is noteworthy for his initiative in dramatising Shaw's Black Girl in Search of Her God, plus an exotic Oriental excursion, The Poetasters of Ispahan. We are also indebted to Mr. Israelstam and his wife for the donations of a floating trophy (with appropriate individual side-gift, annually) to the best actor or actress of the year on the stage.

The Dramatic Society can go far; with promptness and persistence at rehearsals, back-stage teamwork, and a sparing but appropriate use of make-up,, much can be done, especially if there is no individual attempt to provide a revolving stage. It helps your English, too!

Prof. F. Rand.

CRICKET CLUB REPORT.

Fort Hare has been blessed with a wealth of talented cricketers this year. The most promising newcomers are Jaffer, Ngegebule, Nyati, Tootla, Wilson and Docrat. Jaffer, in particular, has proved himself to be the best equipped, having a sound defence, the right temperament, and a variety of strokes. Much is expected of him and the others in the future.

The highlights of this season's cricket was a dashing undefeated century by M.K.Naidoo, S.Bouwers's splendid 8 wickets for 5 runs against Fort Cox, and Wesley's defeat of Iona.

The Inter-hostel matches all ended on a very exciting note. Wesley fielding a much stronger side this year, played a commendable draw against Beda and beat Iona decisively on the 1st innings. The star-studded Beda side were rather unfortunate in not gaining a victory against Iona, who were saved by some painstaking batting by Bouwers and E.Hendricks.

A notable feature of these matches was the very poor standard of fielding, especially by the Wesley team, and the consistent batting of R.Uren and K.Mackerdhuj.

The College XI is eagerly looking forward to the return match with Rhodes University. The Fort Hare XI is confident of avenging last year's defeat.

Y.M.Pillay.
(Chairman)

The chairman has omitted praise to himself to which he is undoubtedly due. Come! Come! Pally don't be so modest.

Editor.

THE PART PLAYED BY THE AFRICAN SCIENCE STUDENTS IN THE UNION.

I do not claim any authority in this subject but I will try my best to bring forward the facts as I perceive them.

First and foremost one has to try and answer the important question:-- Why do people study the science? The answer to this question is not one, but three. Some people study the sciences for the love of knowledge i.e. these are the people who are interested in the growth of the sciences as branches of knowledge. They like to help in the development of the sciences as far as the theoretical aspect of these is concerned. They are not worried about the utility of the subjects materially, morally, and otherwise.

Other people study science to apply it to the problems of daily life. These are the people who want to better the mode of life of the community. We owe our means of transport, better health conditions, and all the improved means of living. For instance, at the present moment we have these men and women trying to conquer space so as to find accommodation, in other parts of the universe for the ever increasing inhabitants of mother Earth.

Then last but not least we have those who study science to be able to guide the new generation in the study of this branch of knowledge. These groups of science students or scholars are indispensable in the society. We can not place any group above the other because they are dependent on each other.

Having given the aims of the study of science we must now examine what part our own men and women of science play in this pattern of knowledge. We shall try by every means to see to which of the three classes of scientists they predominantly belong and why is it so.

There are very few African scientists who study for the love of science. A small number of Science students hold degrees higher than a mere B.Sc. These I think are not more than fifty in the whole of the Union of South Africa. We must try and find the cause for this pitiable state of affairs. Is it because of their economic status? Is it because they do not have the love for science? Is it because they are not encouraged? I think the main reason is that of economics. Their homes view student sons as sources of support and immediately they obtain their junior degrees they must seek some employment. They feel that continuing means postponing the expectations of the other members of the family who are sacrificing much to maintain them in the University. When they do get scholarships to continue their maintenance taxes the family coffers.

Yet I still feel that not all are hampered by this handicap; some lack a love of the subject; even when they do get the opportunity of bettering their economic status, they do not make any attempt to increase their knowledge of the subject. You find a man or woman having had his degree and maybe teaching in a high school reads only the science necessary for the pupils and does nothing to read further to better himself. These are but a small proportion of our African science students fortunately.

Coming to the last group; yet a very important one; I feel the spirit and morale of the African student is broken by the restrictions in this country. They are made to feel a sense of frustration. It is rather discouraging to know that even if you reach great heights in the acquiring of knowledge you will not be allowed to use it in the way you deem fit. There will be regulations to stop you from entering the advanced research groups of your country. You are forced to teach because that is the only thing you can do.

It is also heart-rending to know that whilst the country runs short of scientists, because it has to import most of those who here, it still refuses to allow some of her children to play their part. As a result of this we find that most people who leave the country for Ghana and Nigeria are students of science. These states are prepared to accept them because in the whole world there is a cry about a shortage of scientists.

The majority of the science men and women go in for teaching as it is the only profession open to them. The pity is that even those who know deep down that they are not fitted for teaching must do it. The result is that they do not make good teachers and society suffers in that they kill the love of the sciences in the new generation.

Some of these men might have done well in industry, but that is a prohibited area unless they are employed as unskilled labourers. This also makes them feel more of the frustration I mentioned above. There are practically no African science students in industry who are given the opportunity to use their acquired knowledge.

It is only of late that opportunities were opened for African students to study engineering; even then the difficulty might be: after these have completed are they going to get employment to suit them? To illustrate the need for proper employment you will find that some of the science students resort to law.

The other channel of escape is that of being a medical practitioner. This like teaching is done by a number of our African science students for economic purposes. The result is that you find many doctors who are not good at their work because they were not made for it. This class of people also illustrates the slackness in self-improvement; because the majority of them do nothing to improve their educational status and do not contribute to the advancement of medical science.

I quote some statistics to illustrate the point that the occupation of the science student is restricted to teaching and to a very small extent medical practice (from the Department of Physics Fort Hare.)

Up to the year 1957 there were about 98 men and women who passed through this department, that is who had Physics as a major: of these 81 went into the teaching profession 5 of whom are lecturers; 2 are Engineers (not in South Africa), 3 are lawyers; and 1 is an architect.

To conclude my discussion I feel that more people who pursue the study of science should try to go above the junior degrees. In the meantime the country should open more facilities for these men and women to contribute to the advancement of sciences.

A. M.L. MASONDO.

JOKES

A Scotchman and his son once had a meal in a restaurant. Boiled eggs were on the menu. While eating, the son complained of there being a chicken in his egg.

Hush! said the father. "We will have to pay for both boiled egg and chicken."

A golfer, after missing the ball frequently, said: "The worms underground must be thinking there's an earthquake."

Caddy: "Yes, I suppose most of them must be hiding under the ball for protection."

An Englishman, an American and a South African met in a bar. The American bragging about the advance of medical science in America said:

"In America a child was born armless, but to-day he is a top rate boxer."

Englishman: "At home a boy was born legless but today he is a leading soccerite."

The South African, after much thought: "In South Africa a babe was born without a head" The doctors grafted a pumpkin and today he is our Prime Minister."

A young lady having met her spouse-to-be, voluntarily introduced him to her parish priest.

Priest: "Dear, Jane, I do not think you will be happy with Harry, he drinks and vile."

Jane: "But father he is handsome and after all the eye also wants something."

Later after wedding.

Jane: Oh! Father look what Harry has done, he has given me a black eye.

Priest: "Well Jane, the eye also wants something."

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SOCCER CLUB REPORT

The Soccer Club had a good year in 1958. The team is blessed by good new members; amongst these are Bophela, who is an outstanding inside left. Lokhele is an all-rounder, Shembe and the keeper Ntshanga.

The college team played the Eastern Province African and Coloured sides. They trounced the Africans and were beaten by the Coloureds in a thrilling match. Wentworth Medical School was unfortunate to meet the College Eleven on one of its hungry days, and it was given a lashing of 11 nil.

The standard of hostel matches has risen quite a great deal. There is keen competition. This can be seen from the fact that although Beda had the best team yet they are not the present holders of the trophy. This was snatched by Wesley. We congratulate the Wesley Eleven for its good show. They won the trophy by determination and practice. We must pay some tribute to their captain O. Nhlapho. Iona had quite a number of good fellows but they were rather unfortunate.

This year I feel that the competition will be keen. Wesley wants to retain the trophy and Beda feels the trophy belongs to her. Iona-Annexe want to make their presence felt by the other hostels ; so they might relieve the tension between the two hostels by snatching the trophy.

The College team has a packed programme. They want to play Umtata, Eastern Province, Kimberly, and if possible Durban. There are quite a few good new men but of these only one is likely to be in the first eleven G. Nkomo.

I advise the Soccer Committee to see to it that the College teams practice regularly, if they want to keep up the standard of soccer.

ATHLETICS COMPETITIONS 1959

The Athletics Sports this year were thrilling. There was much competition. One could not predict who was likely to win the trophy.

In the long distance track-events Iona-Annexe were not represented well. Beda and Wesley were stealing the show. Beda being first in 2 miles, 1 mile, and 880 yds.; Wesley taking second and third position in all these. Mr Sishuba was quite outstanding for Wesley. Then came the short distance events Iona-Annexe took the lead. They were first in 100 yds., 220 yds, and 440 yds. Men who were good in these events were Pietersen (Iona), Lakiwane (Iona), and Setlogelo (Beda) was a suprise for other hostels.

Mr Bopape was quite outstanding in the field events. Let us not forget Don Van Niekerk. There is Ndzomela who regained form in high jump.

When we went for lunch Beda and Wesley were battling for first position. After lunch Iona-Annexe began to show their superiority and one could see that they were winning the trophy.

We can not close the report on the men sports without paying tribute to the Athlete of the day Mr Pietersen who competed in 5 events and took first position in all five.

LET'S HAVE A LOOK AT THING"

'What is this life if, full of care,
We have no time to stand and stare?'

In our journey through life it is necessary, from time to time, to look back and reflect on the ground we have covered and to evaluate our present position. It is an accepted truth that we live in a world of competition and comparison, a world of changes and chances, and we are at the mercy of the changing elements, physically, ment-ally, economic-ally, politic-ally, socially.

The Fort, small as it is, is no exception to this rule. We find that the 'world is too much with us'. There are certain faculties which seem to be in hourly danger of extinction among us as students of this College, and of these I shall limit myself to the faculty of making up one's mind.

In my two years stay at this College I have noticed that there is a tendency among most students to take things for granted. Few of us ever stop to think. It seems as though we do not trust our reasoning powers, taking other people's opinions as our own without any critical analysis. This is indeed absurd, especially for people who are supposed to be grown-ups and as such independent enough to make up their own minds.

This indecision usually rears its ugly head when there is need for individual opinion. On making an appeal to his reasoning powers the individual realises that he has been labouring under a delusion, He realises too late that his mind is now a void table because he has no opinion formed by himself. This is the result of the interference which is set up by other people who influence his decisions.

There is no place for emotions in honest and clear thinking, and a noticeable fact is that man fears thought as he fears nothing else on earth.

To sum up I shall quote the words of a great writer who says,
"There is nothing more to be esteemed than a manly firmness and decision of character. I like a person who knows his own mind and sticks to it; who sees at once what is to be done in given circumstances and does it'.

Contributed by 'Dales'

Continued from page 14.

Thus it was not a surprise when he was awarded the Victor Ludorum Trophy.

The Women Sports were dominated by Beda. Miss. J. Burger was the outstanding Athlete. She got a position in all the events she entered. Miss. King was also there to be runner up. Wesley was literally not represented.

We hope that the team will fair well in the Inter-College Sports on the 18th

A. M. Masendo.

A whiteman gets on a non-European train coach.

A few minutes later the ticket-examiner appears and says".

I am sorry sir you'll have to move the European coach".

Whiteman: I beg your pardon sir I'm not a European, but an American".

/~~~~~

The mill will never grind with the water of the past.

/~~~~~

' Good manners are the muscles of the soul

The more you use them the stronger they become.'

A RAINBOW ON THE ZAMBEZI

Must the din of crowded cities
Motors bustle the narrowing streets;
Puffing engines jangle to distant cities
Careless of azure skies or verdant forests.
Lo! mounting high the towering slag,
Once the entrails of a peaceful age;
The mass dejected of worn out wights
Toiling down the endless shafts:
Hark! above the ecstasy and below
The eternal anthem of the wheel.

Far from the raving crowds, the mill,
Ancient drums recall the ancient thrill:
In the jungle the unbroken solitude
Teeming with life glad and good -
Nature wooing all the equal show.
Boom! on a sudden the lions roar,
Rats quake and cease with awe
And birds freeze of terror breeze;
A moment brief, his majesty reigns,
Land of bird, beast and man.

Bursting torrent of a hot summers day,
Invigorating bringer of new life and gay;
Blithe sylvan nymphs sing with glee:
The enchanted ploughman beams free -
A cave dweller entering civilisation -
To trudge the fields a season long:
In tumble and toss down the hill
A thousand rivulets dance the song
When our giddy times roll along.

Oh! great Falls - plinth of scenic grandeur,
Invaluable gift thou, interminable splendour!
Sad man! what boots thy toiling years,
The fleeting joys? The ϕ immortal fears?
Lo! twixt the waves and Sol -
Wonders weaving in the silvery glow -
The beckoning spirit of peace - the rainbow;
And below the ethereal play in true nature's love
The beating waters falling ever more,
A hope, a soothing against the Wheel.

J.B.Zulu.

INCREASE YOUR VOCABULARY: CONSULT THE "FORTHARIAN" ETYMOLOGICAL DICTIONARY

LEVAAIST: One who wastes his and his friends' time doing and saying nothing.

SPAAZA: The art of showing ~~xxx~~ off empty headedness.

MLEVO: A pitched discussion on anything apart from the syllabus or sense.

PARENIAAK: Wilful and enjoyable devastation of the intactness of the whole
of nature.

SMALL: Laying stress on the big things of insignificance.

BEAVY: The opposite of being small.

HEAVY: (see above)

WIDOW: A colonisable member of 'the' hostel.

MAAS: A Fortharian with the art of not thinking.

JAGUAR: Something temptatively irresistible and easily acquired by small
effort.

CROUCH: To forestall with intent a fellow Fortharians' colonisation.

CROCK: WILFULLY DOING ANOTHER DOWN.

HOOFED (Ungulated): The receipt of a blow by the abstract foot of a colonise
possession.

SPUTNIKED: Launching with result due to experimental failure.

Chaw: Scrubing (voraciously partaking of) something beautiful in taste.

BREAD: Something tasty and indispensable to life.

Gilli: A synonym of bread; only used for emphasis.

Conc: Smart, deadright, swell, in fact terrific.

'Fortcöx: To redeem a homeless situation.

Give us: To serve unstintingly.

Madoda: The saving score in an examination.

Ladies & Gentlemen we will welcome any additions for our next edition — Send them to the 'Forthanan'. Thanks!!
Editor: H.G.T.

LADIES

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CHRISTIAN STANDARDS: Are They too High?

The Christian Church has to accept a teaching which affects our way of life, our thought, our desires and our behaviour, without leaving any portion of our untouched and reserved for ourselves. The minute we accept Christ we, as it were, surrender our whole lives to Him, to be controlled and directed by His teaching. We find our freedom, our joy and our fullest development only in Him whom to "know is life everlasting".

An examination of Christian teaching reveals that its demands are so high that they could be said to have been expressed in superlative terms. God's commands are expressed so unreservedly that they leave no room nor loophole through which one could escape.

"Love your enemies, do good to them which hate you" Luke 6 v. 27

"Thou shalt love the Lord thy God with all thy heart and with all thy soul and with all thy mind" Matt. 22v. 37

"Thou shalt love thy neighbour as thyself" Matt 22 v. 39

"Honour all men" 1Pet 2 v. 17

How often shall my brother sin against me and I forgive him? until seven times? Jesus saith unto him, I say not unto thee until seven times but until seventy times seven" Matt 18 v 21-22

With respect to sin, Christianity does not only deprecate misdeed and bad speech but sin may also be of the mind; in fact that is where it always starts. Therefore Christianity requires a pure heart and a pure mind. Sin is not just what you do but it is a condition of the heart and an attitude of mind.

These superlatives are to man the greatest difficulty in his life as a Christian. He does not see how one can love one's neighbour with one's whole heart, or how one can love all men even those who are not lovable or one's worst enemies. Man wonders whether this is possible. In other words he is wondering whether the standard which has been set is not too high. "Give us a standard which is human enough to be attained, an easier goal, and take our human follies and weaknesses into consideration" he says.

Is it reasonable to ask for a lower standard? It does not seem so, for the following reasons:-

- If we do ask that the standard should be lowered because what has been set is too high and unattainable, shall we not be in order if we ask for yet another lowering because our circumstances of life have become somewhat difficult?
- Do we think that such a compromise with evil will help us to remove our weaknesses?

Lowering can only blunt our sense of right and wrong and finally leave us without standards. A religion which accommodates and allows for human weakness is just no religion because human conduct ought to be moulded in order to conform to the standards set by that religion. The Church will then be a tool in the hands of man whereas man ought to be a servant of the Church, moulded and controlled by its teaching.

However high Christian standards may be, it is good that we must look up to them. Man's religion must continue to be something which draws him up daily, something which sets him a goal to strive for, something which lifts him from the sand to the skies.

Further, religion should neither be a convenience nor an expedient. It must correct man. The harder the harder it hits at what man feels is easy and convenient the more it will correct him. After all, religion is from above and is therefore above man. God does not compromise with evil, for that would deny man the opportunity of striving for holiness.

"But like as He which called you His holy, be ye yourselves also holy in all manner of living" 1Peter 1v. 15

Some of us on hearing about Christian perfection have wondered how that will happen. Christian perfection is not attained in one leap. One does not turn Christian and then become perfect simultaneously nor is it something which can be achieved in a year or two. A Christian, through the grace of God, grows in the knowledge of God, as he daily avails himself of the means of Grace and prays for power to do God's will. He grows stronger and purer each day, becoming more upright as God works and lives in him. As this goes on he approaches stature of fulness in the Christian faith.

For that reason anyone who sets himself the task of finding fault, of questioning and of condemning, only succeeds in condemning but gets no further, no better, no wiser. He gains a hard-heartedness which will not bring him nearer the truth; but one who strives each day to do the

Father's will and asks for power to ^{do}so gains by it : he undergoes a process of growth and allows God to work in him, finally perfecting him in Christ.

Which do you think is wiser, to go on questioning or to say, 'I shall do it , God being my helper? '

Zach S.L. Kosci

Mr A: What is the difference between an ambitious man and an ambitious woman ?
Mr B: An ambitious man wants to get everything he can get , but an ambitious woman wants to get everything she can't get.

Theorem : Cat-e-c-ism.

R.T.P. : A Cat has three tails

Proof: One cat has one tail .
Nocat has two tails .
But one cat has one tail more than nocat.
Therefore one cat has three tails.

Q. E. D..

He who knows not and knows not that he knows not is a fool -forget him.
He who knows not and knows that he knows not is ignorant- teach him
He who knows and knows not that he knows is asleep - wake him up.
He who knows and knows that he knows is wise - follow him.

Two tramps , in pecuniary difficulties were very hungry and thought of a bright idea in order to keep the inner man quiet .
Said one, ' We will go into the cafe and have a good meal after which you go to the counter and say , ' I'll pay. Then I'll say'Oh no I'll pay'.
We will keep on arguing till a crowd gathers and then we will make our escape. ' The other agreed to the suggestion . They had a square meal and when they went to the counter the one said ' I'll pay'
Said the other' Right yo pay'

LOST ! !

Lost a masculine heart , bearing a hoof mark at Eluk. Finder please return to Ungulated Room 33333 , Tynie Hoyse

@@

A brand new ~~second~~ hand radio , fully unlicensed ; capable of catching hulla- hulla station a MUST to fans of the station situated 3000 degrees South latitude, 5000½ degrees East West South Longitude . Call before parts fall off - old Fort at 12 p.m.. Price : Radio plus 10/11½ given by Seller.

Lost and Found at Sandile's Skop

- a. One lipstick stick (Red)
 - b. One tube nail polish (Mauve)
 - c. Face powder , mirror and puff
 - d. A shaving set with rusty blades
 - e. A pipe with fossilised tobacco
 - f. A pair of Paul Kruger suspenders (made of extendable sheep skin)
 - g. A pair of bowling gloves
- Owners claim within 130 seconds otherwise storage will be charged.

@@

Def definition !

Cabbage : A kitchen garden vegetable as large and as wise as a man's head
Coward : He who thinks with his legs and shows white heels when in danger

Student: One who dislikes the sound of a lecturer's voice but loves the sound of his own.

@@

The Extension of University Education Bill and
the Fort Hare Transfer Bill

When viewing these Bills it is necessary to look at the crude rationalisations that have been put up by the Commission set up to inquire how this University Apartheid can be implemented. In the first place this Commission reports that the White Universities were established because of the organising ability of the Europeans, and the Non-Europeans do not have that ability. The second point of importance stated by the Commission is that the Non-European Students who attend the "open" Universities tend to be divorced from their fellow non-Europeans and as such do not serve their communities.

The aim of this legislation is to develop what the Commissioners called eiescoortigheid among the Non-Europeans. All in all it is the implementation of apartheid in the Universities and the transfer of Fort Hare to the Native Affairs Department, in which case it will be a "Bantu" college tied to the apron strings of the Minister of Native Affairs. This piece of legislation provides for the creation of tribal colleges viz Zulu College, Xhosa College etc as well as separate colleges for the Coloured People and Indian People. Admission of Students to these colleges will be regulated by the Minister of Native Affairs. There are to be two Governing Councils - a white council and a non-white advisory council. In fact these two councils are to be mainly appointed by the Minister and the "White" Council will have more power than the non-white one. It is also a provision of this legislation that "political dissident natives" should be excluded from the councils of the bush colleges. As we can see, this legislation is founded on the fallacious argument that the European is superior to the Non-European and as such the Non-European people must depend on the whims and wiles of the Europeans. These "bush" colleges are definitely to be established to produce intellectual "yes-men" and to impede the pursuit of truth. It is also the purpose of this legislation to send many of the Non-Europeans to the labour markets of the country, where they will be exploited economically.

We find that this legislation not only revamps the outmoded system of tribalism in order to support its fascist ideal but is calculated to keep the Non-European people forever divided into separate racial pens or tribal dens. The so-called "university colleges" which are to be established by this legislation are none other than the sepulchres of learning, in so far as the free pursuit of truth will be impeded by racial and tribal divisions as well as departmental control. Our complete and unconditional rejection of university apartheid is part of our complete and unconditional rejection of educational segregation, which in its turn is part, and an inseparable part, of our complete and unconditional rejection of apartheid or segregation. Just as there are no degrees of rejecting apartheid as an end or as a means, so there can be no compromise or qualification in our rejection of segregation in education, whether in the Kindergarten, the technical college or the university. This is a matter of principle and is not subject to tactical subterfuges.

To us the independence of a university is an aspect of freedom - the freedom of a whole educational system from fascist discrimination and intellectual bigotry, as well as the freedom of the society within which this educational system operates. This we defend and nothing less than this. We call upon all those people who value democracy and who oppose intellectual barrenness and fascist indoctrination of the younger generation to reject the system of inferior tribal colleges and to struggle for the attainment of a single, democratic system of education for all within the framework of a modern democracy in South Africa.

M SWANA

" A man never knows happiness until he is married."

To possess patience is to possess oneself.

oooooooooooooooo

The man who borrows troubles will never lend smiles.

It is better to give than to lend and it costs less.

The more one knows the less one is ready to judge.

HIGH SOCIETY.

Do I have to enumerate the distinctive characteristics of the ordinary mass and the high society lady and gentlemen. Lest some of us confuse the two classes, I shall endeavour to define what differences exist not only in our College community, but throughout the Democratic world.

To my fellow collegiates the term 'High Society' embraces any such characters as have the ambition to live beyond their means. In this group of quaint personalities are individuals with the means to lead a life rather too elevated; an expensive if not extravagant type, a life that only knit-wits could envy.

The lady of the class is characterised by adornment in the most expensive apparel of the season, stretched hair and in all probability red lips- which to my mind has a disagreeable blend with the dark background. To this lot College life is part of life and not a preparation for the future, and indeed they leave abundantly.

The high society gentleman is not easily definable for any mass that changes association with the lady of the class of necessity assimilated into the class. It is not easy for any mass to be thus elevated to a gentleman of reckoning because the lady is very particular about refined behaviour. Nonetheless enough masses rise and fall to justify the status of the high society gentleman as a variable in the society equation; $S' = \frac{M}{e} - C^t$

where S' } High Society limit,
 M' - Elevated mass,
 e - Behaviour coefficient,
 C - Assimilation constant,
 t - Coefficient of feminine temperament.

It is ridiculous to imagine the masses trying to reclassify themselves in this way, and yet still remaining masses; which to me, is a common society of both simpletons and genitses.

What of the outside world? Does the question of high society remain within the narrow realms of imagination? Surely not, if any high society ladies and gentlemen could be found within our midst, their presence would be an assert to our small community. Nothing about them would be artificial, but all about them very refined. These would be men and women of noble breeding. Men and women upon whom the definition of kulture impends. I have cause to believe that we have at least one or two of this class within the College, but not among the masses, if you look round you, you know them.

This class could include the erudite with book culture, and who without pains polish their manners to improve their behaviour to an appreciable degree of perfection, but never perfect enough.

In some countries this class is constituted purely on the pigment of races, the honour and humour of being the gentleman of the class devolving upon him with the accepted standard pigmentation. This sort of classification falls in line with the illusory type acceptable to the masses, a passing phase and a complete anomaly. Now our high society remains a confused lot between the Eluk type, and the pigment type, while in effect it is simply the nobility type.

Sansoga. N.

Chinese Philo.----He who thinks by the inch and talks by the yard should be kicked by the foot.

How do you expect to fell a tree when you lop it?

ANNUAL REPORT OF THE FORT HARE RUGBY CLUB FOR THE YEAR 1958.

From the beginning of the season it was evident that the standard of rugby would be higher than that of the previous years. Players started the long awaited season in a competitive and courageous spirit. However, as is usually the case, a number of disappointments was met with, especially in the first matches, but as time went on everything went on smoothly.

Early enough, a panel of Border Selectors witnessed a grim tussle, the College boys struggling without success against the formidable Lovedale team. This match was to serve as trials for the selection of a side to represent Border in the inter-provincial tournament at Cape Town, but it was unfortunate that the selectors did not get what they expected, as the ball was as slippery as an eel because of heavy showers which fell for the better part of the match.

Later, however, some of our players were invited to the Border trials held in East London on the 31st of May. Few though they were they put up a good show in so far as they all got provincial honours to represent Border in the tournament at Cape Town. These players brought honour to the College team. They were Plaatjie, Mjo, Titus and Mzamane. It was also pleasing to note that Mankazana was included in the Transkei side. Thus, such events proved beyond reasonable doubt that indeed the standard of rugby was higher than ever before; five provincial players in the College team. With serious training and determination all College 1st XV players may rise to provincial standard. It was most unfortunate that some other good players could not catch the selectors' eyes.

I, without fear of contradiction, maintain that there was a general improvement on the running of Rugby affairs and for this, credit must be given to Sishuba and his able committee, which was always prepared to arrange matches for the players and thus people could spend afternoons in the Rugby field instead of going to the movies. It is my sincere hope that the new committee will follow the same steps; arrange matches for the players and take great exception to players who frequently absent themselves from practices.

All the successes gained and the co-operation between the players and the committee were fruits of the toiling of our new coach, Mr. G.F. Israelstam, a former Natal player, who, at all times, wished to see the work of his own inspiration achieving greatness.

Our thanks also goes to Professor J.T. Davidson (one of the few able referees around) who, despite his age, is till keen to give a hand wherever possible.

We also thank the Athletic Union for the good it has done for the College Rugby club.

<u>MATCHES PLAYED</u>	13	WON	8	LOST	5	DRAW	0
	POINTS FOR	113		POINTS AGAINST	65		

P.V. MANELI
Secretary.

" Full many a flower is born to blush unseen,

And waste its sweetness on the desert air."

THOMAS GREY.

" Those on the shelf take heed."

EDITOR.

A TALK BETWEEN A FRESHER AND A STALER.

STALER: How do you do, Fresher?

FRESHER: Well, keeping, sir. And how do you do?

STALER: I'm in good salubrity though there are some symptoms which symbolise some high morbosity.

FRESHER: I see, sir.

STALER: Now, tell me Fresher, from which emporium did you purchase that caputal integument?

FRESHER: Well, sir, I din't buy this hat - at least I believe that's what you mean Well, t'was given me by my girl-friend as a lasting memento of our love.

STALER: Ah, ambitious Fresher, you must be a great lover, a born Don Juan... what did you give her to express your gratitude?

FRESHER: Oh, Well, Sir, I kissed her five times.

STALER: What? You have the audacity, nay, the impudence to tell me that you smothered a harmless, frail creature with a cat load of kisses! You -

FRESHER: Not exactly Sir, but -

STALER: Portentous your gab, Brother. Now, oblige me..Well, let's see... do me the favour of giving me the definition of a kiss.

FRESHER: It's very difficult to define a kiss, Sir. May I perhaps ask you to define it?

STALER: Ah, easy, Fresher - well, listen carefully. I know there is always a tendency for freshers to sit on their ears when crucial points are being analysed.... A kiss according to the dictionary is osculation. Well, I would define osculation as the juxtaposition of two orbicular oris muscles in a state of contraction.

FRESHER: Say, this is great, Sir.. How -

STALER: Now, Fresher, don't get excited..... Tell me this.....are you gonna lead this innocent creative to the Hymenian altar?

FRESHER: I hope to Sir....

STALER: Fresher, fresher, be careful. That girl may be wonderful, shining, glittering, scintillating, coruscating, bewitching, of mesmerizing and hypnotizing beauty; but, pray, heed to the age-old axiom pregnant with truth. "Meretricious sparkle and superficial attractiveness are not reliable criteria by which to estimate the intrinsic value of an object".....Now, don't mistake my wise counsels for platitudinous maxims.

FRESHER: I'll follow your expert advice, Sir. You really give me the impression of someone who has a thorough grounding in the facts of life. Indeed -

STALER: How, now, Fresher, don't expatiate on the obvious... Well, I presume you are now mentally and physically debilitated. Will you then deposit your posterior extremities on that chair.. And I suppose you need some tea to slake your thirst.. By the way, do you take the lacteal liquid?

FRESHER: I beg your pardon, Sir? I -

STALER: Now, Fresher, you're forcing me to conclude that you scraped through your Senior Certificate. Don't you know the dictionary meaning of a simple, popular item on the list of victuals? or do you expect me to condescend, and speak of milk?

FRESHER: (peppiring with fear) that's better, Sir.

STALER: Anyway, lest I twist your delicate cerebral convolutions with my language, or rather esperanto, we shall divert our energies to something else.....Now Fresher (showing him a photo) this is a photographic representation of my "Little Thing" - the creature that gives me happiness, that affords me hilarity and felicity. Ah! Fresher, she's the thing with a light foot, look now she treads on this dry earth. - a phantom from the world of fantasy, a fairy Vital statistics! Ah! Dangerous curvuture of the anatomical structure. Ah, Fresher, lekker jong!

FRESHER: Oh, Sir she's quite attractive and charming...Mr who by the way?

STALER: Well, do you want me to present my credentials? THEMBATHOLE, Fresher.

FRESHER: Well, Sir, all this time I've listened attentively to your talks, and have been struck by your command of the English language.

STALER: Oh, well, the uninitiated refer to it as Johnsonian, grandiloquent, magniloquent, bombastic, turgescnt, tumid, inflated, pompous...

FRESHER: Honestly speaking Sir, I was at a loss what to say.

STALER: You mean you were bamboozled, confounded, confused, perplexed?

WHAT MAKES A WOMAN MEMORABLE?

According to Noel Coeard, certain women should be struck regularly like gongs. That, ofcourse, should be a private affair between the striker and the one receiving. I am concerned more with those wualities which make some women ring out like carillons for many men.

I am tempted, naturally, to mention beauty first. It is part of the "romanticism" of ~~&&&~~ men that they expect women to be beautiful, just as it is part of the "realism" of women that they are surprised when men are handsome. But beauty is a tricky matter. It xhanges not only from country to country, and from period to period, but also from decade fo decade in the eyes of man. Moreover, beauty, when unattended by other attributes, is a woefully over-rated endowment.

What makes a woman haunt the minds of men is something more then beauty. Charm is the best of qualities -, that radiance whizh, "if you can ~~&&&~~ have it, you don't need to have anything else, and if you don't have ie, it doesn't matter how much else you have."

There is the matter of clothes. The average man knows nothing about fashions except the effect they have on him, and that, for somereason he cannot grasp, they are always changing. In brief, ladies, a man wants a woman to be neat, smart, and displayed at her most attractive - not simply immaculately dressed. Quite rightly, he resents it when he sees that she dresses not to please him, but for the approval of other women. Above all, he wants her to be femine.

Most men seldom find or want to find saints. Nonetheless, they are wuick at recognising that something which sets a woman apart for them, and makes her a joy to think of; a delight to see, impossible to forget. Fortunately that something has infinite variety.

A. Mfenyana.

The Seas.

The seas are breaking on tormented shores,
Where through fatigue of age and pain it yields
Under the shearing of the wind and when it roars
At the fall of night and at the break of day.
And lighthouse after lighthouse guard the coasts
To warn the ships of hidden treachery-
They are the aids-de-camp, the beaconposts,
Which outskills disasterousmockery.

The seas, the ever roling seas; the slumber
Of their songs and lull of their breaking swales,
It fights with tooth and nail against these beacons
When winter winds and oceans wail.
But deeper in my soul are more dreaded torrents
Breaking up the beacons of my life,
And deeper than in these hollows where the vapours wail
The winds of torment through my body shriek and scream.

If I knew the secrets of these wailing waiters
Then would I, already great
Be infallible when the waters wallow
And being great; then far greater than the seas.
With the ebb and flow of my internal oceans
I'll now the secrets of the Gods.

- FRESHER: Not exactly, Sir er... Anyway, I must leave you now
Your tea has somewhat affected me.
- STALER: Oh! gosh! I'm aware that my beverage has a soprific effect
on you... Well, I suppose your sole desire now is to throw
yourself in the arms of Morphens. Well dont mistake my
mood for anything detestable. I know that you might conclude
that the genesis, the fons et origo of my garrulity is
traceable to the fact that I've imbibed those waters of
immortality, that spring of Bacchus that intoxicates and
inebriates.
- FRESHER: But, just before I leave, Sir may I know what you're doing
this year?
- STALER: Well, Fresher, your enquiring young mind will lead you into
insuperable vicissitudes one of these days. Anyway, what
objection do you have to the fact that I'm doing my third
year?
- FRESHER: Say, that's great. Now, be kind enough to tell me how many
courses you have in English.
- STALER: I thought as much?! Now, Fresher, you're wandering into
side-issues. How about skipping that part of the question
I mean, it's gonna benefit neither of us. Moreover -
- FRESHER: But, Sir, oblige me -
- STALER: I say "No!" and that's an emphatic, "No!"
- FRESHER: Oh, yes, Sir, there are two "No's" in your sentence. So t
that in effect you mean "yes" You will remember that two
negatives make one positive.
- STALER: Well, young man, you've pursued this insignificant point to
a nauseating extent...Now, would you leave me in peace.
If I told you that I was threatening my first Course.I
mean that's quality ... many courses are a useless quantity
moreover -
- FRESHER: But, then, Sir, how did you come to fail...er...pardon my
impudence....how did it happen that you shouldn't get a
single course in English?
- STALER: Zip your orbicular oris muscle, Fresher. I didn't allow
into my presence to utter blasphemics hardly germane to
the situation. Come, on, close the door from outside! Be
quick!
- FRESHER: (moving to the door) I'm terribly sorry Sir....er.... I
didn't mean to be rude.... I hope, however, you'll yet be
kind enough to give me the source of your vocabulary.(Exit)
- STALER: (leaving) ... Well, well..... that's all in the game
of life....Anyway, that minute ignoramus will yet recognise
me for what I am...College-acclaimed perambulating
Thesauris, of course!!! (Exit.)

A. SONABA.

MEMBERS OF THE S.R.C. (1959).

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 D. Bowa.

To these gentlemen and lady we put our trust and hope in this
 crucial year of the History of the University College of FORT HARE.
 We hope that they will do their best to lead us. The task is
 immense, but do not despair.

EDITOR.

We Condemn University Apartheid Bills.

We the students of Fort Hare stand steadfastly and uncompromisingly opposed to the University Bills affecting both our academic and political status as a University College. Our reasons for this unequivocal opposition are obvious and numerous. We call upon all the students and former students of Fort Hare and other universities in this country and abroad to stand firm with us, in opposing and rejecting this onslaught on our academic freedom, in a country supposed to be neither fascist nor totalitarian. We further appeal to all interested bodies and persons to join with us and oppose this encroachment on our valued education.

It is the duty of every university or student to oppose these bills which seek to undermine and suppress freedom of education, university autonomy and the right for self-determination. The non-thinking Nationalist student may very well be pleased with the bills in as far as they reserve genuine education as a sole monopoly for the members of the "Baas ras" (superior race), but how far-reaching will be the effects? What will stop this apartheid-obsessed government from further violation of the rights of the white Universities in future? Do we not know that free universities have always served as the watchdogs of the civilisation and culture we all seem so concerned about?

(i) In the Extension of University Education Bill the government forsee university apartheid on the open universities. The non-white students are forced out of these academic institutions in the country against their wills and wishes, for no good reason other than upholding apartheid.

(ii) The status of the universities in the country is greatly affected. University autonomy is violated in that the government dictates whom they have to admit into these institutions.

(iii) It is not the desire of the non-whites to receive their education in isolation from the other racial groups, whom they have to live with in this multi-racial country.

(iv) Admittedly few of the non-whites are able to afford being at the open universities. But then why refuse admission even to those who can afford, simply because of their colour. These students are deprived of the opportunity of entering certain faculties, which for a very long time will only be offered at the white universities.

(v) Who can sensibly argue that this is not the extension of the much hated apartheid into University education?

As the minister put it, one of the reasons for introducing this bill is to prepare the non-white for the society he has to serve. We maintain that our society in this country is multi-racial, and the open universities are the most suitable institutions for this preparation.

After almost half a century ago of progress and cooperative South African endeavours in the African Continent, the Fort Hare tradition is suddenly confronted with the threat of destruction and all the good work which is being done here at Fort Hare is gravely threatened.

The Fort Hare Transfer Bill greatly and seriously undermines and threatens the academic status of Fort Hare. The bill seeks to transfer the complete control of Fort Hare to the department of Bantu Education.

(i) We are uncompromising in rejecting this transfer of Fort Hare. If the educational facilities for all racial groups are to be equal we see no reason for transferring our University education from the Education Department which has encouraged our progress for so many years.

(ii) We look upon this transfer as the culmination of the Bantu Education Act, which act the thinking Africans have always opposed.

(iii) The powers to be delegated to the Minister of Bantu Education over Fort Hare and the other proposed ethnic colleges are immense, arbitrary and dictatorial. Fort Hare and these other colleges will be reduced to mere state departments, and they can never dream of autonomy, and the right for self-determination.

(iv) Non-European education has come to be controlled and determined by politicians rather than educationists, even at the University level. We cannot help but feel that the government's intention is to perpetuate white-domination by further depriving us of any genuine education and training.

(v) The bill provides for a complete control of the Ethnic Concentration Camps by the Minister of Bantu Education. He will appoint the staff and decide on the admission of students. Distinguished scholars, both white and non-white, who differ with the government's view cannot hope to be appointed on the staff. And what sober scholar, professor or lecturer will exchange his dignified and elevated position for the base and inferior post of a Bantu Education Civil servant? This civil staff in the colleges will be drawn inevitably from a limited group of men and women with racial outlook similar to that of the Nationalist. These Colleges will be denied the advantage of attracting merit or scholarship from the academic world at large.

(vi) The students who, like all Fort Hare students, do not see what claim as a race the whites have to superiority will have no place in these colleges. The minister will almost certainly refuse them admission, even though they may qualify for admission in a free university.

(vii) The accepted professor-student healthy relationship of scholarship will have no place in these colleges. The relation will be that of master and servant, "Baas," "Booi", "meid", "Boesman", "Koelie", and "Kaffer". We maintain that scholarship and healthy learning will not flourish in these Tribal Camps. The African students who will be forced into these Ethnic Colleges by the deplorable political structure in this country will forever remain disgruntled. They will look upon the civil-servant-professors and civil-servant-sub-professors (non-whites) as the agents and instruments of oppression and domination. These students will claim no place in the academic world, how unfair to them?

(viii) The separation of the non-white Colleges into Xhosa, Zulu, Sotho and even Indian and Coloured is unwarranted, uncalled for, and most uneconomic. Where are these Colleges to get their students from? The non-whites are not interested in this forced segregation. The exclusion of a Zulu from a Xhosa College is an absurd attempt to enforce tribalism. The principle underlying the segregation is compatible with the aim of Bantu Education; to prepare the non-white for the society he has to serve, that is, the tribal society and the society where one race by the shade of the skin colour dominates the others. The important factor of universality in our education is to be eliminated. We are to be taught to be successes in tribal life - how limited in contact and outlook! - and to accept Afrikaner superiority. They will be forced to learn amidst intimidation, fear, suspicion and apathy.

(IX) Most significant among other things is the omission of the Conscience Clause in the Bill. The omission is significant in that the freedom of thought, conscience and belief is not secured, the minister at his own discretion decides. Freedom of belief and conscience is one of the corner stones of academic freedom.

For the non-white the blow of the University Apartheid bills is two-fold; academic and political. The evil of these bills can never be over-emphasized nor over-estimated. We as students have no alternative but fight to the finish against these bills.

We reject them in toto and in no uncertain terms. If we are silent the world and history are likely to misinterpret our silence as an acceptance of these bills. The Fort Hare Students do not only thank those who have identified themselves with us in this struggle, but we also congratulate them heartily. We further urge our Staff and all interested bodies and persons, all over the world, to fight courageously and not to falter, in this last struggle for the salvation of education in this country. We are with you in the struggle because you are with us.

ASHER L. NTANGA

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