

THE DOORS OF LEARNING AND OF CULTURE SHALL BE OPENED:

EDUCATION:

The present position: There is gross discrimination in the availability of basic education. (All figures quoted are from 1951, unless otherwise indicated).

The following figures show the availability of public primary and secondary education for the various races:

	<u>Schools</u>	<u>Scholars</u>	<u>Teachers</u>
Whites	2,698	501,539	20,320
Africans	5,327	778,157	A total of
Coloureds and Asians	1,489	273,701	27,173 for all non-whites.

Total state expenditure on white primary and secondary education -- £21,769,194
 " " " " " non-white " " " education £10,652,442

The £10,652,442 spent on non-white education can be further subdivided as follows:
 African education £5,701,584
 Coloured and Asian education £4,950,858

This works out as follows: state per African pupil £7- 6s
 per Coloured and Asian pupil £18- 2s
 expenditure per European pupil £43-16s
 or only £2:12s on every African child of schoolgoing age

White children have free and compulsory education from 6 to 16 years, and nearly all white children between these years (97.6 per cent) were at school in 1951. Education is not compulsory for the other races, with the result that only two-thirds of the Coloured and Asian children and one-third of the African children of school-going age (6 to 16) were at school in 1951. For the remaining non-white children there are no schooling facilities whatsoever.

In 1951 it was estimated that 69 per cent of the African population was totally illiterate. Not more than 2 per cent had passed standard 6.

UNIVERSITY EDUCATION

In 1952 there were 19,187 students receiving University education, of whom only 1,035 were Non-Europeans. (Witwatersrand University 220, Cape Town, 194, Natal 222, Fort Hare 399.) These figures exclude those taking university courses by correspondence.

It is Government policy to introduce Apartheid in the universities and exclude Non-Europeans from the colleges to which they have previously been admitted, like Wits, Cape Town and Natal. The Non-European Medical School recently opened in Natal will eventually be the only centre where Non-Europeans will be able to acquire medical training. This Apartheid policy means that Non-Europeans will receive inferior training to that available to Europeans.

TECHNICAL TRAINING: Facilities for Africans to acquire technical training are practically non-existent, since they are prevented by law and by trade union restrictions from acquiring skill. Such technical training facilities as do exist are largely monopolised by the Europeans.

BANTU EDUCATION: As a result of the passing of the Bantu Education Act by Parliament in 1953, all African schools passed under the control of the Native Affairs Department of Verwoerd as from April 1, 1955.

In terms of the Act, it is illegal to operate any kind of school or to offer any kind of organised education to Africans without the permission of the Minister of Native Affairs.

The purposes of the Bantu Education Act is to educate the African people for inferiority. "The general aims of the Bantu education Act are to transform education for Natives into BANTU education", said Minister Verwoerd in a speech explaining his policy delivered in the Senate in June 1954. "My department's policy is that education should stand with both feet in the reserves and have its roots in the spirit and being of Bantu society.... There is no place for him (the Bantu) in the European community above the level of certain forms of labour."

The education which is to be offered to the African in future will not be designed to bring to him the maximum benefit of the achievements of civilisation and knowledge, nor to equip him to make the best use of his abilities in any sphere of life to which he feels called. Verwoerd says: "The school must equip him to meet the demands which the economic life of South Africa will impose on him". In other words, the African must be taught enough to say "ja baas" or "yes missis" and to understand his inferior place in South African society. "It is of no avail for him to receive a training which has as its aim absorption in the European community.... Until now he has been subject to a school system which drew him away from his own community and misled him by showing him the green pastures of European society in which he was not allowed to graze". And in which Verwoerd and Strydom do not intend to allow him to graze at any time in future.

The total amount which the State is to pay towards African education in future has been limited by act of Parliament to £8,500,000 a year. Of this amount £2,500,000 already comes from the African taxpayers. Verwoerd claims that the remaining burden of £6,000,000 will fall upon the whites, but the truth is it will fall upon all South Africans, white and non-white, who contribute to the general revenue of the state by direct or indirect taxation. But Verwoerd says if the Africans what more than £8,500,000 a year spent on education at any time in future, then they must raise the money themselves, by heavier taxation through their Bantu Authorities.

This means not only that the Africans are to get inferior education, but that the facilities for the education of African children will always be inadequate. The double-shift system which has already been introduced as a means of increasing the number of children at school for the same expenditure of money indicates the lowering of standards which will take place under Bantu education.

CULTURAL FACILITIES:

With few exceptions, the major cultural facilities in South Africa are reserved for Europeans.

Cinemas and theatres - most practise segregation, either absolute or partial. Films are censored for showing to the different racial groups. The facilities available to Africans, where they exist, are of the most primitive and inadequate order, in Cape town for example there is only one theatre which will admit Non-Europeans - the Little Theatre.

LIBRARIES - most of the library facilities of the country are available to Europeans only. The biggest library in the country - the Johannesburg public library - will not admit Non-Europeans. The Non-Europeans areas, particularly the African townships, have almost no library facilities at all.

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This pattern of segregation is repeated throughout South Africa's cultural life. The result is that the vast bulk of the Non-Europeans only - the best grounds and stadiums, the best equipment. In Bloemfontein's new sports and stadium Non-Europeans are not even admitted to watch the games of Europeans. In the whole of Johannesburg there is not one municipality supported swimming bath for Africans. Teams representing South Africa in international sporting matches and at the Olympic Games are made up of Europeans only.

WHAT MUST BE DONE:

The Freedom Charter states:

The Doors of Learning and of Culture shall be opened.
The Government shall discover, develop and encourage national talent for the enhancement of our cultural life;
All the cultural treasures of mankind shall be open to all, by free exchange of books, ideas and contact with other lands.
The aim of education shall be to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace;
Education shall be free, compulsory, universal and equal for all children;
Higher education and technical training shall be opened to all by means of state allowances and scholarships awarded on the basis of merit;
Adult illiteracy shall be ended by a mass state education plan;
Teachers shall have all the rights of other citizens;
The colour bar in cultural life, in sport and education shall be abolished.

These are aims of the Liberation Movement in South Africa. All forms of segregation and discrimination in educational, cultural and sporting life must be under constant attack by the liberatory movement and their allies. The demand must be for the elimination of the colour bar and the establishment of equal facilities for all without distinction of race.

In particular, the campaigns against Bantu education must be kept in the fore-front, and fullest support must be given to the boycott of the schools as the most effective means of smashing Verwoerd's Bantu education plot against the people.

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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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