

Let's tabulate the steps:

- 1) Forced mother-tongue education.
- 2) Forcing parallel and dual-medium schools to become single medium.
- 3) New Education policy of 1950 and new syllabus introduced. The Afrikaans child, in his new isolation, is subjected to indoctrination. He must become a dedicated Nationalist Afrikaner - as Hitler made the Nazi youth of Germany. This process has been so successful that 18 year olds are now placed on the voters' roll, and a Republic confidently expected this year.
- 4) Translation of books used already in use in Afrikaans schools and their introduction into English medium schools. New Race Studies one slanted to preach the Nationalist doctrine of territorial Apartheid. A New History Book is written from the Dopper Church point of view.
- 5) Guidance and Counselling. This is supposed to help the child and his parents to choose a career successfully. Why, then is the Counsellor expected to discuss such subjects as: The national flag and anthem: race relations: the franchise and the laws of the land --- or, how to choose the right mate: the place of the married woman in society. The counselling syllabus is so wide that the counsellor must eventually take the place of parent, teacher, doctor and adviser and priest. Do you want your child controlled and influenced in this way?

Now the English speaking child is to be subjected to the same pressures as was his Afrikaans speaking victim.

But this is still only in the Transvaal, and only in Government Schools.

The new Education Advisory Council Bill will bring all private and Church schools into line, and the same process will in future be carried out with the same quiet persistence that has characterised the acts of the Nationalists from the beginning.

Unless parents wake up and join the mounting tide of opposition.

You alone can speak for your child and your child's school.

You alone know whether the education that your child is receiving is good and right for him, and worth preserving and fighting for.

You alone know whether your way of life and thought is valuable enough to make you wish to hold it for your children.

It's 1960 and the cherished beliefs and attitudes of mind that your parents and teachers inculcated in you are not going to be passed on to your children and your children's children unless YOU do something about it NOW.

RECOMMENDATION

28. THAT BANTU STUDIES SHOULD BE INTRODUCED AS A COMPULSORY SUBJECT IN STANDARDS 6, 7 AND 8.
29. THAT SEPARATE COMMITTEES BE APPOINTED - TO DRAW UP A SYLLABUS FOR BANTU STUDIES.

The new Race Studies books are now being used in English medium schools. It is probable that the Afrikaans medium schools have already had these in use for some time.

They are written from the extreme Nationalist point of view, and preach the doctrine of Apartheid and White Baaskap relentlessly. They are not, in fact, Bantu studies at all.

They should be withdrawn from all our schools at the earliest possible moment.

Enough has now been said to explain the unease amongst parents of school-going children in the Transvaal.

We feel that our schools are being subjected to ruthless political pressures, and that our children can become the victims of such pressures as easily as did the German children in Hitler Germany.

We are uneasily aware that the Afrikaans speaking section of our Province has been subjected to a long course of indoctrination, and that 'recalcitrant' children in Afrikaans schools have been victimised.

We fear that the time is now considered ripe for an attack on the 'entrenched' English schools, and by that token assume that the Afrikaans child can be considered 'safe'.

If education demands the development of the whole human being, it is time that the parents of school children in the Transvaal set about their business of procuring it for their young.

This is not a matter of sectional interest --- it affects the whole of our society fundamentally.

No Afrikaans parent can afford to have his child starved of the wealth of centuries of learning and wisdom from a temporary political 'ideal'.

No English parent can continue indifferent to the encroachments on his children's heritage.

While other Nations continue year by year to improve their systems of education, dedicated to the ideal of developing the whole human being to his ultimate capacity, we, allowing little minds with limited vision to control our destinies, are jeopardising --- not our own, but our children's future.

"A Comparison Between the Recommendations of the Commissions on Education of 1924 and 1948 and the Terms of the Union Education Advisory Council Bill".

Apologists for the Union Education Advisory Council Bill contend that similar legislation was recommended by earlier Commissions on Education, notably the Education Administration Commission of 1924 under the Chairmanship of Mr. J.H. Hofmeyer, and the Commission on Technical & Vocational Education of 1948, appointed by Mr. Hofmeyer under the Chairmanship of Dr. F.J. de Villiers. It is claimed that the Bill largely embodies the recommendations of these Commissions and that - Mr. Hofmeyer's integrity in regard to education being beyond question - the alarm and suspicions aroused by the Bill are without foundation.

A comparison between the Commissions' recommendations and the principles embodied in the present Bill shows how ill-founded this contention is.

1. Both earlier Commissions recommended categorically that all academic and general education up to University standard should be controlled by the Provinces. The New Bill does not mention this. On the contrary, it provides that no legislation on education may be introduced in any provincial council "except after prior consultation between the Minister and any other interested Minister of State or Administrator", thus in fact bringing all such legislation under the control of the government of the day.

N.B. Under the "Republic of South Africa" Bill provincial councils may deal with education "until Parliament otherwise provides". In view of recent public utterances of the Administrator of the Transvaal and other supposedly responsible persons, provincial control of education appears to be seriously in jeopardy.

2. The two Commissions laid down in detail the functions, to be defined by statute, of a proposed Union Board or Council. These were: to advise the Government on finance, to prepare legislation for Parliament, to co-ordinate the various educational services, to conduct enquiries when necessary, to keep records and statistics, to report on matters referred to it by Parliament, to co-ordinate the training, conditions of service etc., of teachers, and (recommended by the Commission of 1948 but not that of 1924) the determination of the broad principles of a general educational policy for the Union.

In the Union Education Advisory Council Bill the Council's functions are not defined in detail, but its powers would be almost unlimited as it would be entitled to advise not only on policy, but on "all matters affecting education", and not only on request but when the Council itself should see fit. Further, the Council could maintain complete and rigid control over education through sub-committees "to carry out investigations in any school - - - in connection with any matters affecting the basic principles of education" which would "have access to any school" and be entitled to "such information and documents and other assistance" as the sub-committee should demand.

Could there be a greater contrast to the Board envisaged by the Hofmeyer Commission as NOT a body "whose functions could be defined for it at the pleasure of the Minister or in any other way except by authority of Parliament"?

3. In regard to the appointment of members of the recommended Board or Council, both Commissions laid down what these qualifications should be. Members would be appointed as having special knowledge and experience in regard to industry, commerce, etc., or

as representing the Universities, Teachers' Associations or other educational or child welfare organisations, thus ensuring breadth of outlook and experience in the Council. The Commission of 1924 laid down a definite period of service for members (four years).

In complete contrast to this, in the terms of the Union Advisory Council Bill no educational or other qualifications are required of Council members, with the exception of one person from each province "recommended by the Administrator concerned, who has special knowledge of educational matters in that province. The other members would be appointed by the Minister, who would determine the length of service (up to five years) and remuneration of members. It is obvious that all opposition to the Minister's wishes could therefore readily be eliminated.

TO SUMMARISE

In the terms of the Union Education Advisory Council Bill no provision is made for provincial control of education as clearly recommended by the Commissions of 1924 and 1948, the powers of the Council would be unlimited instead of defined by statute, while its personnel, instead of representing the broad interests of the community and of youth as envisaged by the two Commissions, might well be appointed on a party political basis with all dissident opinion eliminated.

The Commissions regarded the Educational Board or Council which they recommended as a purely advisory body. Under the Bill and in spite of its name, the function of the Council would not be to advise but to control.

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