

NASIONALE UNIE VAN SUID AFRIKAANSE STUDENTE NATIONAL UNION OF SOUTH AFRICAN STUDENTS

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MAR 18 1957

EMW/RT

14th March, 1957.

Press statement issued by the President of NUSAS, on the publication of the University Apartheid Bill.

The publication of the University Apartheid Bill yesterday confirms all our worst fears about this legislation. For nine years we have consistently fought against University apartheid, and the publication of this Bill is indeed a justification of this fight.

Yesterday we sent an urgent appeal on behalf of over 10,000 members of NUSAS, to the Prime Minister, to heed the plea of the Students' Representative Council of the University of Cape Town, to drop this legislation. The publication of this Bill makes our appeal all the more urgent.

Without consultation with the University authorities, the Government has introduced a Bill which changes the status of every single University in this country, for at present even the Afrikaans-medium Universities are entitled, if they so wish, to admit non-white students.

This blatant Government attack on the freedom of the Universities is the most violent assault on the Western tradition in South Africa, and lays the Government open to the most serious charges of totalitarian leanings. The only examples of similar action have been in Communist and Fascist countries.

This Bill makes a mockery of any pretense for safeguarding academic freedom. The Minister of Education, Mr Viljoen, promised at Pretoria in 1951 that he would not introduce apartheid legislation because "such legislation would be a violation of the traditional independence of South African Universities." What more authoritative statement could there have been of the case for academic freedom, and yet the Minister has rejected this traditional Western policy for the racist demands of Dr Verwoerd.

It had been stated in the press that the open Universities would not be prohibited from admitting non-white students until separate and equal facilities were available. The Bill has given the lie to this. After the 1st January, 1958, the decision whether the open Universities may admit Non-Europeans is in the discretion of the Minister. Can one assume that the Minister will abide by his promise that Non-Europeans will not be excluded until equal facilities are provided at non-white institutions? One would suggest that the Minister's record in going back on his promise of 1951 does not inspire one with this confidence.

It is not certain in the Bill whether the Minister of Education will be allowed to continue with even the limited control of Non-European education which he has retained from his colleague, Dr Verwoerd. Section 41 significantly provides that the Government may "assign the administration of the provisions of this Act to any Minister." This is indeed a victory for the Department of Native Affairs.

There is no room for the application of the "separate but equal" principle to these tribal colleges. These colleges, from their very inception, can only be most inferior institutions entirely unworthy of the name University. Far from being corporations devoted to the search for truth, governed by independent Councils, they will be Government departments controlled in the last particular by the Minister. It is specifically provided that the Minister's regulations may be different "in respect of different persons or groups, classes or races of persons". As in the case of the Railways, when the Government is put to the practical test of providing separate but equal facilities, they give themselves the legal powers to ensure that the normal inferior facilities for Non-Europeans will still be the rule.

No Non-European will henceforth receive a true University education, but will be trained in a Government department designed to perpetuate baasskap.

NUSAS has consistently alleged that the main danger in a tribal college would be that the Government would ensure that these colleges would provide separate and inferior education. The Minister is empowered, in his regulations, to provide for "the courses of instruction and training at each University College". The Government is committed to a policy of Bantu Education designed to perpetuate the inferior status of non-Europeans. The Minister has given himself the power to ensure that such education will be the policy of the tribal colleges, and will undoubtedly use it.

In a University properly so-called, which has as its prime function the search for truth, it is the duty of the staff to follow the argument where it leads irrespective of whether this brings them into conflict with the policies of the party temporarily in power. A normal university is governed by an independent Council chosen from prominent public figures, on which the Government does not have a majority of nominees. This Council decides the University's policy. The Council of a tribal college, however, is appointed by the Minister and has only such powers and functions as he may wish to delegate to them.

These tribal colleges will be held in ridicule throughout the academic world. One can hardly imagine any self-respecting academic accepting an appointment at such a college, which is probably precisely what the Government wants.

Professor Adams, former Warden of All Souls' College, Oxford, has stated that the "academic fraternity throughout the world" is watching with concern the invasion of University freedom in South Africa. University students and staff throughout the world have been outspoken in their condemnation of University apartheid. An international ill-will is growing, which South Africa can ill afford and which will undoubtedly increase tremendously with the passage of this Bill.

A policy of academic madness lies ahead for South Africa. The Universities of Germany, which capitulated to the Nazis, lost the respect of the academic world, and contributed materially to the rapid growth of Nazism. This must not be allowed to happen in South Africa, and we call upon the public to rally to the support of the Universities.

Our appeal is particularly directed to the Afrikaans-medium Universities. Surely they can support us on the grounds of a gross violation of academic freedom and autonomy? The Bill has established a precedent for Govt. control of higher education. The Govt. have revealed that their policy is to place the University staff on the level of the most minor civil servant. When will it be the turn of Cape Town and Wits and ultimately even the Afrikaans-medium Universities?

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EW/RT

14th March, 1957.

For your information

The Separate University Education Bill was read for the first time on Monday, 11th March. We have completed the following analysis of the Bill for your information.

Long Title

"Bill to provide for the establishment, maintenance, management and control of University College for non-white persons; for the transfer to the Government of the maintenance, management and control of the University College of Fort Hare, and the Medical School for Non-Europeans, University of Natal; for the admission of students to and their instruction at University Colleges; for the limitation of the admission of non-white students to certain University institutions; and for other incidental matters."

Chapter 1.

Bantu Univ. Colls.

The Minister is authorised to establish and conduct Univ. Colls. for Bantu persons out of monies appropriated by Parliament from the Bantu Education account. The Minister may dis-establish such Colleges at will.

Colleges for other Non-Europeans

Such colleges may also be established by the Minister in similar fashion, except that the monies for their establishment and maintenance will be derived from general revenues.

Composition of the Univ. Coll.

There will be a Council, Senate, a Principal, professors, lecturers and students and "such other body or bodies as the Minister may from time to time establish."

The Council will consist of not less than 3 members appointed by the Governor-General, while the Senate will consist of the Principal and "such other members as the Minister may from time to time appoint." The Minister is given the authority to prescribe by regulation the powers and duties of Senate and Council. The Principal of the Univ. Coll. will be appointed by the Minister, who has the authority to prescribe his powers, duties, privileges and functions. The Council is allowed to acquire such stores and equipment as the Minister may determine.

By regulation, the Minister is empowered to prescribe what faculties and departments the Coll. may have.

Admission of Students

Besides a Matriculation certificate (including a specified standard prescribed by the Minister if necessary), no person may be registered as a student unless he has complied with such other conditions as may be prescribed by the Minister. When a student renews his registration at the end of an academic year, he is

compelled to "comply with such conditions as may be prescribed" by the Minister. "The Minister may in his discretion limit the number of students who may be permitted to register for any course." The Minister "may refuse admittance to any person who applies for admission as a student of a Univ. Coll. if he considers it to be in the interests of the Univ. Coll. concerned to do so". The Minister is empowered to prescribe by regulation the discipline applicable to the students and may require a student to reside in an approved place of residence. The Minister may further determine "at which place a student shall attend for the purpose of receiving instruction".

Religious Tests

No religious test shall be imposed on any professor, lecturer, teacher or student at a Univ. Coll.

Prohibition of Admission of White Persons

"No white person shall be registered or admitted as a student of any Univ. Coll., or register with or attend any Univ. Coll. as a student."

Financial Assistance to Non-White Students

The Minister is empowered to grant such assistance "subject to such conditions as may be prescribed in consultation with the Minister of Finance."

Examinations

The examinations and degrees, diplomas and certificates granted by the Coll. will be those of the Univ. of South Africa.

Chapter 2.

Transfer of Fort Hare to the Dept. of Native Affairs

By notice in the Gazette, the Minister may transfer the Univ. Coll. of Fort Hare to the Dept. of Native Affairs and all the rights and functions of the Fort Hare Council "shall be exercised, carried out or performed by the Minister."

All properties vested in the Fort Hare Council will be transferred to the Govt. and compensation will be paid to those Churches who have established residential accommodation at the Coll.

The Minister is entitled, by notice in the Gazette, to change the name of the College.

Employees of the Fort Hare Council

Such employees become Govt. employees in the Dept. of Native Affairs, and if such person notifies the Secretary for Native Affairs in writing of his resignation, "such resignation shall for the purposes of the law governing his pension or provident fund rights, be deemed to be a discharge owing to the abolition of his post."

Chapter 3.Transfer of Durban Medical School to the Dept. of Education

By notice in the Gazette, the Minister may transfer the Durban Medical School of the Univ. of Natal to the Dept. of Education, and all the rights and functions of the Univ. of Natal Council in respect of the Medical School "shall be exercised, carried out or performed by the Minister."

All the properties vested in the Natal Council in connection with the Medical School will be transferred to the Govt.

The Minister is entitled, by notice in the Gazette, to change the name of the Medical School.

Employees at the Natal Medical School

The same provisions applicable to the Fort Hare employees, apply mutatis mutandis.

Chapter 4.Staff at a Univ. Coll.

The Minister is given the authority to determine the establishment at any Coll., and the "power to appoint, promote, transfer or discharge persons employed at any Univ. Coll. shall, subject to the provisions of this Act, be vested in the Minister, who may delegate any or all of the said powers to the Secretary." The Minister is further authorised to prescribe by regulation the conditions of service, salaries, leave and other privileges of staff members.

Any person employed at the Coll. "may be transferred from any post in which he is employed, to any other post at the same Univ. Coll. or at any other Univ. Coll., whether or not such transfer is to a post of a lower grade", provided that his salary is not reduced.

The Minister may discharge any employee on several grounds, but including the marriage of a female member of staff, the re-organisation or readjustment of staff; or on the grounds of unfitness, incapacity or misconduct as defined in the Act.

Misconduct of a Member of Staff

An employee commits misconduct if he, inter alia,

- a) "contravenes any provision of this Act, or fails to comply with any provision thereof with which it is his duty to comply".
- b) "disobeys, disregards or makes wilful default in carrying out a lawful order given to him by a person having authority to give the same, or by word or conduct displays insubordination."
- c) "whilst on duty, shows gross discourtesy to any person".
- d) "discloses otherwise than in the discharge of his duties, confidential information acquired in the course thereof, or uses for any purpose other than for the discharge of his official duties, confidential information gained by or conveyed to him, through his connection with the Govt. service, notwithstanding that he does not disclose such information."

- e) "publicly comments adversely upon the administration of any dept. of the Govt. or of any Province or of the territory of S.W.A."
- f) does "any act which is prejudicial to the administration, discipline or efficiency of any Univ. Coll., Govt. Dept., office or institution in the public service."
- g) "propagates any idea or takes part in, or identifies himself with any propoganda or activity or acts in a manner calculated -
 - i) to cause or promote antagonism amongst any section of the population of the Union against any other section of the population of the Union; or
 - ii) to impede, obstruct or undermine the activities of any Govt. dept."

Procedure following a charge of misconduct

The accused is charged by the Secretary of the Department and the Minister may "at any time, before or after he has been charged under this section, suspend the person accused of misconduct from duty." Such suspension would include a non-payment of salary.

The Secretary then appoints "a suitable person to inquire into the charge", but in the case of a Principal, professor or lecturer the Secretary appoints two assessors, one of whom is a professor at a Univ. or Univ. Coll., to assist the presiding officer.

Detailed provisions are provided for the holding of the inquiry and the calling of evidence and the production of documents. It is provided that "no person shall produce any book, document or article at the inquiry if any Minister of State has stated in writing that the production of that book, document or article at the inquiry would be contrary to the public interest."

The accused person is entitled to legal representation.

If the accused person is found guilty by the presiding officer, an appeal lies to the Minister, who may allow the appeal wholly or in part or set it aside.

If the Secretary considers that the charge is not of a serious nature, after giving due regard "to the probable effect of the misconduct on the tone and efficiency of the Univ. Coll..... and on the students", he may recommend that the Minister "caution or reprimand the said person, or impose upon him a fine not exceeding £5." If the Secretary considers the offence of a serious nature, he may recommend that the Minister caution or reprimand the said person, or fine him a sum not exceeding £100, to be deducted from his salary, or reduce his salary and grade or both his salary and grade, or discharge him from the service of the Dept.

The Minister may adopt the course recommended by the Secretary or any other course which the Secretary is empowered to recommend under this section.

It is further provided that if "after due inquiry, it is found that any person appointed permanently at any Univ. Coll. is unfit for...the duties of his post from causes not within his own control and not attributable to the performance of his official

duties, the Minister may appoint such person to a post of a lower grade and reduce his annual salary to the maximum of such lower grade, or may discharge such person from the service of the Dept." The due inquiry referred to would be carried out in the same way as an inquiry for misconduct.

Chapter 5.

Interim Limitation of Admission of non-white students to Univs.

As from 1st January, 1958, no Univ. other than the Univ. of South Africa, "shall register or admit any non-white person as a student who was not registered as a student of the Univ. for the preceding academic year, without the consent of the Minister." This provision does not apply to the Natal Medical School.

Further, after the 1st Jan. 1958, "no non-white person who was not registered as a student of the Univ. for the preceding academic year, shall register with or attend any Univ. established by Act of Parliament, other than the Univ. of S.A. as a student, without the consent of the Minister." This provision does not apply to the Durban Medical School.

After 1st Jan. 1957, Fort Hare may not admit any non-white other than a Bantu as a student, who was not registered for the preceding academic year, without the consent of the Minister. Furthermore, "no non-white person other than a Bantu person, who was not registered as a student of the Univ. Coll. for the preceding year, shall register with or attend the Univ. Coll. presently known as the Univ. Coll. of Fort Hare as a student, without the consent of the Minister."

(The above paragraph is somewhat difficult to follow, but it means that not only may the Fort Hare authorities not admit a non-African non-European without the consent of the Minister, but also such a non-white person may not register without the consent of the Minister).

Limitation of the admission of non-white students to certain Univs.

Notwithstanding the provisions applicable after the 1st Jan. 1958, at a date fixed by the Governor-General by proclamation in the Gazette,

i) "no Univ.... other than the Univ. of S.A.... shall register or admit any non-white person as a student and no non-white person shall register with or attend any such Univ., other than the Univ. of S.A., as a student: provided that the provisions of this paragraph shall not be construed as preventing any non-white person who is registered as a student at any Univ. other than the Univ. of S.A. on the said date, or who was so registered for the academic year which immediately preceded the said date, from completing at that Univ. the course of study or training for the degree, diploma or certificate for which he was so registered."

ii) The Univ. Coll. of Fort Hare "shall not register or admit any non-white person (other than a Bantu person) as a student; and no non-white person (other than a Bantu person) shall register with or attend such Univ. Coll. as a student;" provided that any person registered at the time of the proclaimed date may complete his course of studies as provided for in regard to other Univs.

iii) Different dates may be provided for (a) different Univs., (b) separate faculties and depts., (c) Fort Hare, (d) Bantu persons and (e) nonwhite persons other than Bantus.

Fees

These will be as prescribed by the Minister by regulations

Regulations

The Act empowers the Minister to make regulations inter alia for:

- 1) "the establishment, maintenance, management and control of Univ. Colls. and the disestablishment of such Colls."
- 2) The transfer of Fort Hare to the Dept. of Native Affairs.
- 3) The transfer of the Natal Medical School to the Dept. of Education.
- 4) "The functions, powers, duties and procedure at meetings of a Council".
- 5) "The period of office, the appointment, termination of appointment and resignation of members of Council".
- 6) "The conditions for admission and tuition, boarding and other fees."
- 7) "The faculties and departments and the courses of instruction and training at each Univ. Coll."
- 8) "The appointment, grading, remuneration, promotion, transfer, discharge, discipline, conduct, powers, duties, hours of attendance, leave and other privileges and the conditions of service, including the occupation of official quarters of persons appointed permanently or temporarily at Univ. Colls." Remuneration is to be decided after consultation with the Public Services Commission.
- 9) "Any matter which by this Act is required or permitted to be prescribed."
- 10) "Generally, all matters which he considers it necessary or expedient to prescribe in order that the purposes of this Act may be achieved, the generality of the power conferred by this paragraph not being limited by the provisions of the preceding paragraphs."

The Minister is further empowered to make different regulations "in respect of different Univ. Colls. and in respect of different persons or groups, classes or races of persons employed thereat."

The Minister may further "delegate to the Secretary or to any other senior official in his Dept." any of the powers he is given in the Act, in a long series of sub-sections.

The Minister referred to in the Act

"The Governor-General may by proclamation in the Gazette assign the administration of the provision of this Act to any Minister, or partly to one Minister or partly to another Minister."

Penalties

"Any person who contravenes any provision of section 15, section 36 or section 37, shall be guilty of an offence and liable on conviction to a fine not exceeding £100 or in default of payment, to imprisonment of a period not exceeding 6 months." Section 15 prohibits the admission of white persons to a Univ. Coll., section 36 is the provision providing for the interim limitation of admission of non-white students from 1st Jan. 1958, and section 37 is the general section limiting the admission of non-white students to Univs. and Fort Hare.

Repeal and Amendment

The Act provides for the necessary amendments to the Rhodes Univ. Private Act, (No. 15 of 1949) and the Univ. of S.A. Act (no. 12 of 1916).

Short Title

"This Act shall be called the 'Separate University Education Act 1957.'".

E.M. Wentzel

President.

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TV/RT

15th April, 1957.

For your information.

THE UNIVERSITY APARTHEID BILL.

Mr Viljoen has withdrawn the original Separate University Education Bill and substituted an amended Bill which has now been read for the first time in Parliament. The reason for the withdrawal was that the original Bill was a hybrid one, i.e. it referred both to public affairs and private rights. By Parliamentary procedure, such a Bill must be given notice of in the Gazette and must be referred to a Select Committee at which evidence may be given by interested parties.

The major difference in the new Bill is that the sections referring to the transfer of the Durban Medical School and Fort Hare to the Government, have been deleted.

There is one further difference in the Bill as amended. The provisions relating to the limitation of the admission of non-white students to Universities other than the new university colleges, has been amended so that specific reference is made to the student registering and not to the University with which he is registered. The prohibition in the original Bill was placed on the University - "no University...shall register"; whereas in the new Bill the form is "no non-white person....shall register with or attend any such university."

This is a similar amendment to the one in the case of the Native Laws Amendment Bill in that the onus is placed on the individual non-white student. This is being represented by Govt. spokesmen e.g. Dr du Plessis the M.P. for Stellenbosch, as meaning that "the Bill in no way interfered with the autonomy of the open Universities".

This is an entirely untrue statement in that, under the law, any University which aided and abetted the registration of any non-white student contrary to the provisions of the Act, would be an accessory to the perpetration of a crime and would be guilty of an offence and subject to the same penalties as the principal offender, i.e. the non-white student attempting to register.

THE INTER-DEPARTMENTAL COMMITTEE'S REPORT.

A short summary of the Inter-Departmental Committee's Report on the financial implications of the establishment of separate University Colleges for Non-Europeans, has been published.

When it became clear that the Govt. were not prepared to accept the Report of the Holloway Commission, they appointed their own Inter-Dept. Committee consisting of Mr H.S. v.d. Walt (Secretary for Education), Dr Steyn (Secretary for Finance), Dr Eiselen (Secretary for Native Affairs) and Dr du Plessis (Commissioner for Coloured Affairs).

The Secretary for Native Affairs proposed to the Holloway Commission the establishment of tribal colleges whereby Fort Hare would become a Xhosa institution, a Zulu institution would be established in Natal and a Sotho institution in the Transvaal. The Holloway Commission, in considering these plans, regarded them as meaning "a material retrogression in regard to the university training of Non-Europeans".

Precisely this plan was made the specific terms of reference of the Inter-Dept. Committee, and is the basis of the Bill.

The Report of the Committee

The Committee's report starts with an analysis of the number of non-whites requiring Univ. education and admits that "the Committee could not obtain a reliable indication of the number of students for whom provision will have to be made.... It is fully conscious of the unreliability of these figures... The Committee therefore found it exceptionally difficult to forecast student numbers for the future".

Despite the unreliability of its figures, the Committee based its planning on these figures, and this basis lays the whole report open to the objection that the new colleges are being established as part of a political programme and not to meet the real needs of University education for Non-Europeans.

Factors affecting the number of matriculants, such as the Bantu Education Act, an expansion of the school programme, a general rise in the standard of living of the non-white population and such factors, were not carefully analysed.

A Univ. is normally established to meet a present need for further higher education, or to meet an anticipated need for further institutions. There would be no objection to the State announcing the establishment of a college based on normal University principles of autonomy, sited in a predominantly African area if this was done on the basis of a proven need for a new college in such an area.

The Committee drew attention to the disparity between the numbers of external and internal Non-European students. "Of a total of 2832 non-European Univ. students during 1955, e.g., no fewer than 1638, i.e. 57.8%, were enrolled as external students at the Univ. of S.A. and correspondence colleges." The Committee refers to a so-called "evil tendency" of under-developed peoples for certificates and goes on to state that "there ought to be a great preponderance of internally-trained scholars and the expansion of facilities for internal study should therefore receive priority. How necessary this shifting of this numerical preponderance to the internal sector is, becomes sufficiently clear from the very low percentage of successes reflected in the external sector." The Committee concludes that "from the above, it follows that more Univ. facilities for Non-Europeans should be provided and that with due regard to practical considerations, these should be created for them. To enable Non-Europeans to enrol as internal students, bursaries and loans will have to be granted."

It is our opinion that this conclusion of the Committee is a non sequitur. It is entirely true that there should be a shifting of preponderance from correspondence students to full time internally-trained students. This does not necessarily mean the establishment of new Univs. The reason for the small number of non-European students is the economic depression of the Non-European people, and the first way in which one could raise the number of

full time students would be the grant of a great deal of further scholarships and bursaries, and if necessary, the extension of existing facilities.

New facilities must be considered in the light of definite needs. The Committee, however, after analysing "three Bantu ethnical groups" found that there were a Zulu group of 305 students, a Xhosa group of 295 and a Sotho group of 345, and then set out to determine means for the establishment of university colleges for these three groups.

The report gives an impression of careful consideration, but the Committee, by their terms of reference, had to determine means for establishing such tribal institutions. There was no impartial discussion of whether tribalism is justifiable in Univs, and whether a group of 300 students can comprise a viable college.

The difficulty of small numbers raises all sorts of complications in existing universities. Potchefstroom has about 800 students and is extremely small by world standards, while Fort Hare has about 380 students. This has caused a great restriction in the range of courses at Fort Hare, where no study in law, engineering or architecture is provided, and where even in the degrees offered, the courses are limited. A further serious difficulty in a small univ. is the obvious inadequacy of its library, e.g. the following comparison between the libraries of Wits, UCT and Fort Hare in 1954 is illustrative of what is likely to happen in the new tribal colleges:

	Volumes	Periodicals
Witwatersrand	234,900	3,462
Cape Town	250,000	2,300
Fort Hare	25,043	197

Further weaknesses in a small institution are the lack of highly expensive and specialised equipment, rare collections of books, scientific specimens which older universities have built up over many years, etc. This accounts for the very restricted facilities for post-graduate studies which these small colleges are able to offer.

Such difficulties do face any new institution, but if an institution is founded because of real need and is financed adequately, with the assistance of its fellow Universities, the difficulties can be overcome. The new colleges, however, are not being established for real needs but out of political motives.

The Committee reports that "in determining the numbers for the institutions for Coloureds and Indians, the present tendency of the majority of Indian students to follow a Medical course, has been borne in mind." This seems to illustrate a tendency in the report to deal with non-white students as statistics and ciphers and not as individuals. The fact that the overwhelming majority of Indian students may well wish to study medicine should surely not preclude the individual Indian student from following the course of his desire, whether that be engineering or fine art.

The Committee is further guilty of planning for its new institutions on the basis of the courses followed by the majority of students at the present institutions. Economic circumstances determine that the majority of the African and other Non-European students tend to follow courses of study such as teaching, in which they have the greatest hope of post-Univ. opportunity. To gear your planning for the future to what economic necessity has forced on the Non-European section of the population, however, is to open the

Non-white institutions to the suspicion that they will be colleges at which non-whites will be trained "in accordance with their opportunities in life." All the objections against the Eiselen Report and the Bantu Education Act are tenable here, and the statement of the Committee that it has taken into consideration "the need for providing services to the Non-European population" must be seen in this light.

Similar objections apply to the section of the report dealing with the subjects to be available, in which the Committee states that it "was largely influenced by the courses which Non-Europeans follow at existing Univs. and also to a certain extent by the subjects offered at high schools", and that "provision should be made only for those subjects for which a sufficient demand has already been proved." The Committee also stated that "usefulness of courses, after the completion of their studies, is another factor which weighed heavily with the Committee when determining the programme of study."

The Committee therefore recommended certain subjects and stated that its choice was "sufficiently wide to provide for the immediate and essential needs of the Non-Europeans".

The establishment of these tribal colleges and the closing of the open Universities to non-whites will thus have the effect of greatly restricting the courses open to Non-Europeans. In future, Non-Europeans will only be able to study such courses as the Minister determines a college may provide, and before a college provides a course, there will have to be great demand in numbers for it.

In the Bantu university colleges, a course in arts, comprising a Bantu language, Afrikaans, history, English, Latin, geography, economics, sociology, psychology, philosophy, public administration, political science, native law and Roman Dutch law, ethnology, will be offered. In addition there will be science - mathematics, physics, chemistry, botany and zoology and education, a post-graduate S.T.D. and a lower secondary teachers' diploma.

In the Coloured and Indian univ. colls., arts will comprise Afrikaans, English, Latin, history, geography, economics, psychology, philosophy, public administration, law, commercial subjects (commerce, commercial law, accounting), music; while science will consist in maths, physics, chemistry, botany, zoology, physiology, domestic science, with a similar course to the 'Africans' in education.

All these courses will be severely hampered by poor staff, poor facilities and Govt. restrictions, particularly in that courses such as economics, law, history, sociology, public administration etc etc can not include adverse comment on the workings of a Govt. Dept.

Commerce is not open to Africans, while an LL.B. is not studied but merely courses in Native Law and Roman Dutch Law, while political science is not available for Coloureds and Indians.

Further, within the particular courses provided, the range of subjects offered and the advancement of study will largely depend upon the status of these colls. which undoubtedly will be very low.

The Committee states that no dentistry and engineering are provided, to take examples, because there is insufficient demand, but what of the individual non-white who wishes to follow such a course? Why should he be excluded from Wits and UCT.

The Committee states that "as the proposed development of the native territories increases in momentum, the need for native engineers will arise." This is a clear indication that the development of the univs. is to be geared to Govt. policy, particularly those sections of Govt. policy which many experts regard as mythical.

The cost of buildings at the new colleges is estimated at £2.10.0. per square foot for academic and administrative buildings, which seems a reasonable figure, except that a much higher figure may be required for some academic buildings (£3.10.0. per sq. ft. was the cost of certain UCT Medical buildings).

The Committee estimated the cost of hostels as from £600-£650 per student. The cost of Baxter Hall at the UCT was over £1000 per student. The Committee was of the opinion that their figure of £600 per student "can be decreased by, for instance, putting more than two students in one room, especially in the case of junior students".

It is entirely unsatisfactory to have more than one, let alone two students per room, at a University, even in the case of freshers. Such accommodation is not conducive to intensive study.

The Committee estimated the capital costs of a university coll. for Africans as £812,555 and the coll. for Coloureds and Indians at £521,031.

A useful comparative figure to quote is the cost of Baxter Hall at UCT for approx. 250 women students, namely £250,000.

The estimates make no provision for a students' hall and the Committee suggests "that lecture halls be made available for the social and cultural functions of students". A separate hall is estimated to cost £20,000.

It is suggested that a proper hall, SRC office and such amenities are essential features of univ. life, and that £20,000 is entirely inadequate. One of the major criticisms of Wits and UCT made by the Govt. is that no provision is made at these Univs. for Non-Europeans sharing in social facilities which would be available at their own colls. One wonders whether this is borne out by the facilities to be provided.

"In the case of hostel staff, the Committee took the view that the students can be expected to service their own rooms and that the dining room ought to be run on the basis of self-service."

Administrative expenses are based on costs at Fort Hare. One seriously doubts whether the cost structure of an institution at Fort Hare, with all its inadequacies, can seriously be intended as a basis for non-white colleges which the Govt. has stated in the course of time will be separate but equal.

"In regard to current expenditure on the hostels, it is expected that income from boarding fees will cover current costs.... It is suggested that boarding fees at the proposed institutions should be £50 per annum". At UCT residence fees vary from £140 to £164 p.a., and even when charging such fees, these residences have found difficulty in the past in maintaining financial solvency. It is interesting to note that with a third of the income, the non-white residences are expected to be solvent. At Douglas Smit, a residence for Africans at Wits, the fee is £115 per annum.

The Committee recommends interest-free loan bursaries for Non-Europeans should be provided. It is interesting to note that in the case of bursaries provided for the Medical students at the Natal Medical School, these students have to sign an undertaking only to practice medicine in an area approved of by the Govt. and never to administer treatment to a European except in an emergency.

The cost of ground for the Coloured and Indian institutor in the W. Cape is estimated at £10,000 and in the case of the institution in Natal, at £150,000. No reasons for this disparity are given.

"The total capital cost of the two new institutions for the Bantu and the two new institutions for Coloureds and Indians, the taking over of Fort Hare and the extension of the Non-European Medical School are therefore estimated by the Committee at £3,026,000.

The Dept. of Native Affairs informed the Committee that the erection costs of the univ. facilities "in Bantu areas should not exceed 2/3 of the normal costs" in other areas.

The Committee estimates the current costs of running the collis. as being £44,000 approx. in 1958. An interesting comparative statistic is the amount spent by the Students' Amenities Finance Council at UCT every year. This Council provides the finances for student amenities such as sports fields, grants to clubs, societies and the SRC, etc and it spends an amount of approx. £15,000 per annum.

The total current expenditure on the 5 proposed institutions for Non-Europeans, excluding the subsidy at present paid to the Univ. Coll. of Fort Hare, is estimated by the Committee to be £198,000 for 1958. The State provided £2,300,000 for general purposes in 1956 for all the Universities, which was 55% of the Universities' revenue, and in addition provided £400,000 for cost-of-living allowances for staff.

The Committee appends 31 annexures to its report, giving details of how the money is to be spent. A matter of just under £14,000 is to be spent on the libraries, while the book stock would be worth £8000 in the first year of its establishment. Anyone with the least knowledge of the cost of books would realise the complete inadequacy of such facilities.

NUSAS Comment

You will see easily that these colleges are being established for political motives, have no possibility of being regarded in any sense as a parity with the open Universities, even when the report of the Committee is examined without reference to the fact that the Committee, by its terms of reference, was merely asked to produce facts and figures for the establishment of colleges which will be part of the Govt's apartheid education programme.

E.M. WENTZEL.

President.

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