

O.R.T 121 ①

~~Dear~~
 We are accordingly writing to you to invite your ~~co-operation~~ active co-operation & assistance in an act of sacrifice in which the children, ^{members, will take part - the children} who ~~are the~~ have been selected to play the role of guinea pigs in a ~~scientific~~ ^{scientific} experiment performed in order to give ^{will be} who ~~are~~ the immediate victims of "Bantu Education" and who, on the 1st April, 1953 will ~~be~~ ^{be} required to attend "Bantu" Education" schools.

We are aware that many who feel that Bantu Education is an evil ~~device~~ ^{device} inspired by selfish & ^{utterly} unchristian motives, are yet sceptical about the wisdom of withdrawing children from school, since only the children will be the victims. Let it be remembered, however, that the children are victims in any event. It is better to lose them in the course of a struggle to save, ^{not only the children, but} the African people, ^{as a whole} rather than ~~hand them over to be killed~~ ^{lose them, ~~without fighting~~} a process of slow poisoning which will destroy our future and condemn us to eternal ~~settlement~~ ^{settlement}. In our opinion, however, ~~the~~ our children ~~can~~ ^{can} lose have ~~nothing~~ ^{nothing} to lose in demanding a system ^{of} education such as ^{is} will make them complete members.

(2)

The Annual Conference of the African National Congress held in Durban during December, 1954, adopted a resolution declaring its total rejection of Dr. Verwoerd's "Bantu Education" as being a ^{scheme} ~~system~~ which, if implemented, will result in the moral, spiritual and mental enslavement of the African ~~child~~ people.

In the firm belief that the evil consequences of the proposed system of education can ~~only~~ be avoided by ~~resisting, consistently~~ and ~~uncompromisingly,~~ ~~the implementation~~ the determined and uncompromising mass opposition of the people, Conference resolved to call upon all African parents to withdraw their children from all primary schools ^{for} ~~for~~ an ~~indefinite~~ ^{period} ~~or indefinite period~~ as from the 1st April, 1955, ~~for a period to be fixed at a later stage by the National Executive of the A.N.C., acting in consultation with other organisations and institutions.~~

We are accordingly ~~writing to you to~~ ^{the} ~~requesting your~~ active co-operation and assistance of your church in an act of sacrifice and self-denial, inspired & ^{dictated} ~~dictated~~ by the vital need to prevent ~~the~~ ^{from carrying out his} ~~Dr.~~ ~~destructive~~ Verwoerd's ~~evil~~ intention to

tempers ^{with} the life and future of ^{the} every African child, ~~merely to give effect to his~~ ^{own} ~~own~~ ^{which} decision he has taken for no more than purely ideological & selfish considerations.

See April 1st, 1955, the ~~children~~ African children + the ^{intended} victims of the policy of apartheid in education, will refuse to accept "education for inferiority" and will demand "education for life". Their parents will refuse to offer them up for "manufacture" into creatures suited only for certain ^{forms of} cheap labour. We ask your church, ^{in the name of Christ} to support them.

We are fully aware that many, who are convinced that "Bantu Education" is an evil device born of evil intentions, are nonetheless doubtful about the wisdom of withdrawing children from school, since only the children would suffer thereby. If this view is correct, then we are losing the children in any case. It is surely better to ^{sacrifice} ~~lose~~ them in a struggle to save ^{the cause of} ~~us~~ not only the children, ^{themselves} but the African people as a whole, rather than to surrender them to a process of slow poisoning which will inevitably destroy ^{their} ~~our~~ future ^{system} and condemn us as a people to eternal serfdom. In our opinion, however, our children have nothing to lose by insisting upon and demanding a system of education such as will

make them full and complete members
of the world community _E in spite of their
race or colour.

The time has surely come when we
must prove that while a single Dr Verwoerd,
spilling over with power and force, can and
~~produce a Bantu Education Act~~
contemptuous of the views and opinions of
any but himself, can produce a
Bantu Education Act in the face of the
loudest protests ~~by~~ and the most
~~earnest~~ by an overwhelming majority of
the people ^{at all times and under} yet 20 Verwoerds cannot
make the African drink the Bantu
Education poison, ~~neither can he,~~
~~playing false to his protests~~

Sir,

The Annual ~~the~~ Conference of The African National Congress held in Durban in December, 1954, adopted the following resolution:

"Conference insists that the correct policy to be observed towards Bantu Education is one of fighting an uncompromising and consistent battle

adopted a resolution declaring its total rejection of "Bantu Education" as Dr. Verwoerd's "Bantu Education", which is intended

~~sent~~ ^{the purpose of which is to which} ^{system} ^{Conference} ^{would} implemented, ~~will~~ result in the moral, spiritual and mental enslavement of the African child.

In the firm belief that the evil consequences of the proposed system of education can only be avoided by resisting, uncompromisingly & consistently, the implementation of the Bantu Education Act, Conference resolved to call upon all African parents to ~~take~~ ^{immediate preparations} ~~prepare~~ withdraw their children from primary schools for an indefinite period as from the 1st April, 1955.

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We are accordingly inviting the active
co-operation and assistance of your
organisation in the campaign against
"Bantu" Education which ~~will~~ will
commence with the holding of conferences
on January 23rd, and will culminate
in the ~~not~~ mass withdrawal of African
children from schools on April 1st, 1955,
when the children, the intended victims
of the policy of apartheid in education,
will refuse to accept "education
for ^{inferiority & submission to white rule} ~~servitude and inferiority~~", and
will demand "education for life
and freedom of intellectual development", and
when the parents will refuse to ~~turn~~ up
their children for manufacture into
creatures suited only for certain forms
of ^{and} labour. We ask your organisation
in the name of human dignity and
justice to ^{support} strengthen our ^{cause} ~~cause~~ forces &
~~to~~ strengthen our forces in this ~~so~~
vital struggle. Officials of the ~~the~~ A.A.C.
~~have been directed to~~
as well as and other organisers of the
campaign have ~~will~~

of the world community, in spite of their
rare or slow.

The time has come; ~~where~~ for
the African parents ~~children~~ people
~~to~~ to demonstrate that while Dr.
Verwood, ~~omnipotent~~ full of power
and force and contemptuous of the
of views and wishes of any but himself,
can prepare poison for the African
child, 20 Verwoods cannot make the
child drink the poison ~~education~~

A single Verwood, spilling over with
power and force, can produce ~~on~~ a
Bantu Education Act in the face of the steepest
opposition, and, ~~can announce to the world~~
~~that~~ contemptuous of the views and
opinions of any but himself, can
announce to the world that "education
should teach the native to know that
he is the inferior of the white man
& disabuse his mind of any false
ideas about equality with the white man;
yet 20 Verwoods cannot make
the African child, ~~against his will,~~
to expose himself.

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disputes I am prepared to lend him
my Bible, which has no missing pages
or verses, and in which he will
find the following passages: ~~referred to~~

Some a year or two ago

M. J. B. Schoeman, then minister of labour,
addressing a public meeting in the Transvaal,
referred to Kofers, Cobles and Hotantots;

Dr. Harwood, also speaking in
a meeting, likened Africans to men and
apes, and a few weeks ago described
what he called the "English Churches" as
wicked wheels.

M. Jan de Klerk referred to
Mrs. Pandit, one time president of
~~the~~ the United Nations Organisation, as a
"coolie maid."

Broys held in England, "Die Vaderland" recently ^{announced} ^{on the day of}
that the English church was established by
a king because he wanted 8 wives.

I have always been told, and
have had no reason to doubt
that the African people are
highly religious and I know hundreds
of them who have nothing but the
kindest things to say about the people.

9

The instances cited above ^{are sufficient to show} however show
 that the platform & public men ^{among the audience - nearly} have ^{grown down} ~~learned~~
 acquired a tendency to use language
 characteristic of people who live in
 these areas and surroundings.

Can anthropologists and other
 learned in the social sciences tell
 me if this tendency is accountable
 to racial or cultural or purely
 environmental factors?

They should know how much they
 are created by men and women
 of all races and political views in
 this country.

"Indignation at such unwarranted
 interference in the affairs

For the benefit of your readers, I
 wish to quote the last three paragraphs
 of your leading article of December 17.
 "The Oryg"

Would you kindly answer the following
 questions:

- (1) What is the test of "sober-mindedness"
 (a) on South African standards
 (b) on world standards
- (2) (a) Are the native people of this
 country not "South Africans"? If
 they are, (b) do you seriously suggest
 that they are not approved? (c) ^{have} ~~have~~
 you any doubt that the traditional
 policy of this country is the
 maintenance of "white supremacy"
 which ~~must necessarily~~
~~unavoidably~~ ~~involve~~ ~~a~~ ~~large~~
~~scale~~ ~~genocide~~, the allegation
 the natives, in a state of forced
~~obedience~~ ~~inferiority~~

~~which is impossible except by~~
which is incapable of achievement
except by the enforcement of policies
and legislative measures calculated
to keep the natives in a state of
"black inferiority"?

3. What is your authority for the
statement that "men and women
of all races and political views" in
this country resent the observance
of a day of prayer in England?
Or are natives neither men nor
women & as such without ^{sex} race
or views?
4. Did the color-minded ~~to~~ men
and women of South Africa resent
the fact that prayers were
offered ~~to~~ in England and
elsewhere for the defeat of
Hitler during the World War II?

5. The British Anthem contains the following verses

"confronted their positions?
confronted their knavish tricks"

6. In hundreds of churches in South Africa, Anglican priests, ~~offer~~ pray daily

"Do you ~~and also~~ intend these prayers?
If not, is it because they are not intended to benefit the oppressed?"

6. Considering that the prayers and the fasting were an act of, in what way communion with God, ~~and~~ do they constitute an "unwarranted interference" with the affairs of South Africa?

J. H. T. Weber, writing in the Star of December 22, 1954, has heard Canon Collins described as "suffering from a mental fixation".

I wish to assure ~~Mr.~~ Mr. Weber that the people of England do not think so of Canon Collins, and in any case Mr. Weber ^{is doing} ~~does~~ his care ^{a great deal to damage} ~~is good~~ by looking for swear words, ~~and~~

Secondly, ~~in answer to his~~ ~~question~~ Mr. Weber wants to know who the oppressed people are and why it was necessary to pray for them. I offer the following answer: The oppressed people are the natives; it was necessary to pray for them because they are oppressed.

~~(copy) G.P. JOHN~~
"JOHN" (alias "BOY")

The prayers offered in England on the 7th December, 1954, appear to have upset some people in this country. provoked a reaction in this country which seems most unreasonable because if there are no oppressed people in South Africa, God will surely dismiss the prayers as resulting from a misconception. If on the other hand there are oppressed ~~God~~ people in this country God will, if He is so inclined emancipate them, but our position will not be affected since we are not oppressing anybody.

~~I have some difficulty~~

I find it difficult to understand the reason for your indignation of yourself & some of your readers at the holding of prayers in England for oppressed people in South Africa.

~~If there are people there are no oppressed people in this country and the prayers God will grant no relief to those praying~~

Whether or not there are oppressed people in this country is a matter on which God is far more informed than any of us, and I can see no occasion for any resentment on the part of South Africans, unless indeed we doubt God's competency and ability to see the South African situation in its true perspective.

If as a fact there are no oppressed people in South Africa, the

Prayers which have been offered will not ~~disturb~~ result in any disturbance of the status quo. If on the other hand there are oppressed people, among us, God may, in response to prayers offered from any ~~source~~ ^{quarter}, grant relief to the oppressed; but such a result would affect the oppressor only, and for those of us who are not guilty of any act of oppression, the status quo would remain undisturbed.

~~Why then are we so concerned about praying for Africa as and fasting in England?~~
Might it be that ^{among} the "protestants" in the States & the next-to-vulgar ~~to~~ authors in the "our ~~vastland~~" ~~have~~ are borne of a guilty conscience of any kind? or

Not so innocent.

It would be a pleasure to read your "Readers' views" if authors cared to indulge in the use of words and phrases whose meaning and effect they ~~take~~ ^{are} no trouble to contemplate.

~~Could~~ Night 9 ask J.H.T. Weber, whose article appears in the Star of Wednesday December 27, to explain what "preaching the Gospel of love" means when applied to the policy of apartheid, the deplorable housing conditions ~~among non-Europeans~~ and abject poverty among non-Europeans in this country, and the use of natives primarily as ~~cheap~~ ^{despised} labour for whites, and the exclusion of natives from ~~certain~~ ^{certain types} of ~~the~~ ^{employment} ~~by their discrimination~~ ^{on grounds of race & color?}
J.H.T. Weber can find no "record" of our Lord having engaged in any political.

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Memorandum on Racial Education,
with special reference to the
Decision of the 42nd annual
Conference of The A. N. C.

The greatest danger to white exploitation and domination in this country is the rejection by the non-Europeans of the nationalist-propounded racial theories and the ever-increasing & conscious demand for full rights of citizenship by the non-white. The conflict between the policy of white bastardism and the rise of the non-European people has sharpened to a stage where the white rulers have been compelled to resort to fascist open fascism in a desperate effort to save European domination from the avalanche of freedom loving people of South Africa. The true source of the power that ~~now~~ directs the liberation movement is the awakening of the people to their true role in life, their true position in the history of man, and their right to share in the shaping of their future & their destiny in this the country of their birth. ~~They are~~ ^{They are} ~~their power is~~ their power ^{recognition} ~~is~~ ^{of the fact that} ~~as they are~~ the victims of an inhuman policy of racial discrimination, of economic exploitation & the ~~total~~ ^{total} vehicles for the ~~perpetration~~ ^{perpetration} of subjects of contempt.

~~The passing of~~

The enactment of the Bantu Education act, coupled with the policy statement of Dr. Merens, when he announced the ~~of~~ aim of Bantu Education, provoked the strongest protests from ^{not only} practically all sections of the South African community, but also from countries abroad.

~~The pass~~

In his policy speech, the Minister stated -

That in place of education for the Bantu, there was to be "Bantu" education;

That the present system of education gave the African false ideas of equality with the white man

That Bantu education would equip the African for the service of his own community and would ~~be~~

~~No review of the political history of South Africa can fail to show that the Nationalists have always maintained a clear policy in regard to the position of ~~the~~ the African people in this country,~~

after many years of desperate struggle for control of the country, the Nationalist ~~came~~ ~~in~~ ~~power~~ ~~in~~ ~~July~~, ~~1948~~ ~~May~~, 1948, and immediately set to work making South Africa safe, ~~for~~ firstly for Nationalist rule, and secondly, for white domination. It is most significant that one of the ~~issues~~ ~~which~~ ~~received~~ ~~primary~~ ~~attention~~ was the system of education applicable to the African people. Hardly ~~six~~ ~~months~~ ~~after~~ the ~~at~~ ~~announcement~~ ~~of~~ ~~the~~ ~~general~~ ~~election~~ ~~results~~, the plans ~~for~~ ~~the~~ ~~no~~ ~~sooner~~ were the Nationalists ~~in~~ ~~power~~ than they focused their attention on the system of education applicable to Africans, and on the 19th January, 1949, a Commission of Enquiry was appointed, to ~~formulate~~ ~~principles~~ ~~and~~ ~~aims~~ ~~of~~ ~~education~~ ~~for~~ ~~natives~~ ~~having~~, ~~as~~ ~~its~~ ~~aims~~ ~~of~~ ~~reference~~, "The formulation of the principles and aims of education for natives as an independent role in which their past and present, their inherent racial qualities, their distinctive characteristics and aptitudes and their needs under ever-changing social

conditions are taken into consideration

- (4) The extent to which the existing primary secondary & vocational educational system for natives and the training of native teachers should be modified in respect of the content and form of syllabuses in order to conform to the proposed principles and aims, and to prepare natives more effectively for their future occupations."

The Report of the Commission was received for publication in 1957, and the principles and aims of "Bantu education" were announced in clear and ~~unequivocal~~ unequivocal terms by

Dr. Verwoerd when he introduced the Bantu Education Bill in parliament in 1953/4. It is not necessary to repeat his pronouncements. Suffice it to say that ~~through Bantu Education~~, Dr. Verwoerd saw, ~~how~~ in Bantu Education, a guarantee for ~~white domination~~ for the continued economic exploitation of the non-European people, & for free & abundant & cheap labour, & he for ~~the~~ ~~first~~ ~~time~~ ~~ended~~ ~~the~~ ~~conflict~~ ~~between~~ ~~the~~ ~~ruler~~ & ~~the~~ ~~ruled~~ -

a settlement ⁱⁿ on the basis of the ruled accepting
 the position of ~~perpetual~~ ^{and} inferiority, yielding
 to exploitation, ~~and~~ freely and voluntarily
 surrendering ~~their rights as a free being in~~
~~and~~ ~~voluntarily~~ ~~handing~~ ~~over~~ and
~~accept~~ their rights as a free ~~being~~ ^{people}.

This solution ~~was~~ proved revolting
 to all ~~but~~ but the nationalist fanatics &
 their ~~stages~~ paid stooges, ^{& lackeys} and the Bantu
 Education act ~~was~~ was subjected to
 the bitterest attack by all sections of the
 democratic world. The ~~attack~~ fight
 against the Bantu Education act was taken up
 by the churches and developed into an open
 conflict between certain denominations & the
 N.A.D., the latter ^{claiming to be} ~~posing~~ as the ~~sole~~
 redeemers of African parents from
 missionary control. Unwilling to be
 parties in the administration of "Bantu"
 education, and refusing to ~~some~~ sacrifice
 principle to expediency, some of the churches
 have decided to close their schools & to
~~prohibit~~ prohibit the government from using
 them for carrying out the ~~aims~~ declared
 & known aims of Bantu Education.

The last word on the controversy
 came when the A.N.C. ~~decided~~

at its ^{42nd} annual conference in Durban in December, 1954, decided to call for the withdrawal of African children from schools as from the 1st April, 1954.

Both in its nature & its timing, coming as it did at a time when disagreement was prevalent as to whether schools unions should co-operate with the Government & run under its control, or whether they should close but leave their schools to the Government, or whether they should close & not leave their schools, the decision of the A.N.C. was in the form of a directive to all enemies & opponents of Bantu Education, & it suggested what ~~was~~ ^{it} considered the most effective method of defeating Bantu Education.

The problem which arises for consideration is (a) whether the withdrawal should be for a specified period & if not

(b) whether it should be for a limited but unspecified period or

(c) whether it should be permanent.

In deciding on the above, it will be necessary to consider the following

- (1) The question of education is one which appeals to practically every African home
- (2) and may be used to rally the people against the nationalists

(2) ~~It is~~ ~~not~~ ~~for~~ ~~as~~ ~~it~~ ~~is~~ ~~in~~ ~~principle~~ ~~strongly~~
opposed of the churches, it provides a field in which
the churches could undertake joint action of
support action aimed at better education

(3) The 1st April 1955 is eight weeks away and the
necessary organisational machinery has not been
set up

(4) To run a successful campaign within ^{an} the period
of two months will require funds &
capable personnel.

(5) The Congress have built up a prestige ~~in~~ ^{through}
the successful execution of every campaign they
have staged. The failure of any future
campaign may do damage to this
prestige & ~~demoralise~~ demoralise the people.

(6) African children parents are used to their
children being in school, they have,
almost without exception, made stupendous
sacrifices to send & keep children at-
school, and it ~~will~~ ^{may} take considerable
persuasion to induce them to withdraw
the children permanently. It is possible
that such a decision on the part of The D.N.C.
may present the organisation to some people
as being irresponsible and invite
opposition to it & open support for the
Government.

- ⑦ The permanent withdrawal of the children may result in the services of teachers being terminated. Fearing this result the teachers, to maintain their jobs, ~~would~~ ^{might} organize the children back to school & run a counter if underground campaign among the parents. ~~Thus~~ Such a campaign would involve undermining the authority & weight of the D.N.C. among the African people.
- ⑧ A decision for permanent withdrawal would mean some D.N.C. members to keep the children out. These members are comparatively few & action of them alone would ~~not~~ ^{might not} be a hardship on D.N.C. children without affecting the over-all situation.
- ⑨ To keep the children away from ~~some~~ ^{school} education & offer them no alternative occupation would leave them idly & exposed to mischievous ~~and~~ ^{contact} influences.
- ⑩ Such children might be arrested & sent to youth ^{Labour} camps for periods of 6 to 2 yrs.

11. Dr. Upward will not admit any child who stays away from school on the 1st, this may affect the willingness of parents ~~of children~~ to keep their children away if they are to send them back after all. The temptation that they stay at school & keep this place may prove too great for them.
- R
12. To say that Bantu Education will have the effect of making the African child an inferior & yet agree to send the child to "Bantu Education" school after a few days does not convince me as to the evil character of education ~~it~~ ^{leaves} ~~me~~ ^{one} with the feeling that the opposition to B/E is not genuine or that the feared results of B/E are not likely to eventuate.
13. The withdrawal of children may be regarded ^{as} a protest against B/E, intended to show that we are not accepting it willingly. In organizing it, children & parents will be educated as to its aims & this will enable them to be vigilant against its evil effects.
14. With two other campaigns ^{i.e.} ~~eg.~~ The Western areas & The C.O.P., the No. of people concentrating on B/E. will be

limited & there is a possibility that one or
others of the campaigns will be neglected.

15. The subinstitutes have learnt to appreciate the
 decisive importance of the young in the building
 of a social ~~political~~ order. They recognize
 that the problem of national reconstruction
 is in the main a problem of national
 education. They recognize that ~~that~~ the
 future welfare of ^{the nation depends} ~~is~~
 on its schools. ^{like the Nazis of Germany, they want to rule by the ~~put~~ ^{put} of education}
 This explains their haste
 to separate English speaking from African
 speaking children & ^{confine} ~~enclose~~ them ^{to} water-
 tight compartments for the more effective
 indoctrination of the African children.
 It explains this intention to feed African
 children on Bantu Education in an
 atmosphere highly ~~charged~~ ^{especially prepared}
 to ensure that the product will be a
 person who accepts in full the
 nationalist policy ~~of~~ of apartheid,
 of white domination, of the master-
 servant relationship as between
~~the~~ white and black - a
 person who will be inferior
 to the white man and other races
 both in fact and in deed; a stranger
 foreign to world ideas, ^{would} ~~and~~

They know the old saying that
 "He who has control of the elementary
 schools for 5 years in established
 in power for ever" - provided he makes
 proper use of
 the 5 yrs.

standards; ^{world movements;} ~~an admission of his particular~~
 tribe and a man whose highest aspiration
 will be to assert the superiority of his
 tribe over other tribes, or to sit as a high
 official of a ~~tribe~~ authority ^{in a tribal matter}
~~mean~~ ^{a creature world mind will have your thoughts depicted into members}
 the claims of the Congress will
 be extravagant, utopian and irresponsible

consequence of
 political process

There are ^{a number of} ~~two~~ guarantees for the success of
 the scheme, among which may be mentioned -
 The first ^(a) is the ^{indisputably} high ^{organizational} efficiency of nationalists
affirmation

- (b) The ruthless determination ^{strongness} with which they prosecute any scheme
- (c) The fact that the children will be taught in the main by young women with no political outlook, specially selected for their known submissiveness
- (d) The fact that the educational system will be placed under the control of [&] supervision of a political department ^{infected with nationalists} ~~to~~ ^{& armed with a vast army of spies & informants, and}
- (e) The fact that education, by its very nature, ~~takes~~ ^{only} takes effect insidiously, & its full results ~~will not be known~~ ^{will only be known} ~~when~~ ^{until} the mischief has been done - ~~at~~ ^{only} there

who are in control of education, ^{can} ~~who are in~~
position to ~~also~~ influence the nature of the
product. In a country, ~~where~~ ^{in which} the
points about which the entire social
economy & political structure ~~is~~ revolves,
is the

In a country in which life is
being re-modelled so as to bring it into
harmony with the apartheid pol policy,
being cut up into racial units, ~~which~~
~~which all comforts~~

In a country in which every
phase of life, every department of government
is being re-organized & re-shuffled so
as to bring it into harmony with the
essential ~~idea~~ & fundamental ~~aim~~ aim
of keeping the non-whites in perpetual
subservience to the whites, - in such
a country the educational agencies
which could operate to neutralise
the effects of Bantu Education are
few and far between. ~~The~~

~~stage reaches~~
~~cannot~~ ~~be~~ ~~achieved~~ - It seems, therefore, that
given the African children, Bantu Education
cannot ~~be~~ ~~achieved~~ to achieve the purposes announced by
the Ministry of Native Affairs.

~~The Bantu Education system~~
~~can be defeated~~

Memorandum on Bantu Education
with special Reference to the
Decision of the 4th Annual
Conference of the A.N.C.

The declared goal of political struggle and endeavour by the non-European peoples of this country is the right to live as full and free citizens of south africa, the right to participate in its government on the basis of full equality as between man and man, the right to decide the role of south africa in the international sphere of human relations. They demand the right & freedom to adjust themselves to existing conditions & by their ~~own~~ effort to gain supremacy ~~to~~ over them. This process of self-adjustment to external forces ^{with} the growth ~~that~~ & development which it necessarily involves is essentially educational in its nature.

The greatest danger to white exploitation and domination in this country is the political consciousness of the masses of ^{the oppressed people;} their contact with current world events and ^{in international relationships;} ~~contemporary~~ movements; their growing acquaintances with the history of liberating movements in other parts of the world; the unity of the oppressed and

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freedom loving people, which has tended to ~~over~~ transcend racial or ethnic differences thereby constituting a serious threat to the racialist basis of the ^{white} nationalist rule in the country;

To meet this danger and to pre-empt the demands of the oppressed people, the Nationalists, with significant haste, set to

No sooner ~~had~~ ^{had} the nationalist taken control of the government of the country than they set to work making S.A. safe for white domination. Among the tasks which they considered most urgent was education, ^{for the African people.} and it is significant that as early as the 17th January, 1949, a commission of Enquiry was appointed to formulate "principles and aims of education for natives" ~~on the basis that they are an~~ ^{an} independent

The clear plan of the nationalist was to run-hold the educational system so as to accommodate the demands of the African people by drawing them to a "lower" world

Collection Number: AD1812

RECORDS RELATING TO THE 'TREASON TRIAL' (REGINA vs F. ADAMS AND OTHERS ON CHARGE OF HIGH TREASON, ETC.), 1956 1961

TREASON TRIAL, 1956 1961

PUBLISHER:

Publisher:- Historical Papers, University of the Witwatersrand

Location:- Johannesburg

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