Dear Mr. Ntloko,

After a rather tiring but uneventful trip we've settled ourselves down in Cape Town til our ship leaves on Friday. All our arrangements are made, so on Friday we expect to leave with no hitches. I met Monice Wilson yesterday- had lunch with her- but it was a quick visit and we hardly got a chance to know each other. We looked for Simons but couldn't find him anywhere.

I hardly know how to outline for you the materials I took up with the students in my lectures. I'll start with Course II. In there they were required to read all of Lowie (Hist. of Ethnol. Theory) carefully, and in some of my lectures I discussed various people covered therein: founders and pioneers, Bachofen, Morgan (I lectured from Ancænt Society), Maine, Smith (I lectured from In The Beginning), Rivers (I used his kinship theory in Kinship and Social Organization), Frazer, Tylor, etc. The students can show you the outline of the course I made for them, and each can show you who he or she has read on or reported on. Quma gave a report on Frazer which I'd mark about 70, Magerimbo reported on Boas and on Sapir's outline of the historical method; I'd mark her report at 45 or a little better. Mutykelwa on Durkheim, mark about 60, Dana on Goldenweiser's work on Totemism, mark about 45.

Each student should have a good general knowledge of the development of anthropological theory, except for Malinowski, whom we hadn't covered. On the exam, I would recommend you or Prof. Matthews set sufficient questions that each student can answer one on the basis of his or her special report. If I were setting the questions, I would stress Durkheim, Smith, Boas, Frazer, Morgan, the methods of the American historical school, the theories of the evolutionist school, and a comparison of the three main schools, on the basis of the lectures I gave and the readings I assigned. The work of the German school, Malinowski, Thurnwald, and Radcliffe-Brown I had not got around to, but had planned to by term's end. The class needs desperately a lecture or two on the general picture of the theories and methods of the major classical schools; I gave them one or two, but had wanted to do more later on.

In Course I I devoted several weeks to the Scope & Method of Anthropology and the development of Anthr. Theory; they should be able to answer a question on either of those topics. If you'll look at Mfeka's notes I think you'll get a good idea of what I lectured on to them. I also lectured on the major environmental areas of the world; two or three lectures on the main economic
systems of adaptation to environment—hunting-gathering, pastoral, gardening, and agricultural. They can answer a question on the **kinds** ways in which man has adapted to various kinds of geographical environment. I lectured at length on the main races and subraces (from Gillin) and on the meaning of racial differences (from Gillin and Benedict). They should be able to answer questions on each of those topics. I also lectured to them on the development of social forms from man's appearance on earth up to civilized times (using Gillin and Herskovits' book on primitive economics). My emphasis there was that as man's technological know-how grows, he produces more and more and correspondingly increases the size and density of his communities and the elaboration of his culture and social organization. They could, I think, be expected to answer the question on that topic that I asked on last year's exam. I lectured on diffusion and acculturation enough for them to be able to answer a question on the place of culture contact in determining culture; I used Gillin here as well as the chapter in Herskovits' Man and His Works on Diffusion.

Here are what I think could be asked students in each course, on the basis of the lectures I gave and the readings I required:

**Course I:** describe human physical-racial differences
2) **Discuss race as a determinant of culture; or** discuss the relation between race and achievement;
3) discuss the scope & methods of anthropology; 4) discuss environment as a determinant of culture, or discuss the major human adaptations to world environments; 5) discuss the differences between primitive and civilized societies, or trace the development of social forms from the infancy of man up to civilized states; 6) discuss diffusion and acculturation— their forms and their effects

**Course II:** 1) Discuss Morgan's theories, or discuss the theories of the evolutionist school; 2) discuss the methods and theories of the Amer. Hist. School; 3) discuss Eliot Smith & the British hist. sch.; 4) discuss or compare the studies of totemism by Frazer, Goldenweiser, and Durkheim (Ntshona, I think, is reading Freud's Totem & Taboo, also); 5) compare the main schools of anthropology in reference to their emphases and achievements; 6) discuss the major achievements of Boas, Morgan, Tylor, Frazer, Durkheim, Rivers, Smith, the pioneers of ethnological theory, etc.

These questions are of course crude, and I imagine you would want to break some up, refine others, and combine others. I feel that in general the students were being prepared for the same sort of examination that was used last year, as far as I went, with the main difference being that this year each student was supposed to have a
sound knowledge of at least of theorist and his major work. I promised them faithfully that the exam would be set in such a way that they could make some use of their special readings.

Actually, of course, you'll be able to get a fairly good idea of what I covered by inspecting the notes of some of the better students, like Quma in Course II and Mfeka in Course I. The Course II students kept up with what I was doing much more closely that the Course I students, so you'll see more easily from the former than the latter. My main source in Course I were Gillin, Piddington, Benedict, Hoebel (which you don't have, but which I think is being sent to the Library by a friend of mine), Linton. I used Gillin more than any of the others, though I emphasized to the class that they were required to read Piddington thoroughly as we went along. Oh, and one other topic in Course I- the nature of culture, its characteristics, why man needs it, what it does for man, etc. (also from Gillin); this topic could easily be used for an exam question.

Well, that's it; I hope I haven't confused you more than you were before you read it. I tried to stay within the syllabus fairly closely, and I believe that if worst comes to worst the students in both courses could pass the part of last year's examination that covers the first part of the syllabus. I didn't get too far from the standard stuff in either course.

Please give the students in both course my best wishes and my sincere appreciation for their many kind­nesses, especially for the party they gave us and the gifts. We liked our gifts very much, and we were touched very deeply by the warmth shown us. I will write at greater length later on to you, and I shall also write a letter which I hope you'll read to the students in class. Until then, best regards from my wife and me.

Very sincerely,

Emmett J. Murphy

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