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M.O. No 2/E/1/2

11.1.40.4

U.E. 37.

Telegramadres:  
Telegraphic Address:  
"INSTRUCTOR".

Alle briewe moet aan die  
SEKRETARIS VAN ONDERWYS,  
KUNS EN WETENSKAP  
gerig word.

All communications to be addressed to the  
SECRETARY FOR EDUCATION,  
ARTS AND SCIENCE.

Privaatsak.  
Private Bag.



UNIE VAN SUID-AFRIKA.  
UNION OF SOUTH AFRICA.

DEPARTEMENT VAN ONDERWYS, KUNS EN WETENSKAP,  
DEPARTMENT OF EDUCATION, ARTS AND SCIENCE,  
NUWE STANDAARD-BANKGEBOU,  
NEW STANDARD BANK BUILDINGS,

PRETORIA, .....195.....

No. E. 53/71.

24 AUG 1951

Mr. Quintin Whyte,  
Director: S.A. Institute of Race Relations,  
P.O. Box 97,  
JOHANNESBURG.

Dear Sir,

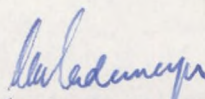
Report on Native Education.

I have to acknowledge receipt of your letter of the 7th instant and to state that if the translation work progresses as is expected the report of the Native Education Commission will probably be passed to the Government Printer for printing towards the end of September, next.

The Department has noted with appreciation your Institute's keen interest in the report and its desire to prepare a digest of its contents for the purpose of wider distribution, but, as stated in my letter of the 13th June, 1951, an advance copy can unfortunately not be made available.

As the report will be distributed by the Government Printer, Pretoria, (when printed) I would suggest that you place your order with his office.

Yours faithfully,

  
2 ACTING SECRETARY FOR EDUCATION,  
ARTS AND SCIENCE.

27 AUG 1951



QW/ED

D/E 1/1/2

24th August, 1951.

PERSONAL:

Mr. Leo Marquard,  
P.O. Box 1141,  
CAPE TOWN.

Dear Leo,

Thanks for your letter of the 16th August, 1951. We simply cannot tell when the Education Conference will take place. I understand that the report is only now going to the printers, so it is unlikely that we could have the conference before December of January. I have tried to get advance copies of the Education Report with a view to summarising it and publishing a pamphlet to co-incide with the official publication but have not been successful. I will let you know as soon as possible when the conference is likely to be.

With all good wishes,

Yours sincerely,

*ps*  
Just heard that the M.S. will  
not be in the Printer's hands  
until Sept 30th Q.W.

Quintin Whyte,  
DIRECTOR.



# OXFORD UNIVERSITY PRESS

G. F. J. CUMBERLEGE - PUBLISHER TO THE UNIVERSITY

CAPE TOWN BRANCH

*Editorial Department*

L. MARQUARD, Manager  
OW



DIAMOND HOUSE

27 PARLIAMENT STREET  
CAPE TOWN

16/8/51

Mr Q. Whyte,  
P.O. Box 97,  
JOHANNESBURG.

Dear Quintin,

I see by the minutes of the Executive that you are contemplating a conference on Native Education to deal with the report when it comes. I am anxious to attend this (though I do not want to have to take a leading part) and if you are looking for Institute representatives I should like to represent you there.

I know, of course, that you will be informing the Regions when the conference is arranged but perhaps you will be able to give me such advance notice as is possible so that I can make the necessary arrangements for being away from the office.

Kindest regards,

*L. Marquard*



Telegraphic Address:  
Telegramadres:  
"INSTRUCTOR".

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UNION OF SOUTH AFRICA.  
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DEPARTEMENT VAN ONDERWYS, KUNS EN WETENSKAP,  
NEW STANDARD BANK BUILDINGS,  
NUWE STANDAARD-BANKGEBOU,

PRETORIA, 19 JUN 1951 195

*M Whyte*  
Mr. Quintin Whyte,  
Director, S.A. Institute of Race Relations,  
P.O. Box 97,  
JOHANNESBURG.

Dear Sir,

In reply to your letter of the 20th April, 1951, I have to inform you that the report of the Native Education Commission is not yet available for the purpose required by you, in fact, it has not yet been handed to the Honourable the Minister of Education. In the circumstances it is regretted that your request cannot be acceded to at this stage. I also have to state that it will not be possible to supply your Institute with a copy of the report until it is available for general publication.

14 JUN 1951

*H. van der Linde*  
SECRETARY FOR EDUCATION,  
ARTS AND SCIENCE.



# Attack on Education Policy

## Outstanding Criticism by Senator Brookes

(The Friend Parliamentary Correspondent)

CAPE TOWN, Friday.

IN AN OUTSTANDING CRITICISM of education policy, Senator E. H. Brookes (Native Representative Natal) said in the Senate this afternoon that the Government, though not interfering in the freedom of the universities, were attacking the outer defences of education.

Universities should be free even to do things of which the Government of the day disapproved but the University of Cape Town for one had not escaped Government criticism for taking in students of all races.

The Government had suspended its ban on the entry to South African institutions of Native students from beyond the Union's borders, but the possibility remained that the ban might be reimposed.

Case after case had been reported of non-European students being refused passports to study overseas. In this way the Minister of the Interior was creating a new law—that non-European students should not study abroad—without coming to Parliament.

It was now almost impossible for an international conference to be held in South Africa because no international conference today was lily white and the Union Government went out of its way to discourage the entry of non-white delegates. True education relied on freedom of movement. It was not the ramparts but the roads of ancient Rome which made Rome a civilising influence.

### GRANTS WITHDRAWN

Adult education was being restricted by State interference. The Institute of Citizenship in Cape Town had lost its State grant and the grants made to other adult education bodies had been made conditional on their applying "apartheid" principles.

The Cape Town Repertory Theatre was one. It was regrettable that this body had not been able to resist the pressure, but I do not think it right that the power of the purse should be employed to enforce 'apartheid' through educational institutions.

Behind all these limitations on the true freedom of education was the doctrine of Christian National education.

### TELLING POINT

Dr Brookes made a telling point which was obviously not lost on Nationalist Senators when he said: "Did my honourable friends opposite come to be what they are by being mollycoddled, by being protected from other than Nationalist influences or through having had to resist Anglicisation?"

Education should never be made a means to a political end. In Communist countries its object was to produce Communists. In Germany its aim was to produce Nazis. He would never challenge the assertion that education should be Christian but it should not be devoted to a special branch of Christianity. Nor would he deny that education should be national but not with the purpose of turning out people with a particular point of view—even on "apartheid".

### SCHOOL FEEDING

Senator Brookes said he was grateful for the Minister's announcement that the school-feeding commission had recommended that school feeding for all races should continue.

It was most important that there should be no attempt to make political capital out of the commission's recommendation. The whole question of school feeding should be taken out of the political arena.

Senator Brookes said he had wondered why the Government had ever appointed the Native Education Commission when it had at its disposal the services of

the statutory Native Education Advisory Board.

"It is a quite indefensible proposition that the foundations of Native education should be laid without any consultation with the Native people themselves. I am prepared to accept that the Natives need guidance, but that they should not even be consulted is something quite different.

### LEFT OUT

"It is extraordinary that the Provincial Department of Education should have been kept out of this commission of inquiry and that missionary societies should also have been kept out."

Before the education of Natives could be transferred to the Native Affairs Department, the South Africa Act would have to be amended. Such a transfer would mean that the provinces would lose control of one aspect of education and could pave the way for the transfer of European education.

The Minister had mentioned a general plan for the development of the Native population. This plan had not been discussed in Parliament or with the Natives, but it was now proposed that Native education should conform to this plan.

### ONLY OBJECT

Senator Brookes said he strenuously objected to education being made an adjunct of politics. Its only object should be to develop the personality.

He did not suggest that the present educational system was perfect or that the report did not contain important recommendations. Native education was in need of some overhauling, but this should be done in consultation with those most concerned.

If it was to be a separate system, there would arise a need for higher academic education for the training of teachers. This would mean the establishment of training colleges and universities.

He strongly appealed to the Minister not to decide on the transfer until the provinces, missionary societies and the Natives themselves had been consulted.

(The Minister's announcement on the commission's report appears on page 4.)

Friend

21/4/51

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# Senate Hears Findings of Two Commissions

## School-Feeding and Native Education Reports

CAPE TOWN, Friday.

THE SENATE was given a preview yesterday of the more important points of the findings of the commission appointed to investigate and make recommendations on school-feeding schemes for Europeans and non-Europeans and the commission appointed to report on Native education.

The Minister of Education, Arts and Science, Mr J. H. Viljoen revealed the main facts because of the possibility of delays in publishing the reports.

The Minister said that it had been recommended that the school-feeding schemes for all races in the Union should continue, that parents should make a contribution towards the cost of these schemes and that the department responsible for Native education should also be responsible for the school-feeding schemes for Natives.

The report stated that all available evidence showed that the degree of undernourishment among all races in the Union was such that every effort should be made to raise the nutritional level of the people.

The main cause of under-nourishment was described as economic, lack of adequate knowledge of food requirements and bad eating habits, for which victims of under-nourishment were not responsible.

### Feeding Habits

Insufficient and incorrect feeding was the main cause of sickness and physical disabilities resulting in high medical costs, loss of labour and lack of labour efficiency. The undernourished child could not do as well at school as the properly-nourished child and a raising of the nutritional level would result in a better use of educational facilities provided.

Feeding habits cultivated at school were transferred to the household. In some cases, children learned in company with their school friends to eat certain types of food which previously they would not eat at home. School feeding could thus have considerable educational value, especially if education was consciously directed towards it.

### Care of Children

A nation which wished to attain the highest physical and spiritual welfare must take care that its children were fed properly. Expenditure which assured improved care, feeding and education of children was not an ordinary expenditure, but an investment for the future.

This report would soon receive the attention of the authorities concerned.

The Minister announced that the commission appointed to report on Native education had now signed their report. His department had not yet had the opportunity to consider the report and the translation and printing of the report would take some time.

## Native Education Report

In the meantime he would outline some of the more important recommendations.

The Minister said there was a majority report and on certain points also a minority report.

The majority report was signed by seven members and the minority report by one member.

The main majority recommendations were: Education must be regarded as one of a number of factors which served to build up a community.

The present arrangements for Native education were such that education could not develop into a service for the community because, on the one hand, the broader control was entrusted to the provincial authorities, which had no control over the other aspects of the communal life, and on the other, local control was entrusted to a variety of missionary societies which, with praiseworthy exceptions, had not trained the Bantu communities to take an effective part in the control of, and responsibility for, the education of their children.

### General Lifting

course which in due course would become compulsory for everybody; (2) a four-year elementary school course; (3) a higher or technical school course; and (4) university education.

(j) The minority report, the Minister said, did not in any way depart in principle from these recommendations, but differed mainly with regard to the approach to these problems and the priority which should be given to the proposed recommendations for improvement.—SAPA.

Present education had, from the nature of things, also fallen short in this respect in so far as it did not form part of a co-ordinated development plan for Native education.

The education commission was of the opinion that it was possible to convert Native education to an efficient instrument to lift the Native population as a whole to a higher standard of living and to the fulfilment of an economically more productive role in the country's domestic affairs if these anomalies were eliminated.

### Recommendations

The commission therefore recommended:

(a) That a general development plan should be worked out for the Bantu population and that Bantu education should be so planned that it would assist in the most efficient manner to achieve the proposed objects.

(b) The commission was convinced that this could only be achieved if Native education throughout the country was placed under one Union Department, and recommended accordingly.

(c) The commission was convinced that the only Union department suited for this purpose was the Department of Native Affairs, which, administratively, had the greatest contact with the Native population and which was responsible for the organisation of the other communal services which were organically associated with education, and the commission recommended accordingly.

(d) The commission recommended that the active participation of the Bantu community be obtained by handing over local management under effective control of the Department of Native Affairs as soon as possible to the Bantu authorities.

(e) The commission investigated the principles of the financing of Native education and endeavoured to determine the amount of the Native contribution to the present cost of education and indicated that the Natives, as their economic productivity under the proposed development plan increases, would be able to make a proportionately larger contribution.

(f) The commission expected that taking into consideration the fact that at the moment only approximately 40 per cent. of the Native children between seven and 14 years attend school, Government expenditure during the immediately following years would still increase considerably but that a measure of stability would be reached after that.

(g) As regards the curriculum, it was obvious that this should be brought into line with the general development plan.

(h) The commission wished to emphasise, however, that in the system of communal schools envisaged, the mother tongue of the children must play a major part and recommended accordingly.

(i) From the whole trend of the commission's approach to the problem, it appeared that a consistent school course, as found everywhere today, and which had as its aim cultural integration with the Europeans of a relatively small minority of Natives must be eliminated and replaced by a series of short complete courses which would prepare the Natives for effective participation in progressive national development on an elementary, a more advanced, and on the highest possible level, respectively.

### Four-Fold System

The commission therefore recommended a four-fold educational system:—

(1) A four-year elementary school

Friend  
21/4/51  
Fuw



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