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Volume 2

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ASSESSOR

Christie Hse

AB15

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28/9/87

(20) 29/1/87

for "ABIS" SAN ROC.
P.O. BOX 235
LONDON NW3-5TS

Our Dear Consales,

The United Democratic Front today comprises ^{some} ~~about~~ ^{thousands} ~~in~~ ^{community} hundred
worker, church, political, sport, etc organisations of all the people of
our country. As you know, it was formed to resist legislation
designed ^{to} retain and extend apartheid in the life of the nation,
including apartheid in sport. And the so-called New Constitution
Act and related Keornw, laws and bills does just that.

It is in this light that the decision of the England Rugby Union to tour
SA next month has come as a crippling blow to our people - Black and
White. We watched agonisingly as you and other Anti-Apartheid ^{groups} and
people around the world strived to stop this racist tour. ~~and~~ We
^{therefore,} were shattered when the final decision of the England Rugby Union
became known.

The English Union should have known as everybody does that in
this country every aspect of life, including sport, is permeated by
the most blatant racism the world has ever seen. The best sport
facilities remain a special preserve for white sports persons. For instance,
the best soccer and rugby stadiums in the Pretoria - Kaledon
Stadium and Loftus Versveld - may only be used by white
soccerites (in the case of the Kaledon) and white rugby players (in
~~that~~ ^{that} of Loftus Versveld). Indeed Loftus Versveld, ^{and} ^{and}
other stadiums in which the English players will engage
the Springboks are exclusively white play grounds. Such
examples of discrimination in African sport abound in
every sporting code in this country.

The visit of the English rugby players, if it does finally take
place will be seen by our people as a deliberate endorsement
of these racial disparities in SA sport, and contempt for
our people's expressed and demonstrated opposition to apartheid
in sport.

We of the UDF condemn this tour without reservations. We fully ally ourselves with your efforts in this matter and pledge ourselves to examine possibilities of translating our opposition to this and similar ^{future} tours into practical forms of action whatever the price may be.

Meanwhile be assured of our people's full and unwavering support for your selfless efforts.

Mandla! Matla!

Yours in the struggle for a non-racial future,

MOSIUDA LEKOTA.
(UDF - PUBLICITY SECRETARY)

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28/9/87

CRADOCK - A COMMUNITY UNDER THE WING OF THE
DEPARTMENT OF EDUCATION + TRAINING AND SECURITY P.

BACKGROUND - Cradock school joined the staff
 The present boycott of schools by community and students in Cradock is a microcosm of the general education crisis in the country. Over the last few years or so school results have deteriorated drastically, with the ^{most} December 1983 results hitting the all-time low of ^{more or} less than 150% passes. At the same time, the discipline of the DET itself showed a marked collapse with repeated smuggling of examination question papers well in advance of sittings and the sale of these ^{directly} to students or indirectly via second layer black market distributors. Then, too, the perennial and ~~existing~~ ^{worsening} shortage of teachers compounded the problem especially, because state expenditure ^{on black education} ~~has~~ continues to lag far behind that on white children's education.

The net effect, therefore, of poor Black educational performance has been to drain ^{whatever} Black confidence had been in the Det until today where the Det is completely and utterly discredited and rejected.

2. From Cooray-Reinett to Cradock -

The central figure in the Cradock boycotts is a tiny giant called Matthews Coorine. (It may well be that he is Matthews after the late Prof. Matthews who ^{figured prominently} ~~headed~~ the Cape Provincial Congress before the ANC was banned and was admired by all who knew him.) But because Coorine was a physics and mathematics teacher his students fondly called him Maths.

Maths was initially arrested in the Trausker, sentenced ~~and~~ and

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 28/9/87
 Representations were made to the authorities. On 1st February a delegation saw the Regional Director, Mr Melbourne in this regard. By then students were already demanding an S.C. got a more effective representative structure instead of the ineffective prefect system. By the 3 February when issues were discussed once more students were informed that nothing could be done about the S.C. The boycott had now been joined by the Sam Khali See School, who were demanding that Cosvine should be returned to their school if Legelible ^{where he had served as vice-principal} staff was not pleased with him. This effectively put all students in the boycott campaign ^{with} the community very indignant at the attitude of the education authorities.

Instead of addressing the situation by meeting students and community demands police were called in and ~~teargassed~~ teargassed boycotting students and so on. In a meeting called by Cradock it was resolved that parents and students should avoid assault and rather that the community should find out why police were called and why.

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 That Friday after short-break students did not return to class according to Mr. Magade. He said he had seen some students pull others out of class and had defended cooperative students. He had never asked students why they ~~had~~ not returned to class ^{and} that he had refused to negotiate ^{with} them ~~and~~ and called ^{the} police. The account goes on to state that the ^{SA} justified evidence is that security police had just their own children and then ~~SA~~ ^{SA} police moved in.

On review the area-inspector felt found that police were wrong and reported that station-commander should be seen in this regard. The S.C. then advised those ~~parents~~ to buy

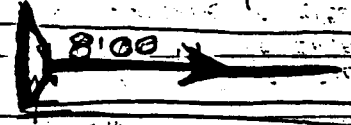
STAR = Jo-Ann.

Arbetet = Labour.

- ① Star → ~~Star~~ Live and Let Live = UDF.
- ② + R10,000 UDF Pres + Secretaries
MEMO = 27 May

Pay homage to the safe-guarding of human rights as enshrined in the UN Charter demands for human liberties + rights.

WILSON - Chairman
get. three years for
efforts against the hateful
and peace threatening
Apartheid policies



AB16

WORKERS, WORKERS, BUILD SUPPORT FOR THE STUDENTS STRUGGLE IN THE SCHOOLS

Rev AB 16"

For many months 1000's and 1000's of us have struggled in the schools. We students united in massive boycotts to FIGHT FOR OUR DEMANDS:

- * STUDENT REPRESENTATIVE COUNCILS (SRC) IN EVERY SCHOOL.
- * AN END TO ALL AGE RESTRICTIONS.
- * FOR THE REINSTATEMENT OF EVERY SINGLE EXPELLED STUDENT.
- * FOR FREE BOOKS AND SCHOOLING.
- * FOR AN END TO ALL CORPORAL PUNISHMENT.
- * IN PROTEST AGAINST THE NEW CONSTITUTION WHICH EXCLUDES THE MAJORITY OF PEOPLE, IS RACIST AND ANTI-WORKER.

- LIKE YOU WORKERS : we want democratic committees under our control (SRC) to fight for our needs.
- LIKE YOU WORKERS : we students are prepared to fight all and every dismissal from our schools.
- LIKE YOU WORKERS : WE defend older students from being thrown out of our schools, just like you defend old workers from being thrown out of the factories.
- LIKE YOU WORKERS demand free overalls and boots so we students demand free books and schooling. And students don't pay for books and schools IT IS THE WORKERS WHO PAY.

JUST AS THE WORKERS fight assaults against the workers in the factory so we students fight against the beatings we get at school.

From Cradock to Pietersburg, from Paarl and Capetown to Vereeniging, from Thembisa, Saulsville, Attridgeville, Alexandra, Wattville, Katlehong we have come out in our 1000's in mass boycott action.

WORKERS, YOU ARE OUR FATHERS AND MOTHERS, YOU ARE OUR BROTHERS AND SISTERS. OUR STRUGGLE IN THE SCHOOLS IS YOUR STRUGGLE IN THE FACTORIES. WE FIGHT THE SAME BOSSES GOVERNMENT, WE FIGHT THE SAME ENEMY.

Today the bosses government has closed many of our schools. OUR BOYCOTT WEAPON IS NOT STRONG ENOUGH AGAINST OUR COMMON ENEMY, THE BOSSES AND THEIR GOVERNMENT.

WORKERS, WE NEED YOUR SUPPORT AND STRENGTH IN THE TRADE UNIONS.

WE STUDENTS WILL NEVER WIN OUR STRUGGLE WITHOUT THE STRENGTH AND SUPPORT FROM THE WORKERS MOVEMENT.

** PREPARE FOR A JOINT MEETING OF STUDENTS AND WORKERS TO DISCUSS CONCRETE SUPPORT FOR THE STUDENTS STRUGGLE. **

Workers, we students are ready to help your struggle against the bosses in any way we can. But today we need your support.

Issued by Cosas Transvaal Regic

Pass. Acc (2)

AB17

(16) 4/9/87

8th Anniversary

Page AB17



CHANGE ?

The turmoil in the Black secondary and tertiary institutions of education, over the past few months, is a clear indication of the regime's intransigence and arrogance to lead this country on a suicidal path of destruction - unless we do something.

That more than six-thousand (6000) STUDENTS HAVE BEEN FORCED INTO THE STREETS by the DET is murder. Murder in the sense that these students will now be forced to join the thousands of the unemployed -cheap labour, who suffer exploitation at the hands of the capitalists hyenas.

Talking of fiddling while Rome is burning, P.W. Botha is presently selling his constitutional proposals to the outside world. We do not for a single moment suspect that he is unaware of what is happening inside the country. All the countries that will be hosting him should realise that they are sanctioning the closure of the doors of learning to thousands of Black children.

As P.W. Botha shakes Margaret Thatcher's hand, a Black child is dying of starvation, a Black community is being forcibly removed and resettled and a Black man is being arrested for a pass...

Now, as Black people are preparing to commemorate those brave sons and daughters who died on the 16th June 1976, when the regime unleashed its fury on unarmed students, the system is continuing to use its jackboot-strong-arm tactics which are once more evidenced in the

* RAIDS ON THE PEOPLE'S MOVEMENTS AND IT'S LEADERS.

* CLOSURE OF SCHOOLS AND VARSITIES.

* DEPORTATION OF LE MURDERERS FROM THE PSEUDO-REPUBLICS.

* STIFFLING OF WORKERS' ASPIRATION.

We pledge our solidarity with the students (all) who have been affected with high hand of the system. We, more vehemently than ever before, support the students of Ongoye in their call for the dismissal of the "bespectacled" tribal chief Gatscha Buthelezi, as chancellor of UNIZUL.

FORWARD WITH AN EDUCATION THAT WILL RESPOND POSITIVELY TO THE NEEDS OF AZANIA!!!

DOWN WITH AN EDUCATION AIMED AT EQUIPPING THE WHITE STUDENTS WITH A GRANDIOSE SENSE OF SUPERIORITY!!!

3

8 YEARS LATER...

Ninetyfive (95) months later after the uprisings of 1976, the regime's unrelenting suppression continues to find expression. We focus briefly on the events in the high schools and colleges, which clearly show that the shadow of June 16 1976 still hangs over our country:

*ATTRIDGEVILLE.

Over six thousand (6000) school children have been arrogantly forced into the streets by Barend du Plessis, because their demands could not be met. The students demanded:

1. The introduction of democratically elected student representative councils (SRC's) in their schools.
2. The abolishment of corporal punishment.
3. They complained against the amorous advances the teachers were making towards female students.

The answer was: STUDENT LEADERS DETAINED, OTHERS CHARGED AND YET MANY MORE SUSPENDED.

*CRADOCK

In this area Black students have been boycotting classes for almost the entire period since the academic year 1984 began. A deaf ear was visited upon them by the DET and similar repressive measures employed. Seven students of between 12 and 14 years were detained by the SB's and are still in detention.

*UNITRA

The puppet republic of Transkei is no different from the racist S.A. regime. In fact this is a typical bunch of remote-controlled-battery-charged collaborationists. The demands of the Black students here could not be met. The 'varsity was arbitrarily closed and four lecturers deported from the pseudo-republic. Charges were brought against 137 students (COTRAVENTION OF THE STATE OF EMERGENCY) that had been declared! The charges were later withdrawn; the demands of the students still stand.

*UNIVERSITY OF THE WESTERN CAPE (UWC)

Indeed! The shadow of 1976 still hangs over our heads. The authorities at UWC are once more forcing Afrikaans as medium of instruction down the throats of the Black students there! At this campus too, boycotts have punctuated the progress of the academic programme.

(4)

*TURFLOOP

Prof. Mokgokong is creating a red herring for the inadequacies of his administration, in futility. He is once more trying to convince us that the "subversive elements" here are always at work or just before the exam time. One student leader there correctly pointed out that "students protest at such times, because it is at these times that the admin. kicks us in the teeth". By the use of the one and only weapon in the hands of students (boycott), the authorities re-adjusted the previously congested exam time-table as the students had demanded.

The students were also given an assurance that the question of the insensitive economics lecturer there would be attended to.

*MEDUNSA

Boycotts are not only effective when the academic progress of the students is threatened. Recently the Medunsa students "put their actions where their mouths are"; "BLACK STUDENT WORKER SOLIDARITY" was practised when the students, in solidarity with the FEDICS WORKERS (en masse) protested against the unfair dismissal of a worker there. The worker, Mr Michael Moeketsi, was subsequently re-instated.

*UNIVERSITY OF CAPE TOWN (UCT)

For a Black student, insensitive treatment remains a reality wherever he is. Accommodation facilities not adequate (for Black students that is) As it ensues, 500 Black students summoned to appear before the disciplinary committee, then a total boycott of classes (by Black students that is) logically follows. Among other things the students' resolution to boycott noted: "Arbitrary and dictatorial" closure of schools in Pretoria, Unitra and the boycotts at UWC, Fort Hare and elsewhere in the country as a response to harsh bantustan controls, gutter education and the political oppression of our people."

*ONGOYE

No force, no matter how strong, can stand in the way of righteousness forever. In spite of the October '83 massacre, in spite of the repressive measures by the Kwa-Zulu government and in spite of the "allegiance" pledge, the students at Ongoye continue unafraid to call for the dismissal of that running-dog tribal chief Gatsha Buthelezi as the chancellor of UNIZUL.

*The catalogue is indeed inexhaustive!!!

Boycott all ethnic and multiracial graduation ceremonies

A ceremony is understood to be a final gratitude of a person's hard-earned achievement.

In capitalist societies this achievement remains an asset of an individual, and is used to boost the individual economically. The unsuspecting community congratulates a graduate, with the hope that such acquired skills are going to be used for the improvement of society in general. This dream is however not realized in capitalist societies, South Africa included. Instead such skills are used to promote individualistic benefits at the expense of the majority of the people, in S.A. the black working class. Because graduation ceremonies are but a gesture of final gratitude to a student's hard-earned degree, they are appropriate and well deserved occasions in a capitalist society.

Let us focus on the situation in South Africa. The ruling class in this country believes in false and destructive concepts of ethnicity and racism. Our schools are ethnically segregated, and this segregation extends to universities. In actual fact no institution of learning qualifies to be called a university in this country. This is so because the ruling class has through legislation maintained and controlled the racial and ethnic composition of the student population in these institutions. This is indicative of how SICK our society is. The truth of the matter is that in this country we have ethnic and multi-racial institutions, and none is better than the other. They teach and prepare white students to be bosses and owners of monopoly industries, and black students to be subservient to the white bosses and aspire for white positions at the expense of the black working class.

Since there exist no normal institutions of learning in this country, we find ourselves without any alternative, but to attend these institutions. The most striking reasons amongst all, why we attend these institutions are the following:

1. Education is a necessity and forms an integral part of any developing society.
2. Through our determination and dedication to the struggle for liberation, we can use this very indoctrination-oriented education to eradicate racism and capitalism as it stands today.
3. It is impossibly expensive for our racially oppressed and economically exploited working class parents to send us outside this country to obtain education.
4. We believe that, since we are aware of the objectives of this system of education, we can subvert its aims and use it for our liberatory purposes.
5. Our attending these institutions is under severe protest, and as such cannot be seen as an act of acceptance of the system of education.

Graduation ceremonies in S.A. cannot be viewed in isolation from the educational system as a whole, since the former is the culmination of the latter.

Whilst attending these institutions has some justification, one has to do this under severe protest, with the sole objective of transcending capitalist education which is an instrument of exploitation and using it for the benefit of society as a whole. It suffices to say that education in S.A. is geared towards instilling in us an unshakeable sense of individualism. It has also been used by the white ruling class to alienate the black student from the true aspirations of the black working class, whilst lulling the black student with a false sense of security and comfort. We have been seeing in this country, people who have been using their education to suppress the black working class's increasing hostility to the racism and capitalism being perpetuated by the white ruling class.

In S.A. justification for graduation ceremonies for black students does not exist at all; because it would be a desecrate contradiction of oneself to protest against a system in winter and glorify it in summer. Anyone who does this is a liar and betrayer of one's own principles. For us black students our stance is clear—our protest against attending these institutions includes our opposing graduation ceremonies. To this end, the Azanian Student Movement (AZASM) noting that :

1. These ethnic and multiracial institutions use these graduation ceremonies as their towering glory to authenticate the myth of separate development.
2. These ethnic and multiracial graduation ceremonies are hunting-grounds for capitalist agents who want to use black students as the lieutenants of oppression and exploitation of the black working class.

3. These ethnic and oppressive perpetuations must be exposed to the black community as they have the most dangerous implications.

Therefore resolved that:

1. Black students must be encouraged to boycott these ethnic graduation ceremonies.
 - Black students must be encouraged to resist all attempts by the white ruling class to co-opt them, and use them as a buffer against the true aspirations of the working class.
3. The Black community as a whole must be encouraged to actively support this call by AZAEM

From the above, it is clear that whilst the S.A. white system persists, there will be no reason for us to attend graduation ceremonies kept for the glorification of racism and capitalism, from which tribally and ethnically oriented education transpires. Graduation ceremonies have a negative contribution to our struggle, and are geared towards the promotion of elitist and other counter-revolutionary tendencies. The boycott of these ceremonies is a little but significant contribution to our struggle for total emancipation.

No individual committed to the quest for a unitary Azania, with a single education system, geared towards the needs of the Azanian nation can afford to honour these ceremonies. Such people will be counted amongst those responsible for retarding our liberatory efforts.

There is no struggle without sacrifices.

Forward to a liberated Azania.

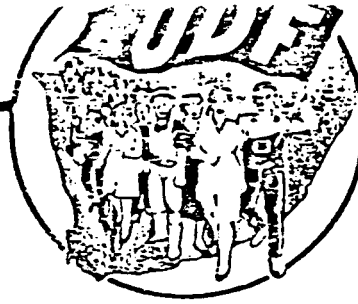
ONE AZANIA ONE NATION

By AZASM
PUBLICATIONS COMMITTEE

AB18

UNITED DEMOCRATIC FRONT

JDF UNITES! APARTHEID DIVIDES!



Rev 'AB 18'

NATIONAL OFFICE

KHOTSO HOUSE
42 DE VILLIERS STRE
JOHANNESBURG
P.O. BOX 10366
TEL: 29-1916
29-1917

The Secretary
UDF NORTHERN CAPE

19 June 1984

Dear Comrades

We have witnessed during the last few months, unfolding in our country, conditions similar to those which led to the historic 1976 student revolt.

Six schools have been closed in Pretoria. Several students throughout the country are either boycotting classes or are in detention. In Cradock at least ninety five (95) people have been arrested since the students started boycotting classes following the transference of their teacher, who is the only maths teacher in that school, Mr Matthew Goniwe by DET.

Of all the places affected by the crisis in schools, Cradock stands out as a monument of brutal police repression. The entire student community and youth leadership has been detained.

At one stage Cradock was surrounded by the police. People from outside this area could not enter it without being subjected to tortuous questioning. Attempts were made by the police to isolate Cradock from the rest of South Africa;

During that period, very little came out of the Front in the form of condemnation despite the fact that both the community and Youth organisations in that area are affiliates of the Front.

The N.E.C. recommends to all the Regions, even at this late hour, to call mass meetings on a date that shall be dubbed the National Day of Solidarity with the people of Cradock. On that day, the call for the release of Matthew Goniwe must come out loud and clear! I suggest the ~~23rd June~~ 1984 for this event.
22nd July

I wish to appeal to Regions to submit to the National Office, detailed reports on the education crisis. This may be very helpful at the mass meetings referred to above, in order to give the masses a picture of what is happening nationally in schools and universities.

Please discuss this matter both in your R.E.C.'s and R.G.C.'s.

Yours in the Struggle


POPO MOLEFE

General Secretary

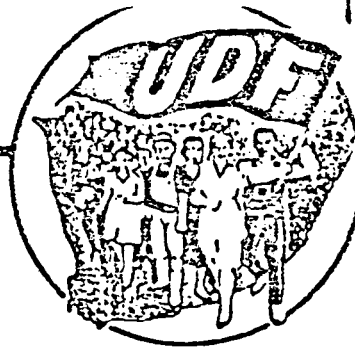
Presidents: Oscar Mpetha, Albertina Sisulu, Archie Gumede
Eastern Cape President: Edgar Ngoyi
Border President: Steve Tshwete

National Treasurers: Cassim Saloojee, Mewa Ramgobin
National Publicity Secretary: Mosiuoa 'Terror' Lekota
National Secretary: Popo Molefe

① 19 287487 docum ②

UNITED DEMOCRATIC FRONT

JDF UNITES! APARTHEID DIVIDES!



Ben "AB19" O
A

Copy
NATIONAL OFFICE

KHOTSO HOUSE
42 DE VILLIERS STR!
JOHANNESBURG
P.O. BOX 10355
TEL: 29-1916
29-1917

30 January 1985

TO ALL REGIONAL SECRETARIES

Dear Comrades

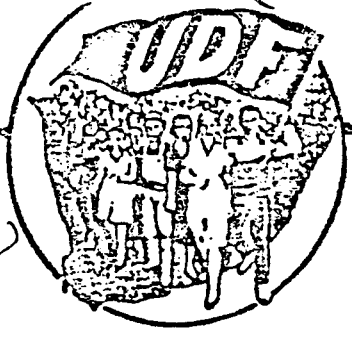
Please pass on the enclosed Memorandum to Parents Committees, churches, prominent personalities, union, etc in your Region.

Your co-operation will be highly appreciated in this regard.

Yours in the struggle

E. Maleka

ESTHER MALEKA



No (19) (admitted workers)
28/1/87

MEMORANDUM TO:
FROM: UDF & COSAS - P MOLEFE AND J KHUMALO
DATE: 21 JANUARY 1985

PROPOSALS FOR DISCUSSION ON EDUCATION CRISIS

On January 17, 1985 four representatives of the Congress of South African Students comprising two N.E.C and two R.E.C members, met with the National and Regional Secretaries of the UDF at the latter organisation's offices in Johannesburg to assess the state of Education.

The following observations were made:-

1. That there was general confusion as students did not know whether to go back to school or not.
2. That whilst some students had gone back to school, many were still out on boycott. e.g P.E., Fort Beaufort, Cradock, Lamontville, Uitenhage registering almost 100% boycott. The Vaal, Soweto and Pretoria have relatively higher numbers of students at school but not all students have gone back.
3. That the Congress of the S A Students has not been able to make a national call of any kind because of a variety of problems manifesting themselves differently in different regions and localities. Although the overall demands are as previously stated by COSAS, there are other problems such as unfair dismissal and/or suspension of teachers and students. We have here in mind the situation in Cradock and Lamontville where teachers have been arbitrarily dismissed. Here students and parents are determined that there will be no going back until the teachers are re-instated.
4. That although earlier on the D.E.T seemed willing to resolve the crisis, it seems like they are returning to their all time intransigence. This means that they may not resolve the crisis even in the short term.

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28/9/87

5. That ~~although some students have gone back to school the potential for another school boycott and violence at a larger scale will be a great one if D.E.T does not meet the demands of the students.~~

6. ~~That the students are on the threshold of victory and that this should not be allowed to slip out of our hands.~~

7. That there is a need to expand the campaign by involving other forces such as the churches, unions, prominent personalities like Bishop Tutu, Allan Boesak, Arch-bishop Hurley, SACC, SACBC, etc. and to provide a clear direction in this regard.

8. That there is a need for an assessment of possible involvement in the Education Charter Campaign by the Parents Committees.

9. That there is need to a serious assessment of the attempts by the D.E.T to setup Parents Liaison Committees and the possibility of replacing same with democratic structures of parents.

The UDF and COSAS urge you to discuss the above questions and to come out with practical suggestions as soon as possible. The most concrete and crucial question facing us is, precisely How can we intensify the campaign in the event of the D.E.T refusing to meet the students' demands?

It shall be appreciated if the matter can receive your urgent attention.

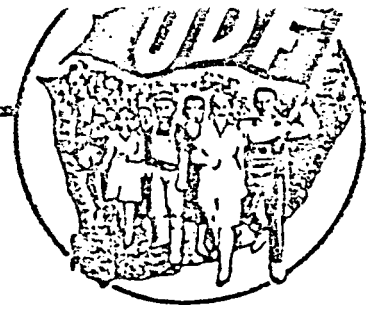
Yours in the struggle,

POPO MOLEFE
GENERAL SECRETARY



UNITED DEMOCRATIC FRONT

OF UNITES! APARTHEID DIVIDES!



NATIONAL OFFICE

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RURAL ORGANISERS

JOB DESCRIPTION

Introduction

With the growth of the UDF comes the need to advance the level of organisation in all parts of the country. Largely, the urban areas allow for the development of organisations whilst conditions in the rural areas are often more difficult. The task of the rural organiser is to assist with the growth of organisation in outlying areas. It is the stated belief of the UDF that the presence of the Front itself ripens the conditions for the formation of organisations. As an employee of the UDF, the rural organiser has to ensure a UDF presence in the defined region e.g the responsibility is to ensure a UDF presence first, the day-to-day running of affiliates is not necessarily an integral part of this process.

ACCOUNTABILITY

Rural organisers are employed by the National Office and work under the immediate direction of the Regional Steering or Executive Committee. At the point at which an RGC is formed, the rural organiser will become directly accountable to it. The organiser is thus required to communicate regularly with the National Office and to submit monthly reports and plans thereto whilst maintaining a balance between this accountability and the immediate responsibility to the R.E.C/R.S.C.

OVERALL ROLE

As earlier outlined, the rural organiser's primary task is to establish an organised UDF presence in the region. The rural organiser is a catalyst for action and his/her duties will include the following:-

1. Organisation of mass meetings
2. Production of media appropriate to the needs of the region
3. The Education and Training (in consultation with or with the assistance of the National Office) of emerging activists in the region,

2/.....

Presidents: Oscar Mpetha, Albertina Sisulu, Archie Gumede
Eastern Cape President: Edgar Ngoyi

National Treasurers: Cassim Saloojee, Mewa Ramgobin
National Publicity Secretary: Mosiuoa 'Terror' Lekota

4. Making available appropriate resource material in the region
5. The identification of issues to advance a UDF presence and/or give rise to the formation of organisations.
6. Arranging regional gatherings of the UDF in the region
7. Co-ordinating work of affiliates within campaigns of the Front
8. Building good relations with non-affiliated organisations

AB20

Pos Amended Kwasi

(16) 4/9/87

FACING THE CRISIS IN BLACK EDUCATION

From discussions of the meeting which was held on the 24th March 1984 it was generally agreed that the standard of education was deteriorating by the day as evidenced mainly by poor results.

1. SOME OF THE CAUSES OF POOR RESULTS

The following were noted as some of the causes of this crisis in education.

1.1 Inequality in Education

The fact that this crisis affects particularly black children.

Shows that separate education can never be equal and the same. The following facts clarify this problem.

- (i) R1 221,00 is spent on each white child (A total of R2 063 million for only 996 276 white children)

whilst

R165,23 is spent on each black (African) child (A mere total of R1 160 million for 5 303 542 black children)

i.e. SEVEN TIMES MORE IS SPENT ON THE WHITE CHILD THAN THE BLACK CHILD.

- (ii) The pupil/teacher ratio in black Schools is 43:1 whilst in white schools it is 18:1

i.e. THERE ARE MORE STUDENTS FOR EACH TEACHER IN BLACK SCHOOLS MAKING LEARNING MORE DIFFICULT AND THE TASK OF THE BLACK TEACHER ALMOST IMPOSSIBLE. OVERCROWDING IS THE ORDER OF THE DAY IN BLACK SCHOOLS.

- (iii) There are more well build schools for white children than for black students with better facilities, equipments, and teaching aids.

1.2 Lack of Qualified Teachers

With 77% of teachers in black schools underqualified as compared to 3% in white schools there is no possibility of achieving good results in these schools. Even the very few qualified teachers leave teaching because of the frustrating conditions under which they have to work.

1.3 Demoralizing System

Both teachers and students in black schools are almost completely demoralized with no motivation to push forward against an unworkable and oppressive system.

Both teachers and students fail in many ways to play their part.

1.4 Tension Between Teachers and Students.

Tension between students and teachers is so high that learning in these schools become almost impossible (atmosphere not conducive for learning)

Besides the fact that both students and teachers are demoralized and unmotivated the system itself is such that students find themselves fighting with principals and teachers in the process of fighting the system whilst principals and teachers find themselves fighting against students to safeguard their positions (jobs).

1.5 Leakage of Question Papers

Lately there is almost a constant in history a leakage of Examination Papers every year.

1.6 Corruption in the Department Itself.

Most parents suspect that there is corruption within the Department of Education and Training itself and thus have suspicion that:

- The pass rate is being controlled for political reasons on the one hand and for the benefit of the economy on the other.
- That some or most of the papers of children are not marked with marks allocated
- That the administration itself may, be so poor that there is no way of avoiding errors in the process examining children.

2. OTHER PROBLEMS (COMPLAINTS)

The meeting also raised the following as some of the problems affecting the education of black children in the country.

2.1 Age Restrictions at Schools

According to the law which was gazetted by the Government in 1981 the following age limits were prescribed for African pupils:

Standard 5	16 years
Standard 8	18 years
Standard 10	20 years

2.2 Disciplinary Methods

Corporal punishment in schools the misuse and effect thereof.

2.3 Teachers Conditions of Employment

That the conditions of employment and their salaries are so poor and restricting that these schools loose good staff.

2.4 Quality of Education

That black parents are not allowed to ~~participate in~~ determining the quality of the education of their children in terms of its aim (Objectives, ~~goods~~), *goals*, contents (Syllabus) and methods.

3. PROPOSED PROGRAMME OF ACTION

Having noted all the problems raised above a two ~~page~~ *pronged* programme in involving both parents, teachers and students is being proposed: (1) Monitoring of the education of the children. (2) Working towards the scrapping of this oppressive educational system to substitute it with a progressive system of education controlled by the people.

3.1 Monitoring System

(i) Parents Participation with Teachers and Students

It is proposed that an association of parents which will involve both teachers and students be formed to take responsibility of monitoring the education system and monitoring the life and work of students at school. This will involve

- ~~Teaching~~ *Checking* on the progress of children daily by looking through the work of the child in each subject.
- Obtain copy of the syllabus in each subject to be able to compare it with the work of the students and make sure the syllabus is completed.
- Visit the school whenever there is a problem and unsatisfactory condition in the progress of the child.
- Try to win teachers on our side where ever possible
- Attend to grievances of students and teachers on one hand and the problem of the Department on the other.
- The Association to conduct sessions with parents to acquaint them with these monitoring systems and get volunteers to help those who cannot do it themselves.

(ii) Scientific Approach

That resource and research organizations/persons be approached to provide a Scientific back-up system to the parents' programme by studying this system carefully and identifying its status. They should also investigate the suspicions of parents on corruption and control of pass rates of students.

4/.....

3.2 WORKING TOWARDS A PROGRESSIVE SYSTEM OF EDUCATION

That a commission on the education of Blacks be appointed to put in writing our position on education and what we think is the most progressive system of education. Noting that students are working towards an education charter, this commission will have to liaise with students in this regard.

The findings of the commission will be used to make demands on the Government to change the present system.

Compiled by Rev. Frank Chikane
on behalf of the Steering Committee
On The Crisis in Black Education.

Focus House of No (20)

AB21

(20)

2879/87

①

Woman-child.

few "AB 21"

The sight of you
leaves the heart ringing
of the promised future
you hold for Africa.

Your ^{bitter} ~~protest~~ cry at dispassion
is the ^{wailing} ~~cry~~ of Black children
drawing your freedom-fighter father's attention
to the anguish ---
the visitation of Sharpeville on Soweto

Your ^{incessant} ~~rejection~~ ^{rejection}
of social lessons is encouragement
to your imprisoned married mother
to sustain man's revolutionary ~~enlightenment~~ ^{enlightenment}

|| You'll grow up to ask:
"Uphi, uMama, uBaba?"
You'll even be asked:
"Uphi uMama uBaba?"

Tell them you and uMama
belong to the Soweto community of Africa
that you don't ~~believe~~ ^{believe} in everlasting patience
Tell them, Black Woman-child,
that you sent uBaba
on a mission
to recast
Africa!

297-1

Students as the lifeblood of the People's Struggle.

Background:

In so far as today is the seventh anniversary of June 16th 1976 it is particularly important for us to examine the role of students in the struggle. At the same time it is important for us to remind and warn each other of a real and growing danger of our age - the danger of ^{over}specialisation. What one scholar has termed the tendency to know more and more ^{about less} and less until one knows nothing ^{about everything}. Already today the twentieth century ^{capitalist society} has begun to produce creatures who know only how to count and arrange books inside a big building i.e. library or creatures who ^{really} know ^{only} how to guard others inside prison walls.

Now, while division of labour is a necessary invention and certainly helps to increase efficiency and productivity carried to extremes it has rippling effects. When people reach a point where they can no longer see what they are doing as part of bigger process - when they begin to say "Legally, or religiously etc." as if life ^{can} ~~could~~ be lived exclusively legally or religiously then a dangerous tendency is emerging. Hence, although the title of my talk was supposed to be the role of students in the struggle I took the liberty to change it somewhat. My reason has ^{already} ~~not~~ been stated in part ~~by~~ but to complete it ~~may~~ it is pertinent that we state here that whilst the role of students is a whole in itself it is at the same time part of a whole. It is a whole in itself in that oppression manifests itself in certain forms which specifically relate to the world of students. It is part of a whole in that oppression transcends the student world to cover other classes and strata of society. Hence, there can be no freedom for students without freedom for the broader society. This is particularly important because it underlines the importance of ^{relation} ~~relating~~ or coordination or, even better, organisation.

What then of organisation?

This, that human experience has proved that what a combination of people can do is impossible for an individual given the same time and conditions. The concept of organisation immediately calls to mind a team and team-work. In a team different individuals play different roles but if properly coordinated the result is something which none of the individuals composing the team can do ^{alone} ~~one~~ isolated. Hence, in the ^{early} ~~early~~ Zambian struggle the Rhodesian security ^{force} ~~forces~~

easily gained ascendancy over the Zimbabwean people, even though Rhodesians were fewer in numbers. Zimbabwean people were not yet sufficiently organised to match Rhodesians. Rhodesians had a political leadership that spoke ^{and} directed them at all times, they had a ~~security~~ ^{police} force, army and prisons force, well-equipped schools, newspapers and reporters, ^{etc} all properly coordinated and, therefore, in spite of the paucity of ~~their~~ their numbers, they reigned supreme. But with the progress of the struggle Zimbabweans began to improve their own organisation, and at the same time, ^{to} made in-roads into the organisation of the Rhodesians thus weakening ~~some of~~ ^{the efficiency of} the coordination ^{of the} ~~is~~ ^{of the} organisation. (When Tottenham Hotspurs beat Manchester United at the Anfield Stadium last Saturday they were evidently a more coordinated team.)

The pattern of our own struggle for freedom will obviously differ from that of Zimbabwe for the simple reason that conditions at home differ significantly from those which prevailed in Zimbabwe. Africa is technologically ahead of Zimbabwe for one thing, for another, we are now having some so-called independent ^{states, in our} ~~countries~~ countries. However, the essential factors remain, like Rhodesians our Apartheid monsters enjoy superior organisation today — the National Party, the S.A. Force, SAP, Prisons Dept force, N.C.K. & H. Kesh, Broederbond, SABRA, Vroue Vereniging van die verskillende provinsies, ^{ASB Courts of Appeal, Cape, Natal, the Labour Party,} ~~Federasie van Afrikaanse Kulturist Organisasies, etc etc~~ all geared towards maintaining Apartheid and white domination. The secret of Afrikaner success so far has ~~not~~ been the effective coordination of ^{these} ~~the~~ various arms of ^{secret} ~~the~~ Afrikaner organisations piloted largely by the ^{pragmatic} ~~pragmatic~~ and geared ^{secret} ~~secret~~ organisation — the Afrikaner-Broederbond.

It may be instructive to study the history of the ASB in order to learn the ^{potency} ~~of~~ of student organisations in the struggle for survival. Afrikaner Studente Bond history should hold golden lessons for African students who seek to understand the extent to which students can influence the course of events. The history of this country clearly shows that Afrikaners initially took up the reedgels of struggle against British control in the political field. For some time they were not able to make a clear break since many of them saw some hope in reconciliation ^{with} ~~to~~ the English section. At that stage even Afrikaner students fully ^{subscribed} ~~subscribed~~ to The NUSAS. But with the break from the elder ~~history~~ ^{history} and the emergence of the Nationalist Party under Malan there was a renewed drive to instil Afrikaner nationalism and apart from other

sections of the Afrikaans population emphasis was placed on winning students so that by the early 70s Afrikaans students broke away from NUSAS, denounced the NUSAS non-racial approach and fully committed itself to the Apartheid policies of the National Party. ^{It is significant to note that before the end of the decade of the 60s the NUSAS were} Similarly, other sections were won over. The most important section of that ~~non-racial~~ ^{non-racial} community the working-class was mobilised by the late Dr. Diederichs ^{at a time when the basis of his work was on the basis of better jobs for them. Hence job reservation.} Among these students who came from the ASB one might mention a former Minister of Justice - Jimmy Kruger. Afrikaans universities became hot-beds for Apartheid ideologues. Those intellectuals who went on, and still do, expound theories of the inherent ^{genetical} inferiority of Blackness and Afrikaans/White superiority were produced by these so-called universities. Many of them are still being churned freely and compulsorily in these institutions and then channelled into the SABA, Broederbond and other relevant bodies. The important point ^{to} make here is that Afrikaans students made their contribution to the Apartheid monster ^{in close} collaboration with other sections of the Afrikaans community.

The case for English Bapists differs somewhat from that of the Afri-^{kaners}. Perhaps because of their liberal English heritage, freedom of thought and association has dominated English Bapists' approach. This was enhanced by strong ties with European English universities where sometimes lecturers came from abroad ^{and} students went abroad to study. Hence English speaking students most of them members of NUSAS at one time or the other have, consistently, insisted on this ~~is~~ ^{over the decades,} element of their rich educational heritage. Hence in the political field English students have branched into a number of directions some into the Liberal Party ^{now disbanded}, others in the ranks of the then Progressive Party and ^{now} P.F.P., ^{others joined the ranks of} the U Party whilst others found their home in the Democratic Movement.

What of the Black Students? — Although organisation ^{of Black students} was a late phenomenon it must be ^{said} that Black students even in their unorganised days have always identified themselves closely with the struggle of our people. About this can be no doubt. An out-

standing proof of this is borne out by the large number of intellectuals associated with the struggle for freedom. The men ^{of the class} who were in the forefront of the Ethiopian movement during the latter part of the nineteenth century ~~had~~ had evidently looked at the education in relation to the struggle. Those intellectuals who took the lead in the formation of the Congresses, i.e. Chandi for NIC, Heatjie, Kibwana ~~and~~ ^{and} others for SANNC, Le Abduraman in the case of APO, are living monuments to their generations. One must include ^{all} others who have served in their turns over the decades. There can be no doubt about the presence ^{Black} of students in the Indian Campaigns of the teens of the century, for, we are told that in 1914 a 13 year old Indian girl, Naliama, was shot dead at Volksrust as Indian people fought for the right to enter, settle and work in the Transvaal. Who will deny that students and youth, in general took active part in the Masabalala affair? Still through the Twenties and thirties very little student organisation on today's scale was evident. In 1928 there was ~~an~~ local effort made in the Transvaal but very little seems to have come of it. It was in the ^{early} ^{years} of the twenties ^{with} the emergence of the Youth League that students, in conjunction with the youth in general came out clearly to play their role - generating new ideas into Congress, matching the vigour of African youth in all departments. From ^{among} ^{rose} ~~them~~ ~~there~~ some of the giants of our struggle e.g. the longest serving political prisoner in Papuan today - Nelson Rolihlahla Mandela, the second oldest political prisoner in Papuan prisons - Govan Mbeki and, of course, the current president of ANC Oliver Tambo. It was their contribution as students, side by side with their seniors of the day, which distinguished them. At the same time it must be pointed out that ~~they~~ many of them associated themselves with the ~~principle of non-violence~~ ^{principle of non-violence} ~~as espoused in the 1920s~~ ^{as espoused in the 1920s}. As a matter of fact, ABB broke away from NUSPS, as a result of the polemic centring on whether Black students may or may not affiliate to NUSPS. Since the ANC YL was part of the Congress of the People at which the acknowledged programme of freedom - the Freedom Charter - was drawn. "The debt of bearing

But student participation continued into the sixties, across the seventies and now into ~~the~~ ^{the} eighties - out eighties. As Afrikaner students moved deeper in the laager, by the late fifties the African Students Association and Asusa rose to ~~set~~ buttress the people's organisations. But with the banning of the organisations these orgs also petered out. For a while the tried and tested NUnion remained the flickering light until the UCU case briefly came into the scene and then disappeared. Throughout those trying years of the mid-sixties NUSAS held the fort but, even she was experiencing serious problems in the anomalous African ~~set~~ set-up. Dissatisfaction led to the birth of SASO in the late sixties. Much argument raged over the advisability of the move to found a Black-only student organisation. Largely criticised and frowned upon from English-speaking Africa the move was welcomed by Afrikaners and ASB as a move in the right direction i.e. towards separate development. It was regarded with ~~dis~~ ^{dis}approbation by the ~~right~~ ^{Black} because it was piloted by former members of NUSAS (and, therefore, non-socialists like Eiko, Sibisi, Ntshona). Born, as it did, in very difficult circumstances and problems of self-explanation the Black Consciousness ^{idea} ~~has~~ has, even as it still does, stagnated in controversy. These are those of its self-confessed exponents and adherents, especially today, whose interpretation of the concept amounts to a rejection of non-racialism. And yet this was not the original idea even as the SASO Policy Manifesto, which remained the guiding document until ~~the~~ ^{our} ~~rest~~ and the banning of the organisation distinctly stated: "SASO believes that Africa is a country in which both ^{Black and} white people ^{live} and shall continue to live together" ^{rather} that the exclusion of whites ^{should} ~~must~~ not be understood to mean anti-whiteism." Other ~~the~~ clauses of that document went on to muse about the concept of a "joint SA culture". Those of us who came from Catholic and Anglican non-racial backgrounds would otherwise have found it untenable to relate the dichotomy of our religious affiliations with anti-whiteism. Such Catholics could only remain because of this, hence even Steve's close collaboration with Donald Woods right up to his death.

On the whole the correct Black Consciousness line is epitomised by Azaso and Coas today. Both are Blacks-only student organisations but they do not reject non-racialism as the only reliable principle for full democracy in our country. ~~But that is~~

Be that as it may, Black consciousness made a powerful impression on our generation in that it freed us of the inhibitions born of racial disparities in our land. It elevated us from impotence in the face of anything white and allowed us the latitude to determine to hold our own. Just coming to terms with one's circumstances was an important level. We could look at yellow white Africans and say: barring their privileged position and artificial constraints on us they are just as human as we are. Yes, they are no miracle.

But one must also admit that occasionally ^{misquoted} American Black Power slogans took ~~root~~ ^{their toll} because of their appeal and some went down the drain with them. And yet for the late ^{sixties} ~~seventies~~ and ^{early} ~~eighties~~ these ideas held sway and some of the students like ^{Shay} Jibo, ^{and Sibon} ~~and Sibon~~ paid the supreme price for freedom's sake - they paid with their lives. ~~As an~~ ^{Partly} echo of their deaths but, mainly as an echo of ~~the~~ ^{the} ~~sucess~~ ^{sucess} and ~~deces~~ ^{deces} of those who went ahead of them when their turn came Hector Peterson and those around him rose up to the occasion. Together with ^{eight} others I was in Pretoria Prison when Soweto 1976 exploded, we heard the news in court when friends & families related it. And we saw initial photos of what had happened the day before. But even though we knew what ^{possible} ~~possible~~ fate ~~lay~~ ^{lay} ahead we felt one with those ~~who were engaged~~ ^{who were engaged} the enemy. We would learn later that student power alone is not enough to free the people. We had to learn this truth. What had not been done there and elsewhere: In the face of a million bullets, in the wake of a million smoke-bombs we stood base-handed and watched our brothers fall into the dust of the ghetto street. With tears streaming down our faces at the sight of our fallen brothers, we glared out being at the hellish gods of Apartheid. ~~Chibits~~, Oh howls, nobody knows your pain, nobody knows your anger, nobody has seen the rivers of tears our mothers shed as they ~~perish~~ ^{perish} by ~~our~~ ^{our} side. We donned our banknotes as gas-masks, we took dust-bowl lids as our shields, stones were our bullets and perfume bottles were our bombs. - - - Amanda.

AB22

ALGEMENE OORLEWE VAN STUDENTE (U.W.K.)-29/05/84

- 1) Studente moet insae hê , en geraadpleeg word in die opstelling van hul leerplanne en curriculum. Die verskillende fakulteitskomitees moet saam met die departemente vergader omtrent die saamstel van hulle leerplanne.
- 2) Die biblioteek is in baie opsigte onvoldoende en die gevoel is :
 - (a) meer voorgeskrewe boeke vir n spesifieke vak op die reserwe rak geplaas moet word.
 - (b) die biblioteek ure verleng moet word tot 24hoo. Biblioteek studente kan in daardie tyd aangestel word, en daarvoor moet hulle betaal word.
 - (c) meer fotokopieërders moet op kampus aangebring word. Hieronder verstaan ons dat elke fakulteit oor n fotokopieërder moet beskik.
- 3) Drukfasiliteite en kenningewingborde moet vir die verskillende klubs en verenigings aangebring word.
- 4) Die eksplorasie van studente by die kafeteria moet stopgesit word. Die pryse van sekere goedere moet verlaag word, anders moet die administrasie die bestaande ad-hoc comm. subsidieer om n snoepwinkel van stapel te stuur. Die kafeteria moet ook uitgebrei word.
- 5) Behalwe die voorgeskrewe boek moet n ander alternatiewe boek voorgeskryf word. nlys van die voorgeskrewe boeke vir die betrokke jaar , moet vroegtydig aan boekwinkels gestuur word.
- 6) Negatiewe merking van komperstoetse moet afgeskaf word, asook die komperstoetse op sigself.
- 7) Die bestaande ad-hoc comm. en fakulteitkomm. moet erken word totdat n nuut verkose S.R.C. saangestel word.
- 8) Lesings moet in Engels sowel as Afrikaans aangebied word , om sodoende alle studente te akkomodeer.
- 9) Die nodige vervoerdienste moet beskikbaar gestel word aan verafgeleë studente, klubs en verenigings.
- 10) n Pouse of interval van n uur moet toegelaat word , d.w.s. vanaf 1.30 tot 2.30 n.n.m.
- 11) Alle toetse en eksamens moet afgestel word vir die eerste semester.
- 12) Die oopstelling van die manskoshuise moet amptelik erken word.

13) Die administrasie moet die kampuspersoneel aanseem hul houding en gedrag teenoor studente te verander, veral die personeel van die biblioteek. DIE houding van sekere dosente laat veel te wense oor.

BYVOEGINGS SOOS AANVAAR DEUR DIE MASSAVERGADERING OP 29 MEI 1984.

- 1) Lektors se verhoudinge met APARTHEID politieke partye (N.P., H.N.P., K.P. ens.) moet in ag geneem word met hul aanstelling. Dit is vir ons as studente duidelik dat hierdie betrokke dosente die idees en opvattinge van die regerende apartheidsisteen oordra, en ons verwerp apartheid in al sy vorme.
- 2) 'n Boekwinkel moet op kampus-aangebring word en moet nie teen 'n wins bedryf word nie.
- 3) Notas se pryse moet ingesluit word by die klasgeld.
- 4) Meer publieke telefone moet op kampus aangebring word.
- 5) Studente moet nie gedagvaar word indien hulle nie hul geldelike verpligtinge teenoor die universiteit kan nakom nie. In so 'n geval moet daar geskikte reëlings getref word wat beide partye sal welgeval.
- 6) Ons eis die onmiddellike afskaffing van die permit stelsel aangesien die universiteit outonoom verklaar is. Daar moet duidelikheid aan die studente gegee word oor wat met outonomie bedoel word.

AND P. Kristo H. a -
AB23

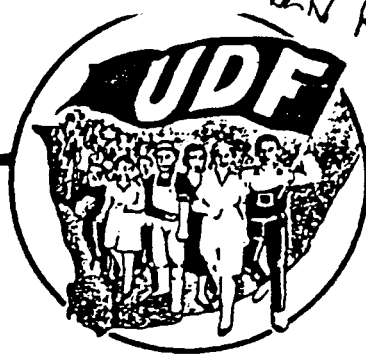
(20)

2879/87
6710787

BEN "AB 23"

UNITED DEMOCRATIC FRONT

UDF UNITES! APARTHEID DIVIDES!



NATIONAL OFFICE
KHOTSO HOUSE
42 DE VILLIERS STR
JOHANNESBURG
P.O. BOX 10366
TEL: 29-1916
29-1917

7 January 1985

ON THE RETURN OF PUPILS TO SCHOOL

The issue is not whether students and pupils are returning to school or not. It is whether the D.E.T has and will continue to adequately address those grievances which led to the disruption of classes last year.

If in the long run students are not satisfied that they have then we can expect even worse disruption before the year is over. Our fear is that many young lives will once more be lost in running street battles in which armed police and soldiers will confront unarmed and defenceless pupils in the townships.

20
29/1/85
6/1/87

M LEKOTA

AB24

JOINT UNION EDUCATION PROJECT SONG SHEET

2. Unite Workers X2
Unite (Chorus)
GAWU is a Worker Organisation
GAWU is a Worker Organisation.

3. Power
Power is Ours
The Workers
Workers Let us Unite.

The Country (World)
The Country is Ours
The Workers
Workers Let us Unite.

It is Long
It is Long that we are Working for the Boers
The Workers
Workers Let us Unite.

We will plough the Rock (Whatever Happens)
It is Long that we are Working for the Boers
The Workers
Workers Let us Unite.

4. Come along Workers
To learn and Know
Your Might is Much (Power)
With our Union.

Each Worker (Individually)
Has les Might (Power)
He is Fired Alone (Discharged)
His salary is Small.

Workers Unite
And be one in Spirit
Help each other, Hold each other
You will be recognised and Respected.

We will win by the Truth
We will be respected all over
The discharges will be no more (will end)
With our Union.

Let us Unite Africans
Let us Unite at Work
Let us Meet and Talk
For Unity is Strength

Let us Unite Africans
Let us Unite at Work
Let us Unite and Talk
For Unity is Victory.

JOINT UNION EDUCATION PROJECT SONG SHEET.

1

What a system what a system
what a system what a crime
we can't mend it we can end it
end it now and for all time

In a tunnel hot as blazes
excavating for a mine
he digs gold among the rockfalls
as they pay him two and nine

In a city on a corner
stands a house that's mighty grand
where in glory and in splendour
lives the magnate of the Rand
(Witwatersrand)

Up above the mining compound
when he joins the picket line
he is labour agitator
and his life's not worth a dime

.....

2.

Hlangani basebebzi (twice)
Hlanganani (CHORUS)

IGAWU yinhlango yabasebenzi
IGAWU yinhlango yabasebenzi

.....

3.

Amandla
Amandla ngawethu
Yabasebenzi
Basebenzi mas' manyaneni

Ilizwe
Ilizwe ngelethu
Yabasebenzi
Basebenzi mas' manyaneni

Kudala
Kudala sisebenzela amaBhunu
Yabasebenzi
Basebenzi mas' manyaneni

Solime etsheni
Kudala sisebenzela amaBhunu
Yabasebenzi
Basebenzi mas' manyaneni

4. Rev "AB 24"

Wozanini Basebenzi
Nizofunda nizokwazi
Amandlenu Ngamakhulu
nge Union engeyethu

Umsebenzi oyedwana
Amandlakhe mancanyana
Uyaxoshwa eyedwana
Uholelwa kancanyana

Basebenzi hlanganani
Nibemuniye emoyeni
Nisizane nibambane
Nokwaziwa nohlonishwa

Sizonqoba ngeqiniso
Sohlonishwa ndawozonke
Nokuxoshwa kopheliswa
nge Union engeyethu

Arekopianeng Ma-Afrika
Arekopianeng mesebetsing
Arekopianeng rebuisane
Ho ba kopano kematla

Arekopianeng Ma-Afrika
Arekopianeng mesebetsing
Arekopianeng rebuisane
Ho ba kopano kephenyo

5.

Let every good fellow now join in the song
Vive la compagnie
Success to each other and pass it along
Vive la compagnie

CHORUS
Vive la, vive la, vive l'amour
Vive la, vive la, vive l'amour
Vive l'amour, vive l'amour
Vive la compagnie

A friend on the left and a friend on the right
Vive la compagnie
In love and good fellowship let us unite
Vive la compagnie

Chorus

Now wider and wider our circle expands
Vive la compagnie
We sing to our comrades in far away lands
Vive la compagnie

Chorus

.....

Solidarity forever
Solidarity forever
Solidarity forever (Chorus)
For the union makes us strong

When the union's inspiration through
the workers' blood shall run
There shall be no power like it
anywhere beneath the sun
Yet what force on earth is weaker
than the feeble strength of one?
But the union makes us strong (Chorus)

Is there aught we hold in common with the
greedy parasite
Who would lash us into serfdom and
would crush us with his might?
Is there anything left to us but
to organise and fight?
For the union makes us strong (Chorus)

It is we who ploughed the fields
built the cities where they trade
Dug the mines and built the workshops
endless miles of railroad laid
Now we stand outcast and starving
'midst the wonders we have made
But the union makes us strong (Chorus)

All the world that's owned by idle drones
is ours and ours alone. We have
laid the wide foundations, built it
skyward stone by stone
It is ours and not to slave in but to
master and to own
While the union makes us strong (Chorus)

They have taken untold millions
that they never toiled to earn
But without our brain and muscle
not a single wheel can turn
We can break their haughty power
gain our freedom when we learn
That the union makes us strong (Chorus)

In our hands is placed a power greater
than their hoarded gold
Greater than the might of armies
magnified a thousand-fold
We can bring to birth a new world
form the ashes of the old
For the union makes us strong (Chorus)

~~JOYINA I UDF~~

JOINA JOINA

CHORUS JOINA JOINA I UDF

JOINA JOINA I UDF

JOINA JOINA

CHORUS JOINA JOINA I UDF

JOINA JOINA I UDF

WDF Jhr.

AB25

19

19/8/87

20

30/9/87

SOYCO'S PROGRAMME OF ACTION:

PROBLEMS OF THE YOUTH:

1. Scattered all over the ghetto.
2. Unemployed.
3. Drop-out from school or varsity.
4. Over indulgence in drinking.
5. Smoking dagga and taking drugs.
6. Involved in criminal offences.
7. Many are illiterate because of financial problems.
8. Poverty and hunger.

THE PURPOSE OF OUR PROGRAMME OF ACTION:

To strengthen SOYCO by establishing branches.

The main aim is to have 12 strong branches after six months.

How do we strengthen the branches?

1. By organising seminars, workshops and group discussions.
2. By holding study groups and offering literacy classes.
3. By offering extra tuition to students.
4. By taking care of the aged and pensioners.
5. By visiting families of detained members and advising them of legal channels.
6. By morally and physically helping families of the deceased members or relatives.
7. By offering strict disciplinary lessons to all SOYCO members.
8. By organising bursaries for needy members.
9. By playing a supportive role in struggles waged by trade unions, student organisations, women's organisations, political organisations and church organisations.
10. Ensurance of proper co-ordination in all the struggles waged by all sections of the population.
11. To instill in the youth that spirit of loyalty and respect for the time tested leadership.
12. To make sure that everybody strives for the ultimate achievement of the minimum demands stated in the Freedom Charter.
13. To make sure that all the people of South Africa achieve both social and national emancipation.
14. To follow all the campaigns and programmes of National nature

(SOYCO'S PROGRAMME OF ACTION CONT.)

under the auspices of the United Democratic Front and the Release Mandela Campaign.

15. To root out and destroy all the reactionary and counter-revolutionary elements throughout the country and the world.
16. To actively support a move towards regional and National co-ordination and consolidation of the Youth structures.
17. To make a principled alliance with all the progressive forces striving towards non-racialism as embraced within the ever democratic document; the beacon of the people's liberation; the FREEDOM CHARTER.
18. By organising fund raising projects like film shows, gumbas, jumble sales, concerts, dramas and poetry shows, picnics outings and youth camps.
19. By organising inter-sports games with other youth clubs not antagonistic to our aims and objectives.
20. By making regular visits to our members and from time to time investigating trouble-torn families within our areas.

All the above-mentioned activities will gradually involve the youth in active participation especially in a venture to solve their day to day problems. This will once more ensure mass-mobilisation and mass-action. For this will develop them from a low political profile to a high one. Such will ensure a thorough understanding of a non-racial democratic struggle towards the achievement of a National Democratic country.

A. SHORT-TERM OBJECTIVES:

1. Expand our membership.
2. Mobilise our membership.
3. Ensure Unity in Action.
4. To apply flexibility of tactics in challenging the enemy.

B. LONG-TERM OBJECTIVES:

1. To convert the youth into responsible disciplined positions of leadership.
2. To ensure continuity and development in terms of unity, mass-participation and mass-action.

SOYCO CONSTITUTION

THE CONSTITUTION OF THE SOWETO YOUTH CONGRESS.

ARTICLE ONE/CLAUSE ONE

PREAMBLE

1. Whereas the youth in Soweto is disorganised;
 2. Whereas the growing number of the working class youth who had been active in students organisations whilst at school and universities have no permanent organisation outside these areas;
 3. Whereas the growing political consciousness of the youth and the daily crises in our community become phenomenal;
 4. Whereas there are special problems affecting the youth in their day to day lives;
 5. Whereas community organisations need self-motivated, energetic and disciplined youth to support them actively; and
 6. Whereas there is a need to develop and deepen the social, political and cultural outlook of the youth;
- We, the youth of Soweto gathered here today, therefore resolve to form a broad democratic youth organisation to cater for a wide section of the youth in Soweto.

ARTICLE TWO

NAME

The name of the youth organisation is the SOWETO YOUTH CONGRESS (Soyco) hereinafter referred to as SOYCO

ARTICLE THREE

AIMS AND OBJECTIVES

1. To organise and unite the youth of Soweto irrespective of sex or religion into a cohesive, representative and effective vehicle.
2. To take up special problems affecting the youth.
3. To promote social and cultural activities among the youth.
4. To mobilise and conscientise the youth for involvement in the struggles of their communities.
5. To mould the social and political outlook of the youth in accordance with the non-racial Democratic Principles.

ARTICLE FOUR
MEMBERSHIP

There shall be three categories of membership of SOYCO:

- (a) Individual membership;
- (b) Affiliate membership; and
- (c) Associate membership.

A. INDIVIDUAL MEMBERSHIP

1. Membership of SOYCO shall be open to every Sowetan who accepts the aims and objectives as set out in ARTICLE 3 and who, in addition, is of any age up to 38 years.
2. On admission to membership, a person may be required to pay membership fees and periodical subscription of an amount that will be determined by the congress.
3. Membership may be lost through expulsion or resignation.
4. If any subscriptions or membership fees are paid, they shall not be refundable in the event of expulsion or resignation.

B. AFFILIATE MEMBERSHIP

1. Affiliate membership shall be open to all youth groups and/or organisations (cultural clubs student organisations, church youth groups, etc.) which subscribe to the aims, objectives and programmes of the Soyco.
2. On acceptance of membership an affiliate organisation may be required to pay such admission fee as may be determined by the congress of Soyco from time to time.
3. Affiliate membership may be lost through withdrawal or expulsion in the event of misconduct or violation of policies of the Soyco.
4. In the event of expulsion or withdrawal no fee shall be refunded.

C. ASSOCIATE MEMBERSHIP

1. Associate membership shall be extended to all persons who accept the aims and objectives of Soyco yet do not fall within the accepted definition of youth, and are willing to make such contribution as may be directed by the Executive Committee of Soyco.
2. On admission to membership an associate member may be required to pay such membership fee as may be determined from time to time by the congress of Soyco.
3. Associate membership may be lost as a result of misconduct or violation of policies of Soyco.

D. RIGHTS AND DUTIES OF MEMBERSHIP

3

- 1. To attend all meetings called by the organisation except those of committees in which he may not be serving.**
- 2. To participate freely in discussions, debates, planning and adoption of decisions of the congress, council, etc.**
- 3. To observe and comply with decisions and resolutions of the majority regardless of whether he was initially for or against same.**
- 4. To vote at meetings and congresses.**
- 5. To elect and be elected to positions of authority in the organisation.**
- 6. To strive constantly to explain and popularise the policy and implement the programme of the organisation.**
- 7. To oppose factionalism and to defend the organisation at all times of need.**
- 8. To promote the interest of the organisation at all centres of its activity.**
- 9. To demand the fulfilment of what is contained in the constitution and all resolutions, decisions and agreements of the organisation.**

ARTICLE FIVE

THE ORGANISATION STRUCTURE

A. CONGRESS

- 1. The Congress shall be the highest policy making organ of Soyco.**
- 2. The Congress shall be composed of:
(a) All members of the Executive Committee, and
(b) six members from each branch. In the event of no branches existing, all members shall vote and take decisions subsequent to deliberations.**
- 3. The congress shall have the power to review and assess the overall progress and activities of the organisation since last congress.**
- 4. The Congress shall have the power to ratify all decisions taken at branch or executive committee level.**
- 5. The Congress shall determine the orientation of the programme and policy of Soyco.**
- 6. The Congress shall adopt or amend the constitution on the basis of a simple majority vote for adoption or amendment.**
- 7. The Congress shall elect the Executive Committee of Soyco once a year.**
- 8. A Special Congress may be called on request by half the members of branches of SOYCO. At least three months notice must be given to the Council of SOYCO.**

D. COUNCIL

1. Once branches have been formed, chairpersons and secretaries of same together with the entire Executive Committee of Soyco shall constitute a Council. A branch may delegate any member to attend Council meetings in the event of the Chairperson and/or secretary being unable to attend such a meeting.
2. The Council shall be the highest organ of authority between the Congresses.
3. The Council shall convene the Congress of Soyco.
4. The Council shall meet once every month to receive reports from the Executive Committee of Soyco and its branches.
5. The Council shall discuss, review and ratify decisions and recommendations of the Soyco Executive Committee.
6. The Council shall respond timely to new problems and formulate correct responses towards such problems.
7. The Council shall have the power to suspend any member for serious misconduct and/or violation of the constitution or policy.

C. EXECUTIVE COMMITTEE

1. There shall be the Executive Committee which shall be the administrative body of Soyco.
2. The Executive Committee shall consist of:
 - (a) President and vice-president
 - (b) Administrative Secretary and vice-Secretary
 - (c) Treasurer
 - (d) Co-ordinator
 - (e) Secretary for Publicity and Information; and
 - (f) Five additional committee members who shall serve in various sub-committees which may be formed.
3. The Executive Committee shall be charged with the responsibility of implementing the decisions of the Congress and the Council.
4. The Executive Committee shall give its progress report to the Council on a regular basis as well as the reports of sub-committees.
5. All members of the Executive Committee shall be required to attend all meetings of same; except those who may be out on missions of the organisation.
6. A member of the Executive Committee who fails to attend three consecutive meetings of the Executive Committee without valid

.....contin....

- reason shall immediately cease to be a member of the Executive Committee
7. The Executive Committee shall supervise and control the use and maintenance of the funds of SOYCO, and books of Accounts at Headquarters and at the branch levels.
 8. The Executive Committee shall have the power to summon extraordinary meetings of the Council.
 9. The Executive Committee shall meet once every fortnight unless special circumstances demanding meetings arise.
 10. The quorum of the Executive Committee shall be a simple majority.

ARTICLE SIX

FUNCTIONS AND DUTIES OF OFFICERS

A. PRESIDENT

1. Shall be the leader and Chief Executive Officer of the organisation.
2. Shall preside at all meetings of Congress, Council and Executive Committee.
3. Shall represent the organisation in Soweto and beyond.
4. Shall be eligible for re-election on expiry of term of office.
5. Shall be one of the signatories for the withdrawal of money and opening up of new banking accounts for the organisation.

D. VICE-PRESIDENT

1. Shall be the main assistant to the president in the execution of the duties and functions of the organisation.
2. Shall deputise for the president in the event of the latter being absent.

C. ADMINISTRATIVE SECRETARY

1. Shall be the chief administrative officer of the organisation for the supervision, co-ordination and administration of day to day activities of the organisation.
2. Shall be secretary of the Council and the Congress.
3. Shall maintain a register of names of members of the organisation should the Council direct or consider it necessary.
4. Shall issue invitations to Congress, Council and Executive Committee meetings.
5. Shall record the business of the Congress, Council and Executive Committee meetings.

6. Shall consistently correspond with branches or branch committees.
7. Shall be one of the signatories for withdrawal of funds and/or opening up of new banking accounts for the organisation.

D. VICE-SECRETARY

1. Shall be the chief assistant of the administrative secretary.
2. Shall do all the duties and functions of the administrative secretary in the latter's absence.

E. TREASURER

1. Shall receive and bank all money belonging to the organisation within two days of receipt of such monies.
2. Shall keep and maintain accounts, books, financial documents, vouchers, reports and stock cards of the organisation.
3. Shall be responsible for making all the payments of SOYCO and for keeping copies of all receipts thereof.
4. Shall prepare and present to the Executive Committee and Council up to date accounts of income and expenditure of the organisation at the end of each financial year.
5. Shall be responsible for fund raising projects.
6. Shall be one of the signatories in the event of withdrawal of funds or opening up of new banking accounts for the organisation.

F. SECRETARY FOR PUBLICITY AND INFORMATION

1. Shall be responsible for gathering, analysing, publishing and disseminating all information about the situation in Soweto and beyond.
2. Shall be responsible for the preparing, editing and issuing of SOYCO press statements, publications and for arranging conferences as may be directed by the Executive Committee.
3. Shall be responsible for propagating and defence of the policy and programme of SOYCO through the press of the organisation or any other approved media.
4. Shall be head of the SOYCO publications Committee.

G. CO-ORDINATOR

1. Shall be responsible for the establishment and re-organisation of branches.
2. Shall ensure the implementation of the resolutions, decisions and directives of the organisation.
3. Shall co-ordinate activities of the organisation.
3. Shall establish contact with individuals and set up meetings between

SOYCO and other organisations as may be directed by the Executive Committee.

5. Shall be responsible for the strengthening and deepening of relations between the organisation and the masses.

6. Shall be responsible for explaining to the masses the policy, programme and aims and objectives of the organisation.

7. Shall be responsible for leadership training skills and other such skills.

ARTICLE SEVEN

BRANCH ORGANS

There shall be the following organs of SOYCO at local level:

- a. Branch Annual General Meeting
- b. Branch Executive Committee

A. BRANCH ANNUAL GENERAL MEETING

1. The Branch Annual General Meeting shall meet once a year to elect the branch executive committee.
2. Its composition shall be the entire membership of the branch and the branch executive committee.
3. It shall be the highest authority at local level.
4. It shall competently consider all matters of local interest and make recommendations to the Executive Committee of SOYCO.

B. BRANCH EXECUTIVE COMMITTEE

1. For each branch formed there shall be a branch executive committee.
2. Its composition shall be as follows:
 - a. Chairperson and vice-chairperson
 - b. Secretary
 - c. Co-ordinator and
 - d. Two additional committee members
3. Its term of office shall be a year.
4. It shall organise SOYCO members & recruit new ones.
5. It may appoint such sub-committees as may be necessary for the carrying out of functions and activities of the organisation in the branch.
6. It shall generally supervise and co-ordinate activities of the organisation within the branch and shall report thereon to the Annual General Meeting.
7. It shall meet once a week and as often as may be necessary.
8. The quorum of the committee shall be a simple majority.

ARTICLE EIGHT

LEGAL PERSONA

1. SOYCO shall assume a legal personality. It shall sue or be sued in its name.
2. No member shall be liable for debts incurred in the cause of performance of duties for the organisation.

ARTICLE NINE

ASSETS AND LIABILITIES

1. SOYCO may acquire property anywhere in its own name and dispose same at will.
2. The organisation may acquire/buy, land, immovable property such building and movable property such as office equipment etc.
3. Should the need arise the organisation may sell such property as be directed by the SOYCO Executive Committee.
4. SOYCO may open up an office anywhere in Soweto or Johannesburg.

ARTICLE TEN

DISSOLUTION OF THE ORGANISATION

1. In the event of the dissolution of the organisation the executive committee of SOYCO may distribute all the assets of the organisation amongst those organisations that share the same or similar aims with SOYCO or give them (assets) to welfare organisations. In the event of SOYCO having any liabilities, property may be sold to pay debts.

ARTICLE ELEVEN

VOTE

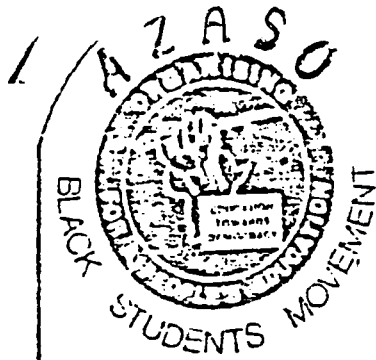
1. Voting in any meeting and/or Congress of SOYCO shall be by a show of hands. Only approved delegates attending the Congress may vote on decisive matters such as election of new Executive Committee and major resolutions. Each delegate shall be allowed one vote per nomination.

ARTICLE TWELVE

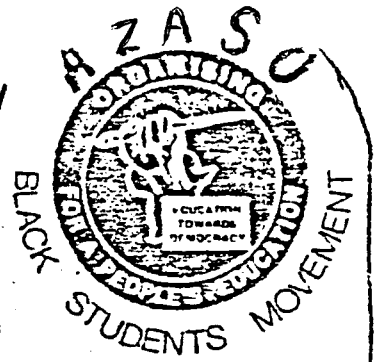
DEFINITION

1. Unless inconsistent with the context, organisation shall mean Soweto Youth Congress.
2. Unless inconsistent with the context, the Executive Committee shall mean the Executive Committee of SOYCO.
3. Unless inconsistent with the context, the President shall mean the President of SOYCO.
4. Unless inconsistent with the context, branch shall mean any organisation of fifteen members of SOYCO with their own committee of six.
5. Unless inconsistent with the context, all words denoting the masculine gender shall denote the female gender.
6. Unless inconsistent with the context, Congress shall mean the Congress of the Soweto Youth Congress.

AB26



Black ^{for "AB 26"} Students Movement



PRESIDENT'S MESSAGE

On behalf of the Executive Committee of the Black Students Movement (BSM), I would like to welcome you to Rhodes University and to wish you well for the 1985 academic year.

University education is a privilege, not a right for the majority of our people. It is therefore important that you should use your stay here profitably as possible. Our education is the result of years of hard work and sacrifice on our part, that of our parents, and the community as a whole.

Education, however, must not be seen merely as the acquisition of information but as the making of a person so that he/she may function more effectively and usefully within our society. Education must not be used for individual and selfish gains. It should help us to address ourselves to the problems confronting our society. In a word, education should make us aware of, and not isolate us, from the conflict and contradictions in our society.

In South Africa, education is used for the promotion ^{of apartheid.} As Dr Hendrik Verwoerd, the great architect of apartheid, said in 1953: "Native Education should be in accordance with the policy of the State..." What is this policy of the State?

Most of you come from oppressed, exploited and under privileged communities where there is a lack of basic facilities such as electricity, tarred roads, housing and recreational facilities. This is so because of the policy of apartheid, which we experience daily. The education system in South Africa is also based on apartheid. Hence, today we have Bantu Education, Christian National Education, and Indian and Coloured Education. The establishment of the so-called independent homelands resulted in the formation of separate education departments there as well. Today we have over 10 educational departments in the country. What do we as students, as young people and future leaders, as future mothers and fathers do with this situation?

We should strive for a better and more relevant education that will help us to realise the goal of democracy and justice in our country; we should fight for an educational system that is free of racism and tribalism; we should fight for a non-racial and democratic system of education. These are the long-term goals that our student organisations are striving for. This year AZASO, COSAS (Congress of South African Students), and NUSAS (National Union of South African Students) will be involved in the drawing up of an Education Charter. The Charter will spell out our demands for a better and more relevant education system.

The Azanian Students Organisation (AZASO), the major black student organisation in the country, is striving for the above ideals. AZASO believes that students have the right to organise themselves and demand a relevant education. The building of solid and strong bases on all campuses and colleges is a prime and immediate objective.

At Rhodes, AZASO exists in the form of the Black Students Movement (BSM) which was formed in 1982 and affiliated to AZASO in 1983. Apart from the long-term goals of students throughout the country, BSM is concerned with the interests and aspirations of students on this campus. BSM is your only authentic voice. The underlying rationale for the existence of such a movement is that through our unity as students we will be able to achieve what we cannot achieve if we act individually. " UNITED WE STAND, DIVIDED WE FALL "

Secondly, BSM offers you an opportunity to realise your potential and ability. We encourage students to join our sub-committees, which are responsible for organising and planning our activities.

Thirdly, we offer students the opportunity of learning more about the society we live in through seminars, mass meetings, pamphlets and discussions. I am convinced that this information will be of great help to you while still at the University as well as after acquiring your degree.

I sincerely believe and have proved that those people who "advised" me that I should not involve myself in the BSM were misleading me. I would therefore like to encourage you all to join the Black Students Movement and I hope to welcome you as members very soon.

Finally, don't hesitate to approach our members if you have any problems or if you wish to find out more about the BSM. The following people may be contacted:

- * Mvuso Mbebe - 2115 (Matthews)
- * Charles Mngomezulu and Thabiso Ratsomo - 4963 (C.B.)
- * Portia and Bonita - Oppies Common Room

THABISO RATSONO
President of BSM.

AB27

Lawyers 724-6221 Black Book 837-2435/6/9
724-6927 NOTES FOR DEMONSTRATORS. Rev. "AP-2/7"

- X Above all, you are not breaking the law. Gatherings with a common purpose are banned in most areas but you are not part of a gathering; you are a lone demonstrator and not breaking the law.
- X The police may however intervene.
Just as the airways gives you an oxygen mask in the unlikely event of depressurisation these notes will equip you to deal with the police if they should arrive.
Under the security laws:
- X The police can detain without charge; that is the very issue you are demonstrating about. BUT that is not what they will be doing when they approach you.
- X If the police arrive:
 - remain calm, you are behaving legally, do not get sidetracked into a slanging match.
 - they can ask your name and address; give it but they cannot question you.
 - Ask the policeman his name and number. There is no obligation to go with the police to a police station or anywhere else unless you are being arrested for a specified offence, or detained under a specific security law, if this is suggested -
 - Ask if you are under arrest. If so, under what law and for what offence?
(Don't suggest the Security laws - assume it can only be an arrest in the ordinary sense) - if it is an arrest -
 - Accompany the police to the station to be formally charged.
 - You are not obliged to say anything.
 - You are ordinarily entitled to bail.
 - You are definitely entitled to see your lawyer and family
 - Usually: the offence they have in mind is a petty one, you should be released on warning.
 - The police have no right to hold you for 48 hours, before charging you.
 - They must charge you as quickly as they can.
 - The law obliges them to charge you within 48 hours. It does not give them a right to hold you for 48 hours.
 - And while waiting to be charged and released on warning or bailed out you cannot be denied access to a lawyer and your family.
- X However, if they insist on acting illegally and threaten you go under protest with the police
- X Insist on your rights.
- X The police may tell you that you are obstructing traffic - vehicles, or pedestrians.
- X Make sure you are not.
- X Ask where you can stand and move there if its reasonable to do so.
- X Suggest the alternative place yourself if there is any cause for complaint by the police.
- X- If you are obstructing you can be arrested for doing so BUT
 - It is a petty offence. Point out that it's unusual to arrest for petty traffic offences if you are not obstructing.
 - Don't pay an admission - rather get bail. Get out of that police station. Get your Lawyer. Let's sue them if we can.
- X You are demonstrating to assert that the law must follow its proper course - if you have a brush with the police and find yourself

WDP Christo Haas **AB28**

(16) 4/9/87

(20) 67 10787

(21) 26710787

Na(20) 6/10/87

TOWARDS AN EDUCATION CHARTER

Rev "AB 28"

16
4/9/87

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26/10/87

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26/10/87

21
26/10/87

The time has come when democrats should begin to discuss very seriously the kind of education that is required to replace the present system. We have long been critical of the nature of our education, and we have long demanded a system that 'opens the doors of learning and culture to all'. While it is necessary that we continue this task of criticism, it is also important that we start to talk about the ways in which education must change in order that the doors of learning and culture will indeed be open to all. The processes by which women, workers and students are to take control of their education are a vital part of the wider struggle to control all aspects of their lives.

The following principles are suggested for discussion - as representing what we think might be the basic preconditions for the transition to a South Africa where democratic education is guaranteed and the cultural heritage of all our people is respected.

16
4/9

We do not see these principles as in any sense the 'final word' on these questions. We realize that they may be inadequate in many ways. These inadequacies can only be remedied through discussion, especially in popular organisations, factories, amongst parents, teachers and students. In this way we will begin to prepare for the creation of a democratic non-racial system of education in a democratic South Africa.

1. Promotion of literacy in urban and rural areas
2. Examination and revision of existing courses and methods in the spreading of literacy, with a view both to improving their effectivity and extending their scope.
3. Free and compulsory education for all.
4. School-feeding programmes to ensure adequate nutrition, that will make effective learning possible
5. On-going and progressive education for all adults, especially those who have been denied an adequate education in the past.
6. Scrutiny of existing school, teacher-training and university courses and the development of curricula which are aimed at:
 - enhancing the participation of all in political, economic and social life
 - integrating intellectual and technical skills to produce fully-developed human beings capable of taking control of their lives in all its aspects
 - building a progressive national South African culture while eradicating all traces of racism, sexism and elitism
7. Dissolution of existing racially-based departments of education
8. Reintegration of bantustan structures into a democratic national system
9. Development of local decision-making bodies which are democratically constituted by parents, teachers and students whose participation and responsibility in the creation of new structures and processes should be guaranteed. These would replace all racist and undemocratic bodies.

16

4/9

16

4/9

Would you please send any ideas on the above, as well as details about the methods and processes by which they were developed in your organisation to:

UDF, KHOTSO HOUSE, FOURTH FLOOR, DE VILLIERS STREET, JOHANNESBURG, 2001

AB29

Por. Dwa Lesung Thunrathe

Chamianu SAM 21/4/88

WHAT MUST BE DONE NOW?

1. All classes must discuss this issue so that everybody knows what is happening. Everyone should also understand the regulations regarding corporal punishment.
2. All cases where teachers have broken the rules must be given to your S.R.C. representatives that a full list can be collected.
3. Students should support each other when teachers break the rules.
4. Students must attend the meetings which will be called during this week.
(Watch the notice boards)

CONCLUSION :

Corporal punishment is definitely not an effective educational tool. We can never learn from being beaten.

The S.R.C. realises that it is its duty to protect students. This cannot be done without active support from everybody. So far we have shown great unity. This must continue until corporal punishment is abolished.

CORPORAL ^{Case AB29} PUNISHMENT ?



1

SRC REPORT

WHAT HAS HAPPENED SO FAR!

"I TRIED TO EXPLAIN TO HIM WHAT HAD HAPPENED,
BUT IT WAS ALL IN VAIN. ALL MY TEACHER
THOUGHT ABOUT WAS THAT I WAS IN THE WRONG
AND THAT I HAD TO SUFFER THE CONSEQUENCES."
(words of a std. 9 student)

Misuse of corporal punishment is common at our school. Almost everyday the rules laid down by the D.I.A. are broken. There are many cases where girls are caned, boys beaten with fists & punishment is dealt out without permission of the principal.

All this came to a point last wednesday when two students were beaten without permission of the principal and in the presence of other teachers.

The students felt that corporal punishment had gone far enough and a meeting of all Std. 10's were called. It was decided that a delegation consisting of Std. 10 students and the S.R.C. executive would investigate the cases and confront Mr Page. The S.R.C. also brought out a petition and over 800 signatures have been collected thus far.

OUR DEMANDS WERE:

- 1.(i) That teachers guilty of breaking the rules should give an account of their actions.
(ii) They should commit themselves to stick to the rules laid down by the Department.
2. That every student should be made aware of the rules of the Department with regard to corporal punishment.

3. That no student should be victimised in any way for supporting this issue.

On Thursday the delegation met Mr Page and presented these demands. Most of the demands were agreed to and a meeting with teachers were called the following day to discuss the matter. (A report of this meeting will still be given to students.)

It is important to realise that although most of the demands have been agreed to, only with continued support from all students will the SRC be able to win this issue.

YOUR RIGHTS:

The rules laid down by the Department of Internal Affairs state that:

- NO GIRL MUST BE CANED.
- Corporal punishment must be dealt with on boys only as a last resort.
- Corporal punishment can only be given by the principal and if he is unable to do so he can delegate another teacher to do it.
- Corporal punishment cannot be dealt with in front of other students unless they are also guilty of misconduct.
- All punishment dealt with must be recorded in a special book.

AB30

Rev. Ab. 30 1.

As a national student organisation, we ~~have~~ many ~~resources~~ resources in order to function effectively as an organisation. Because South Africa is such a large country divided into four provinces (Cape province, Transvaal, Orange Free State, & Natal) our organisation is divided likewise. We have a National Executive Committee, consisting of ten people ~~including~~ ^{including} the National President (Singapore Mgodane), Vice-President (Blessing Mphahlele), National Secretary (Constance Mokohe), Correspondence Secretary (Chikane Chikane), a National organiser, a women's organiser, a publications officer, a projects officer and two treasurers. Apart from the National Executive we have four regional committees (one in every province) which constitutes two delegates from every branch in that region. And finally we have our branch executives and the general membership (~~direct~~ ^{indirect} ~~leaders~~).

Also within its programme for 1988, the Education Charter Campaign, the International Year of the Youth and the 30th Anniversary ~~of~~ of the Freedom Charter.

The Education Charter Campaign.

The history of resistance in South Africa is ~~undated~~ ^{undated} dates back a long way to the late 1800's. Throughout this period, education has always been an issue around which major struggles have been waged. Since the inception of the Nationalist Govt in 1948, the government has made a concerted attempt to ensure the success of its policy of Separate Development (Apartheid). Within this framework legislation was introduced to ensure that black people will be educated only in order to serve

in every corner of our country and to educate them of ^{the need for} such a document.

Such a programme will extend over a period of approximately two years, and would be costly one. Our organisation has absolutely no resources at this point in time to sustain such a campaign. Although South Africa is known to be a rich country, the wealth is concentrated in the hands of the ~~few~~ ^{small} privileged white population. Organisations which are opposed to apartheid and the government generally have little access to such resources.

The International Year of Youth.

In South Africa, we have many youth organisations countrywide with similar aims and objectives to that of AYASA. viz. to organise the youth around issues that affect them in Apartheid Society. There does exist a great overlap between the student movement and the youth movement.

Since 1985 has been declared International Year of the Youth, the student movement is planning major programmes around these spheres of activity.

the lower echelons of the Economy. In the words of Hendrik Verwoerd (Past Prime Minister of S.A.) Bantu Education was primarily designed to teach African people that they are inferior.

It is therefore with the background of such an educational system that scholars & students have sought to unite and organise themselves in order to oppose such blatant and unfair practices in the Educational system. Many struggles have been waged throughout the years with the aim of winning the right to have democratic Student Representative Councils (S.R.C.), a curriculum that is acceptable to students, the right for students to protest against unjust practices and above all the aim to establish a just, equal and democratic system of education for all.

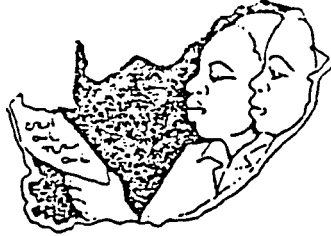
The Education Charter therefore would be a document which would encompass all the demands of scholars and students throughout South Africa into a single comprehensive document cum programme of Action for the student organisations. The process of drawing such a document is a massive task. In order for the Education Charter to be a democratic document we are faced with the task of reaching out to every school, University and College throughout the country in both urban and rural areas. To collect demands from ordinary ~~scholars~~ scholars and students

AB31

No (16) 3/9/87

COSAS

EACH ONE TEACH ONE



CONGRESS OF
SOUTH AFRICAN
STUDENTS
Frederic 31
FREEWAY HOUSE
9 DE KORTE STREET
BRAAMFOONTEIN 2001

TVL REGIONAL COMMITTEE

TEL 339 2139

We in Cosas have pledged for support from all the worker-Organisations in the TVL Trade Unions, Civics and Youth organisations to identify their role in support of the students demands in South Africa which are as follows:-

- * Release of all detained students
- * Scraping of all charges against them
- * Decision as to when Examinations to be written and how -
- * Issueing of textbooks to all students
- * Recognition of our demands that is of having democratic SRCs with a drawn students constitution.

Letter of invitation to a meeting were sent to all different sectors of our country, unfortunately they did not reach their destinies in time.

We in Cosas proposed a stay-away from work and school depending on how the workers will react to that.

We urge our parents/workers under their trade-unions to fully identify themselves with our problems and therefore forgo links and support us as their children suffering under Bantu Education and the racist, facist Regime of Pretoria.

We are requesting each Union, Civic and Youth organisations in the Transvaal to discuss this issue with their membership and have their own conclusion over this stay-away, as to how long should it take.

We would like each organisation to sent two delegates to a meeting that would be on the 27 October - Venue: Khotso House Time: 12 h.00 pm

Yoursin the struggle
Chairperson TVL Region Cosas
Peter Makgoba

COSAS

EACH ONE TEACH ONE

ITEM 72



SOUTH AFRICAN
STUDENTS

P.O. BOX 61875
MARSHALLTOWN
JOHANNESBURG 2107

6 APRIL '84

N-E-C-

TEL:.....



TRANSCVAAL REGIONAL MEETING REPORT

Present: Transvaal N.E.C.

Branches- Daveyton, Alexandra, Soweto and Atteridgeville.

Absent: Turfloop, Nelspruit, Vaal, Potchestroom, Ikageng, Thokoza

Thembisa, Krugersdorp, Mamelodi and Soshanguve.

AGENDA

- (a) Branches report
- (b) Boycotts
- (c) Education Charter Campaign
- (d) Regional meeting preparation
- (e) Branches consultation
- (f) Finance report
- (g) Allocation of tasks

Minutes

The Transvaal National Executive Committee clarified the meeting about the problems that brought failure to the regional workshop. The meeting noted these as the major ones:-

- (a) Lack of consultation amongst the branches and the Executive.
- (b) Financial problem
- (c) Misunderstanding between Cosas and CRIC workshop organising Committee.

Noting that not all the branches were present, the meeting resolved that the Workshop be cancelled and be a planning meeting the regional workshop.

BRANCHES REPORT

The meeting also noted that the branches were facing problems which were contributing towards weakening the organisation in the Transvaal.

- (a) Lack of direction and co-ordinating on the issues to taken branches.
- (b) Lack of constant communication between the branches and Executive.
- (c) Ideological problem eg. Azasm

(d) Venue

(e) Lack of finance

(d) Lack of Resources, those who have any, misused them.
The methods of tackling these problem was discussed as

I would put them later.

REGIONAL MEETING

The meeting proposed to hold the Regional meeting and the workshop on the 25-27th May '84 which is now changed to be on the 1-3th June 1984 in Soweto due to the problem of the venue.

Finance

It was clear that the branches were not engaged in fund-raising as it was resolved in the 3rd Congress last year. Noting that an organisation can not succeed with the campaign without finance, then it was resolve that the branches should engaged themselves in Fund-raising, since the following projects are to undertaken;

- (a) Solidarity Day 19th/20th May '84 in Soweto
- (b) Regional meeting
- (c) National Council in June on Cape Town
- (d) T-shirts/Transport/Publications

BRANCH CONSULTATION

Realizing that the existing problems in the branches was due to the lack of communication amongst the branches and the Transvaal Executive.

These were methods suggested, hoping they will strengthen our Region. It was suggested that the branches situated in one area should form a co-ordinating structure, that will from time-to time visit the branches to inform them about the activities of the organisation eg. Soweto- Alex.

The branches in the meeting were to be responsible to contact and assist those who were not present. The structure drawn were as follows:-

- (a) Soweto -Noordgasig; Kliptown; Vaal; Newclare; Eldorado Park; Potchestroom; and Krugersdorp.
- (b) Daveyton -Thokoza; Katiahong; Tsakane; Springs; Nigel; Vols Volsloorus; Heidelberg and wattville.
- (c) Attridgeville -Mamelodi; Lodium; Garankuwa; Pietersbherg; Tzaneen; Winterveld; Hammanskraal; Witbank; **MNelspruit.
- (d) Alexandra -Thenbisa and Bosmont.

BOYCOTTS

Reports on the boycotts throughout South Africa was given and discussed. We realised that this boycotts in order to be successful they needed our support, thus a SOLIDARITY DAY WITH the boycotting schools was seen as a step-up.

REPORT ON PREPARATION FOR THE SOLIDARITY DAY

Finance was seen as one of the key to success this rally. Noting that our Branches had no finance, we resolved to engage ourselves in fundraising campaign.

SUGGESTED METHODS OF FUNDRAISING:

- * Street collection - tins with Cosas emblem.
- * Letter requesting organisations & supportive people in the Community : The fundraising is co-ordinated by the full time organiser.
- * Films - Plays - selling eg. Publications
- * The letters for fundraising are drafted, I shall enclose them.
- * N.B Strict co-ordination was on finance as in the past problems had emerged.
- * Transvaal Azaso region will be planning an Education Charter campaign Workshop, In a meeting with them we agreed that they must invite Cosas people to that workshop, they will invite 2 representatives.
- * Branches are to send T-shirt (white) to Johannesburg to be printed by Soweto for the following:
 - (i) Cosas
 - (ii) Emma Sathekge
 - (iii) Sphiwe Mthimkhulu
- * The next meeting for the Branches will be on the 14th May 1984 at Saspu National offices near Wits at Jorriksen street. Branches must send at least 3 representatives.

Yours in the struggle for Democratic Education.


GENERAL SECRETARY
JABU KHUMALO

(Zew" AB 29")

CONGRESS OF SOUTH AFRICAN STUDENTS

EACH ONE TEACH ONE



UNITED ACTION for DEMOCRATIC EDUCATION

Published by COSAS - NEC

Printed at ERIC, 251 Malta House, Malta Road, Salt River

APARTHEID EDUCATION *is* ROTTEN

1984 - It all happened again. From Pretoria to Port Elizabeth, Paarl, Uitenhage, Humansdorp, Alexander, Bloemfontein, Graaff-Reinet, Cradock...students once again demonstrated their rejection of Apartheid inferior education. They demanded : abolition of corporal punishment, end of Age Restriction, more textbooks and recognition of SRC's.

In Port Elizabeth, Bloemfontein and Alexander the students won their demands and in Pretoria, Cradock and Graaf-Reinet the authorities refused to listen to the demands of the students. Brutal and suppressive police action left hundreds injured and two dead: 15 year old Emma Sathekge of Pretoria and 17 year old Sebenzile Jacobs of Cradock.

In addition the department of Education and training, despite the pleas and wishes of parents, teachers and students went ahead and closed all seven primary and secondary schools in Cradock and six high schools in Pretoria. This meant that more than 10 - 000 children will be deprived of education for the rest of 1984. A public outcry of students, parents and teachers followed the closure.

The closure of schools, high failure rate, age restriction, under qualified teachers are all means used by the authorities to ensure that the black people do not receive proper education and to keep us backward and ignorant.

The government talks of improving black education but history and events tell a different story.

The government spends seven times more on a white child than on a black child. 73% of black teachers are under qualified, as compared to 3% in white schools. For each teacher in a black school, there are 43 students, and only 18 for each teacher in white schools. This makes learning more difficult and the task of a black teacher almost impossible.

Chairman
Sam 2/4/88

COSAS
NATIONAL
CONGRESS
REPORT

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CONGRESS REPORT 1983

- * Introduction
- * Opening Address - A. Gumede
- * Branches and Delegates
- * Progress Report
- * Venue and Date
- * Education Charter Campaign
- * Student-Worker Alliance
- * UDF & Student Participation
- * Resolutions
- * Elections
- * Women and Involvement in Organisation
- * The Way Forward
- * United Action for Democratic Education

INTRODUCTION

The Congress of South African Students (COSAS) held its 3rd National Congress from the 12th to 17th December 1983 in Durban.

The National Congress is an important meeting which takes place once in a year. It is an important occasion not only to the oppressed students alone but also to the many teachers and parents of our country.

What is the National Congress all about?

At a national congress meeting delegates representing different and various COSAS regions and branches come together to evaluate the progress made since the last congress. Together they identify the problems and shortcomings of the organisation and plan and formulate strategies to overcome these. They look at the reality of the organisation, locally and nationally, compare this to the objectives and aims the organisation has set for itself. This self-examination is necessary if the organisation is to prepare itself better so as to meet the challenge ahead.

The National Congress is also an occasion where COSAS members and students from different parts of the country get an opportunity to meet and exchange ideas and experiences. A new national executive committee is formed and entrusted with responsibility for the new term. Observ-

ers from within the ranks of student, teachers, parents and other sister organisations are welcome to attend the Congress.

In conclusion it is vital for us to work harder to make the National Congress a democratic process involving everyone and not just a few who happen to be at the meeting. Delegates should not begin to reflect when they arrive at the congress but should bring their branches and regional reflections with them. There are also important questions we need to keep in mind in our everyday work in building up towards the congress. The following are some of these:

* Were all of the last Congress's decisions implemented? If not, why not? We need to review this and continually improve our methods in implementing National Congress decisions as well as improving national meetings themselves.

* What actual difference did the National Congress make to our region? How can we make sure that it has more effect on each region?

* What about our previous delegates? Did they give a report back? Did they put into practice what was decided at the Congress or did they simply keep it to themselves?

Let us continue to improve our organisation. Let us build COSAS, take it to the classrooms and turn it into an effective mobiliser, organiser and leader of and for the oppressed students. Let us use our young lives to sweep this world clean of all its evils. The future is bright.

**Forward to a People's Education !!!
Forward to A Free Democratic Future!!!**

The NEC



VR

NATIONAL EXECUTIVE COMMITTEE REPORT

The National Executive Committee consists of the President, Vice President, Secretary General, Treasurer, Publicity Secretary, National Organiser and two fulltime Organisers.

The NEC report at the 3rd National Congress covered the developments with the committee since it took over responsibility.

The categories the report covered were : the meetings which involved those of the NEC and between the NEC and other organisations, the tasks entrusted to individual NEC members to visit certain areas, the national publications and finance. Under each of these the report highlighted the goals set, the achievements of those and the problems encountered and general failures. Altogether there were five NEC meetings held out of the six planned. Of these five successful meetings only one took place with the whole NEC membership present. Below are the dates, venue and content of each meeting.

1. July 1982, Hammanskraal. Absent were one fulltime Organiser and a National Organiser. The main aim of the meeting was to review the national situation of COSAS so as to familiarise the new NEC with the responsibility it had to carry out. It was also at this meeting that the NEC expressed the support of COSAS for the idea of an Education Charter campaign then under discussion at AZASO Congress.

2. December 1982, Durban. Absent were still onn fulltime Organiser and a National Organiser. The main aim of the meeting was to finalise the preparations for the 4th National Council meeting to be held in Durban then.

3. The third NEC meeting scheduled for January 1983 never took place. This was mainly due to the problem of communication and contact amongst the NEC members.

Following this a meeting was planned for April 1983.

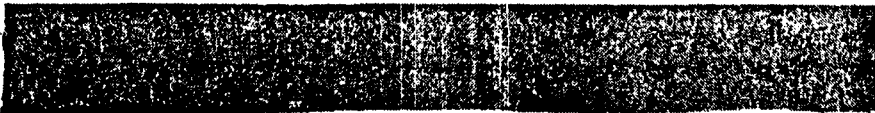
4. April 1983, Soweto. Absent was the Treasurer as it was clear then that the other fulltime Organiser was excluded from the NEC. The meet-

ing focussed on report backs from assignments given to individual committee members before then. These included a message for the Mtimkulu-Madaka families, the production of a national newsletter cooption to two NEC vacancies plus securing a resource officer for COSAS. Final preparations were made on the coming 5th National Council meeting of COSAS. Also the meeting made arrangements for an Administrative Skills Workshop to be held during the 5th Council meeting. Finally attention was paid to the possibility of improving contact with the National Youth Commission set up at the 2nd National Congress.

5. June 1983, Rhoodepoort. Absent was the Treasurer. This meeting was aimed at finalising the preparations for the 5th National Council. The meeting continued after the Council with the Eastern Cape situation assuming prominence in the discussions. Following discussion the NEC decided on assigning the Fulltime Organiser to visit the Eastern Cape area.

6. August 1983. This was the first meeting wherein all NEC members including the newly coopted Resource officer were present. Amongst issues for discussion were the RDM June 1983 article carrying a report about the COSAS President jailed for rape, a letter from the State Library requesting a copy of every issue of COSAS National Newsletter, Associate Membership subscription through the Friends of COSAS (FOCOSAS) forms. Also at this meeting a review of the school situation especially focussing on the boycotts that were sweeping the country then with areas like Soweto, Mabopane, Atteridgeville, Vryburg, Hanover Park, Mdantsane involved. From the assessment of the situation it was clear that COSAS wasn't fully prepared to carry out the support and direction the boycott situation required. The meeting took a re-examination of the theme 82/83, Student Worker Action. Very little work had been undertaken in regard to linking up activities with the theme. Suggestions such as making up posters, stickers and T-shirts to educate on the theme emerged.

7. September 1983, Port Elizabeth. This was a meeting of the NEC together with two representatives from each region. The only region not present at this meeting was the Orange Free State. The main purpose of the meeting was to plan for the 3rd National Congress.



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*** MEETINGS WITH OTHER ORGANISATIONS**

* 9 April 1983, COSAS NEC, AZASO NEC and YCS National Committee delegates met in Rhoodepoort.

— The central focus of the meeting was to establish areas of cooperation especially along the Education Charter campaign. The question of sharing resources and an June 16 education focus week around the Bantu Education Act as part of popularising the Education Charter campaign were all raised and discussed.

* July 1983, Johannesburg. COSAS NEC and SASPU National Committee delegates met and reviewed the distribution of SASPU, articles and agreed on a system whereby COSAS distributors of SASPU would keep 50 per cent of the sales money of each copy sold.

* April 1983, Johannesburg. The NEC requested the assistance of a Community Resource and Information Centre (CRIC) to help run a training course for COSAS facilitators. This training course took place in April with over 50 facilitators participating.

**EACH ONE
TEACH ONE !**

BRANCH REPORTS

THE PROGRESS OF COSAS

The session of the branch reports was very important in the Congress. That was the time when COSAS looked at its progress and failures throughout the year. It was reported that COSAS has 48 branches represented and 5 were absent. These branches were composed of 5 delegates each branch and 240 as a whole plus observers. The branches have not the same membership, say East London branch has 950 members. We have Western Cape, Eastern Cape/border, Natal, OFS, and Transvaal regions. All branches have committees and regional committees, branches meet on a weekly basis and regions once a month. Most branches are based in the community and few inside school.

COSAS ALIVE

After the 5 National Council in June, all branches learnt more about COSAS and how to make the organisation alive. From these lessons, they started to implement them practically in order to keep the organisation strong and to educate the membership of COSAS and other students. Also, to explain COSAS more easily to other students, parents, and the community at large. There are - educational film/video shows, workshops seminars eg. sport, labour, education etc, extra-tuition classes on Saturdays, COSAS publications, Spring and Winter schools etc. Many students attend these activities, say Gunya branch's film/video shows and 8 extra tuition classes in Capé Town.

COSAS AND SISTER ORGANISATIONS

Most branches reported that they have close contact with organisations in their areas. Some branches are engaged in the same programmes, say 16 June commemoration days etc. The branches work hand in hand with these organisations, for example the Soweto branch, SOYCO; Grahamstown branch, SACOS, YCW etc. Most of these organisations are affiliates of UDF as COSAS is. COSAS branches participate in UDF area committees and programmes. It was encouraged that all branches attend and participate fully in UDF programmes, like UDF mandates on referendum, so thus to keep the organisation's independence.

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COSAS's PROBLEMS

All branches and regions have the same problems on finance. This item was discussed. Some members of the organisation are still harassed by their parents to leave COSAS. They see COSAS as a political organisation, like what the Security Police said to me in front of my father, that we tell students lies, that we are students organisation yet we sing liberation songs. Now, because of issues like this, our aims must guide us: "To create a spirit of trust and cooperation between students, parents and teachers", also "to normalise the relationship between parents, students and teachers". So therefore each COSAS member has to explain and discuss with their parents about their involvement in COSAS and involve them. The state on the one hand intimidates COSAS students. They tell them to leave COSAS, some students were detained. Basically the state has no ground to intervene in COSAS activities because our organisation is legal, not banned. The state cannot tell you to leave COSAS and other organisations. It can't intimidate our membership and school principals.

Now our branches have a serious problem in Natal caused by Inkatha. Inkatha as it is said, is the liberation movement in South Africa, by Gatsha Buthelezi. The Inkatha stops our members when they go to meetings. It closes all the venues available in the area through their Community Councillors. They disrupt COSAS meetings, eg. commemoration of June 16. At this stage COSAS is banned in Kwazulu schools. Therefore COSAS is in a great problem in Kwazulu, but does that stop the students' militancy?

BRANCHES REPRESENTED

TRANSVAAL

Turfloop branch; Nelspruit branch; Vaal branch; Potchefstroom-Ikageng branch; Thokoza branch; Daveyton branch; Thembisa branch; Alexandra branch; Krugersdorm branch; Atteridgeville/Saulsville branch; Mamelodi branch; Soweto branch; Soshanguve branch.

NATAL

Umlazi branch; Hammarsdale branch; Chesterville branch; Claremont branch; Kwamashu branch; Umbumbulo branch; Lamontville branch; Wentworth branch.

8.

BRANCHES cont

OFS/NORTHERN CAPE

Thabong branch; Mongaung branch; Thaba 'Nchu branch; Kimberley branch.

WESTERN CAPE

Retreat branch; Gunya branch; Paarl/Mbekweni branch; Zwelethemba branch; Ravensmead branch; Mitchell's Plain branch; Bellville branch; Athlone - i) Alexander Sinton High branch, ii) Belgravia High branch; South Peninsula High branch; Langa High branch.
(Acting individuals in Grassy Park and Wittebome)

EASTERN CAPE

Sada branch; Grahamstown branch; Port Elizabeth branch; S.C.P.C. (working group); Queenstown branch; East London branch; King-Williamstown branch (was absent).

PARTICIPATION OF WOMEN

The discussion on this was presented by a paper on the role of women. The paper was aimed at three areas: to promote the basic understanding of the position of women in an exploitative society; the historical and current role that women are playing in the South African struggle for liberation; to stimulate particular attention on the participation of women in mass organisations such as COSAS.

What came out of the talk/paper was that women in South Africa, like any other capitalist society, experience discrimination as an inferior sex. Black women in particular, suffer from triple oppression - political oppression (as black people), sexual oppression (as women) and economic exploitation (as workers).

The role of the family, the school, the church, TV, advertisements etc in socialisation of girls for certain roles and values was highlighted.

Following the talk, the meeting broke up into smaller groups of twenty each group discussing one of the following topics:

1. Parental pressure
2. Complexes (inferiority, inadequacy)
3. Attitudes of men and women
4. Acceptance of Values

Parental Pressure: more often than not parents are too protective of their daughters; parents in most cases do not understand the organisation the daughter is associated with; girls are required to perform domestic duties like washing dishes, cleaning etc immediately after school; girls also do disappoint parents by giving false excuses of their whereabouts; and neglecting family or home tasks and studies.

Complexes, Attitudes of Men and Women: in a society we live under, boys are taught to regard themselves as superior and girls as inferior. From a very early age girls and boys are taught different games in line with their future roles (ie. a girl should play "poppiehuis" and a boy a truck driver or go hunting!) 'Boys don't cry'. 'Girls should help mommy in washing dishes'. At school the big boys all occupy the back seats and the girls the front rows. Girls news involves gossip and being attractive to boys. Boys talk about movies, weekends, motorbikes, their girls etc. In the morning assembly, and entering the classroom, girls are always girls and boys, boys. After school girls remain for cleanup and boys go play rugby and straight home. Too often debates, chess, SRC's are seen as male domains. Girls develop inferiority and inadequacy and boys feel superior and right.

Acceptance of Values: These values that are transferred to girls and boys dominate every single aspect of our lives, in the church, at home, at school, in the sportsground, everywhere. Very soon boys and girls alike would come to accept these values of sexism, superiority, inferiority, dominance and subservience as normal, as God-created. They would simply get surprised when these values and standards get challenged in front of them. They would simply find it difficult to understand that men and women in democratic countries like Mozambique, Cuba etc are learning to live like human beings, equals and not objects for exploitation and inferior sexes. It will take a lot of effort, a lot of patience, a lot of hard work to convince our men and women, our boys and girls, that we too can achieve what others in those countries have achieved. But in the end, these capitalist values, because they are more false than true, will be defeated and done away with ... not by miracles but by the work of our boys and girls, by their sweat for a better future, a better education - an education for the better of mankind.

WOMEN cont

Women Committees: To establish ways of solving these problems, suggestions came up such as educational programmes on the nature of our society, the values that make our society survive (eg. sexism, inequality, etc) and how they are changing these in other societies.

We need to try and improve the relationship between students (especially members of COSAS) and their parents by such activities as tea-parties, visits to families, birthday occasions. A resolution was taken to establish women committees in the eight regions of COSAS. The task of these committees would be to look at particular problems the women are faced with and how to overcome these and increase the size and extent of women participation and involvement in the student organisation (COSAS).

EDUCATION AND THE CAMPAIGN FOR AN EDUCATION CHARTER

This was one of the important sessions of the 3rd National Congress. It opened by a paper delivered by Joe Phaahla, ex AZASO President, on The Role of Education. The paper highlighted the role of education in society, education in South Africa, the struggles in the field of education, the lessons of 1976 and 1980 and towards an Education Charter campaign. Education serves to reproduce society. There is a formal (ie. school) and an informal (TV, books etc) education. In indigenous African societies there were no schools but people learnt a lot. They learned how to hunt, to cook, look after children, and everything necessary for their everyday life.

With the colonisation of Africa everything changed. Education became a tool of the colonialists - by equipping some with certain skills and training others to work. Schools became authoritarian and with no student participation, and segregation and spreading of attitudes of black inferiority and white superiority prevailed in the classrooms. When Verwoerd took over as Minister of Education in the 50's, he said: "When I have control over Bantu education I will teach the Bantu that equality with whites is not for them".

About thirty years later, at the launching of the United Democratic Front in August 1983, Dr Alan Boesak said "Instead of producing

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zombies, Bantu education produced children with the highest political consciousness in our history as shown by 1976 and 1980''.

The struggles in the field of education date back as far as the formation of the first schools for Africans. In 1903 the South African Native Congress (later the ANC) protested against unequal provision of grants between black and white students by the British colonial government. In 1920 the Union government took over African education. From 1920 to the introduction of Bantu education in 1954, there were periodic struggles in the schools in the form of protests, demonstrations, boycotts and even riots. This took place mostly in the rural areas. In 1954 the Bantu Education Act was passed and implemented. This was followed by the Extension of Universities Act in 1959, making it possible that 'bush' or tribal colleges (eg. UWC, UDW) be established under the control of the Department of Native Affairs.

In 1964 separate departments for 'coloureds' was established and in 1967 the Indian Education Department followed. The struggles continued throughout the 60's and reached a boiling point in 1976. Starting in Soweto, a protest sparked off by the introduction of Afrikaans as a medium of instruction spread into a nationwide uprising.

The idea of an Education Charter emerged at an AZASO GC and later got endorsed by the COSAS National Council. The Education Charter

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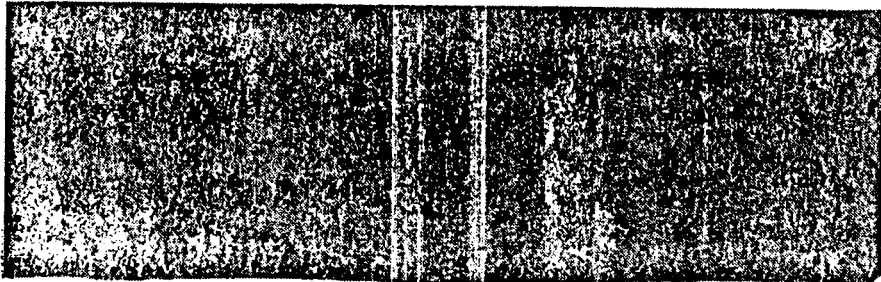
CONT:

can be used as a guide in the struggle for a free and democratic education. It could contain short term, medium term and long term demands of the oppressed for a new education. The Charter could also serve as a mobilising point for a free democratic education.

Thus far a dossier has been compiled by an AZASO Education committee. This carries articles, pamphlets, on the present system of education and education in other countries (eg. Zimbabwe, Mozambique, Nicaragua etc). An Education Festival was agreed upon by a joint AZASO/COSAS meeting and only one region (Natal) has been able to organise it. There was also the National Focus on Bantu Education which too did not get the coordination that was planned for it.

The year 1984 must be taken seriously as far as education Charter campaign is concerned. The Congress agreed to start early by setting up structures (education Charter committees) to carry out the campaign. There is a need to link up the Education Charter with the situation in the country (eg. permits to attend Fort Hare in Ciskei, high failure rate and age limits). There is also the issue of potential compulsory conscription and the implementation of the new constitution which demand attention in 1984.

There are a lot of problems in our classrooms and schools: Age restriction, corporal punishment, overcrowded classrooms, lack of qualified teachers, textbook shortages, cooption through Junior Community Councils, enforcement of expensive uniforms, high fees, leakage of exam papers, drunkenness during school hours, expulsion of students, threats from principals, enforcement of prefect system, lack of facilities etc. These have to be linked up to the problem of lack of proper representation and consultation between and amongst students, teachers and parents, and between the people and the government. The standard of black education is deteriorating and more and more the system is leading to a collapse and deeper crisis.



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RESOLUTIONS!!!

A. EDUCATION: ie. deterioration of the situation

This 3rd National Congress:

- Noting: that despite the government's reforms in education
- i) the crisis in education in South Africa is ^{increasing} deteriorating as evidenced by the persistence of problems experienced by students in school, such as unqualified teachers, corporal punishment, leakage of exam papers, age-limits laws, high failure rate, poor facilities etc
 - ii) the extent to which our organisation has taken up these problems and issues has not been adequate
 - iii) This chronic crisis results in a large proportion of the oppressed and exploited masses being academically ^{inferior} backwards,

And believing that:

- i) the present racial and inferior education system is not serving the interests of the majority of the people but is used to perpetuate the economic exploitation and political oppression,
- ii) Free, compulsory, dynamic, democratic and non-racial education in our society can only be the product of the struggles of the oppressed and exploited majority of our people,

Therefore resolves:

- i) to commit ourselves to actively increase our participation in taking up problems and issues in the field of education both locally and nationally in the coming year,
 - ii) to strive for unity in action of the democratic and progressive forces around the theme of education and the Education Charter campaign in particular,
 - iii) to initiate the formation of local and regional education
-

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charter committees which will educate COSAS members and students in general,

iv) to strive for a National Education Charter Committee to control and coordinate the activities of local and regional education charter structures.

Resolution by the NEC on Matric Results.

**B. THE SOUTH AFRICAN DEFENCE FORCE INVOLVEMENT
IN BLACK SCHOOLS**

This 3rd National Congress:

Noting: i) with concern the increasing involvement of the SADF in the black schools and communities,

ii) that this involvement which takes the form of youth camps, distribution of SADF publications and T-shirts is the cause of unhappiness in our schools and communities,

And believing that:

i) The aim of this involvement is in line with the government's strategy of winning the hearts and minds of black people through propaganda in order to get more people to join the ranks of the SADF,

ii) The SADF is an organ of repression and defender of an oppressive and exploitative system,

iii) The SADF is desperate to gain respectability in the black community after its butchery of thousands of unarmed black students and workers in the 1976 uprisings,

Therefore resolves:

i) To condemn in the strongest possible manner the reformist and cooptive roles of the SADF in our schools and community and to call on all progressive organisations to do the same,

ii) To commit ourselves to actively challenge these roles in the interests of the students, and oppressed and exploited masses at large,

iii) To educate both students and our communities about the dangers and real objectives of SADF involvement in our

schools and communities by amongst other things, distributing pamphlets, posters etc.

C. MOGOPA, CROSSROADS and INANDA

This 3rd National Congress:

Noting: i) With concern and dismay the impunity with which the South African government continues to uproot the oppressed and exploited people from properties they have owned and rightfully occupied over many years, as it threatens to do with the people of Mogopa, Crossroads and Inanda.

ii) That this uprooting has resulted in untold misery and suffering on the part of these peoples,

And believing:

i) That it is the inalienable right of our people to live and work in places of their own choice without any fear of removals and resettlement,

ii) That it is against the will of the people of Mogopa, Crossroads and Inanda that the state is intending to resettle them,

Therefore resolves:

i) To condemn in the strongest possible manner the inhuman policies of resettlement of the government and the barbaric actions which are consequent to these,

ii) To pledge our solidarity for the struggles and plight of the Mogopa, Crossroads and Inanda people and to offer them whatever form of support we can provide to their struggles and plight.

D. CONSCRIPTION

This 3rd National Congress:

Noting that:

i) The government plans to implement its constitution,

ii) There is going to be an imposition of compulsory military conscription for the so-called 'Coloureds' and 'Indians',

CONT:

Believing that:

- i) The SADF is destabilising the peace-loving people of Southern Africa in Angola, Mozambique and Namibia,
- ii) The SADF occupation of Namibia is illegal,
- iii) There is no cause for the 'Coloured' and 'Indian' youth to risk their lives in defence of Apartheid which is the cause of high rents, inferior racist education, shortage of housing, low wages etc, in their communities,

Therefore resolves to:

- i) work together with all other student and youth organisations to inform and educate our youth and students about the implications of the possible compulsory conscription,
- ii) to commit ourselves to struggle together with other organisations under the banner of the UDF,
- iii) to pledge our solidarity with all those who object to participating in the SADF and endorse the call for an end to conscription.

E. SWA/NAMIBIA

This 3rd National Congress:

Noting that:

- i) South Africa and the United States of America are bent on a course of destabilisation of the people of Namibia and Grenada respectively, struggling to build a better future,

Believing that:

- i) the people and students of Namibia and Grenada have the right to self-determination in the lands of their birth,
 - ii) South Africa's occupation in Namibia is illegal,
 - iii) There is no basis for the linkage of Cuban presence in Angola to the independence of Namibia,
-

12

Therefore resolves to:

- i) Condemn the continual presence of South Africa in Namibia and the United States of America invasion of Grenada,
- ii) Demand the unconditional withdrawal of South African troops in Angola and Namibia.

F. WOMEN

This 3rd National Congress:

Noting that:

- i) the inadequate participation of women in the struggle waged by COSAS,
- ii) This inadequate participation has only been a handicap to growth of COSAS,

And believing that:

- i) Women also suffer the problems experienced by other students in the struggle,
- ii) Their participation in COSAS activities is indispensable to the advancement of the struggle for a non racial democratic education system in a non racial South Africa,

Therefore resolves:

- * To establish commissions in our regions which will initiate discussions around the problems of participation of women in COSAS and develop methods of recruiting women and increasing their involvement.
-

1984 COSAS THEME

UNITED ACTION FOR DEMOCRATIC EDUCATION

This is our fifth year of taking forward the struggles of the black students of South Africa. And after 5 years of struggle, COSAS has decided on their theme for the year ahead: UNITED ACTION FOR DEMOCRATIC EDUCATION.

It is appropriate that we have selected such a theme, for it symbolises the central demands and methods COSAS has employed since its inception. But, we hope, it will go further than being a reminder of past campaigns and victories. The advances made in the past must be transformed into concrete organisational growth. Simply put, we must form new branches, win over new members, and improve the understanding of our present members. And at the end of this period, our students must have a clearer understanding of the tasks ahead.

How will our theme assist us in doing this? Let us look at what it means to COSAS.

(16) OUR AIM IS DEMOCRATIC EDUCATION

4/9/87 This will be the main issue in the Education Charter campaign. The demand for democratic education has been fought for, boycotted for, organised for. The events of June 76, the boycott of 1980, the protests of 1981 have all centered around the need for an alternative education: a democratic education.

Democratic, because we feel education must reflect the needs of our people, in particular the workers. It is they who slave in order for us to be at school. It is their needs which should be primary in society at large and education in particular.

(16) 4/9/87 Democratic too, because we do not separate education from society. A repressive, exploitative society will have an education that glorifies repression, that justifies exploitation. Democratic society alone can have a democratic education in form (who will control it), the relationship between students, parent and teacher) and content (what we are taught). The struggle for democratic education itself will assist and contribute to the broader struggle for a democratic society. And the Education Charter campaign will reflect the demands for and the form of that education which is democratic.

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OUR METHOD IS UNITED ACTION

Our emphasis on action flows from our understanding that unity can only be built in and through struggle. The achievement of a democratic education too, requires united action. Victory comes not to those only with admirable aims: it requires hard, demanding struggle. But this struggle, this united action must be guided by careful planning and a sound theory that combines what we are fighting for with how we shall conduct that fight.

Our action must be united with those of the other forces of change in South Africa. We must link up with the workers' struggle for a society which they control, for we realise the fight for a democratic education is their fight too.

With our theme to guide us, let us go forward together, confident that the liberation of our people is a task that will be fulfilled in the life of this generation.

**FREEDOM IN OUR LIFETIME!!
THE FUTURE BELONGS TO US!!**

Overcrowded classrooms, underqualified teachers, lack of library and laboratory facilities all prove the dream of Dr. Vervoerd, then minister of Native Affairs when he said "we should not give the Native an academic education...if we do this...who is going to do the manual labour in this country? We should so conduct our schools that the Native who attend these schools will know to a great extent he must be a labourer."

This clearly shows that the government's education policy is not ment to serve the interests of our people but to ensure a constant supply of cheap labour for the Bosses - owners of mines and industries.

The education we receive is ment to keep us backward, divided, to breed suspicion, violence and racial hatred. Our education does not equip us with the advanced technological knowledge we need. Our languages are looked down upon and kept underdeveloped. The scientific knowledge is reserved for whites and even they are taught a racist and false view of our country. Our history is falsified and patriots such as Moshoeshoe, Shaka, Waterboer, Witbooi and Dingaan are reduced to tribalists and murderers.

We are not allowed to learn books about Africa, our continent, by African writers. We only learn European books and European culture and if by mistake, a good book by an African writer finds itself in the list of prescribed literature - they collect and burn all copies of it.

We have a lot of problems in our schools and in our classrooms. We are not even allowed to tell our parents about these problems. When we try to call a meeting, the Administration Board (Community Councils) refuse to give halls. In Cradock all student - parent meetings are banned by the minister of law and order for three months. Today it is Cradock and Pretoria, tomorrow it could be you and your area.

14

Deprived of school, unemployed and hungry more than 10 000 young people in Cradock and Pretoria will now be left to roam the township streets as they dodge the pass raids and police. We now have to do something to solve our problems. Our parents who make up the workers in the factories, mines, office floors, suburban kitchens, and everywhere else in white South Africa, receive very little wages. On top of this they will have to pay high rents, bus fares, buy food and pay a lot for our education (uniform, books, school fees etc.)

Let us demand the right of parents, students and teachers to decide who should teach, how and what should be taught in our schools. Our parents have a right to know how their money is spent at school. Our teachers also belong to our communities. They are not our enemies. However our teachers should and must not serve as policemen and criminals at schools, assaulting students and insulting democratic student, youth and community leaders and organisations. It is in the interests of our people as a whole to build respect and a spirit of confidence between and amongst students and teachers.

Our only hope and answer is unity and organisation. Our parents through their democratic Trade Unions, Community Associations, Church (religious) and teachers unions should come together and with the youth and student organisations form committees to keep in touch with what is happening to their children at school.

+We must talk about the education they are receiving in other countries.

We must talk about the type of education we want in a future free South Africa.

Let us unite and work towards a Compulsory Free and Non-racial Education. The doors of learning and culture shall be opened!

Forward with the Education Charter campaign!

DOES YOUR SCHOOL HAVE
A SRC, STUDY GROUPS,
HISTORY SOCIETY OR
COSA'S BRANCH?

AB33

ITEM 28

Rev AD 3311

POLICY OF THE CONGRESS OF SOUTH AFRICAN STUDENTS

Our Policy will be bent towards a philosophy that:

- Will determine the interests of all in the education of the country.
- Will disseminate ideas that will lead the people towards an education which will leave every one free to think, act and live.
- Will in the final analysis lead to total liberation in South Africa.

ON EDUCATION

We condemn the present system of education which is aimed at rendering the us perpetual slaves in the country of our birth, maintaining white superiority and dividing the people into ethnic groups/classes that are going to render our struggle ineffective.

WE ENVISAGE

A society where free and compulsory education will cease to be a privilege but be a right and one that is democratically determined to teach the people to love one another, maintain their culture and dignity and, honour human brotherhood.

ON SPORT

We view the present system of multiracial sport as an attempt by the government to create an impression of genuine change so as to gain international recognition. As an anti-racial organisation we will recognise non-racial sport from grassroots.

ON RELIGION

We do not recognise the kind of religion introduced by the colonialists with the aim of keeping the oppressed inferior and subservient to the oppressor. We recognise religion as a living reality and identify it with the social problems of the oppressed.

DIALOGUE

We maintain that a genuine and meaningful change will be brought about by the will and power of the people. We reject any direct or indirect dialogue with the government-created bodies or institutions.

RELATIONS

Our organisation will work or identify itself with any progressive group whose policy and principles are similar to those of ours.

CLASS

We outrightly reject the government's strategy of granting concessions to a sector of our society as an attempt to create a middle-class in order to render our struggle ineffective. We do not recognise these concessions and grouping of people into classes. We fight as a single group and class in this society.



1976
PRETORIA ATTRIBUEVILLE

CLASS

Suppression League -
 SAC
 Democracy
 Rights

Elections

1. Chairperson - J. Mabote
- Vice II - L. Skosana
2. Secretary - F. Masonga
3. Treasurer - Ndab: Nhlapu
4. Organizer - Jerry + T. Bokwe
5. Publicity Secretary - Jacob Masungana
6. Three Additional Members
 S. Ntali; D. Malindi and A. Mbongo

Mabote
 Jenny - Chairperson (1) 13

Lolo Skhosana - 9 - (2)

J. Masungana - 6

Secretary (3)

F. Masonga - 10 - 14

P. Ratube - 7

T. Bokwa - 10 - 12

Treasurer

Ndab: Nhlapu - majority vote ✓

E. Skobane - 7

Publicity Sec

Jacob Masungana ✓
 S. Taoti 10

Organizer - Abner - 14

Thabo Bokwe - 17 ✓

Jerry

Three Additional Me

D. Nwonyi | Ben. Nkedi
 A. Mbongo | P. Ratube
 E. Skobane | N. Salomane
 C. Malindi

AB34

RHODES UNIVERSITY CAMPUS REPORT
(BSM/AZASO BRANCH)

Review "Ad 34"
[Redacted]

- A. Black students are represented by Black Students Movement (BSM). BSM was affiliated to AZASO in September last year. AZASO is the dominant Black Students Organisation on the Rhodes Campus. Of 300 Black students, 50% belong to AZASO.
- B. We have 25 students who are continually active but this number increases depending on the nature of the issue. BSM has 7 sub-comms. They are Education, Projects, Sport, Media, Women and Culture. BSM also has a core group of activists who supplement the Exec in all its work. The core group has been meeting on a regular basis (fortnightly) whereas the sub-comms have been meeting infrequently. Most of the work that has been done on campus has not been the sole responsibility of any one sub-comm. eg. core group takes over May Day which is usually task of the Projects Comm. The Exec of BSM meets once a week. We have had 6 general meetings this year. Mass action is usually planned at general meetings and day to day running of org. is done at Exec level. The core group is usually where the issues emerge from - it is taken to the general membership/Ad Hoc comm is mandated to execute membership directives.
- C. The third force elements on campus are confined to a few individuals who are totally inactive. Recruitment methods are usually emotionlly orientated with minimal success.
- D. Initially students are introduced to topical issues via speakers at mass meetings, videos, seminars, workshops. This is followed up by personal visits and thereafter students are drawn into the org.
- E. The core group serves as a training group for leadership and continuity. No specific training programmes have been initiated thus far. All programmes were first preceded by workshops which served as organisational training programmes. It is difficult to assess whether methods employed have been successful. Membership response has been very positive in this respect.
- F. Campaigns:
Ngoye - a mass meeting was held on campus a day after the call was made by NEC where speakers outlined the reactionary role of Inkatha. Publications issued by NEC were also distributed.
Orientation - two student meetings were held where speakers delivered papers and new students were introduced to life on a liberal campus.
Sharpsville, - a mass meeting was held
National focus on repression - issue was taken up by local branch of NUSAS
Mayday - a mass meeting was scheduled - speaker did not arrive. Video was shown.
National day of Solidarity - a stay away was called at a mass meeting. Alternative programmes were arranged for that day.
- G. Student Issues
Accommodation crisis - a failed campaign due to 1) problem resolved prior to action being taken 2) lack of general student interest 3) failure on part of members to fulfill tasks

Rag and Sports Boycott - A phenomenal success - addressed by speaker on Multi-National sports. Meeting addressed on counter productive role of Rag. The meeting put forward a motion rejecting Rag and calling on Black students to boycott Rag.

Disciplinary code - The Rhodes University Disciplinary Board operates within a law of its own. Black students who are brought before the board are victimised and handed unjust punishments. This case of an unfairly dismissed student was taken up by the Exec. More militant action other than writing a letter was not possible.

- F. The idea of an Educational Charter Campaign has been introduced and discussion has been held on a formal and informal basis. The campaign has had regional problems and has therefore not been launched as such.

MSC:

Activists that were involved - no of activists that have been involved in the blitzes in the town and townships has been fluctuating. The highest no of activists that have been involved is 20. This is not satisfactory. The explanation given is exam prep. No of students that participated in campaign - the general student body participation has been very minimal. The main problem here is apathy. The methods used were successful to a certain degree but they need to be improved to be able to yield the required results. BSM was highly involved in the MSC launches in the two townships in Grahamstown. We were involved at prep. level. The problems encountered are

- Lack of absolute support and co-operation from exec and general membership.
- Organisational problems between NUSAS and BSM
- Preparation and actual work for the campaign has sometimes worked to the detriment of branches

GENERAL PROBLEMS:

Grahamstown being a small town, lacking in progressive activities; students are expected to take the initiative. This has caused in many cases our activists to be involved in sports org. and civic matters. The end result has been that activists have been more active outside campus than on campus. This has put us in a dilemma in a sense that we cannot pull out of the off-campus activities in fear of leaving a vacuum in the community.

Apathy - a problem which we still need to overcome.

Lack of venues off campus - all venues controlled by management committees and town councils.

Most students who study at Rhodes are not from Grahamstown, as a result when they leave campus on vacation a vacuum is created.

Communication with NEC - although attempts by the NEC to improve communication has been made, this needs to be improved, especially the timing of announcements of issues to be taken up by the branches,

OKSK.

STRUCTURES ON THE CAMPUS.

SRC - elected by second and third years from 2nd & 3rd Sports board

Media Comm - strong debating society - under progressive control

People generally dissatisfied with SRC because 1st years not represented and cannot vote.

Strong VCS.

WORKING GROUP

10 members: mostly engaged in ET meetings

Pamphlets only for group use - no general pamphleting takes PLACE.

No college opposition to pamphleting.

Decision-making is democratic; well-disciplined.

Meet regularly in private homes - one lecturer in working group.

THIRD FORCE.

SACOS presence - doesn't oppose UDF & AZASO.

RECRUITMENT.

4 original members, others recruited in mass meeting & one person-to-person basis.

E.C. CAMPAIGN.

None started but aware of it.

15 SUES

Debating society took up PC, very well attended and successful. Sowe.to & June 14 - taken up by SRC under progressive direction during college hours, full attendance, not many gains made.

BOYCOTT - Students called for a boycott because of dissatisfaction with exam time-table; in a mass meeting students decided to boycott and have programmes on campus for one week; the Rector intervened; SRC went along with Rector's decision. Students then had programme for 1 day & boycotted certain exam subjects, all the same. This was fully supported. Students dissatisfied with SRC for upholding Rector's decision. SRC has lost some popularity. Bought Azaso time-tables.

D. CAMPAIGN

Not formally taken up - limited to publications. Azaso member did support the campaign.

1) Orientation

Not formally taken up because of pressure from Admin. Attempts were made on a small scale - not very successful - limited to pamphlet.

c) Sharpeville

Prayer meeting held in case, because not under admin. control. Large no. people attended.

d) National focus on repression

Azaso had a workshop off campus. Had the effect of drawing more people into AZASO. Not a campaign as such - just a focus. Pamphlets distributed.

e) Mayday

Campus pamphlet steering done in mainly activists and

f) National day of solidarity

All Durban campuses had a joint meeting at Howard College.

g) Million signature campaign

About 2000 students signed on campus. Others off campus. Repression by Admin. Activists helped out campus in blitzes. Also helped to collect signatures in factories in the morning.

E. Education Charter campaign

As a very lowebb. No committee. A workshop was organised however. General attempts were made to engage in activities, but activists have not really asserted themselves. Students are aware of the Education Charter, but their knowledge of the campaign is very vague.

ISSUES TAKEN UP

a. The accommodation issue

Other students than Indian students are not allowed to live in the hostels. A memorandum was drawn up. The majority of students signed a petition to Admin. But Admin. response was to ignore and remain silent.

We were asked to attend to the accommodation issue by the students. Mass meetings were held. We also took it up to boost the SRC A.C., which is progressive. It had the effect of drawing African students towards Azaso. It alienated Admin. and made them totally discredited in the eyes of students. The mass meeting and petition had the effect of uniting students.

b. THE SRC campaign

A number of activists showed interest. However, only those activists involved in the SRC A.C. could participate more directly. The whole student body was involved in decision-making about the campaign. Extensive use of pamphlets, debates, and discussions. Attempts were made to divide students on the issue, but was ensured that the SRC A.C. emerged as the genuine students representation.

F. COMMUNICATION

We do not have a NFD rep on our campus. However, communication is satisfactory. I have contact with the comrade vice president and the comrade treasurer.

U.D.W. AZASO REPORT

A. STRUCTURES

- ?? SRC Action Comm./Azaso/ Movement for Improvement/M.S.A/
H.S.A/S.C.F/Azaso.
2. SRC A.C. and Azaso. H.S.A. and S.C.F. : some leaning towards progressive lines.
 3. a) SRC A.C. : majority Azaso membership.
b) MSA: strained relationship. B.C. leanings.
c) 1 or 2 Unity Movement members.
d) HSA: Depending on the issues at stake there is the possibility of working together especially with regard to commemorations etc. Otherwise fairly neutral.
e) SCF: Supportive and sympathetic to Azaso and Udf.
 4. Azaso is the dominant black students organisation largely because:
 - i. Publications, stickers, etc. have served to boost Azaso.
 - ii. Relationship with-UDF.
 - iii. Has established itself over past 2 years.

B. BRANCH/WORKING GROUP

No official Azaso structure since Azaso is banned on campus. However, there exists a forum consisting of about 30 congress members. This forum is responsible for co_ordinating activities on campus. Also, other students not directly involved with the forum assist with the work that is being done. Decision_making is done by forum. The Azaso comm. within the forum co ordinates Azaso activity. The forum meets fairly regularly off campus, and this affects attendance.

C. THIRD FORCE ELEMENTS

- I. MSA is an elite group of people. They have a lot of support, due to their religion (appeal). There is a core group of about 10 people who are actually involved in work. They are well organised, and have had a few programmes.

MSA cont.

Almost all muslim students become members. They are a force because they have a large measure of support. As a political support force, they have the potential to be B.C. Relationship, therefore, is somewhat strained, although they do co-operate on certain issues.

MFI.

Not consistent in terms of organisational abilities. They did however, cause a stir at the beginning of the year when MFI was formed. This was largely due to shortcomings on our part which they capitalised on. They have strong B.C. leanings. Was spearheaded by Azasm, and motivated by a call from Azaso nationally for participation in SRCs. A few individuals were successful in influencing students, using student problems as their base. To some extent, they also put pressure on the SRC Action Comm. Their success was short-lived. An openly antagonistic relationship exists between MFI and Azaso. At SRC A.C. meetings, MFI individuals were antagonistic and attempted to limit Azaso's influence, with the intention of destroying Azaso.

AZASM

As an organisation on its own, it is not efficiently organised. Activists are limited as they have no organising skills. Their activities are limited to reactions to progressive developments on campus. They have no clearly defined programme of action. Recruitment is based largely on verbally swaying people onto their side, and playing on the weaknesses of the progressives on campus. They have not been very successful, but have managed to mobilise a handful of people. A very antagonistic relationship exists between us.

D. RECRUITMENT AND TRAINING

- i. Person-to-person contact.
- ii. Workshops/meetings/commemorations
- iii. Pamphlets
- iv. helped by MSC campaign and the inroads of the NIC into the Indian community.
 - i. Firstly, at the level of active participation in work and activities, we have drawn in a few individuals into our ranks. Secondly, at the level of identifying with, and supporting Azaso, a greater percentage of our campus has been attracted. We have problems with the consistency of members. Thirdly, at this stage, there has been no defined or concrete programme to ensure continuity and leadership. People working with Azaso have responded to issues and tasks by assisting at whatever level required. However, this response has not been consistent.
- iv. a) No
b) Yes
- v. No specific training programme, but a forum consisting of Azaso people did meet to discuss issues pertaining to Azaso activities. This served some training purpose.
- vi. Not very effective - no concrete programme

AZASO SOWETO COLLEGE OF EDUCATION BRANCH REPORT.

Conditions:

The college administration is in the hands of Afrikaner conservatives. The SRC is administration controlled. All the activities are planned, controlled and co-ordinated by the admin, the SRC sees to the execution of such activities. The SRC cannot initiate any activities without the blessing of the admin. There are generally academic problems with the different courses as well as in the classes. The SRC's constitution does not provide any scope for them to solve such problems.

Former Cosas activists were able to see these problems and after lengthy discussions decided to establish AZASO branch. Consultation followed among College and Wits Azaso and after some meetings with College students, Wits Azaso was called to address students at College about the importance of an organisation which will serve as their national and international representative of their problems and also in the College, ^{this} culminated in the launching of this branch with 50 people on 28 February 1984. Why AZASO is important was discussed. Prior to the launching Azaso publications and time-table were distributed and this made students to ask about ~~the~~ AZASO.

STRUCTURES

At launching a working committee was formed which eventually worked as the executive. Recently we established sub-committees to look at possible ways of fund-raising for the Congress.

ACTIVITIES, FAILURES & SUCCESS

Prices at the bookshop are very high and the branch took it upon themselves to expose these exorbitant prices charged. This ended the minutes book, as such not much effort was put in it. The bar forced the SRC to take up the issue of first year fees which they had to pay at very short notice. This was a success in that they to pay in monthly instalments or wait for an account at the en

The branch succeeded in stopping some students participating in the inauguration ceremony at Tshabalala. We distributed a pamphlet denouncing such participation.

The branch succeeded in holding a 21st March commemoration service where all the students attended. This was the first service of this kind since 1979 at this college. All after noon activities were suspended.

The branch managed to change the direction of the SRC general meeting and forced the SRC to accept that they were used by the admin.

The branch discovered the involvement of the S.A.B.C. AT College and the subsequent exploitation of students. The branch has not done much about the issue and as such is still pending. The branch managed to popularise NEUSA and students attend Neusa workshop and Conferences.

The branch contribute articles to SASPU and sell the relevant PUBLICATIONS at College.

The branch together with G.T.M. branch organised a blitz at Bara, Blockchain and choir competition held at S.C.E.

The branch was entrusted to the task of raising funds and donations in Soweto for the Congress.

PROBLEMS.

We have a limited time for meetings - issues not fully-discussed Meeting from 2.45 - .45.

Irregularity in attendance.

Inconsistence at College -in activities.

PROGRAMME OF ACTION.

Infiltrate SRC sub-committees and change their direction.

Start discussion groups during practice-teaching about the conditions at the college and the position of the SRC. This will be a basis for a total boycott of the elections in September,

Have a programme for political education of our membership workshops and seminars.

Wk xlxpxlxlx xlxgxlxlx xlxserxlx lx xlx xlxwixlx lx xlxlxlxlx lx xlx xlxlxlx lx xlxlxlxlx lx

Pg. 3

We hope to organise services following/guided by the peoples' calendar.

MEETINGS

Constitution of Azaso.
" of S.C.E.

SABC

Bookshop

Neusa

Poor lecturers

Saturday classes

SRC

Fund-raising.

UNIVERSITY OF WESTERN CAPE-- BRANCH REPORT

Campus Report based on the following questions.

A. STRUCTURES ON CAMPUS

- (I) The most important org. or structures are AZASO, AD-HOC, Histosoc, Hostel committee, Kiononia, Social work stud., Religious organisations, M.S.A. and Sports bodies.
- (II) THOSE under progressive are the AD-HOC, Histosoc, HAPCU, Kiononia, some Christian org.; M.S.A. and sports org.
- (III) Organisationally no links exists between AZASO and these organisations however individual contact does exist.
- (IV) No organisational relationship exists between AZASO and those organisations not under progressive control but individual contact does exist.
- (V) During this year other org. eg christian students or sporting bodies are more popular but we like to believe that AZASO is the dominant organisation on our campus.

B. BRANCH/WORKING GROUP

- (I) We have a active membership of something between 15-20.
- (II) The structures in our branch are the Executive, Media Comm., Projects comm. and E.l.
- (III) * The branch sub-comm. meet regularly.
* The executive met irregularly or when the situation demanded it.
* The general membership met regularly. (Every fourth night)
- (IV) The decision making procedure can only be described as democratic.

C. THIRD FORCE ELEMENTS

- (I) No public structures exist - they however do exist - their efficiency is questionable in terms of mass work.
- (II) Individual recruitment measures are used.
- (III) No relationship exists between AZASO and these counter revolutionary elements.

D. RECRUITMENT AND TRAINING

- (I) While conscious organisational recruitment was discussed individual recruitment measures were used.
- (II) Many new people joined the organisation and due to organisational inebility membership was not maintained.
- (III) Workshops, a Cultural Festival and mass meetings were held to ensure continuity and leadership.
- (IV) Training programmes for new and old activists have been irregular.
- (V) METHODS used were weekend workshops and mass meetings.
- (VI) These methods were not effective because they were not consistent.

E. ASSESSMENT OF CAMPAIGNS

- * Ngoye Crisis: No programme because of final exam.
- * Orientation Programme: A mass meeting introducing AZASO was held.
- * Sharpeville: A joint programme with Histosoc was held (20% contribution was made by AZASO).
- * National focus on Repression: An efficient programme on Bantustans was held.
- * May Day: ""?
- * National Day of Solidarity with Pretoria schools: A one day focus was held but the wrong emphasis was given.
- * Million Signature Campaign: No organisational or systematic work has been done considering conditions such as bad liaison between AD-HOC and AZASO and the weak contact between U.D.F. and our branch and vice versa.

AZASO- U.W.C. BRANCH REPORT

GENERAL INTRODUCTION.

Unlike most of other AZASO branches, the AZASO U.W.C. branch is affiliated to the SRC and therefore enjoys the same status as all other clubs and societies on campus. This situation imposes certain limitations on the organisation as said. Firstly AZASO cannot call a mass meeting without the consent of the SRC, and because the SRC is the supreme body on campus AZASO cannot take up any burning issue on campus, eg. inadequate library facilities and a D.P. system). . on their own. As the SRC was not functioning properly very few issues were taken up that appears to the students. Although AZASO members assisted with the SRC with the electioneering no other meaningful intervention was made as far as establishing a progressive SRC at UWC.

Certain organisational structures emerged as a result of the last boycott. An Ad-Hoc committee was established who was mandated by the student population to play the role of the now defunct SRC. Until elections in AUGUST, faculty structures set up to take up the problems that the students experience in their faculties.

Taking in consideration the role of the SRC and faculty councils, AZASO'S role is to provide political content to student activity on campus. Furthermore the organisation have to focus on certain burning issues within the student movement as the need arises, and also to initiate the commemoration of important dates in our history.

In terms of the role that AZASO U.W.C. branch have to play on the campus, very little has been done to play that role.

F. EDUCATION CHARTER CAMPAIGN

(1) No. No E. C. Committee exists on our campus.

G. ISSUES

(1) Issues were always taken up in liason with other progressive organisations.

H. COMMUNICATION

Communication does exist between NEC and the branch, but it is not consistant and effecient., however all letters and publications have been recieved.

Mayday - there was a boycott and one student was arrested. He was preaching that the students should go and write and in a subsequent meeting it was resolved that Spear's principles should not be betrayed and that we should attend as if nothing has happened and this is what he was standing for.

Due to the extension of the mandate to the IC some conditions and demands to the rector were tabled. This ensured the involvement of the Ciskeians on our campus. This was followed by a three day stay-away. When the Ciskeians were about to kick us out we disappointed them by calling the boycott off.

On the night of the 22 May the police invaded our campus. This was followed by a boycott as a tactic and consequently led to the release of our comrades.

Vigilante - the reactionary camp came up strongly against popular struggle in which we are engaged in. They were really determined to mobilise themselves into a force to reckon with.

BRANCH REPORT - FORT HARE

At the beginning of the year the first thing that we noticed and it came to us as no surprise, was the exclusion of some of our comrades. Moreover, the study permit results were not out by then and we were expecting some more exclusion as a result of it, at the same time trying to formulate some strategies of resistance.

A general meeting was held, firstly to welcome and orientate the new students and secondly to reaffirm our commitment to the programme of action that we drew before closing last year. Just to mention some of the issues in our programme - we had the issue of the SRC, a strategy to organise Women, Ed Charter and so forth.

A student body was called and progressive people were nominated and later elected into an Interim Comm. This marks the first victory in our battle for genuine representation. The IC was mandated to look into the feasibility of forming the SRC, which we know has not been in existence for more than 4 years. At the same time the activists were going all out to inform the sceptical sector about the importance of such a body. Before the committee could really acclimatize itself, we learnt that the study permit results were out and 7 had been robbed of a chance to study at Fort Hare and a lot more were promised.

On the eve of Sharville, the campus controller and his henchmen went about searching rooms and stealing UDF posters. This was followed by a mass action on the evening which was quickly suppressed by the joint action of the watchman and the Ciskeians and there were no arrests this time - not because of police reluctance. On March 21 there was a 100% sit-in. In review of the situation we learnt that this mass action alone had a significant contribution in orientating the new students and mobilising some.

One of our resolutions at the AGM was to organise ourselves into Hostel comms, and the urgency of this structure was expressed. This was implemented. The reasons for such decision on structure was that we don't have a venue that can comfortably accommodate us all, and that we raise suspicion when we meet in a large group and that we can easily be encircled. Moreover, we found out that we can hold fruitful discussions, and a lot of education can go on in such groups and a lot of issues eg Ed Charter can be tackled significantly.

In front of us we still had a formidable task to handle and that was the draft of the constitution and try to give direction to it. At the same time a lot of issues, trivial and significant were coming up. Through our debates and discussions on the constitution battle fronts were drawn. The forces of reaction were combining and an unholy alliance was formed. The progressive forces on the other hand were not flat footed. Strategies were formulated and implemented perfectly. The reactionary demagogues were embarrassed and quickly neutralised and, don't forget, these were potential threats.

A new breed of such elements were continually coming up.

Trips - we had two visits, one out and one in. They both helped us to improve relationships with other campuses and at the same time we learnt more about them. What is really significant about these visits is that in our campuses SA & IC issues triggered heated debates and the non-racial sports policy came under sharp focus. This issue should be dealt with at congress.

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Burial services of the two ANC cadres killed near Verulem. Fund-raising was done as contribution to their families.

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There is no Education Charter Comm. on our campus. The EC has been regionally orientated. There is now a strong urge towards forming an EC comm. at our branch as soon as possible.

COMMUNICATION

We are fortunate to have 2 NEC members on our campus. We get efficient communication by having these two comrades with us. We receive pamphlets and newsletters regularly. Pamphlets are distributed extensively on our campus.

LOCAL STUDENT STRUGGLE

There has been a sudden shift in the repressive tactics of our Admin. Unfortunately this sad state of affairs coincided with the installation of a new dean (the first black female dean of a medical faculty in SA).

There was a serious and unprecedented problem of high failure rate. This was especially in second year with a 45% failure rate and an appreciable no. of exclusions.

Grievances:

1. high failure rate
2. introduction of new faculty rules
 - a) students having to repeat the entire year for failure of one subject
 - b) conditional credits
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4. Withholding of results due to failure of students to pay university fees.

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The MSRC took up the issue - the Dean was requested to call an emergency faculty board meeting. This was flatly rejected. The faculty board was petitioned to convene a meeting to discuss our grievances (85% of student body signed petition). The faculty board remained adamant. The student body resolved to go on boycott until the grievances were resolved amicably by the board.

The faculty board instead held a meeting to discuss the boycott (but not issues leading to the boycott). The faculty board and the principal decided to close the medical school for 3 weeks.

Throughout this period the faculty board displayed its high-handed attitude whereby they believe that students have to accept willy-hilly what the board says or face severe repercussions.

During closure:

Various area committees were set up with the aim of popularising the boycott issue and to forge parent support.

In Durban a temporary parent support comm. was formed. It served as a mediator between the admin. and students. The students felt strongly that such a parent comm. should be permanent. Such idea failed as the committee was at that time led by an unwilling chairperson.

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Despite the amount of time we spent on the boycott, we could only emerge with few victories. Two third year students who were excluded illegally were reinstated unconditionally.

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The faculty board which was previously depicted as being liberal has changed drastically to a very hard and repressive structure. The board unilaterally decided to cut out April and June vacations.

MSRC has tried to negotiate for a one week vac. in July - this was met with unqualified rejection by the board, even a compromise of giving our activists condoned absence so as to attend the Congress, was rejected.

Some manifestation of the repression is displayed by the attitude of the principal to the House Committee. The university admin. is busy planning to introduce sub-wardens who are going to serve as watch-dogs on students. This dirty work will be done by fellow members of the student body who qualify for this work on the basis of having junior degrees. However the student body is adamant to oppose this move.

In conclusion, we are expecting a very severe "bush college" type of repression at UNB.

"Kwazulu" bursaries:

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UNB AZASO REPORT

Structures on UNB campus

1. Medical Students Representative Council (MSRC)
2. House Committee (HC)
3. Black Sports Union (BSU)
4. Religious societies

MSRC, HC and BSU are to a great extent under progressive control. Few of our activists are in religious societies but are unable to influence and exert the progressive direction. The religious societies still remain very conservative in their interpretation of the Gospel, and in terms of identifying with the National Democratic struggle eg. an attempt was made to collect signatures for the UDP MSC during SCF'S Gospel concert - this proved futile.

The Islamic Society:

The members are very aware of struggles in the Middle East. Most of their protest are confined to Jewish/Islamic clash. They do very little as far as local issues are concerned.

Undoubtedly, Azaso is the dominant black student organisation on campus. Firstly, it is the only organisation on campus - our campus has affiliated to Azaso. Other tendencies like Azasm have not penetrated into campus thus far. Secondly, most, if not all campaigns and projects are spearheaded by Azaso.

B. BRANCH WORKING GROUP

The branch committee consists of 27 members, but not all members are active. There are more than 30 activists not included in the local branch committee, but are participating in HC, MSRC, BSU and other community organisations.

BRANCH STRUCTURE:

- a) Executive: Chairperson, Vice-chairperson, minute secretary, treasurer, publicity secretary, correspondence secretary.
- b) Projects committee- no. of activists in brackets.
 1. Descom (2)
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THIRD FORCE ELEMENTS

Such elements are very few and insignificant. They exist merely as individuals. Recruitment methods are limited to wearing the T-shirts of their organisation, but this is largely unsuccessful as their population remains constant.

RECRUITMENT AND TRAINING

Orientation programme is one of the most effective means of recruiting people. Some person-to-person contact is used as a follow-up to this.

To ensure continuity in the organisation, we elect people in junior classes who still have years ahead of them.

Training programmes for activists take the form of workshops and informal discussions (mlevos). Informal discussions are very effective as they give people the opportunity to voice their opinions. We discuss issues like Third Force elements, national democratic struggle, Nkomati Accord etc.

CAMPAIGNS

a. Ngoye crisis

Fund-raising towards bereaved families. Also a publication which was widely circulated - our vice-chairperson found one copy of Ngoye massacre in London.

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A very intensive programme is organised yearly by the MSRC. The freshers are introduced to structures present on campus. Materials such as stickers, calendars, newsletters etc. are given to new students.

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This was a failure. The seminar which was organised was very poorly attended.

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AB33

ITEM 28

Rev AD 3311

POLICY OF THE CONGRESS OF SOUTH AFRICAN STUDENTS

Our Policy will be bent towards a philosophy that:

- Will determine the interests of all in the education of the country.
- Will disseminate ideas that will lead the people towards an education which will leave every one free to think, act and live.
- Will in the final analysis lead to total liberation in South Africa.

ON EDUCATION

We condemn the present system of education which is aimed at rendering the us perpetual slaves in the country of our birth, maintaining white superiority and dividing the people into ethnic groups/classes that are going to render our struggle ineffective.

WE ENVISAGE

A society where free and compulsory education will cease to be a privilege but be a right and one that is democratically determined to teach the people to love one another, maintain their culture and dignity and, honour human brotherhood.

ON SPORT

We view the present system of multiracial sport as an attempt by the government to create an impression of genuine change so as to gain international recognition. As an anti-racial organisation we will recognise non-racial sport from grassroots.

ON RELIGION

We do not recognise the kind of religion introduced by the colonialists with the aim of keeping the oppressed inferior and subservient to the oppressor. We recognise religion as a living reality and identify it with the social problems of the oppressed.

DIALOGUE

We maintain that a genuine and meaningful change will be brought about by the will and power of the people. We reject any direct or indirect dialogue with the government-created bodies or institutions.

RELATIONS

Our organisation will work or identify itself with any progressive group whose policy and principles are similar to those of ours.

CLASS

We outrightly reject the government's strategy of granting concessions to a sector of our society as an attempt to create a middle-class in order to render our struggle ineffective. We do not recognise these concessions and grouping of people into classes. We fight as a single group and class in this society.



1976
PRETORIA ATTRIBUEVILLE

← IASS

Suppression League -
 SAC
 Democracy
 Rights

Elections

1. Chairperson - J. Mabote
- Vice 14 - L. Skhosana
2. Secretary - F. Masonga
3. Treasurer - Ndab: Nhlupu
4. Organiser - Jerry + T. Bokwe
5. Publicity Secretary - Jacob Masungana
6. Three Additional Members
 S. Ntaoli; D. Malindi and A. Mbongo

Mabote

Jenny, — Chairperson 13 (1)

Lolo Skhosana — 9 — (2)

J. Masungana — 6

Secretary (3)

F. Masonga — 10 — 14

P. Ratube — 7

T. Bokwa — 10 — 12

Treasurer:

Ndab Nhlupu — majority vote ✓

E. Skobane — 7

Publicity Sec

Jacob Masungana 16 ✓
 S. Taoli 10

Organiser: Abner — 14

Inabo Bokwe — 17 ✓

Jerry

Three Additional Me

D. Nwensya | Sero Nkedi
 A. Mbongo | P. Ratube
 E. Skobane | M. Salomane
 C. Malindi

AB34

L. CAMPAIGN

Not formally taken up - limited to publications. Azaso member did support the campaign.

1) Orientation

Not formally taken up because of pressure from Admin. Attempts were made on a small scale - not very successful - limited to pamphlet.

c) Sharpeville

Prayer meeting held in case, because not under admin. control. Large no. people attended.

d) National focus on repression

Azaso had a workshop off campus. Had the effect of drawing more people into AZASO. Not a campaign as such - just a focus. Pamphlets distributed.

e) Maxwell

Campus pamphletting, done in mainly activists and

f) National day of solidarity

All Durban campuses had a joint meeting at Howard College.

g) Million signature campaign

About 2000 students signed on campus. Others off campus. Repression by Admin. Activists helped out campus in blitzes. Also helped to collect signatures factories in the morning.

L. Education Charter campaign

At a very low ebb. No committee. A workshop was organised however. General attempts were made to engage in activities, but activists have not really asserted themselves. Students are aware of the Education Charter, but their knowledge of the campaign is very vague.

ISSUES TAKEN UP

a. The accommodation issue

Other students than Indian students are not allowed to live in the hostels. A memorandum was drawn up. The majority of students signed a petition to Admin. But Admin. response was to ignore and remain silent.

We were asked to attend to the accommodation issue by the students. Mass meetings were held. We also took it up to boost the SRC A.C., which is progressive. It had the effect of drawing African students towards Azaso. It alienated Admin. and made them totally discredited in the eyes of students. The mass meeting and petition had the effect of uniting students.

b. THE SRC campaign

A number of activists showed interest. However, only those activists involved in the SRC A.C. could participate more directly. The whole student body was involved in decision-making about the campaign. Extensive use of pamphlets, debates, seminars and discussions. Attempts were made to divide students on the issue, but was ensured that the SRC A.C. emerged as the genuine students representation.

F. COMMUNICATION

We do not have a NED rep. on our campus. However, communication is satisfactory. We have contact with the comrade vice president and the comrade treasurer.

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UNE AZASO REPORT

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Orientation programme is one of the most effective means of recruiting people. Some person-to-person contact is used as a follow-up to this. To ensure continuity in the organisation, we elect people in junior classes who still have years ahead of them.

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g. Million Signature Campaign

Less than 20 activists involved. More than 40 students participated in blitzes in different areas of Durban. The campaign was officially launched at the campus, after which we were engaged in distributing pamphlets and the collection of signatures.

c) Food boycott at G.T. House

- i) All GTH students and activists were involved
- ii) All GTH students and activists were involved.
- iii) None
- iv) Meeting
- v) Boycott petered out because of the lack of planning
Lack of active student interests.

d) Entrance requirements

This was not taken at a mass level, but discussions did however take place with the administration.

e) Sports Tournament

- i) 20 activists
- ii) 200 students
- iii) posters, informative leaflets
- iv) none
- v) bad organisation
many activists were forced to attend other political activity
The 3rd Force in GTH refused to participate.

h. Communication

No real problem of communication with NEC - fortunate of the presence of executive members in our branch. We would however desire more contact between branches.

I. GENERAL ASSESSMENT

By far the major problem in BSS has been our inability to develop an efficient organisational machinery

- The restructuring process started very late
- The restructuring process was unnecessarily prolonged
- Failure to successfully draw in new members
- Failure to consolidate at points of heightened activity
- low level of organisation in the residences
- Lack of co-ordination between campus and residence
- Activists became slack
- Failure of an adequate grassroots, low-keyed approach.

But despite these major problems, BSS has successfully been able to mobilise large numbers of students at various points. In addition we have succeeded in maintaining and projecting the progressive ideology.

- iv) Mass meeting with MSA and Projects Committee and G.T.H Meeting which was unfortunately badly attended.
- v) We did not take the initiative over the campaign
Confusion and controversy over the inclusion of MSA on the May Day Campaign.

f) National Day of Solidarity/Republic Day

- i) 30 activists
- ii) 4000 students participated
- iii) challenge, pamphlets, Bill-boards, posters, press-statements, banners June 16, T/Shirts
- iv) mass meeting (1000) demos outside Great Hall and DCT offices boycott and march
- v) Press wrongly projected Nusas as Spearheading the Campaign.
Followed by exams and difficult to consolidate our gains.

h) Million signature Campaign

- i) all our activists participation, one stage of the campaign. This campaign staggered
- ii) 1200 black students signed
- iii) seminar, article in challenge, posters
- iv) major blitz orientation, UDF focus in May Baragwanath Blitz, JHB town Blitz
- v) Lack of consistency of activists
Nusas participation did not allow us to reach to all black students
the campaign on campus was not well planned.

F. EDUCATION CHARTER CAMPAIGN

At Wits we have no formal education Charter Committee. The national executive members of our branch we attempting to fulfill the required tasks. This informal grouping try to play an initiating role on other campuses in the region and planned an regional festival and workshop. The regional festival failed because the regional committee was unable to get itself into order.

The workshop met with minimal success. It was attended by [±]30 students from Witz and the STTC. We only completed half programme of the workshop and never continued. Despite no actual activities around the Education Charter, numerous attempts were made to popularize the campaign. The Campaign has been advertised in our pamphlets, statements, community newsletter and progressive journals like Africa Perspective etc. but this is not sufficient.

G. ISSUES

This year we have taken up the accomodation issue. /Swaziland. The issue was taken up because it provided us the opportunity to

- i) organise students around their material problems,
- ii) present Azaso as an organisation capable of fighting to advance the interests and demands of students,
- iii) to popularise and to extend the influence of Azaso.

a) Accomodation

- i) 15 activists involved
- ii) 250 people
- iii) pamphlets
- iv) mass meetings
- v) No adequate follow-up
lack of student military. and
Student apathy
Overestimation of problem by leadership.

b) Swaziland

- i) 16 activists
- ii) none
- iii) leaflet, banner, statement
- iv) -
- v) No consultation between Azaso and other prog. organisation
Lack of info on the issue
Problem of legality
Lack of direction from NEC

We are aware that they are able to exert an influence at an informal/individual level. Therefore, we have realised that the only way to keep them at bay would be through, our own consistent hard work. Up to now our relationship with the 3rd Force is cordial for there exists no open antagonism and hostility between us.

D. RECRUITMENT AND TRAINING

We have not developed systematic methods to recruit new members. We have relied on informal and individual contact as a means to draw in new people to B.S.S. As a result we have only succeeded in recruiting a handful of new people. This year no training programmes have been conducted, but the ranks of B.S.S. have swelled mainly because of an influx of experienced activists from other campuses - these activists have played an important role in sustaining activity.

At some points, however, B.S.S. has been able to secure the services of over 30 activists, eg. 30th May boycott and G.T.H. Food boycotts, etc. - but we have failed to consolidate this participation of students over long periods of time. We were hoping that the leadership training Programme which was to be held in April this year would have been of great help.

The attempts at restructuring was not only seen as a means to absorb new people in activity. It is hoped that as the sub-committees and co-ordinating committees, act themselves out, we would be able to ensure continuity and leadership.

E. ASSESSMENT OF CAMPAIGNS

a) Ngoye Crisis

- i) 8 activists involved
- ii) 150 students attended meeting.
- iii) pamphlets, graffiti wall
- iv) joint mass meeting with UDF and Azapo.
- v) the crisis came during exam time, and we were unable to maximize our politicization.
- iv) exams.

b) Orientation

- i) 15 activists involved
- ii) 250 signed up BSS members
- iii) challenge, Bill-boards, posters, meeting notices, sold - TShirts, play slides tape show
- iv) old students do not attend everyday and new students only attend on registration days. Therefore we find to engage in activity that would normally attract large student participation.
BSS finds itself having to compete with numerous other clubs in order to make a significant impact on new students.

c) Sharpeville

- i) 12 activists
- ii) ± 4000 students participated
- iii) leaflet, posters, banners, wall
- iv) joint meeting with projects comm. plus G.T.H mass meeting
- v) We failed to take the overall initiative on this campaign. Because of our sluggishness we were forced to go on a joint campaign with Project Committee.
The 3rd Force tried to disrupt the G.T.H. meeting.

d). National Focus on Repression

- i) 20 activists
- ii) 1000 signatures
- iii) pamphlets, Azaso Newsletter, Bill-Boards, petition, video - on rural relocation and Press - release posters.
- iv) mass meeting
- v) we did not properly co-ordinate the various activities around the focus week.

c) May Day

- i) 20 activists
- ii) ±400 students participated
- iii) pamphlet and posters

B.S.S. REPORT

A. STRUCTURES

At Wits, there very few structures that have access to a large number of students. These are BSS, SRC, Projects Comm, Wits Women's Movement, M.S.A. SAUTS and SMA. Of these structures only the BSS, SRC and Projects Comm. are directly under progressive control. With these structures we have retained our autonomy, but have nonetheless worked on joint campaigns when necessary e.g. Shapeville and May Day. In other instances they have played a supportive function as in the case of the National Day of solidarity. The Wits Women's Movement has not been totally steered by the progressive and as such our relationship with them is virtually non-existent. The MSA, while not directly under progressive leadership, has this year displayed an increasing tendency to provide a progressive content to their activities. We have worked jointly with them on May Day and they had actively joined our call to boycott classes on the 30th of May. As far as SAUTS and SMA is concerned, our relationship with them exists across the battle-lines.

Despite the fragmentation at our constituency B.S.S. is still by far the dominant black student organisation on campus. The reasons for this would well be attributed to

- i) our long history of political agitation
- ii) our ability to correctly respond to political issues that face students
- iii) consistency and
- iv) the inactivity of the 3rd Force.

B. BRANCH

We have \pm 15 core members in our branch, but have at points been able to secure the participation of about 25 other people who have worked with us in the past. A large part of the core is made up of students who have been active on the campuses that they have previously student on.

B.S.S. has spent lengthy periods at time attempting to restructure our branch. The following proposals have been made. - i) that we have the following sub-committees media, womens, Azaso, Area, Sport, Education and Training. Each of these sub-committee were to have been made up at \pm 5 people.

ii) that we set up a co-ordinating committee to be made up at the conveners of the different sub-committees + the exec. members. This committee was to preside every alternative week.

iii) that we retain the open working forum where the general membership will discuss relevant matters. The meetings of this forum was to take place in between successive co-ordinating committee meetings.

iv) Hence the exec. as such formal positions and was not a functional entity.

The process of initiating activity was to be as follows - the sub-committees were to work out periodical programmes. These programmes were then to be compiled and co-ordinated by the co-ordinating committee. It was then that the broad working committee (containing all members of sub-committees) would finally ratify other decisions. Once general decisions have been taken then each sub-comm. was to have its autonomy to implement.

To date we have been unable to successfully implement this process. Many attempts have collapsed and in so doing disorganised us. With the result that in some instances we have appeared to be sluggish and incapable to proceed at the .required pace.

C. THIRD FORCE

After last years abortive attempt to take over BSS the 3rd force have not surfaced publicly again. Their underhand and disuptive tactics has resulted in them isolating themselves from students.

Last year the 3rd Force existed in the organisational form of U.S.B.C. (Bursary Organisation)

At Glyn Thomas the 3rd Force seemed to have sustained some kind of presence. They have held regular meetings at times.

At Mofolo house - the 3rd force tendency seems to be emerging.

But on the whole they have not posed a direct threat to us. Despite the absence of a formal 3rd Force presence we have not relapsed into a false sense of security.

COMBINED COLLEGES REPORT

HEWAT:

1. *Structures on campus;*
 - A rep from each class forms SRC
 - Sports and Cultural Councils under SRC; rep from each on SRC exec.
 - Projects Comm. - Third Force control - limited liason between Projects and AZASO.
 - ASA - Some members progressive
2. Progressive controlled structures:
 - Film and Magazine societies
 - SRC partly progressive - working relationship with AZASO members.
3. *AZASO is not the dominant Black student organisation.*

BRANCH/WORKING GROUP

4 Active members and 3 interested.
Decision making follows democratic procedure
Semi-organised working group

THIRD FORCE ELEMENTS

Traditional third force base
Fairly strong and well organised
Have contact on SRC and have working relationships within their body

RECRUITMENT AND TRAINING

Person to person contact - very limited
Much pamphleteering - AZASO literature

ASSESSMENT ON CAMPAIGNS

Many pamphleteering campaigns were done exclusively by AZASO.

Some success on UNITRA campaign

PROBLEMS ENCOUNTERED

Too few people, student apathy, group not well organised.

EDUCATION CHARTER CAMPAIGN

ECC represented on regional EC steering Comm.

ISSUES

Published June 16, UNITRA, MAY DAY and Conscription.

COMMUNICATION

Extensive communication with NEC. Some disappointment with some NEC members not keeping appointments.

PENTECH:

STRUCTURES ON CAMPUS

SRC - Representing all 6 different faculties.

Rector has constitution drawn up by lawyer - imposed on students.

Hostel committee and Sports Board under progressive control.

MSA very weak.

WORKING GROUP

10 Active members

Distribute pamphlets and conduct Education and Training and discussion.

Democratic decision making.

THIRD FORCE

Virtually non-existent

RECRUITMENT AND TRAINING

Person to person contact - very limited

Much pamphleteering - AZASO literature

ASSESSMENT OF CAMPAIGNS

Appeal to SRC for Mass Meeting - permission refused

Issue of "African Students" on hostel - had SRC response - issue still receiving attention.

EDUCATION CHARTER CAMPAIGN

No progress

COMMUNICATION

Contact with Western Cape NEC rep.

WESLEY

STRUCTURES ON CAMPUS

No SRC, Projects Comm. 10 members - AZASO contact extremely limited.

Sports Board - Controls all clubs - strongest body - No clear Political direction.

WORKING GROUP

No AZASO working group - 5 interested people

Some AZASO literature distributed eg. calendars.

ATHLONE

STRUCTURES ON CAMPUS

SRC - 12 members

Sports board - under SRC

Hostel Comm.

VCS

WORKING GROUP

No AZASO working group

SRC Chairperson + 1 SRC member are third force, rest pro. UDF.

ISSUES

Conducted a food-boycott on Hostel - SRC lost credibility at hostel because of way it handled the boycott - meanwhile Hostel Comm. gained credibility. Local pro UDF Civic assisted.

N.B. - Colleges are under direct control of administration of Coloured Affairs. Rector has limited powers - cannot make decisions without consulting dept. 85% dependent on bursaries which are used as a form of blackmail.

REGIONAL COUNCIL REPORT
WESTERN CAPE

SECTION A: REGIONAL COUNCIL

The branches have been meeting as a region up till now but are not formally constituted as a region yet. Branches have been sending representatives to Regional Council meetings on a permanent basis but no regional executive has been elected yet. A regional council exec will be elected at the next regional council meeting.

The Western Cape region has not embarked on any campaign or issue jointly as a region. The only joint activity that we have had up till now was two workshops on the Education Charter Campaign. The lack of regional activity can be ascribed to the following reasons:

- 1) A lack of communication between the various branches and working groups at the colleges.
- 2) The fact that the regional council is not properly structured.
- 3) As a result of this the regional council did not meet regularly
- 4) Branches, especially UCT, experienced problems because of a lack of manpower.

The workshops on the Education Charter Campaign were held to discuss some of the problems of the campaign and to plan a definite programme of action for the campaign in the Western Cape.

Another objective was also to get a regional Education Charter committee off the ground. Although we have discussed through some of the problems of the campaign, we have not been able to work out a clear programme of action.

The lack of direction is also reflected on an E C committee level where there is also a lack of clarity as far as the campaign is concerned. The absence of a permanent co-ordinator also caused certain problems on this level eg. poor attendance of these meetings.

Up till now contact with the colleges took place on an individual basis and it has not been done on any formal structures. While contact with certain colleges were established, some of the institutions we contacted in a rather haphazard manner.

Contact with COSAS has been maintained on an individual basis and the only formal contact that took place between the region and COSAS was on the ECCC.

SECTION B: REGIONAL ACTIVITY

As the regional council is not properly structured, there are no permanent representatives for the region on the General council of the UDF. This has resulted in a poor attendance of the General Council meetings of the UDF. Besides this, AZASO has not classified its position and role within the UDF and vice versa. Therefore no proper relationship existed between the UDF and AZASO in the Western Cape. Representation on a UDF level was sorted out at the last meeting and this will be implemented early next semester.

AZASO has not assisted the UDF as a branch or a region except for the Mayday Rally. There AZASO assisted with catering. Most of the assistance took place on an individual basis.

Community newsletters - We have contributed articles to Grassroots and some of the members assisted in the distributing of

Community Newsletters - We have contributed articles to Grassroots and some of the members assisted in the distributing of Saspu National on campus. Other publications were distributed by the SRC or other organisations eg. Resource Centre.

Civic - Only a few individuals are involved in Civic activity.

Political organisations - there are no political organisations in the Western Cape.

Women's Organisations - On this level contact has been very limited although one of AZASO's members is serving on the exec. of the UWO. This lack of contact exists largely because of the absence of well established women's structures on the campus.

Labour organisations - on the labour front, there is virtually no contact except for UCT that initiated some structures for workers on their campus at the beginning of the year.

Youth organisation - relatively to the other spheres of struggle contact with youth organisations are the best. Many members attend youth meetings in their respective areas and some of them play a role in these organisations. The CAYCO have been approached to assist AZASO in the Education Charter campaign and they have responded positively to the request.

For regional campaigns except for the Education Charter campaign, have been taken up in the past. Despite campaigns for the future include the anti-election campaign and the Education Charter campaign. Other joint activist work is the bringing out of publications for a funeral and assisting with arrangements by sending a speaker to this occasion.

One of the main challenges facing the Regional Council at the moment is to incorporate colleges fully at Regional Council level and to ensure that these colleges play a greater and meaningful role in future regional activity.

We organised the Sharpville Commemoration, launched the UDF Million Signature Campaign on campus and were actively involved in the Dorothy Nyembe rally which was organised by the Women's Club. Mayday was celebrated but the Anti-Republic Day was banned and we then embarked on a Blitz off-campus. Unfortunately four of our comrades were nabbed in the process by the police and were released the following day. A service on 9 June for the MK 3 was successfully organised. June 16 was also banned but the service was held despite the ban. All these commemorations were successful and had mass attendances.

5. PROBLEMS

Generally third force elements are somehow buried on campus, but sometimes they do emerge like in May, the so-called 1iro Rally was organised by AZASM. This was seen by our members as a springboard to launch attacks on the progressives and in particular AZASO, thus we had to disrupt it.

Administration's repression

Although it is alleged that the university is autonomous, generally there has been no change in attitude from the admin. There is an increasing collaboration with the SP with regard to banning meetings.

Communication with NEC

Communication with NEC has fairly improved but we still have not received minutes from NEC since last Congress.

- (b) The letter of AC has not been sent to us. We received verbal information only which is sometimes not reliable.

6. RECOMMENDATION

We recommend that AZASO should be consistent as far as T-shirt colours are concerned.

Forward to the AC.

Forward to a People's Education!

UNIVERSITY OF THE NORTH
REPORT - TURF BRANCH

I. RECENT STRENGTH OF THE ORGANISATION

The strength of the branch can be measured by the control and influence that it has on campus. We are literally winning the campus.

There has been comparatively speaking from the beginning of the semester a clear growth in membership of the organisation. This is clearly illustrated by the frequent or greater response and participation of students in AZASO activities, such as distribution of pamphlets or newsletters, mass attendance at rallies and general meetings.

2. SUB-COMMITTEES

We have established 8 subcomms in the branch to facilitate the work of the organisation. The subcomms are: (a) Teaching, (b) College Co-ordination, (c) Transport, (d) Bread Project, (e) RMC (f) Education Charter (G) Publications and the fundraising committees.

(a) TEACHING COMMITTEE

This committee was established with the co-operation of COSAS and SRC of Mamabudush and Haviti High Schools respectively. The motive behind the forming of this committee was to help strengthen COSAS at various schools. This move was however sabotaged by the so-called Lebowa Government by employing final year student teachers on a part time basis to teach at these schools on week-ends. This committee has accepted an invitation to teach at Kwena Moloto during the winter school organised by Northern Transvaal Council Of Churches.

(b) COLLEGE CO-ORDINATION COMMITTEE

The committee has established contact with the following colleges of Education;

- 1) Dr C N Pathudi
- 2) Modjadji
- 3) Kwana Moloto
- 4) Tivhumbeni

We have working groups at Dr C N Pathudi and Kwana Moloto, and we have individuals at the other two.

(c) TRANSPORT COMMITTEE

The sole purpose is to attend to matters pertaining to transport if need be.

(d) BREAD PROJECT COMMITTEE

This is our usual project which is aimed at creating a good relationship between workers and AZASO.

(e) RELEASE MANDELA CAMPAIGN

This committee was established to be responsible for matters pertaining to RMC.

(f) EDUCATION CHARTER

This committee made photocopies of the Education Dossier which were given to members of this committee to summarise in preparation for the Focus Week on Education, which was to be followed by a symposium wherein the Education Charter Campaign was to be formally launched. The co-operation of the SRC and various academic societies, in organising the symposium and popularising the campaign was highly needed. Unfortunately the SRC failed to organise this symposium and various academic societies have not as yet held their AGM's. We then suspended the campaign of which it is hoped to launch in the near future. Discussions on this matter are held with COSAS but as far as the colleges are concerned, the matter of the Education Charter will be discussed for there are no structures presently.

(g) PUBLICATION COMMITTEE

The committee is responsible for all publications pertaining to AZASO local branch and it also helps COSAS and MAYCO. Material from AZASO's publicity officer are shared among MAYCO COSAS and us.

(h) FUNDRAISING COMMITTEE

This committee was established to raise funds for the branch. It was actively involved in raising funds for the local branches money for Congress.

3. RELATIONSHIP WITH OTHER ORGANISATIONS

(a) Presently we have UDF Committee consisting of AZASO, COSAS SAAWU MAYCO and SEYCO working group, and University Women's club and individuals from the committees around the North. The purpose of this committee is to:

- 1) carry out UDF activities in the Northern Transvaal
- 2) establish relation with existing structures and
- 3) encourage the formation of structures where they do not exist.

(b) Labour committee

To establish good relation with the workers SAAWU and AZASO. There has been a bus boycott after the Bahwaduba BUs Company had increased its fares. After consultation with the workers and the community, the committee petitioned the management of the said company to reduce fares. We are presently awaiting a reply.

4. GENERAL ACTIVITIES

The branch took an active part in the orientation programme in which the president was invited to welcome the new students.

NATAL REGIONAL REPORT

A)

1. Elected September.
Term of office not over.
One R.C meeting in Ngoya.
2. Education Charter festival 4,5,6 May.
March- paper on women- prelude to National Women's Workshop.)
Joint campaign - NUSAS, NEUSA, COSAS.
Tried to contact many organisations - unsuccessful.
June 16 - AZASO and COSAS - at Pioneer Hall.
3. Focus to set ball rolling on Education Charter - not reached -
as no branch structures were set up.
4. Indumiso - AZASO Pmb - contact on personal level
- irregular weekly - informal
- not successful
Sikhawini College of Education - Ngoya made contact.
Springfield and M.L.Sultan - contact limited.
-pamphlets given.
Mbumbulu College - UDF video.
- small group of interested, but not operating
as AZASO.
*PROBLEM - Individual campuses made contact, not the RC.
5. COSAS - Relationship not str
- AZASO act on advisory basis to new COSAS branches.
- Organise joint meetings and commemorations, etc.,
but both AZASO and COSAS have structural problems.
Recommend that RC follow up new COSAS branches by giving
guidance.

B)

1. AZASO members - active in Million Signature Campaign, dist~~r~~
ribution of pamphlets, etc.
2. Did not respond as a region.
3. Individual campuses responded, and got involved with youth,
workers, etc. - not RC.
4. Education Charter Campaign.
- organising commemorations.
- organising leadership courses.
- open to suggestions.

MAJOR PROBLEM

Not meeting regularly.

- * Overlap. Certain events were taken up by branches on NEC,
when they should have been taken up by RC.

Suggestion : Natal RC should suggest the following amendment
to the constitution :
Permanent regional council co-ordinator or
permanent regional organiser, with the permanent
organiser to report back to one person on issues,
etc. on campus, with feedback to RC.

REGIONAL COUNCIL REPORT - EASTERN CAPE

As is known, our campuses open sometime at the beginning of March every year and that our activities start then. In March launching of the Regional Council was scheduled to be held in Queenstown but this proved to be a failure because of reasons which could not be surmounted then.

Another meeting was held at Fort Hare where an interim structure was formed; each campus having a representative in such a structure. The structure was mandated to draft working principles for the Regional Council. Because of communication breakdown, such a structure could not draft working principles and until now the regional council could not be formed. One other reason which gave rise to a failure to establish such a structure is that during our last Annual Congress there was only one campus present from the Eastern Cape Region and the rest were still at their infancy stages. This means that these other branches were not fully equipped about the knowledge and the necessity to form a regional structure. But since then, our branches and even the newly formed ones have developed in strength. We are looking forward to the establishment of a regional structure. This will be done as speedily as possible next semester for we know that our region is falling behind with some of the issues which are dealt with at Regional level.

TRANSVAAL REGIONAL COUNCIL REPORT

A. REGIONAL COUNCIL

A regional council in Transvaal was formed and consists of the following branches: TURFLOOP, WITS BSS, SOWETO COLLEGE OF EDUCATION, MABOPANE. and also the contacts have been made in the following areas: (In some cases branches have recently been formed): UNIBOP, Dr. C.N. Phathudi

(i). There have been campaigns that have been undertaken e.g. National Solidarity Day (30 May)

(ii). The first objective was to pledge solidarity with the students of Pretoria and UNITRA.

Also of importance was the National Solidarity Day as a means to politically mobilise students and also to test the strength of AZASO nationally

- The achievements we believe that have been achieved by this Campaign:

Firstly - the practical alliance between NUSAS and AZASO

Secondly - a close alliance between COSAS, and AZASO was demonstrated

Thirdly - the boycott of MEDUNSA showed our willingness to pledge solidarity with and support workers

- Also, MEDUNSA sent a telegram to the then Minister of Education and Training, Mr Du Blesius

(iv). Colleges and Technicons have been reached in our region for instance: MEDUNSA has reached the following colleges: Hebron (a working committee has been formed) TRANSVAAL College of EDUCATION has a branch formed recently. In Mabopane there now exists a branch Setlogile Tech (a working committee has been formed) In UNIBOP a contact has been made TURF has reached the following places Dr. C.N. Phathudi (where a working Committee has been formed)

S.C.E. AND WITS have reached the following places: RAND College of Education Medical School in WITS also we have made contacts at VISi A (Soweto) and Sebokeng. Our contacts have not been on a regular basis but we normally invite and pay visits to the places we are organising

(v). Our relationship with COSAS on the regional basis is not impressive even though locally there are some working together but there are not significant. We wish to strengthen the alliance on a regional level.

B. ACTIVITY IN THE AREA

Organisational capability which in Transvaal have not significantly grown and this factor has been somewhat disturbing. But on the other hand we have participated in meetings of the UDF like regional Councils attended workshops and have conducted Blitz MSC. We have also prepared and distributed propaganda material to the students and the community.

On the political level we have taken part in activities such as RMC Campaign and have worked with UDF in cases where we wanted to generate politicalisation.

On the labour front branches such as MEDUNSA and TURFLOOP are practically working with SAAV and WITS BSS has a close relationship with GAWU which it has been helping to organise workers

Also the members of the WITS branch assist in organisations such as the Industrial Aid Society. We have a strong relationship with Fedsaw through our workmen groups and have established relationships with youth organisations such as MAYCO and SOYCO

We believe that the major campaigns we will have to undertake are the following:

i. Education Charter Campaign

ii. Anti-Election Campaign

iii. Pevonia Trial

iv. Military conscription

v. Expansion and consolidation of AZASO in the Transvaal

vi. To constantly challenge the undemocratic nature of the Education System.

UCT AZASO REPORT

A. STRUCTURES ON YOUR CAMPUS

- 1) AZASO SOYA (Students of Young Azania) AZASM (Azanian Student Movement) MSA (Muslim Student Movement) NUSAS
- 2) Under progressive control we have broadly SOYA AZASM and MSA
- 3) Due to the accommodation - transport problem, we organisationally thought it wise to have a meeting with them (SOYA and AZASO) on March 21 since they consulted us on this issue. We opened negotiations with them so as not to be called "sectarian". Within their conditions we refused to play a supportive role. They refused our conditions viz. our public UDF stand and NUSAS's involvement. As a result 2 meetings followed on that day.
- 4) We are totally opposed towards MSM and an antagonistic relationship is prevalent eg pulling down of our posters by them.
- 5) AZASO is dominant on our campus due to its long presence while others are still new and not well known. In our campaigns/meetings we feel that we have a greater number of supporters.

B. BRANCH WORK

- 1) We have a consistent work force of 15 members
- 2) Structures established are the exec and general body so far.
- 3) The structures meet once a week each. Sometimes they meet more than once due to the needs.
- 4) We reach consensus through discussion and motivation. Very seldom do we vote on issues. If voting occurs, agree with the simple majority decision.

C. THIRD FORCE

We have a problem with defining the term "third force"

The sort of opposition we experience on campus are AZASM and SOYA

AZASM objects to our black-white alliance.

SOYA objects to our 'worker-bourgeois' alliance with NUSAS

These oppositions are even elevated to a level of assuming that AZASO is involved in a Bourgeois democratic struggle. Our affiliation to the UDF is also criticised.

- 1) Whilst knowing that we are a dominant student org. on campus, we also admit that they are well organised.
- 2) SOYA strictly recruits than criticising AZASO's allies. They also use workshops, seminars and pamphlets before high school pupils reach varsity. AZASM uses social activity to rally around membership. They have made short term gains that have been disproved by long term consideration.
- 3) Practically it is difficult to create a relationship because of the slandering propaganda aimed against our stand. If need be, we would entertain a tactical alliance with them but we are weary about this since they seek credibility and dominance. This will only occur if AZASO's principles, aims and objectives are not undermined.

D. RECRUITMENT AND TRAINING

- 1) During orientation week and on important days in our history, we held mass meetings on AZASO platforms to draw in members. Then we approach members individually to recruit them.
- 2) This year we have 13 new members
- 3) As far as continuity and leadership is concerned we have had no consolidation.
- 4) No training programmes have been held at all due to branch weaknesses.