

COPY

In the U.S.A. Magazine "LIFE INTERNATIONAL"
of 2nd February, 1962
MR. LINCOLN BARNETT writes:

Today 250 million people - nearly one in ten - employ English as their primary language, and 600 million - nearly one in four - can be reached by it in some degree.

Of the nearly 4,000 languages spoken by mankind on this planet today, only a dozen have international or cultural significance.

As a primary language Chinese can claim more speakers than English - an estimated 600 million

After Chinese and English the other great languages of the world are, in descending order of the number of speakers who employ them as a primary tongue: Spanish with 140 million speakers; Russian with 130 million; German 100 million; Japanese 95 million; Arabic 80 million; Bengali and Portuguese 75 million each; Urdu 70 million; French and Hindi 65 million each; and Italian 55 million.

English is spreading around the planet at a constantly accelerating tempo. More than 70 per cent. of the world's mail is written and addressed in English. More than 60 per cent. of the world's radio programmes are in English.

..... it is the language of international aviation the Bandung Conference of 1955 which represented 1.4 billion people from 29 Asian and African countries the proceedings were conducted entirely in English - not for any love of England or America. In West Africa 60 million tribesmen speak more than 400 different languages Africans talk to each other in English or French when they leave their local language district. Today in Norway, Sweden, Denmark, Finland, the Netherlands, Austria, Portugal, Greece, Turkey and Japan - English is taught in all schools and colleges

In West Germany schools require six to nine years of English Within the U.S.S.R. schools offer English from the fourth or fifth grades on and in some of the largest cities it is the one compulsory language in the curriculum.

Although the flood of English dates only from the end of World War II, its incipient stage began more than three centuries ago The U.S. Information service maintains 389 cultural centres in 80 countries

10th August, 1962.

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10th August, 1962.

English Language Teaching

To raise standard of teaching of the two official languages.

This involves for Transkei.

The question of mother tongue instruction. F.C.M.'s points
To what standard should mother tongue instruction be raised.
When introduce one or other or both official languages for instruction.
Which language should be introduced as medium of instruction
in the Transkei should this be English.
Should parents have a choice.

The question of teacher training.

How well are teachers trained in official language teaching
Are adequately taught at school before such training
Has the withdrawal of European teachers affected the matter.
What opportunity do teachers, trainers, school children of talking
in official languages.

What methods

Return of European English Teachers? - African Teachers

Intensive refresher courses in language (oral)

Greater time in time-table

Dropping of the vernacular

Rule about English spelling in schools

School libraries.

Gramophone & tape recordings.

Radio lessons - transmitters.

Better methods of teaching, better material for teaching

Adult library in official languages.

Partidge

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23 AUG 1962

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Telephone 835-8181 - Telegrams 'University' - Milner Park

JOHANNESBURG

In reply please quote

22nd August, 1962.

Quentin Whyte, Esq.,
Director of the Institute of
Race Relations,
Auden House,
De Korte Street,
Braamfontein,
JOHANNESBURG.

Dear Mr. Whyte,

Thank you for letting me read your notes on the question of
the medium of instruction in native education.

I return them after a careful perusal and send you a copy
of my letter to the Secretary of the Commission.

This, as I explained, is merely an interim measure.

Yours sincerely,

A handwritten signature in blue ink that reads "A. C. Partridge".

A. C. PARTRIDGE.

ENCLS:

University of the Witwatersrand,
JOHANNESBURG.

22nd August, 1962.

The Secretary of the Commission,
c/o The Regional Director of Bantu Education,
Private Bag UMTATA,
Transkei.

John was with the government

Dear Sir,

COMMISSION OF ENQUIRY INTO THE EDUCATIONAL STANDARD
OF THE OFFICIAL LANGUAGES IN THE TRANSKEI

The English Academy of Southern Africa has appointed a sub-committee, consisting of Mr. Quentin Whyte and myself, to consider the problems raised in the Commission's terms of reference. If called upon to give evidence, we shall be willing to do so; but in the meantime we offer the following preliminary statement. We refer in it to English as a medium of instruction, because this has been the traditional medium in the Transkei for some generations.

The subjects which have caused greatest difficulty to Bantu candidates writing the Matriculation examination are the two official languages, of which English appears to be mainly written on the higher grade, and Afrikaans on the lower grade. Figures show that a contributory reason for the failure in English has been the sub-minimum required in the essay paper. This disability is now being removed by the Joint Matriculation Board, and in future Bantu entrants will be permitted to present themselves for English on the lower grade, as well as Afrikaans.

The latter may or may not be a retrograde step, but it is certain that the standard of English attainment cannot be improved unless more subjects, in further years of study, are taught through the medium of English. It is not sufficient that English should be taught simply as a subject in the primary school. The introduction of English as a medium of instruction in the secondary school only, (Standard VII) affords insufficient time for students (even Europeans) to be brought to the necessary standard for success in the Matriculation examination, whether the candidate writes that of the Joint Matriculation Board or of the National Senior Certificate. We have no hesitation in suggesting that the present system of mother-tongue instruction throughout the primary school will have a deleterious effect on matriculation achievement in general.

It is our conviction that the shift of emphasis from English, as a medium of instruction, to English as a subject, will in the long run hamper Bantu education, for the principal reason that the widest range of books and manuals for all educational purposes at present exists mainly in the English language. Moreover, no language can readily be mastered unless it is (a) heard and spoken for a considerable part of each day, and (b) used as a medium of instruction for other subjects taught. Experience shows that there is, furthermore, a dearth of facilities, such as books and properly trained teachers in English, in the present system of Bantu education.

The remedy in the Transkei seems to be to offer at least half the subjects in the primary, as well as in the secondary schools, through the medium of English. In a recent visit to the Bantu College of the North at Turfloop, it was found that English is the invariable language of instruction for teachers there.

Whether or not Bantu schools prepare pupils for the higher grade examination in English is a practical issue. We feel, however, that the most successful pupils in the Junior Certificate Examination should try to qualify in English on the higher grade, as this is

/ ...

*of natal
school*

the English examination that ensures literacy at the University level. This will enable university students to use English text-books with the virtual certainty of grasping what is written.

Whatever the home language of the student may be, the indifferent results in English are invariably found among those elements of the community that lack opportunities for hearing English well and frequently spoken.

Yours faithfully,

A. C. PARTRIDGE.

CURRICULA AND MEDIA OF INSTRUCTION.

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When the Native Education Commission of 1949-51 reported, each of the four provincial education departments had prescribed detailed syllabi especially for African primary schools and teacher training institutions. In Natal, primary education ended with Standard VII, and elsewhere Standard VI.

Africans followed the same secondary syllabi as did White pupils; but they might offer their own languages as examination subjects. The Cape, Transvaal and Free State education departments each conducted their own matriculation (university entrance) or school-leaving certificate examinations, which normally were written by pupils of all races in schools under their control. Similar examinations were conducted by the Union Education Department and the Joint Matriculation Board: this Board also co-ordinated the standards of other examining bodies. African candidates might enter for any of these examinations.

Mr. Sneesby has pointed out that by 1951 several of the provinces were moving in the direction of extending the use of the mother tongue as the medium of instruction in primary schools. In the Cape, Natal and Transvaal the vernacular was used up to and including Standard II, one or other of the official languages being introduced gradually as the medium thereafter. But the Cape syllabus stated that for classes above the Standard II level, "It is desired that teachers should conduct experiments in the use of the Native languages as a medium of instruction, beginning with subjects of which their knowledge is sufficiently thorough to make them ⁱⁿ dependent of the terminology of the official languages".

In Natal, religion and health were taught in Zulu up to Standard IV. The Transvaal Education Department laid down that, for classes above Standard II, "In certain subjects such as religion and hygiene, in which the subject matter easily adapts itself to their mode of living, it is advisable that the mother tongue should be used throughout. Enterprising teachers who are sufficiently acquainted with the subject matter to manage without the English terminology should conduct experiments in the instruction of the higher classes with a view to determining whether instruction in the mother tongue would not expedite the educational process generally without undue detriment of the level attained in an official language".

In these three provinces the medium of instruction in the upper classes was generally English, although Afrikaans was taught as a subject.

The Free State Education Department used the mother-tongue as the medium of instruction up to and including Standard IV, and strongly recommended its use in Standards V and VI too. In these upper classes half of the subjects not taught through the vernacular had to be taught through the medium of English, and the remaining half through the medium of Afrikaans.

The syllabus for higher primary classes, and mother-tongue instruction

Draft syllabi for higher primary classes were published in August 1955, comments again being invited. They provided for the development of the foundation laid in lower primary schools and included all the subjects taught in primary schools for White children. Again, teaching was to be through the medium of the mother-tongue, starting from Standard III in 1956.

It was decided later that until the mother-tongue was used throughout primary schools, which would be in 1959, when the first batch of pupils using the new syllabi reached Standard VI, half the subjects that were not taught through an African language must be taught through the medium of English and the other half through the medium of Afrikaans. Exemptions might be granted if teachers were unable to do this.

The Institute of Race Relations considered (10) that the syllabi in themselves were basically sound. Its main criticism was in regard to the use of the mother-tongue as medium throughout the primary school.

Until 1958 the Standard VI examination papers were set in the official languages and the main African languages, pupils being free to reply in which they preferred. But from 1959 onward only African languages might be used.

The pupils who started in Standard III according to this new system would have reached Standard IX by 1962 if they remained at school and passed every year. At the time of writing it was, thus, too early to judge of the effect on matriculation examination results.

New terminologies

The Commission on Native Education had recognized that preparatory work would be necessary before the mother-tongue was introduced/139....

(10) R.R. 182/1955:

introduced as the medium of instruction in higher primary schools. It wrote, (11) "At present these languages lack a terminology for describing modern scientific concepts, and their numerical systems are clumsy and difficult to use. "

Departmental committees were established to prepare terminologies for the main African languages, which were published for teachers' use as various parts of the work were completed.

Mr. Sneesby, an ex-Inspector of Schools, wrote, (12) "What does cause the observer some disquiet is the feeling that the various languages are not really being allowed to develop in the natural order of events pari passu with the general development and advancing civilization of the peoples concerned, but that a kind of artificial forced development of the languages is taking place."

In a paper given at the Johannesburg conference on Bantu Education in 1962, Mr. J.C.M. Mbata, an ex-Sub-Inspector, said (13) that the African parted ways with the White educational theorist on the question of what constitutes his environment. "The latter seems unable to conceive of the African children's environment outside of the terms described in anthropology books." Mr. Mbata quoted Dr. P.B. Ballard who, in his book Thought and Language said, "..... language is in many ways like a living organism. It grows, it changes, and it decays. And yet it has no independent life of its own. It has no vitality nor power beyond that which it receives from the men and women who speak it."

The White theorist, Mr. Mbata continued, "finds it difficult to concede that the word 'eight', for example, is more real to the African child growing up in Orlando, Johannesburg, or at Qhesterville in Durban, than the Zulu equivalent.

'isishiyagalombili', /140...

(11) Reference 9 page 131. (*Native Education Commission Report*)

(12) Reference 22 page 80. "*Overses Education*" Vol 33 No. 2, July 1961

(13) Reference 49. "*Language Medium*"

'isishiyagalombili', or that the Xhosa child in the Transkei will say to the trader 'Ndiphe i-loaf ye ninepenny' (give me a ninepenny loaf of bread) instead of 'ndiphe isonka esizeleyo se peni ezilithoba'."

Mr. Mbata pointed to the cumbersome form of many expressions in the vernacular. Doing oral exercises in arithmetic would be a slow heavy-footed process if traditional forms were adhered to. Even a bright child would some time to unravel "izinkulungwane ezingamashumi ayisishiyagalombili nesikhombisa ezinamakhulu ayisishiyagalolunye anamashumi ayisishiyagalombili anesishiyagalolunye." The number expressed here is 87,989.

"The Department has tried to simplify the work by creating new words for certain forms in the vernacular," Mr. Mbata said "Substantially the problem is not resolved, and other difficulties arise. A new language spoken only in the classroom is added to the child's burdens. A Sotho-speaking child has to remember to say 'Kgosotharo' for 113 when answering questions in the classroom and something entirely different when speaking to his parents

"In multi-vernacular areas, the difficulty of trying to cater for all the seven different language groups is underlined. In most areas on the Witwatersrand, for example, it has not been possible to adopt more than two general groupings, namely Nguni and Sotho. Nguni includes, among others, Zulu and Xhosa, while under Sotho fall Southern Sotho, Northern Sotho and Tswana. A study of the Department's own terminology lists reveals quite fundamental differences in languages which are supposed to be similar. Thus, the Xhosa child in a school where the medium of instruction is Zulu finds himself in unequal competition with his Zulu classmate, and vice versa."

School books in African languages

Both Mr. Sneesby and Mr. Mbata mentioned the great financial difficulties involved in the production of class readers and textbooks in the African languages at a price that is not prohibitive, the reason being the small market for these books./141.....

books. Mr. Sneesby pointed out that they would have to be bought by the children of the poorest section of the community. To illustrate how small the market is he gave the following table: (14)

<u>Language</u>	<u>Percentage of total African population</u>	<u>Approximate number of children between ages of 7 and 16</u>	<u>Approximate number of children in school</u>
Zulu (including Swazi)	29.2	623,000	304,146
Xhosa	29.1	622,000	349,034
N. Sotho (including Transvaal Ndebele)	13.5	288,000	112,155
S. Sotho	10.7	229,000	117,621
Tswana	8.2	176,000	152,024
Tsonga	4.7	102,000	25,209
Venda	1.8	36,000	18,445
Other (including official languages)	2.8	278,000	11,967

Mr. Mbata said that progress in the publication of suitable text-books in the vernacular did not seem to be impressive. A study of the "Revised Booklist for Primary Schools, 1962" (15) revealed the following position in regard to subjects other than languages:

Subject /142...

-
- (14) Reference 22 page 78. *"Overseas Education", of cit.*
 (15) Bantu Education Journal, December 1961.

<u>Subject</u>	<u>Pupils' Books</u>	<u>Teachers' Books</u>
Social Studies	1 Zulu (for Std. VI)	Geography - 1 S. Sotho (Stds IV to VI) History - 4 S. Sotho 1 Zulu 2 Venda 1 Tswana
Health Education	Nil	1 Tswana
Nature Study	4 Zulu (Stds III to VI) 2 Xhosa	Nil.
Arithmetic	9 series covering 6 languages.	
Religious Instruction	3 Xhosa	4 series covering 4 languages. 3 books in Xhosa, 1 in Zulu.

"One is led to the conclusion," Mr. Mbata said, "that pupils who were in Standard III or below in 1958 have passed out of primary school - or will soon do so - without any experience of direct study from text books in most of the informative subjects. This applies to almost all language groups. Progress has been possible only by the educationally unsound method of copying notes and 'swotting' them. The teacher is faced with the task of translating and simplifying from English and Afrikaans texts since the number of vernacular reference books available to him is small. Imaginative teaching finds little room in the circumstances."

Danger of creating a linguistic nationalism

At the conference at which Mr. Mbata's paper was read, Dr. Ellen Hellmann pointed out that there was the danger that, by dividing children on an ethnic basis and providing instruction through the mother-tongue throughout the primary school, the Department might be creating a linguistic nationalism. Events in the rest of Africa had shown how evil and destructive a force ethnic or tribal loyalties could be.

It was /143.....

It was admitted by a Departmental official present that there were cases in which nationalism was being fostered. A group of Tsonga people, for example, who had apparently been quite content to have their children educated through the predominant African language followed by English when they lived in the ethnically mixed Alexandra Township, Johannesburg, demanded their own Tsonga education after they had been moved to a separate ethnic area at Meadowlands.

An "All-In" African conference held during 1956 was of the opinion that mother-tongue instruction would have the effect of reducing the horizons of Africans, cramping them intellectually within the narrow bounds of tribal society, and diminishing the opportunity of inter-communication between the African groups themselves and also with the wider world in general of which they formed a part.

Inadequate knowledge of the official languages

Africans point out that they cannot escape the consequences of living in a technological age, and that education through the medium of a language which is not equipped to deal with modern scientific concepts cannot prepare them for this. They need to have access to world literature. Those living in towns must have a mastery of at least one of the official languages if they enter employment.

Mr. Mbata said, "The relegation of English in particular to a 'time-table' subject means that the child uses the language for about 412 hours (or just over 17 days) in a lower primary school life of four years, and 548 hours (or about 23 days) in a higher primary school life of four years. The same position obtains in the case of Afrikaans". The Department is considering increasing the number of hours spent on learning the official languages.

African teachers who took the Lower Primary course (after Standard VI) in 1959 and subsequent years had all their schooling through the medium of an African language. Even in the training/ 144...

the training colleges a considerable portion of the tuition is given in the vernacular. These teachers are quite inadequately equipped to teach the official languages as subjects in primary schools.

In the article quoted earlier, Mr. Sneesby wrote, (16) "In the past, when English was used as the chief medium of instruction in Standards V and VI, the majority of pupils nevertheless found it difficult during their first year, or at least during the first half of their first year at the secondary school to cope effectively with using English as the medium of instruction. Now, if the vernacular is to continue to be the medium up to the end of the Standard VI year, the language break between the primary and secondary school courses, so long as the official languages continue to be used as media for the secondary courses, will be even greater ... To this the reply may be made that the intention is, as soon as practical difficulties can be overcome, to make the vernacular the medium in the lower or junior secondary course at least. But the effect of this will be merely to push the difficulty further on into the pupil's educational career, for it is clear that for a good number of years to come one of the official languages will be used for the matriculation course and for all post-matriculation studies ..."

"For many years past there has been a steady decline in the standard of English in Bantu schools. This decline is largely due to the fact that whereas years ago nearly all the staff of the teacher training colleges were English-speaking Europeans, to-day practically all junior secondary ... and many senior secondary ... schools are staffed almost entirely by Africans. It is also frequently the case that more than half of existing European staffs in secondary schools are Afrikaans-speaking ... A vicious circle has been set up. In the secondary school and in the training school the student's opportunities of learning to use English correctly and fluently as a medium of communication are very much fewer than they were years ago. The faults he acquires are passed on to his pupils who, if they become teachers themselves, pass them on to their pupils in turn.

"It is /145.....

"It is not possible here to consider to what extent Afrikaans is being similarly affected since in the past it was not taught to the same extent as English in Bantu schools ... But ... the mere fact that three languages are now being taught throughout the primary school course by teachers most of whom are none too well equipped in at least two of these languages is alone sufficient to bring about a marked deterioration of language standards."

Suggestions for media of instruction

The National Conference which in 1952 debated the Eiselen Commission report resolved: (17)

"Conference recognizes the importance of the mother-tongue in education, but in view of :

- (i) the fact that African children in the Union will have to live their adult lives in a Western environment;
- (ii) the practical difficulties involved in using a Bantu language to convey precise scientific concepts and Western modes of thought;

Conference stresses that the official languages are and will remain the chief gateways to knowledge open to Africans ...

"Conference, therefore, recommends:

- (a) that all tuition in every class below Standard 111 should be through the mother-tongue (wherever possible) in all lessons except lessons in the official languages, which should be taught by the direct method, one of the official languages being introduced by oral work only in the first year of school life;
- (b) that one of the official languages should be used increasingly as medium after Standard 11, so that all tuition /146....

(17) Reference 33 page 6. *Report of Conference proceedings*

tuition in Standards V and VI (except tuition in religion and the vernacular) should be in one of the official languages, the choice of which should, in principle, be with the parents;

- (c) that even religious instruction might be given in an official language ... in the higher primary classes;
- (d) that the medium of instruction in secondary and high schools should be one of the official languages."

Suggestions along similar lines have been made by numerous bodies. Three examples will be given. The Methodist Church conference held in Cape Town in 1956 resolved (18) to ask the Department to modify its regulations in such a way that either English or Afrikaans would become the medium of instruction in higher primary schools in all subjects except scripture and social studies. This would enable pupils to communicate more easily with the European section of the community, and would give the necessary foundation for higher education which "in the foreseeable future" would have to be given through the medium of one of the official languages.

At a meeting held during April 1956, the Federal Council of African Teachers' Associations agreed that, in their opinion, a change-over to an official language should commence in Standard III and be completed by Standard V.

The Council of the Institute of Race Relations, at its meeting in 1956, urged "that in the primary school at least up to and including Standard IV only one official language should be taught. This language, normally that more commonly used in the area, should be decided by the principal of the school with the approval of the school committee. In the upper classes, from Standard IV, this language should be the medium of instruction. Otherwise it is considered that African secondary education and all higher education will be very seriously undermined."

Languages/147..

(18) Star report, 25 October 1956.

P. O. Box 1156,

JOHANNESBURG.

For your personal

information

from

Mr. M. W. Richards

EXTRACT from COUNCIL OF EDUCATION ADDRESS - 24TH
NOVEMBER, 1961.

Separate development, whether it is to return to tribal forms or something more modern, or a mixture of the two, will call for an enormous number of trained administrative personnel at all levels, of doctors, civil engineers, mechanical and electrical engineers, school teachers by the tens of thousands, agricultural officers, shopkeepers, accountants, police, postal and telegraph officials, and all the trappings of, one hopes, an active community. These people should all come from the Bantu or at least from the non-White group.

Is our education of the Bantu really getting anywhere fast enough? Admittedly there are theoretically something over one-and-a-half million Bantu pupils representing 67 per cent. of the children in the age group 7 to 14 enrolled in the schools, but the budget is only R13.40 per capita per annum (compared with R91.00 for White primary schools in the Transvaal) and the teacher ratio is 54.7 pupils per teacher compared to 30 in the White schools. Admittedly, at the present rate of increase and providing the requisite finances are available, all the children in the 7 to 14 age group in the so-called Bantu homelands and the White municipal areas will be provided for within a few years, and progress is also being made on the European farms where 25 per cent. of the children are already being catered for, but very few of the pupils proceed to the secondary stage.

If the majority of Bantu pupils leave school with only a lower primary education, they will be little better than semi-literates and will be unable to make the contribution they should or, ironically enough, to supply the teachers necessary to improve the level of education of the next generation.

In 1949 only 20,000 pupils were in Bantu secondary schools representing 2.5 per cent. of the total school population. Eleven years later the figure had risen to 49,000 pupils, but was still only 3.2 per cent. of the total school population compared to virtually 30 per cent. for the White community. This year nearly 10,000 pupils are expected to write the Junior Certificate Examination.

As one advances up the educational ladder the jam gets thinner and thinner. For example, in the Joint Matriculation Examination over the past three years the number of Bantu entrants in the Republic increased from 660 in 1958 to 849 in 1960, but the number who obtained the full matriculation qualifying for entry to a University dropped from 113 (17 per cent.) to 50 (5.7 per cent.) Fifty matriculants spread over the four Provinces and out of a population of 11 million, and due largely to lack of opportunity.

A certain number of other candidates wrote the National Senior Certificate Examination by private study. I have no figures for these, but I understand that this examination, unlike that of the Joint Matriculation Board, can be taken in instalments - e.g. two subjects at a time - and any figures are therefore not really statistically comparable with those of Joint Board candidates.

With the virtual elimination of non-European entrants to the universities, the number of Bantu students attending the Universities of the Witwatersrand, Cape Town and Natal is falling rapidly and is now around 162, mainly in the later years of study. There are about 107 Bantu studying for degrees at the Natal Medical School, though I understand that the number of first year applicants has been affected by the low number of matriculation passes. At Fort Hare there are 207, at Turfloop 36 and Ngoye in Zululand only a handful. There are also a considerable number enrolled to take the University of South Africa's own correspondence courses, but there is usually a good deal of dead wood and wastage amongst this type of student. The total potential annual output of graduates from all sources looks like about 150 maximum and that is not impressive measured against the urgent need for Bantu graduates, whether in terms of the policy of separate development or integration.

9th August, 1962.

~~D/E/1/2~~ NOT SENT.

Commission of Inquiry into Languages in Transkei

The Minister of Bantu Education & Development:

PTA

Dear Sir,

~~D/E/1/2~~ - OFFICE EDUCATION

~~with the terms of reference of the~~

When the appointment of the Commission of Inquiry into the teaching of the official languages was first announced, the D.E.D. believed that its terms of reference confined its work to the Transkei. It has ~~so~~ we have however noted that the scope of the inquiry is much wider and that certain general aspects of Bantu Education & development are to be inquired into.

on the above

My Executive Committee, ^{which} that the ~~above~~ members of the Commission are drawn from the Transkei and it would respectfully suggest that the composition of the commission should be ^{so} enlarged to also have include Africans from other areas.

~~My Executive Committee would also suggest~~ No itinerary for the Commission has been advertised and Executive Committee ^{also} suggests that the Commission might find it of advantage to hear evidence in various areas including urban areas.

Yours faithfully



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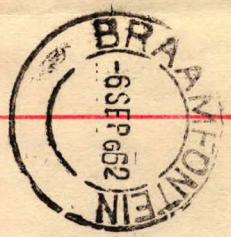
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RECEIVED FOLLOWING TELEGRAM. QUOTE

READY HEAR EVIDENCE TWENTYFIRST SEPTEMBER NINE OCLCOCK MORNING BANTU

EDUCATION OFFICE PIETERMARITZBURG SUBMIT MEMORANDUM SAME ADDRESS =

QUOTE. PLEASE CONFIRM IN ORDER

SECRETARY COMMISSION INQUIRY

OFFICIAL LANGUAGES + JDH92 +

11th September, 1962.

M.S.
G.W. Sneezby, Esq.,
The Training College,
P.O. MORIJA,
Basutoland.

Dear Mr. Sneezby,

Thank you very much for your letter of 5th September, 1962. I am very sorry that you are feeling so depressed with work. I can understand the position. We do have your article which appeared in Overseas Education, and will be making use of it.

The Conference plans for January, 1963 are going very well and we anticipate an attendance of about 1,000 people. We do make very full mention of the Conference in the recent Race Relations News, a copy of which I enclose.

With regard to Christmas cards, we are now receiving orders and I enclose a brochure setting out details of cards and prices.

Yours sincerely,

Quintin Whyte,
DIRECTOR.

Encls.

10 SEP 1962

Sorry to send you the copy of the letter. But the original got the messed up. EWS.

The Training College,
P.O. Morija, Basutoland,
5th September, 1962.

The Director,
S.A. Institute of Race Relations,
P.O. Box 97,
Johannesburg.

Dear Mr Whyte,

Thank you for your letter of 31st August received yesterday.

Now as to the suggested memorandum to the Commission of Enquiry into the Educational Standard of the Official Languages in the Transkei.

As regards term of reference No. 1 I really know nothing about the matter. It is now nearly eight years since I left the Transkei and I have not been back since; neither have I had ~~much~~ much contact with Inspectors of Bantu Education in the Transkei since I left.

I might be able to say something on the application of the medium of the home language in primary schools but again I should not be able to comment on how this is working out in the Transkei itself.

However, in view of the fact that memoranda have to be in before 13th September I feel, quite apart from what I have said above, that I simply cannot produce anything useful at such short notice.

We have had a gruelling time since we came to Morija. The house was in a disgraceful condition; we lived how we could for ten weeks. The Principal is a very sick man. So I find myself responsible for some uphill work as regards discipline and so on. One day I fully expect to be left holding the baby. I did not really want this now.

So all in all I think I shall not submit a memorandum. I like to do that sort of thing but I really must not undertake to do it at such short notice. I note that several of the African members of the Commission seem to be good men; Congo's father I knew well, and of course I know Hela and Mdledle.

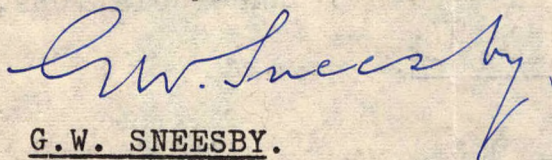
What is happening about the big Conference you were planning in January? I don't seem to get much news of the Institute's activities.

We have received no information about this year's Christmas cards. Perhaps you could jog the elbow of the right person.

I believe I did send the Institute some reprints

of an article of mine which appeared about a year ago in
"Oversea Education", entitled "The Vernacular in Bantu
Education in the Union of South Africa". If I did not please
let me know.

With every good wish,
Yours sincerely,

A handwritten signature in blue ink, appearing to read "G.W. Sneesby". The signature is fluid and cursive, with a long, sweeping tail on the final letter.

G.W. SNEESBY.

MS
*Some de a copies of terms of Reference
Attached*

31st August, 1962.

Dr. W.G. McConkey,
P.O. Box 866,
PIETERMARITZBURG.

Dear Dr. McConkey,

At the last meeting of the General Purposes Committee we discussed the Commission which is inquiring into the teaching of the two official languages and other matters. I attach the terms of reference of it.

We wrote to the Commission asking in what way the Institute could be helpful but so far have not had a reply. We also said that it was impossible to submit a memorandum in the time it set. We had a wire asking us to submit a memorandum not later than September 13 to the Secretary of the Commission, c/o Regional Director, Bantu Education, Pietermaritzburg.

The General Purposes Committee considered that any memorandum by the Institute would require to be submitted by a specialist and they suggested that I write to you asking whether you could draw up a memorandum for presentation to the Commission.

The time set by the Commission, however, is very short and I do not see how the Institute can have a memorandum drawn up, examine it and submit it. So I wonder whether you will consider presenting written evidence to the Commission yourself mentioning that the Institute had asked you to do so. I know that this is a very tall order for so short a time but I am sure that you have all the expert knowledge and experience which we simply do not have at Head Office.

We shall be very grateful if you would help the Commission in this way.

Yours sincerely,

Quintin Whyte,
Director.

Encl.

31st August, 1962.

Geo. W. Sneesby, Esq.,
The Training College,
P.O. MORIJA,
Basutoland.

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Yours sincerely,

Quintin Whyte,
Director.

Encl.

31st August, 1962.

Mr. H.H. Dlamlenze,
The Federal Council of
African Teachers' Association,
Emthonjeni Community School,
P.O. ORLANDO,
Johannesburg.

Dear Mr. Dlamlenze,

I enclose the terms of reference of the Commission which is inquiring into the teaching of the two official languages and other matters. I do not know whether you have already seen notice of the Commission but the Institute believes that it is important that the Commission be helped in its work.

The Institute itself is asking one or two experts to submit evidence to the Commission and we do hope that your Council also did so.

The original date for the submission of memoranda was the end of August but the Commission will be sitting in Pietermaritzburg and evidence can be sent to the Secretary of the Commission, c/o Regional Director, Bantu Education, Pietermaritzburg by September 13. If you have not already submitted evidence we hope that you will consider doing so.

Yours sincerely,

Quintin Whyte,
Director.

Encl.

COMMISSION OF INQUIRY INTO THE EDUCATIONAL
STANDARD OF THE OFFICIAL LANGUAGES IN THE
TRANSKEI

TERMS OF REFERENCE

The terms of reference of this Commission are the following:

- (a) To inquire into the educational standard of teaching in the two official languages in the Transkeian Territories and submit to the Minister recommendations as to how the teaching of the two official languages in the Transkei in particular, and in the system of Bantu Education in general, can be improved and the standard of achievement in these languages raised, and
- (b) To inquire into the related matter of the application of home language medium in primary schools and consider complaints which are brought forward.

EVIDENCE

The Commission now invites interested persons and organisations to submit memoranda on the educational aspects of the above terms of reference. Seven copies of such memoranda should be submitted to the Secretary of the Commission.

All evidence will be treated as highly confidential by the Commission. The Commission will announce its itinerary at a later date.

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