

EDUCATION VIGILANCE COMMITTEE

For 10 years of his life your child is going to be influenced by his school and his teachers.

It is your DUTY to see that he gets what you, his parents want for him out of his years of schooling.

But the TEACHER is the key to sound education.

His sole duty and responsibility should be to the child.

As teams of scientists worked together to discover the truth of science and revolutionised knowledge in that field, so teams of educationalists should be free to organise, experiment and teach with the one great objective—to help the child to expand and flower to his utmost capacity, mentally, physically and spiritually. He should grow character, acquire moral values, be capable of reasoned judgment and be put in touch with the world's treasure house of knowledge.

If this be the ideal, ways and means will be found to achieve this.

If the ideal be less, ways and means will be found to achieve this.

If the ideal is to turn out an indoctrinated, rigid, narrow, regimental automaton, MEANS WILL BE FOUND TO ACHIEVE THIS.

JUST EXACTLY WHAT DO YOU WANT OUT OF THE COMPULSORY TEN YEARS SCHOOLING PERIOD?

If you are interested telephone 45-4094.

THE EDUCATION BILL
AND
WHAT IT MEANS

PRICE 3d.

*Issued by the Action Committee for Freedom in Education,
P.O. Box 962, Pietermaritzburg*

THE EDUCATION BILL—WHAT IT MEANS

At the end of this pamphlet you will find the full text of the Bill to create a Union Education Advisory Council. On the face of it, it seems a harmless and even useful measure. But this is what lies beneath the surface of the legal language used:

The Advisory Council will not be independent

It will consist of full-time members who will be paid for the job. They are to be appointed *by the Minister*. (Clause 5, Clause 2 (1) and Clause 2 (4).) They will serve as long as the Minister chooses but not for longer than five years unless re-appointed.

Advisory Councils in the United States and Britain are composed of distinguished educationists who have their own independent posts and are not dependent on the Advisory Council for their living.

Will the proposed Advisory Council insist on giving advice that the Minister does not want or does not like? Will it attract men of independent mind? Or will it become a body of docile ministerial creatures?

The Advisory Council will not be representative

There will be ONE representative only from each Province; but the Minister may create a Council of twelve members, so that the Minister's own nominees can outnumber the representatives of all the Provinces voting together. The Minister may also veto the nominations received from the Provinces. No qualifications of any kind are laid down for members of the Council, except those nominated by the Provinces, nor is any other limitation placed on the Minister's power of choice. (Clause 2 (1) and Clause 2 (2).)

The Council will not only advise—it will also inspect, inquire into, and report on the work of schools

The Bill gives to the Council powers which are quite unprecedented for an Advisory Council. It may enter any school and demand any information or documents, and may do so "in connection with any matter affecting the basic principles of education"—a formulation which will permit of an inquisition into everybody and everything in any school. The only schools at present exempted are those—very few—which receive no financial aid whatever from the Provinces or the State. (Clauses 1 (v) and 4 (1), (2), (3), (4).)

The Bill interferes with the control of education by the Provinces.

In Clause 6 of the Bill, Provincial Councils are forbidden to legislate in matters concerning the education of white persons, without prior consultation with the Minister of Education.

The Bill envisages and provides for centralised education directed by the Government

In Clause 3 appear the following significant words:

“The Council shall advise *the Minister* generally in regard to the the policy to be adopted in connection with the education of white persons . . .”

“The policy to be adopted” in education is thus envisaged as a matter for determination by *the Minister* on the advice of his own nominees, and no longer as the responsibility of the Provincial Councils. Generally in regard to policy the Advisory Council is to advise only the Minister; and is to ignore the Administrators. Consultation between Advisory Council and Provincial Administrations is restricted to specific matters in regard to which Provinces ask for advice, or in regard to which the Council considers it necessary to offer unsolicited advice.

This assignment of policy generally to the Minister—to the exclusion of the Administrators—follows the lines of the second major policy statement of the Christian National Education movement (see below) which recommended that legislative powers over educational policy should be taken from the Provinces and vested in the central Government, with the Union Education Department “providing for legislation on the recommendation of the statutory advisory councils”.

The Bill has been planned for a long time

1948

Most South Africans interested in education know about the authoritative (and notorious) statement of Christian National Education principles published in 1948 by the Institute for Christian National Education with the full approval of the Federasie van Afrikaanse Kultuurvereniginge.*

1955

This “first great step towards the realisation of Christian National Education” was followed in 1955 by “a second event of great importance”, to quote Professor J. C. Coetzee, one of the signatories of the 1948 Policy Statement. This second event, writes Professor Coetzee (*Onderwys in Suid Afrika*, p. 329) “*was the intimate co-operation of the three Afrikaans churches in the formulation of an educational policy based on the Christian National Education principles—(’n onderwysbeleid gegrond op die C.N.O. beginsels). The fruit of this co-operation was the publication in the beginning of 1955 of the Memorandum on the Need for a Union Education Policy and for the Ending of Divided Control of Secondary Education. . . . The Churches gave their attention to the following question:*

the control of education, its spirit and direction (gees en rigting), religious education and the Christian basis, parental rights and especially the need for a national policy and a national council for education.”

*Those who do not should study the account of this document, which is itself not easily obtained, given in *Blackout*, published by the Education League, Box 1176, Johannesburg. Price 2/6.

For "early action by interim legislation" the Memorandum recommended the taking over by the State of the autonomous technical colleges. That take-over was at once announced and is now complete.

For legislative action they recommended the creation of a *Union Education Council* and the *central control of education policy*.

The Bill has thus been long and carefully planned. But the Provinces, the parents, and most educationists have had no share in the planning. The Bill is part of a larger design, worked out "in die stilte" for imposition by stages on all South Africa.

We have already seen:

The ending of parental option in Nationalist-controlled provinces.

The steady abolition of dual-medium and parallel-medium schools in favour of separate schools for English and Afrikaans-speaking children.

The undermining of the independence of private schools.

The taking over of the independent Technical Colleges by the State.

The violation of the autonomy of the Universities.

Dismissals of University teachers.

Attacks on the "conscience clause".

The campaign for "co-ordination" of secondary education, which means the imposition of State policy on all schools.

1960

THIS BILL IS AN IMPORTANT STEP TO THE CONTROL OF THE MINDS OF OUR CHILDREN. READ AND STUDY IT CAREFULLY. THEN JOIN YOUR LOCAL ORGANIZATION TO OPPOSE THE BILL AND ALL IT STANDS FOR:

INDOCTRINATION

INTOLERANCE

OBSCURANTISM

IGNORANCE

ASK THE MINISTER OF EDUCATION, BY TELEGRAM,

TO WITHDRAW THE BILL

THE BILL

BILL

To provide for the establishment of a Union Education Advisory Council and to determine its functions and to provide for other incidental matters.

(Introduced by the MINISTER OF EDUCATION, ARTS AND SCIENCE)

BE IT ENACTED by the Queen's Most Excellent Majesty, the Senate and the House of Assembly of the Union of South Africa, as follows:—

Definitions.

1. In this Act, unless the context otherwise indicates—

- (i) "Administrator" means an Administrator acting on the advice of the executive committee concerned; (i)
- (ii) "council" means the Union Education Advisory Council appointed under section two; (iv)
- (iii) "education" means education provided at a school; (iii)
- (iv) "Minister" means the Minister of Education, Arts and Science; (ii)
- (v) "school" means any establishment (other than a university or university college established by or under any law) at which education is provided, and which is under the control of the Union Government or a provincial administration or receives financial assistance out of public funds. (v)

2. (1) The Minister shall appoint a council to be known as the Union Education Advisory Council, to perform the functions entrusted to the council under this Act.

Appointment of Union Education Advisory Council.

(2) The Council shall consist of not less than seven and not more than twelve members, as the Minister may from time to time determine: Provided that in respect of each province there shall be appointed one person recommended by the Administrator concerned, who has special knowledge of education matters in that province.

(3) The Minister shall designate one of the members of the council to be the chairman and one of such members to be the vice-chairman of the council.

(4) A member of the council shall be appointed for such period, not exceeding five years, as the Minister may in each case determine, and shall, save in so far as the Minister otherwise directs, devote all his time to the performance of his functions under this Act.

Functions of council.

3. The council shall advise the Minister generally in regard to the policy to be adopted in connection with the education of white persons, and shall further advise the Minister and any Administrator in regard to all matters affecting education which the Minister or such Administrator may refer to the council or in regard to which the council considers it necessary to advise the Minister or such Administrator.

Committees of council.

4. (1) The council may with the approval of the Minister appoint such standing and other committees as it may from time to time consider necessary to perform such functions as the council may deem fit.

(2) Any such committee shall be constituted in such manner as the Minister may determine, but the chairman thereof shall be a member of the council.

(3) The Minister may after consultation with the Administrator concerned and any Minister of State concerned, appoint any committee consisting of a member of the council as chairman and two other persons as members, to carry out such investigation at any school as the Minister may in writing direct in connection with any matter affecting the basic principles of education.

(4) A committee referred to in sub-section (3) shall have access to any school, and may demand from any person exercising any authority in relation to such school such information and documents and such other assistance as the committee may require for the purposes of the investigation.

Remuneration and allowances of members of council and committees.

5. The members of the council or of any committee referred to in section four who are not officers or employees in the public service, shall receive such remuneration and allowances as may be determined by the Minister in consultation with the Minister of Finance.

6. No proposed legislation relating to the education of white persons shall be introduced in either House of Parliament or in any provincial council, *except after prior consultation between the Minister and any other interested Minister of State or Administrator.*

Regulations.

7. The Minister may make regulations as to—

- (a) the calling and conduct of meetings of the council and the quorum for and procedure at such meetings; and
- (b) any other matter in regard to which the Minister considers it expedient to make regulations in order to give effect to the provisions of this Act.

Short Title.

8. This Act shall be called the Union Education Advisory Council Act, 1960.

Functions of Council.

The Council shall advise the Minister generally in regard to the policy to be adopted in connection with the education of white persons, and shall further advise the Minister and any Administrator in regard to all matters affecting education which the Minister or such Administrator may refer to the Council or in regard to which the Council considers it necessary to advise the Minister or such Administrator.

Committee of Council.

(1) The Council may with the approval of the Minister appoint a standing and other committees as it may from time to time consider necessary to perform such functions as the Council may deem fit.

(2) Any such committee shall be constituted in such manner as the Minister may determine, but the Chairman thereof shall be a member of the Council.

(3) The Minister may in consultation with the Administrator appoint and any Minister of State concerned, appoint any committee consisting of a member of the Council as Chairman and two other persons as members, to carry out such investigation or any other work as the Minister may in any year refer to the committee with any rights affecting the basic principles of education.

(4) A committee referred to in sub-section (3) shall have access to any school and may demand from any person occupying any position in relation to such school such information and documents and such other assistance as the committee may require for the purposes of the investigation.

Remuneration and allowances of members of Council and committees.

2. The members of the Council or of any committee referred to in section 1 who are not officers or employees in the public service shall receive such remuneration and allowances as may be determined by the Minister in consultation with the Minister of Finance.

3. No proposed legislation relating to the education of white persons shall be introduced in either House of Parliament or in any provincial council, after prior consultation between the Minister and any other Minister of State or Administrator.

Regulations.

4. The Minister may make regulations as to—

(a) the calling and conduct of meetings of the Council and the committees and procedure at such meetings; and

(b) any other matter in regard to which the Minister considers it expedient to make regulations in order to give effect to the provisions of this Act.

Short Title.

5. This Act shall be called the Union Education Advisory Council Act, 1958.

EDUCATION VIGILANCE COMMITTEE.

Shinglewoods,
26, Hyde Park Estate,
JOHANNESBURG.

23rd May, 1961.

Dear Member,

We enclose a short history of the Education Vigilance Committee so as to keep you fully informed on all the activities of your Committee.

As you will remember we embarked on a four months' plan of activity at about the time of the Education Conference in February; that period will be over in June. We propose, therefore, to hold a large meeting to plan our next course of action, of all those who are interested in continuing activities in the field of Education. You are invited to attend this meeting, to be held at 72, Third Street, Lower Houghton, on 21st June, 1961, at 9.30 a.m., and if you have any ideas on what we should do next, please bring them for discussion.

(As you see, the venue is Mrs. Rankin's house. Mrs. Rankin is overseas for a few months, but her interest in the Education Vigilance Committee has not flagged at all and she wishes us to continue to use her house as headquarters. We all wish her an enjoyable trip and a well-earned rest.)

Copies of the lectures given at our Conference at Witwatersrand University are now available. We know that many people are interested in reading them - too many, we find, to enable our strained resources to cope financially with the demand. You will appreciate the fact that the cost of paper, duplication and postage is rather high, and we hope you will not object to sending a fee of 2/6d. (25 cents) with each request for a set of six lectures. Please send your orders to:

The Secretary,
Mrs. P. Kent,
Shinglewoods,
26, Hyde Park Estate,
Johannesburg.

You may be interested to know that Dr. Gwen Knowles Williams is organising an inaugural meeting of the English Academy of South Africa in

the / ...

the Dorothy Susskind Auditorium of the Witwatersrand University on Wednesday, Thursday and Friday, July, 19, 20 and 21, 1961.

Mrs. Margaret Webster (Shakespearean Producer) and Professor A. Norman Jeffares, member of the Literary Advisory Panel of the British Council have been invited to speak at the meeting. We urge every member of the Education Vigilance Committee to attend as many of the lectures as possible as it is not often we are privileged to hear people of this calibre speak in South Africa.

If you wish to hold a private meeting on Education at your house we can arrange for one of our speakers to address your group. (Contact Mrs. Tuck at 26, Sussex Road, Parkwood, Phone: 42-7967).

E.V.C. MEETINGS DO NOT REQUIRE A PERMIT. They are covered by a blanket approval.

SUMMARY.

1. Large meeting at 72, Third Street, Lower Houghton. 21st June, 1961.
2. Send for copies of lectures and enclose 25 cents to:

The Secretary, Mrs. P. Kent,
Shinglewoods,
26, Hyde Park Estate,
Johannesburg.
3. Inaugural Meeting of the English Academy of South Africa, in the Dorothy Susskind Auditorium of the Witwatersrand University, on Wednesday, Thursday and Friday, July, 19, 20 and 21, 1961.
4. For house meetings phone Mrs. Tuck.

Yours sincerely,

(Mrs.) PAMELA KENT.
Secretary.

RL:

THE HISTORY OF THE EDUCATION VIGILANCE COMMITTEE.

The Education Vigilance Committee was formed by a group of parents who were gravely concerned at the trend of education in the Transvaal, particularly after studying the Education Advisory Council Bill which had had its first reading in Parliament. The first official meeting of the Education Vigilance Committee was called at the home of its founder-chairman, Mrs. Doreen Rankin, in March, 1960, and was attended by parents and members of various P.T.A.s. Mrs. Sylvia Nell, of the Home and School Council, spoke about the Education Bill and the dangers of centralized education as envisaged under this Bill. So much interest was shown by parents at this meeting that other meetings followed and shortly afterwards the executive committee of the Education Vigilance Committee was formed.

Our Committee has three main objectives:-

1. To oppose the proposed Education Advisory Council Bill - or any legislation affecting education - until a special commission to investigate our complete educational system has been appointed.
2. To inform parents about educational trends in general; and
3. To encourage unity of aim in parents whose children attend different kinds of schools.

One of our strongest beliefs is that education should be controlled by educationists and should be outside the influence of party politics. We bear in mind the remarks of Mr. H. A. Rust, Nationalist M.P. for Piketberg, who had this to say in the debate on the introduction of the Education Bill: "The struggle for the control of the world will be fought out on the school benches of the world and nowhere else".

To further our objectives, Education Vigilance Committee speakers have addressed numerous meetings in country areas, as well as in towns such as Cape Town, Port Elizabeth, East London, Grahamstown and Bloemfontein. To date there are 50 Education Vigilance Committees in the Union and more are being formed. We have consistently tried to widen our circle by holding informal meetings in private homes, larger meetings in town and country, and by contacting parents from most of the schools throughout Johannesburg.

Because we were amazed at the ignorance of parents, early in our formation we asked a number of educationists to make a survey of bad textbooks - particularly in connection with history, race studies, vocational guidance and social studies. The resulting materials has been made available to our members. You will receive further reports from time to time.

At our meetings we have spoken a great deal about the kind of education we do NOT want for our children. It has, however, been the ultimate aim of the Education Vigilance Committee to draw attention to the positive aspects of education: to state the ideal education that parents would like, and to make constructive suggestions for achieving this. Early last year we drafted a tentative Children's Charter and this we hope to make the basis for discussion when planning our next Education Conference. In this Charter the duties of the State will be set out and the rights of children, parents and teachers will be entrenched.

You may ask what practical steps have been taken by members of the Education Vigilance Committee in fighting the Education Bill. Soon after our first meeting, parents wrote letters of protest against the Bill to their M.P.s and M.P.C.s. The Executive Committee also sent a flow of protest letters to educational authorities and to the Minister of Education himself.

Early in 1961 a nation-wide petition was launched to protest to the Speaker of the House against the Education Advisory Council Bill and to beg for leave for parents to present their case at the Bar of the House. This petition was instrumental in having a Select Committee formed to hear evidence from educational bodies and from parents themselves before the second reading of the Bill. We sincerely hope that this Select Committee may turn into a government Commission.

Perhaps one of our most successful activities was the Education Conference held at the University of the Witwatersrand in February. This was attended by more than 800 people - English, Afrikaners, teachers, parents, educationists, and others from three Provinces. The joint chairmen of the Conference were Professor N. Gourlay, Head of the Department of Education, and Professor A.E.H. Bleksley. The Conference was opened on a Friday night by Professor Pistorius, Head of the Department of Greek at Pretoria University, who gave a memorable address on "Education for Tomorrow's South African". Mr. M.A. Ruddock, leading figure in industry and commerce spoke on "Education as a Capital Investment". The Conference continued throughout Saturday, starting with four simultaneous morning sessions. The topic of each session was introduced by a formal paper lasting about half an hour, and was followed by informal discussion.

The Social Studies and History session was chaired by Dr. A.K. Fryer, Senior Lecturer in Political Science, and the speaker was Miss Eleanor Hawarden.

Professor P.V. Tobias, Chairman of the Institute of Man, was in the chair at the session on Race Studies, Guidance and Religious Instruction, and the speakers were Professor M.G. Marwick, of the Department of Social Anthropology and African Administration, and Miss Winsome Munro, Organizing Secretary of the Christian Education Movement.

Professor N. Gourlay was in the chair in the session on Mathematics and Science, and the speaker was Professor A.E.H. Bleksley.

In the session on "Language as a Tool", Dr. Gwen Knowles-Williams, of the English Department at Pretoria University, was in the chair, and the two speakers were Mr. Brian Rose, educationist, broadcaster and writer; and Mr. Peter Bekker, pioneer of African languages in schools.

Reports on the early morning sessions were made to the general assembly before lunch, and in the afternoon Mr. Raymond Tunmer, of the Department of Education, spoke on "Educational Reforms outside South Africa". Mrs. Sylvia Nell then spoke on the Union Education Advisory Council Bill, and the Conference ended with the calling for resolutions and a closing address by Professor N. Gourlay. Perhaps the most valuable part of the Conference was the discussion which followed each lecture. Members of the public were able to air their views on their children's education, and from these sprang many constructive resolutions adopted by the Conference. It was agreed that the Education Vigilance Committee form a continuing committee to implement these resolutions.

After the Conference the Education Vigilance Committee embarked on a new programme; since the various spheres of activity were to be widely divergent it was decided, early in March, that the formation of sub-committees would facilitate the implementation of this comprehensive programme. This method has been successful, since the following activities have been completed:-

1. The most spectacular success has been achieved by the sub-committee working on "Informal Talks". They began by arranging for speakers to address meetings in private houses, with the aim of making the objectives of the Education Vigilance Committee known to as wide a public as possible, and also with the object of recruiting new members. By 27th May, many such groups had held meetings, resulting in a most satisfactory number of people whose interest had been awakened, of both official language groups joining our Committees. Many more meetings are being organised for the future.

Their / ...

Their second field of action consisted of arranging for speakers to address Parent Teacher Association meetings in conjunction with the Home and School Council. So far 15 such meetings have been addressed by Education Vigilance Committee and Home and School Council speakers with one to come. The special value of the Parent Teacher Association meetings lies in our opportunity to cover those areas of town where we had previously had no entree, i.e. the Southern Suburbs, Kensington and Mayfair.

Their third venture was that of requesting all country - and ~~out-of-town members~~ - to form small groups for discussion and the dissemination of information. Batches of literature have been sent to people who required it; it is hoped that these latter groups will result in further enquiries and requests for literature.

The Hostess meetings will go into recess during July, but arrangements can be made for anyone wishing to hold one in August.

2. The Resolutions Committee's first activity was that of tabulating and organising the various Resolutions and Recommendations made at the February Conference. The resulting list was duplicated and circulated to all Education Vigilance Committee members and to all members of the Provincial Council. In accordance with one of these Resolutions interviews were sought and obtained with many M.P.C.'s before the Budget Session of the Provincial Council, in order to discuss some of our points of view which had been emphasized at the Conference. The M.P.C.'s were interviewed by two separate delegations, consisting of Education Vigilance Committee members who represented various Constituencies in the Transvaal.

A copy of the Report of this Sub-Committee is enclosed.

3. The Conference Committee is working on a new Conference to be held later this year, possibly in September.
4. An important activity is the draft of the proposed Education Charter for the Children of South Africa, which has been sent to various educationists for their comments; these have not yet been received.
5. Correspondence with people in key positions continues, on every aspect of interest to the Education Vigilance Committee. Some letters which have been written include those of protest to Mr. van Niekerk and to the Administrator, following on exceptional statements made by them on official occasions.

When the Administrator's new appointments to the Witwatersrand Central School Board were announced, letters were written to the four nominees requesting them very kindly to withdraw, in the interests of Education. (Two of them did so, although not obviously at our request, but their replacements, announced last week, are even more unsatisfactory).

Meanwhile the Education Bill has had its first reading, and a Select Committee has been formed to investigate its implications. When it was found that Memoranda might be submitted to the Select Committee the Education Vigilance Committee decided that such Memoranda, containing our objections to the proposed legislation, should be forwarded by each of our Committees in the four Provinces. If necessary delegations will be sent from each centre to speak to these Memoranda before the Select Committee.

This is being done at very short notice. We have here to thank Mr. John Cope and Mrs. Helen Suzman for informing us promptly on each activity to be undertaken.

The Memorandum from Witbank has already been submitted, and the Johannesburg Memorandum will be forwarded before the end of May.

Mrs. Doreen Rankin, our Chairman, has been personally responsible for the fact that all these activities were undertaken so willingly and promptly by our workers. We are all sure that her ability to carry out such a tremendous amount of hard work with so much exemplary tact and grace must be unequalled anywhere.

May, 1961.

The Education Vigilance Committee has three objectives:-

1. X to mobilise public opinion to oppose the reintroduction of the Education Advisory Bill, or any other piece of legislation affecting education at present.
2. X To increase public pressure for a special Commission to investigate the basic problems of finance, administration, instructional professional qualifications and responsibility in our educational system.
3. # If this is not forthcoming, to encourage the formation of a private independent body, to undertake that responsibility for us.

Organisational Plan:-

Sub-committees will be formed to deal with specific objectives, over a period not exceeding six months, culminating in a Conference which will be truly national in concept, and in delegations.

Liaison Sub-committee:-

Objects:-

- (a) To carry out the February Conference decisions.
- (b) To foster and maintain interest in education with all associations already in existence, and to explore ways and means to correlate activities undertaken by these bodies, so that we are all working together for one end.

Resolutions sub-committee:-

Objects:-

To make known in the appropriate quarters these recommendations and resolutions by:-

- (a) organising small deputations or meetings with M.P.C.'s, in each constituency to bring his attention to mounting demands for an investigation into our educational system, and to discuss with him the resolutions and recommendations of the Conference. To ask him to invoke standing orders to discuss them with the Provincial Council which will be sitting in five week's time.
- (b) to organise a deputation on a Reef-Johannesburg-Pretoria basis, i.e. the deputation should consist of representatives from as many AREAS as possible, and represent as many TYPES of schools as possible. ONE spokesman should set out the recommendations affecting the Transvaal, and ask for a speedy consideration and a positive answer.
- (c) letter dealing with resolutions and recommendations should be drafted in Afrikaans and English and sent to ALL newspapers.
- (d) the same letter, with an entreaty to view these recommendations favourably should be sent to the Minister of Education, Arts and Science.

Conference sub-committee:-

Objects:-

Out of this conference there must come a demand for a comprehensive and penetrating review of the educational structure of the country by:-

- (a) a Government-appointed Commission IMMEDIATELY, or:-
- (b) A private Commission sponsored by some private body.

Suggested terms of reference:-, Our Educational structure and its failure to be

- (a) A unifying force.
- (b) impervious to political pressures.
- (a) to produce a sound and efficient and expanding educational system.

Suggested theme:- Vision for the Future.

To be done in three parts:-

- (1) System.
- (2) Content of Education.
- (3) Charter.

Delegates to be invited from all Provinces, as well as Education Bodies, groups interested in education, and Bantu Education authorities like the Institute of Race Relations. As we are tackling ALL education now, this section will have to be covered.

Tea-time Talks sub-committee:-

Object:-

To widen the demand for educational reform, and a review of our entire system.

- (a) Two papers are being prepared which will deal in simple terms with the Education Advisory Council Bill and the Hofmeyr Advisory Bill of 1927 showing the radical differences in approach, and the second will reveal the structural weaknesses in our system.

All people who attended the Conference, and all those who have attended our meetings in the past will be circularised and asked to undertake the following activity:-

Each person is to invite ten other people, representing a cross-section of types of schools, i.e. convent, private, government, nursery, etc. to tea. A speaker will be sent, or the hostess will read the two papers and initiate discussion. The ten must not have attended any of our other meetings they must, in fact be "new blood", and those who show interest must be enrolled in one or other of our sub-committees or join in some of our activities.

A report on findings of these meetings must be written and sent in. It is of the utmost importance to find general attitudes as a commission or select committee takes important note of such attitudes.

If sufficient evidence is shown that such groups would like to develop into study groups, a sub-committee will be formed to "feed" such groups.

Education Charter sub-committee:-

Object:-

To draft final shape of the charter.

To send charter to a representative selected group to get support for such a document, i.e., trades and labour council, church bodies, mining, industry etc.

To introduce it at the Conference, as a document which should set forth in our legislature, our deepest beliefs in the matter of education, and which should safeguard future generations from encroachments in that field.

Speakers Panel:-

A roster of speakers should be compiled. There should be an initial briefing.

Work Party:-

These should be formed to undertake the immense task of envelope addressing, folding, and posting of letters, etc., connected with many of our projects. One organiser should be in charge of this group, and be contacted when jobs are necessary.

Transvaal Education Survey:-

This will draw a cross-section of Transvaal schools into the stream interested in education.

Education Quiz:-

This will spotlight our educational thinking of the moment. A Committee must be formed to undertake this activity.

Quiz Questions:-

Do you believe that every kind of school is necessary and should be encouraged?

Do you believe that unity can only be achieved when children share the same classroom?

If it is a choice between the common sense of the parent, and the common sense of an official, do you think the parent should have the prior right?

Is it desirable to have two completely different, separate streams of education (from nursery school to university), dividing the two white sections of the country on a language basis?

Is it desirable to experiment with church private, and high schools as parallel medium schools?

Will the cost of two different and separate systems be less in money than as a parallel medium system?

Is there a liaison body between all types of schools?

Schools Quiz.:- Private

I send my child to a ~~Government~~ school because:-

The Classes are smaller and individual attention is possible.

Attention can be paid to character-building as well as scholarship.

The children get a wider general knowledge

They are encouraged to interest themselves in subjects outside the school curriculum.

Their social obligations are not neglected.

I send my child to a Government School because:-

He mixes with all kinds and groups and this is beneficial.

His education is of a uniform pattern which helps him to find a place readily when he leaves school.

I pay taxes and therefore do not see why I should pay again for my child's education as does the parent who sends his child to other kinds of schools.

His chances of becoming truly bilingual are better.

I send my child to a Church school because:-

I am determined that he shall be properly trained in the faith of his parents.

The teaching staff is dedicated and the educational standards are high.

The staff does not change as frequently, and the child is not disconcerted by new methods or personalities.

The classes are generally smaller and allow for individual attention.

Pamphlet.

For ten years of his life your child is going to be influenced by his school and his teachers.

It is your DUTY to see that he gets what you, his parents, want for him out of his years of schooling.

But the TEACHER is the key to sound education.

His sole duty and responsibility should be to the child.

As teams of scientists worked together to discover the truths of science and revolutionized knowledge in that field, so teams of educationists should be free to organize, experiment, and teach with the one great objective, to help the child to expand and flower to his utmost capacity, mentally, physically, and spiritually. He should grow character, acquire moral values, be capable of reasoned judgement, and be put in touch with the world's treasure house of knowledge.

If this be the ideal, ways and means will be found to achieve this.

If the ideal be less, ways and means will be found to achieve this.

If the ideal is to turn out an indoctrinated, rigid, narrow, regimented automaton, MEANS WILL BE FOUND TO ACHIEVE THIS.

JUST EXACTLY WHAT DO YOU WANT OUT OF THE COMPULSORY TEN YEARS SCHOOLING PERIOD?

!

Prize winning essay - competition?

Ask teachers to get together in subjects and give us advice on new techniques.

MEMORANDUM.

Witwatersrand Women's Council.

Mrs. Cadman to be asked if we may address the Council, and all groups throughout the Transvaal. We need Afrikaans-speaking parents and this is one of the ways to find them.

We also need Afrikaans-speaking speakers for tours in the platteland.

We need a cross section of schools (parents of) to meet to consider educational reform.

Parent)Teacher's Organisations:-

All these, and parent organisation should be contacted:-

- (a) to be addressed for 10 minutes before any of their meetings on the need for educational reform.
- (b) to be encouraged to meet together, especially those representing different kinds of schools.

Church bodies:-

Meetings arranged between churchmen representing different aspects of education. E.G. Catholic, D.R.C., Methodist, Anglican, Hebrew etc.

Schools:-

Meetings arranged between heads of different types of schools. These meetings should always be with the parents, and be undertaken to show, in as friendly a manner as possible that we are all deeply concerned about our educational difficulties.

Collection of evidence:-

In certain districts, where the population is country and town, mining and industry, Afrikaans and English, a survey of education institutions their success of their failure as instruments of harmony, culture, character building and rationality, would be of great importance.

Church Societies:-

Ask for permission to address Mother's meetings, etc.

Associations:-

The N.C.W. Home and School Council, and every type of Body which can help to promote a demand for educational reform, should be approached and asked to mobilise throughout their ramifications.

Only two papers (?) will be used throughout. One deals with the weaknesses of our educational structure. The other deals with the basis difference between the Hofmeyr Advisory Council Bill and the present Bill. The object of both papers will be to promote a demand for a comprehensive review of our educational system, and for NO legislation to be introduced until such a survey has been done.

Distribution of pamphlets:-

Pamphlets on the Bill to be put in cars outside schools.

Individual and experimental activities:-

- (1) Involving different people and bodies.
 - (a) Letter asking various bodies such as the N.C.W., home and School Council, etc., to use the two papers we have already prepared and which will be enclosed at all meetings throughout the Union.
Same letter and plea to all Principals of Transvaal Schools.
Same letter and plea to Church bodies, P.T.A.'s, etc. Rotary, B. and P. etc.
THIS WILL INVOLVE A BIG WORK PARTY.

Transvaal Education Survey:-

A letter sent out to a selected cross section of Transvaal schools, the results to be assessed, and the findings to be publicised in the Press.

Education quiz:-

A simple exercise to discover whether you are a responsible parent or not. Result of quiz. to be sent in and results publicised.

These questions should be given earnest consideration.

- (a) How can we encourage unity of aims, and share information with:-
 - parents and teachers,
 - parents and teachers in different sorts of schools.
 - parents and teachers in schools in town and country.

inter steted groups in different provinces.

Experiments should be tried ~~XXXX~~ with meetings between heads of different types of schools, Between different P.T.A.'s and Parents Associations etc.

- (b) Education is the concern of the Provincial Council. How can we:-
Make the Council AWARE of our needs?
Galvanise the Council to carry our demands a further stage?
Induce the Province to give ear to the crying need for reform?
- (c) Is it possible, at this stage, to start the nucleus of a Body, which may have to act as a Commission to investigate the basic problems of finance administration, instruction professional qualifications and responsiblity in our educational system? How could it be sponsored? If it is formed, should it not start to collect evidence for the select committee to be appointed by the Government? Could it bethe nucleus of a permanent Education Council on thé lines of the Canadian Council for Education?

ACKNOWLEDGEMENT.

The Education Vigilance Committee wish to place on record their sincere thanks to the following for their invaluable assistance to the Conference on Education -

The University of the Witwatersrand, and its
Administrative Staff;

African Explosives and Chemical Industries Ltd.,
BP Southern Africa (Pty) Ltd. (Johannesburg Branch),

Mrs. D. Campbell,

Christian Education Movement,

Home and School Council,

National Council of Women,

The Press,

Shell Company of South Africa Ltd.,

Students' Representative Council,

The Witwatersrand Council of Education,

All the speakers of the Conference, especially the

Joint Chairmen, Professors N. Gourlay and A.E.H. Bleksley,

and - The Public for their enthusiastic interest and support.

(Mrs.) D. RANKIN,

CHAIR.

Prof Lighter

JOHANNESBURG,
17th February, 1961.

EDUCATION VIGILANCE COMMITTEE.

ORGANISATION. An ad-hoc Committee of parents, representing parents. Members are on this committee in their private capacity, but belong to such organisations as :
National Council of Women, Home and School Council, Church bodies, Business and Professional Women's Association, Christian Education Movement, University Associations, Transvaal Teacher's Association, etc.

OBJECTS. To rouse parents of school going children in South Africa and others to the urgent need for educational reform. To mobilise public opinion to oppose the introduction of ANY legislation affecting education, until the whole subject has been examined on a truly national scale.

ACTIVITIES. To that end we have :

- 1) Addressed meetings in all the main centres of the Union asking people to oppose the reintroduction of the Union Education Advisory Council Bill, first introduced in April 1960 to the House of Assembly, on the grounds of its giving overriding powers to the Minister of Education , Arts and Science; of many of its clauses being unacceptable but primarily because legislation should come only after full consultation -not before
- 2) Instituted a nation wide campaign asking constituents to :-
 - a) write on this matter to their M.P.C.'s
 - b) write to their M.P.'s.
 - c) write to Dr. Verwoerd.
- 3) We have launched a nationwide campaign for signatures to a Petition to be heard at the Bar of the House, where if given permission, we will again plead for education to be taken right out of the party political sphere. We will ask for an independent Commission to be appointed whose terms of reference will be an examination of the whole subject of education in South Africa.
- 4) We are having a Conference at the Witwatersrand University on the 17th and 18th February to examine Transvaal educational trends, and to try and find ways and means to achieve our objective -- which is nothing less than the best for our children.

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I would like to welcome you all here tonight, and also to thank Mr. Tunner for coming here to speak to us all.

As you no doubt know the Education Vigilance Committee was formed by a body of parents who were greatly concerned at the trend of education in this country, and still more concerned after studying the Proposed Education Advisory Bill, and it was decided to get together and do something constructive about these matters.

The Education Vigilance Committee has two main objectives:-

1. To mobilise public opinion to oppose the re-introduction of the Education Advisory Bill, and any other legislation affecting education until:-
2. Public pressure has brought about the appointment of a special commission which will investigate the basic problems of finance, administration, instruction, professional qualifications and responsibility in our educational system.

With these ends in view a most successful Educational Conference was held at the University in February, where certain Resolutions were put forward by the Public for representation in the appropriate quarters, and this Education Vigilance Committee was asked to carry on as a Continuation Committee to further the interests of education.

The Education Vigilance Committee submitted the Resolutions to the Provincial Council, after interviewing both the U.P. Caucus and the Nat.M.P.C.'S. You have no doubt seen in the Rand Daily Mail of the 15th May 1961, Mr. Van Niekerk's replies to our delegation, wherein he stated that appointments to school boards had always been made on political grounds, this we refuted, and he thereafter stated that persons appointed to School Boards should firstly be educationalists, to which we agreed, but deplored his second statement that the next consideration must be sympathy with National Party Ideals. This last statement, is

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