

**AB43**



# COSAS NATIONAL NEWSLETTER

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QUARTERLY

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P.O. Box 61875 Mashalltown JHB 2107.

June/July, 1984

solidarity with student's  
struggle's

15c



**UNITED ACTION FOR  
DEMOCRATIC  
EDUCATION**



# Cosas National Commitee



Back row: Jabu Khumalo (secretary), Shepherd Mati (full-time organiser), Tlhabane Mogoshona (full-time organiser), KERRY FIBLA (national organiser).  
Seated: Allen Paulse (resource officer), White Mchapi (administrative secretary), Lulu Johnson (president), Potose Lesoro (treasurer), Lolo Mkonto (publicity sec).

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## PUZZLE

### ACROSS

1. A process of taking decision by the majority of students in their interest.
3. Every school should have a body elected by the students representing their interests called ....
5. Gutter education serves the ..... of the ruling class
8. Name the front spearheading the million signature campaign against the new apartheid constitution
9. A common name given to those who own factories, mines.
11. We give these to our leaders to act on our behalf according to their wishes.
13. A specific measure used to attain definite goals.
15. A conglomerate of power.
17. A separate education department which was introduced 30 years ago by Dr Verwoerd which fulfils the interests of the Nationalist government.
19. The practice of taking political action without any thought out plan.

### DOWN

2. The sense shared with a select of being superior, or special.
4. A national school student organisation with a current 'theme', 'United Action for Democratic Education'.
6. The most advanced class of the exploited in capitalist society
8. ...., we stand. Divided we fall.
10. An action taken by workers to demonstrate their solidarity and to improve working conditions, for higher wages etc.
12. ANother word for 'power to the people'.
14. Seem lie prison but without any choice
15. How long shall police ..... innocent people for passes.
18. This needs commitment and understanding.



# International news

## A. APPEAL OF THE INTERNATIONAL PREPARATORY COMMITTEE OF THE 12TH WORLD FESTIVAL OF YOUTH AND STUDENTS (MOSCOW 1985)

We, the participants in the first meeting of the International Preparatory Committee of the 12th World Festival of Youth and Students, welcome the initiative of the Leninist Komsomol to host the festival in Moscow in the summer of 1985. We decided to convene it under the slogan, "For Anti-imperialist Solidarity, Peace and Friendship".

We call on the youth and students of the world to join us in the preparations for the 12th festival, in the spirit of the successful 11th festival in Havana and the fine traditions of the Festival movement.

Today, when mankind stands closer than ever before to the brink of a thermo-nuclear holocaust, due to the policy of the reactionary and militaristic forces, youth and students of the world resolutely demand an end to the unprecedented arms race. They demand an end to the deployment of nuclear missiles on the European continent and in other parts of the world. They stand for the non-use, prohibition and total liquidation of nuclear arms, against the development of new barbarous weapons of mass destruction, and for general and complete disarmament. The younger generation is determined to stop the absurdity of wasting in the arms race those material and intellectual resources that are so desperately needed to solve the global problems of mankind, such as hunger, poverty and illiteracy.

The World Festival will be held in the year of the 40th anniversary of victory over fascism. It will take place in the country whose people made an outstanding contribution to the defeat of Hitlerite fascism and Japanese militarism. We pledge ourselves to learn the lesson of the war and to ensure that the sacrifices made by millions of anti-fascists in different countries to achieve that victory, were not in vain. We commit ourselves to do everything to stop the forces of militarism and aggression, to prevent the outbreak of a new war.

The younger generation is opposed to the policy of aggression and violence, colonialism, neo-colonialism, racism, fascism, Zionism and apartheid, and to all forms of oppression, domination and exploitation. The 12th World Festival will be a powerful manifestation of anti-imperialist solidarity with the just struggle waged by the youth and students of Central and Latin America, the Caribbean, Asia, Africa and the Mediterranean and Middle East, for the causes of peace, freedom, national libera-

tion, independence, sovereignty, and social progress. The Festival will also constitute an important opportunity to discuss the involvement of youth and students in the solution of problems of development and of the establishment of a new international economic order.

We are confident that the 12th festival will demonstrate the commitment of youth and students to the letter and spirit of the Final Act of the Conference on Security and Cooperation in Europe, the 25th anniversary of which will be marked in 1985.

The preparation and holding of the Festival will make an important contribution to the realization of the goals of the International Youth Year proclaimed by the United Nations, such as the promotion of political and socio-economic rights of the younger generation, including the rights to work and access to education, medical care, culture, sports and arts.

We call upon the youth and students of all countries, and upon youth, student, children's, political, religious, trade union and cultural organisations in all continents to start active preparations for the 12th World Festival, to set up representative national preparatory committees, and to undertake preparations for the establishment of an international solidarity fund of the Festival.

We are convinced that the Soviet young people, who have been playing an active role in the life of their country, as well as in the international youth and student movement and cooperation, will do everything to successfully host the 12th festival.

On behalf of national, regional and international youth and student organisations from various countries of the world, we appeal to all those who share the noble ideals of the Festival movement, to do their utmost to turn the 12th Festival into a demonstration of our determination to strive for mutual understanding and cooperation, to promote joint actions for the sake of a peaceful and better future of the younger generation.

Long live the 12th World Festival of Youth and Students "For Anti-imperialist solidarity, Peace and Friendship"!!!!

LIST OF PARTICIPANTS IN THE 15<sup>TH</sup> SESSION OF THE IPC FOR THE 12TH WORLD FESTIVAL OF YOUTH AND STUDENTS, HAVANA, FEBRUARY 9 - 11, 1984

COUNTRY	ORGANISATION
Algeria	National Union of Algerian Youth
Angola	JMPLA - Youth of the Party
Benin	Organisation of Revolutionary Youth of Benin



Cape Verde 'Amílcar Cabral' African Youth of Cape Verde  
 Congo Union of Congolese Socialist Youth  
 Egypt Union of Democratic Egyptian Youth  
 Ethiopia Revolutionary Ethiopian Youth Association  
 Guinea Youth of the Democratic African Revolution  
 Guinea-Bissau 'Amílcar Cabral' African Youth  
 Madagascar Democratic Committee of Youth and Students  
**MAREMA**  
 Morocco Moroccan Youth for Progress and Socialism  
 Namibia SWAPO Youth League  
 Saharan ADR Union of Saharawi Youth of the Polisario Front  
 Sao Tome and Principe Youth of the Movement for the liberation of Sao Tome and Principe  
 South Africa ANC Youth Section  
 Yemen PDR Socialist Union of Yemeni Youth

#### NATIONAL OBSERVERS

Ghana Democratic Youth League of Ghana  
 Tanzani UMOJA WA VIJANA

#### INTERNATIONAL ORGANISATIONS

World Federation of Democratic Youth  
 World Organisation of Young Esperantists  
 International Union of Students  
 International Committee of Children's and Adolescents Movements  
 International Federation of Medical Students Associations  
 International Young Christian Workers  
 UNESCO Coordinating Committee for International Voluntary Service  
 International Union of Socialist Youth  
 International Student Research Centre  
 International Falken Movement  
 International Bureau for Youth Tourism and Exchange  
 International Voluntary Service for Solidarity and Friendship of Youth

#### INTERNATIONAL OBSERVERS

International Association of Democratic Lawyers  
 Christian Peace Conference  
 UN Centre for Social Development and Humanitarian Affairs  
 World Peace Council  
 Women's International Democratic Federation  
 World Federation of Teachers' Unions  
 World Federation of Trade Unions  
 World Council of Churches  
 International Youth and Student Movement for the United Nations

#### REGIONAL ORGANISATIONS

Pan African Youth Movement  
 All-Africa Students Union

## THE PAN-AFRICAN YOUTH FESTIVAL - For Independence, Unity and Anti-Imperialist Solidarity.

In 1983 the Pan-African Youth Movement (PAYM) held a ten day Youth Festival from the 22nd to the 31st August in Tripoli, capital of Libya.

This was a second and most representative Pan-African Youth Festival. The first was held in 1973 in Tunis.

Delegates to the Second Pan-African Youth Festival came from Algeria, Angola, Benin, Cape Verde, Congo, Djibouti, Ethiopia, Gambia, Ghana, Guinea-Bissau, Guinea Conakry, Libya, Madagascar, Mali, Mauritania, Maritius, Morocco, Mozambique, Namibia (SWAPO Youth League), Seychelles, Senegal, South Africa (ANC Youth Section), Saharawi (Youth of the POLISARIO FRONT), Sudan, Tanzania, Togo, Tunisia, Uganda, Upper Volta, Zambia, Zimbabwe.

Messages of support and solidarity in the common world-wide struggle against imperialism, for national liberation, peace and social progress were presented by representatives of the World Federation of Democratic Youth (WFDY), the International Union of Students (IUS), the OAU, the All-African Students Union (AASU), the Youth of the Soviet Union (KOMSO MOL), Free German Youth (FDJ) of the German Democratic Republic, Union of Socialist Youth of Yugoslavia, Union of Cuban Youth (UCY), the Youth of the Democratic Republic of Korea, Nicaragua, El Salvador, and Syria.

The Pan-African Youth Movement is a continental organisation of the African youth. It has affiliates in many of the independent African countries and also those that are still struggling for national liberation and independence.

The PAYM is committed to a set of principles which guide its activities. Its aim is to ensure that the youth plays an active role in the ongoing struggle for the total liberation of our continent.

In order to achieve the above PAYM works hard to:



1. strengthen and defend African unity against imperialism;
2. clear the way for united action in the struggle for total liberation of the continent;
3. implement the OAU programme of economic reconstruction; and
4. join hands with the world progressive forces in fighting for peace, and progress on our planet.

In keeping with its democratic and anti-imperialist traditions the Pan-African Youth Movement dedicated this Second Festival to rallying the youth of Africa to make a greater effort in meeting the crucial challenge facing our continent today. In terms of this the Festival was a greater success.

The opening ceremony was marked by a colourful parade of participants at the city stadium, Tripoli. Its slogan was Independence, Unity and Anti-Imperialist Solidarity.

The festival programme consisted of four major issues and participants accordingly formed themselves into four commissions.

1. Economic;
2. Political;
3. Culture; and
4. Interest Groups.

Each of the four areas had a number of items under which delegates presented papers throughout the festival period.

On the last day of the festival a solidarity meeting was held with the Libyan people. There were also cultural performances and sports activities in which different delegations took part.

The youth of Africa reflects the pains felt by all our generations, their hope and determination in striving for a brighter future. Only in a determined and united struggle by the working masses in every country and by the continent as a whole in alliance with the world peace and freedom-loving people against imperialism will Africa win genuine liberation - when hunger, disease, illiteracy, ignorance, apartheid and war will be abolished from the face of our continent once and for all.

The struggle of the youth and students of South Africa together with the working and oppressed masses for a united, nonracial and democratic South Africa is both our guarantee to a better future and a contribution to the African Struggle.

## C. FILIPINO.

### FILIPINO STUDENTS AND PEOPLE UNITE FOR BOYCOTT

Philippines is a country composed of islets north of Indonesia, south of Japan and east of Vietnam. This country was first granted its independence by the United States in 1946. From that time on the country has been ruled by gangsters and men whom the United States kept in power and manipulated.

Since 1966 Philippines has been ruled by one man and his wife, Ferdinand Marcos and 'lovely' Imelda.

Marcos won the 1966 elections on his reputation as a lover, war hero and big spender.

In order to remain president, Marcos imposed martial law just before the end of his term of office on 21st September 1972.

He abolished the legislature, suspended habeas-corpus and arrested 30 000 people including the leader of the opposition Liberal Party, Senator Aquino. Today the people of Philippines, workers, and peasants, youth, students, professionals, men and women, live a life of terror and hardships.

The Marcos regime remains in power, assisted by and in order to safeguard the interests of U.S. imperialism.

On May 14 this year the Marcos dictatorship called on a Batasang Pambansa (National Legislative Assembly) elections. The democratic opposition which has become familiar with detention, torture, repression, bannings and general harassment, laid down a list of demands as a precondition for participating in the elections.

Some of these were:

- general amnesty and release of all political prisoners,
- repeal of amendments in the constitution which give the President sole powers to make laws without regard to and consultation with the National Assembly,



- legalisation of genuine opposition, demilitarisation of elections, and equal access to the media.

The demands were striking at the very core of the Marcos regimes repressive apparatus and granting them would have meant an important step towards the dismantling of the social structure of institutionalized exploitation and autocracy. There fore the regime, with U.S. imperialist interests at heart, refused to listen to the demands and simply evaded them. Subsequently the students of Philippines called for a boycott of the May 14th elections.

Representatives of more than 100 student alliances student council, and campus papers to the Congress of Filipino Youth and Students decided last February 26th to boycott the elections as part of their resolution to fight for 'genuine freedom and democracy'.

The National Chairman of the League of Filipino Students, Elmer Mercado, speaking at the closing rally of the congress last February said that because elections were important to the U.S. and Marcos the need to boycott it was very significant.

The Marcos regime and its American patron was trying to deceive the people of Philippine with the Batang elections. National Union of Students of the Philippine representative, Leandro Alejandro, denounced the present educational system for being for being 'backward and irrelevant' He clarified that students alone cannot change society. They will have to unite with the majority of workers and peasants. Teachers and parents also expressed their support and said they shared the same cause with the students.

Aparent from Balcolod City said "young people unite and fight and draw us into struggle"

The Chairperson of the Alliance of Concerned Teachers (ACT), Loretta Ann Rosleas, related how teachers are amongst the lowest paid public servants. Both students and teachers have a common enemy, she added.

ACT is planning a series of protest actions, to press their demands for higher wages.

Representatives from the Muslim Youth, women students and other out-of-school youth discussed their problems and expressed their support with the students and people of Philippines in fighting for justice and democracy.

#### PEOPLE'S MARCH FOR FREEDOM

On March 1 an unprecedented People's Long March for Democracy took place in the Philippines. The march to demonstrate the rejection of the elections of May 14th drew the participation and support of tens of thousands of workers, peasants, fishermen, urban poor, cultural minorities, students, professionals and businessmen. It culminated in a massive rally at the Luretta Grand stand in Manila on March 7th.

Below is a reproduced manifesto around which the march mobilised.

It is issued under the Nationalist Alliance for Justice, Freedom and Democracy which unites and co-ordinated all opposition to the Marcos dictatorship.

#### FREEDOM MARCH MANIFESTO

The Filipino people have long been on a journey. For centuries we have marched, in quest of freedom and democracy. The road we have tread has been tortuous and our goal, elusive. The journey thus, has been a long, hard and arduous struggle. Our people have persevered in this militant tradition. Today, under the U.S.-Marcos dictatorship, our people's journey, our struggle continues. But more importantly today, our people have mustered new strength and our struggle has acquired new momentum. We have advanced despite the harshest conditions of repression imposed by the present regime.

Our peoples march, LAKBAYAN, aptly symbolises our long tradition of struggle. It brings to mind the unfinished task of fulfilling our long-cherished democratic and nationalist aspirations.

LAKBAYAN, however, not only symbolises an important and continuing tradition. It expresses as well the urgent task facing the Filipino people - the present day struggle against the U.S. Marcos dictatorship.

Thus today, we have marched to condemn:

- The coming Batasan Pambansa elections as another electoral farce meant to stabilise a faltering dictatorship. The B.P. elections comes at time when the regime is seriously rocked by popular



resistance world-wide condemnation and a crippling economic crisis. It also comes at a time when our people have developed unmatched political activism and unity in the struggle against the dictatorship. The B.P. elections has become a crucial matter therefore, for the regime, to delay, its rapid deterioration and forestall its down fall. Only the U.S., seeking to preserve its strategic military and vast economic interests in the country, and Marcos and his ilk, seeking to tighten their loosening grip on political and economic power, stand to benefit in the coming elections.

- The regime, for its unmitigated and brazen violation of the people's democratic rights. While it flaunts democratic trappings like popular elections and representative parliament, the regime, in fact, rules by sheer force and violence - through repressive decrees and laws that curtail the exercise of people's basic freedoms through arbitrary arrests and detention of political dissenters, through widespread abuses, salvagings, political assassination and other forms of terrorism perpetrated by the dictatorship armed minions. Moreover, while the U.S., too, prattles about 'saving democracy through elections', it bankrolls and endorses its repressive client regime.

- The regime, for the unparalleled sufferings and misery it has brought upon the people. The regime bears the main responsibility for the present economic catastrophe - drastic income decline and reduction of employment opportunities, skyrocketing prices and shortages of basic commodities. It has caused and aggravated the current crisis by promoting a backward agricultural economy tied to exports and loan interest, and by faithfully complying with

the self-serving economic prescriptions of U.S. big business surrogate, the World Bank and the IMF. We have marched to dramatise our boycott stand on the coming Batasan Pambansa elections. We will not participate in a scheme to prolong and worsen our long enslavement and misery. We maintain that the dictatorship has neither the support nor the consent of the people to rule. We totally reject it and we would thwart its move to entrench itself further in power.

We have also marched in testimony to our people's unprecedented unity and resolve to heighten the struggle for freedom and democracy. We believe that the democratic and nationalist concessions are won not through the participation in rigged or in an adjunct parliament but through militant and broad mass action of the people. We shall fight for every meaningful reform, not only for its own sake, but what is more to advance further the struggle to end the U.S.-Marcos dictatorship and pave the way for a lasting freedom and democracy in our land.

Today, as we march, we proclaim our people's struggle. With every step we make, with every mile we cross, we proclaim, too, our people's inevitable triumph.

Boycott the 1984 Batasan Pambansa elections!  
Fight for the People's democratic rights!  
Advance the people's struggle for decent livelihood!  
Dismantle the U.S.-Marcos dictatorship!

NATIONALIST ALLIANCE for  
JUSTICE, FREEDOM and  
DEMOCRACY

: March 6, 1984.



# LETTER'S SECTION

NOTE! This section will continue until December. All COSAS people are asked to send their letters.

## WHY I JOINED THE CONGRESS OF SOUTH AFRICAN STUDENTS

### THE REASON WHY I JOINED COSAS

Firstly I want to say that I am not sorry for joining COSAS because it has changed my whole life.

### HOW DID I COME TO BE A MEMBER OF COSAS?

When I met some of the COSAS people I was a new member of YCW. These people of COSAS came to the place where I live to collect provisions for one of COSAS's National Congress. My mother contributed eggs and I was asked to go and buy it for them. I returned with the eggs and suddenly something struck me. This people was really working hard for their particular aim. I asked one of them about COSAS and they told me and invited me to come and attend some of their meetings. I then went to one of their meetings which was held outside the library. I was totally confused with all the things I heard and for the first time in my life I realised that there were people outside my small and comfortable world who is suffering. There I decided that come what may, I am going to be a part of these people who are striving to gain freedom, comfort and righteousness for our people.

As my participation in COSAS increased my degree of political knowledge improved. I became aware that there are also other organisations like CAYCO etc, which also fought on another level for freedom, by uniting not students, but youth. My level of political awareness had also risen, because people gave me literature to read and I was immediately struck by the honesty and integrity of the literature that was given to me. It also opened my eyes to look around me and to see, that those things was not removed from me, but that it is all around me, like for instance, why do I live in a comfortable place, while others have to sleep in bushes and pipes? Why do I always have something to eat while others are begging and starving outside, of hunger. I realised that my eyes were closed for all the years before I joined COSAS, which took the peels from my eyes and forced them open to see.

Since then I was trying hard to try to establish another branch but in vain. All my efforts seemed to be of no good. Eventually I seemed to have some success, because I recruited some students, I also busted myself by trying to get things in perspective which involves my school work and participation in COSAS. At my school the students get afraid even if you mention the word 'politics' but some of them are really interested.

My life thusfar has revolved around my work in COSAS and it is to this organisation that I have to give credit, because through it I am understanding things better and can also think clearly. I am still busy with the organising of students and I know that my efforts will bear fruit.

FREEDOM IN OUR LIFETIME!!!! AMANDLA!!!!  
Sandra, 1984, Bellville.

Dear Comrades

Initially I had a political consciousness which emerged while I was attending Mountview Senior Secondary School and in late 1984 the members of the Mitchell's Plain COSAS branch came to visit me to find out if I was interested.

I then became a member of the Mitchell's Plain branch of COSAS

Yours in the struggle

AMANDLA!!! Pieter, Mitchell's Plain branch.

Dear Comrades

As blacks we all grow up in a oppressed country which give us the lead to nowhere. As student I have a political view and I saw all the tactics the state use to exploit our situation. I would like to stop it but how? A COSAS member from M. Plain invite me to a workshop. I saw that the aims of COSAS can help to solve our problems and that is why I became a COSAS member.

Yours in the struggle  
Siss

## QUEZE

1. What is the name of the nuclear power station built outside Cape Town?
2. Where were the 1980 Olympic Games held?
3. What is the name of the capital of Czechoslovakia (Where are the headquarters of the International Union of Students)?
4. Thousands of black children die in SA from this disease every year.
5. Who is the reigning Soviet world chess champion?
6. Herman Toivo Ja Toivo, a founder member of SWAPO and patriot of Namibia recently released from Robben Island prison. What is his other name?
7. Which document was adopted at a democratic congress in Kiptown on the 25 June 1955?
8. On that day a New Deal circus will be showing. Puppets will be dancing to the tune of the master. Mention the date.
9. A popular song by Ibrahim Abdulla (Dollar Brand) named after a township in Cape Town.
10. Who is the author of the book, the trial of Dedan Kimathi, and under what series do you obtain the book?

COSAS WOULD BE GLAD TO HAVE YOUR  
OPINION ON THIS NEWSLETTER, ITS  
CONTENTS, LAYOUT, DESIGN, ETC.  
PLEASE SEND YOUR COMMENTS TO:  
3 HARE STREET, MOWBRAY. 7700.

REQUEST TO READERS



# WOMEN'S PARTICIPATION FOR VICTORY

**THE FEMALE'S STUDENTS IN COSAS**  
**COSAS RESOLUTION - TO ORGANISE FEMALE STUDENTS**  
 In our last Congress a resolution was taken to ensure an all-sided attempt to draw our women fold into our organisation, COSAS, also in the struggle against exploitation and oppression.

This came after a full day discussion which highlighted the problems which students inside school grounds experience.

## THE ROLE OF FEMALE STUDENTS IN THE FAMILY

One student gave a classic example of a female student's day: "I am forced to get up at 5.30 am to see that my father gets porridge before he leaves for work at 6.15 am. After he has left, I must start washing my younger brother and sister who are also school going. I must also prepare myself for school which starts at 8 am. This is when we do not have morning classes. When I come home, the school finishes at 5 pm. I must start preparing supper. I must clean the house, because we always leave things in a mess because we are always rushing, so as not to be late. Everyday I must do some light washing, school shirts so as to make note that we have clean ones for the following day. All this takes me up to 10 pm.

From the above we can see that female students are drawn into domestic work at an early age. They are forced to play the role of mothers, who are forced to work 'sleep in', and look after other women's children, as Nannies, as 'Mary's and Janes'.

## EDUCATION IS NOT MEANT FOR US!!

To expect these students to master  $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$  taught in isolation and abstractly, by an unqualified teacher, is a dream. Their performance in school work is pathetic. What they become interested in, in their school life is nothing else but events in our schools, your 'Miss Orlando High' and 'Miss Freshette' etc.

It is in this situation which forces students to strike a 'deal' with your wielding teachers. A love affair notes that you will sometimes be exempted from punishment. That is why in our schools we have sugar daddies, and sweet sixteen!!

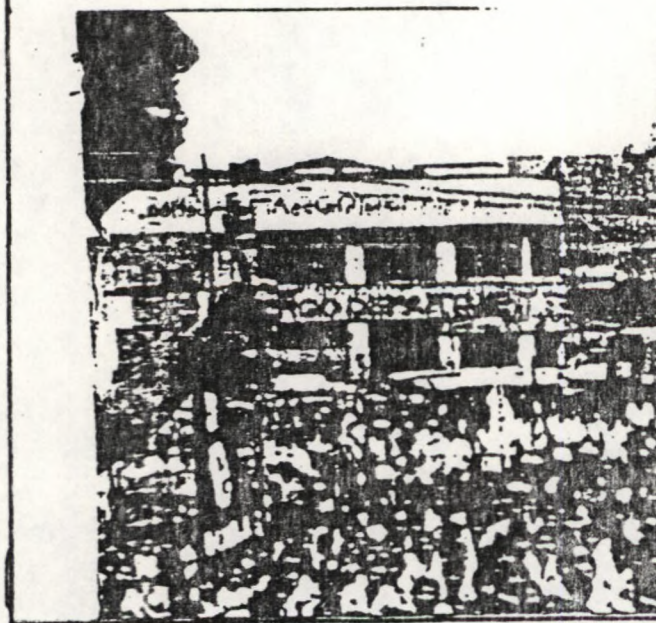
It is this situation which forces our teachers to channel their frustration into this evil practice. Their contradictory position as middle class elements, straddled between the education authorities on the one hand and the students and communities on the other, make the glamour that they are aspiring to a dream. A way that they dupe themselves is with liquor. This is a situation which forces our female colleagues to queue as restaurant and domestic workers in your posh suburbs. Prostitution is another career for them, in this period of unemployment crisis.

## WHAT IS TO BE DONE

Clearly the main problem facing female students is not caused by male students, by our teachers or by our 'cruel' parents. The problem lies in the heart of our society. A society which promotes sexism, oppression, hunger, exploitation and all other evils.

It is therefore our task to organise our women students into COSAS, to mobilise them against the problems they experience. We must educate them about the nature of our society. We must involve them in our campaigns and programmes. It is with this in mind that the 'Western Cape' region organised a workshop to mark March 8, International Women's Day!!

Surely we must not be satisfied with the fact that no female students have been in COSAS NEC, since COSAS's launching. It is important that female comrades do not come to meetings and congresses for cooking and domestic work but for participation in all discussion and the shaping of our organisation. Together, as both female and male students, we must march to an educational system which is not for exploitation and oppression in South Africa but that will be free!!!!





# WHAT ABOUT CAREERS

It is definite that students in the different high schools are now starting to make decisions about their future careers. This therefore demands that students start going to find out more about their careers.

It is also important to choose the correct subjects to suit what you want to do. For example, if you think about studying further, eg at technikons or university, it is advisable 1) to have a good command of English, because all your studies will be given in this language. It becomes difficult for you to understand the concepts being explained in your Science or Arts studies if you cannot use the language properly.

Then choose Mathematics and Science for Science oriented studies and for Arts oriented studies choose English, Mathematics or History.

Here is a suggestion of subject choice for Science studie (e.g. doctor, teacher, biologist ec.) - Mathematics, Physics / Biology / Geography; and for Arts - English and any other subject.

But for writing Matric it is important to check whether you have the right subjects for an exemption (i.e. university entrance qualification). The requirement is three subjects on the higher grade and three on standard grade.

Most institutions for higher (post-secondary school) learning publish books (prospecti) and calenders, giving full details of requirements, courses, fees and facilities. These publications are usually obtained free on written enquiry from the places you want to go to and study.

Another important aspect is to realise that once you manage to qualify in whatever field you choose is that the South African oppressed people need you. That there is a greater demand for you to plough back what you have aquired into the society. Think about the millions that are oppressed and exploited who cannot read and writs. What can you offer to make their lives meaningful and to advance the struggle against the undemocratic and unjust system of South Africa. It would be a shame on you to suddenly give you back to the millions of starving oppressed people of this country.

So whilst choosing your career do not forget that expect to contribute towards changing and shaping South Africa into a better future.

## HINTS

### Hold it! Prospective Teachers.

For teaching bursaries:

1. For training at a college apply to the college where you wish to study for a bursary.
2. For training at a university, apply to the relevant government education department.

- \* If possible, apply for SEVERAL bursaries.
- \* Apply early, apply during the year before you need the bursary.
- \* Do NOT wait for the end of year results. Send your results later. Take note of the CLOSING DATES!!!
- \* Alternative: A loan from the bank at low interest rates.

Addresses for information on where to apply for bursaries (and for help in deciding which career to do):

- \* Education Information Centre (P.O. Box 97, Johannesburg, 2000) Phone: 011.392476
- \* Careers Centre (P.O. Box 38, Orlando, SOWETO, 1604), Phone: 011.392476
- \* Careers Research and Information Centre (P.O. Box 78, Claremont, 7735) Phone: 021.611058/9 or 611069
- \* C.O.R.I.C. Phone: 041.1430
- \* C.I.C. (22 St Andrews Street, DURBAN, 4001) Phone: 031.353231

- \* The University where you plan to study.
- \* Your Parents' employers.

## HOW TO LOOK FOR A BURSARY

A bursary is financial assistance given to a student for study or training.

\* Some bursaries have employment conditions attached. This means that you would work for the bursar for a certain period of time.

## HOW TO APPLY

Your Name

Your Address

Bursar's Name  
Bursar's Address

Dear Sir/Madam

Applicant at present in Standard \_\_\_\_\_. I intend studying a \_\_\_\_\_ course next year, at \_\_\_\_\_ (college, school, university) and would like to find out about bursaries you offer. Please could you send me an application form.

Thanking you.

Yours sincerely.





# Culture

## CULTURE TOWARDS LIBERATION a contribution

**FREEDOM CHARTER AND CULTURE**  
The Freedom Charter states, "All National Groups shall have Equal Rights"! And it adds, "All People shall have equal rights to use their own languages, and to develop their own folk culture and customs".

Many of us do not have a clear understanding of this part of the Charter. Some of us may even feel a bit embarrassed. Isn't this exactly what the apartheid regime practises?

Let us look more carefully at this matter. The national liberation movement in SA has, over the years, developed a very clear policy on the cultural front. There are basically two guiding principles:

(1) The national democratic struggle is, amongst other things, a struggle for a single national South African culture. This national culture will be mainly African, reflecting the traditions and aspirations of the majority of our people. But ALL who live in South Africa have the right - in fact a duty - to contribute to the growth of this single national culture. This single national culture will play an important role in uniting all of South Africa's people together in the task of building a new nation.

(2) But a single national culture does not mean that other cultures cannot exist. In fact, the surest way of creating DISUNITY in South Africa would be to forbid people, for instance, to speak Xhosa, or Sotho, or Afrikaans.

The apartheid regime treats cultures as if they were closed boxes. They say: "If you speak Zulu, then you cannot possibly be a South African". We must not be fooled, we must not allow ourselves to make the same closed box mistake in reverse gear. We must not go around saying, "If you want to be South African, then you must get rid of all of your Zulu culture, or Indian culture, or whatever".

Cultures are not closed boxes, each of us takes parts in many different cultures. Despite racial oppression and division all South Africans have some bits and pieces of culture in common. The main reason for this is that we have all been drawn into the same economic system. But of course there are also many cultural differences.

We speak many different languages for instance. Other factors also contribute to different cultures. There are often cultural differences between the white, Coloured African and Indian youths living in urban ghettos share many cultural attitudes in common. For instance, they tend to like the same music. At the same time these youths may have other cultural differences between them, for instance the kinds of food that they eat, which they get from their family background. In a big ghetto like Soweto, there are some cultural differences between migrants, town based workers, and middle class people. At the same time there are cultural traditions which bind all Africans from whatever class together. We can see then, that many things contribute to culture - economic unification, language, age, class, family origins.

The task of activists fighting for a democratic South Africa is to encourage those parts of our peoples' cultures which are progressive, and which act as a great reservoir of strength in their daily struggles. We must fight against any narrow, racist, or tribalist attitudes. But that does not mean that people must not be encouraged to develop their own particular and different cultures, alongside of developing a sense of belonging to one South Africa. We must all learn to take pride in the different cultures and languages of our people, cultures that go to make up parts of an overall South African culture.

While the apartheid regime pretends to encourage separate cultures, it has in fact

forced very distorted and narrow versions of 'tribal' culture onto people. This has not served to develop local languages, traditions and customs. For instance, there is no way in which we could speak of flourishing literatures in the various African languages of our country. It is only with the development of a truly democratic South Africa, belonging to all, that we will be able to secure conditions in which local folk cultures and customs can flourish. This has been the experience in all socialist countries. The cultural revolution involves both the cementing of different peoples behind a single, unifying internationalist socialist culture, and the flowering of many local, regional folk cultures, languages and literatures. These things are not opposites. It is only a closed box approach to culture that imagines this.

IS YOUR SCHOOL A  
COSAS BRANCH??



### Addresses of Southern African Universities:

The Registrar, Medical University of South Africa (MEDUNSA), PO Medunsa, 0204.  
The Registrar, Rhodes University, PO Box 94, Grahamstown, 6140.  
The Registrar, University of Bophutatswana, PO Box Montshiwa, Bophutatswana.

The Admissions Secretary, University of Botswana and Swaziland, Private Bag, Kwaluseni, Swaziland.  
The Registrar, University of Cape Town, Private Bag, Rondebosch, 7700.  
The Registrar, University of Durban Westville, Private Bag X54001, Durban 4000.  
The Registrar, University of Fort Hare, Private Bag 314, Alice 5700.  
The Registrar, University of Natal, King George V Ave, Durban 4001.  
The Registrar, University of the North, Private Bag X5090, Pietersburg, 0700.  
The Registrar, University of Transkei, Private Bag X5092, Umtata, Transkei.  
The Registrar, University of Western Cape, Private Bag X17, Bellville 7530.  
The Registrar, University of Witwatersrand, Jan Smut Avenue, Johannesburg 2001.  
The Registrar, University of Zimbabwe, PO Box MP167, Harare, Zimbabwe.  
The Registrar, University of Zululand, Private Bag, Kwa-Dlangezwe, 3880.  
The Registrar, University of Roma, Lesotho.  
The Registrar, University of South Africa, (UNISA), PO Box 392, Pretoria 0002.

N.B. The Registrar can send you application forms, information on courses, bursaries, etc. Don't forget to ask for details of their careers advice service.

If you will be working next year, and you still want to continue your studies, i.e. part time or private studies, refer the following places:

SACHED (South African Committee for Higher Education). It has three branches in:

- \* Johannesburg: PO Box 11350, Johannesburg 2000 (Phone: 834.134)
- \* Cape Town: 5 Church Street, Mowbray 7700 (Phone: 668615)
- \* Durban: PO Box 6043, Durban 4000 or 60 Berea Road, Durban (Phone: 31.6748)

SACHED offers a range of EDUCATIONAL ACTIVITIES, including tutorial and study classes in the evenings for (i) matric students (ii) UNISA students and (iii) students who have passed matric but want introductory courses to universities (foundation courses).

For Correspondence colleges:  
Information is available from the Correspondence College Council, PO Box 1331, Johannesburg 2000.

### To a Teacher

It is a huge and heavy burden that you carry  
You must support it  
As you leap over hills, valleys and deserts  
With your determined intention  
You will open up new horizons  
And give them to us to contemplate  
To show to future generations  
The value of your sacrifices  
They will recognise -  
They will forge themselves in the same life  
They will become a great caravan  
On a course towards socialism

It will be a clear morning  
After the dawn breaks  
After a long journey -  
Then you will see your destination  
Don't hesitate  
Don't step backwards  
Go forward without wavering  
Somebody waits for you

## PUZZLE!

### ANSWERS:

- ACROSS
1. Democracy.
  3. SRC.
  5. Interest.
  8. UDF.
  9. Bos.
  11. Mandates.
  13. Tactic.
  15. Regime.
  17. BED.
  19. Adventurism.

### DOWN:

2. Elitism.
4. COSAS.
6. Proletariat.
8. United.
10. Strike.
12. Amandla.
14. Detain.
15. ~~Red~~
18. Struggle.

## Quiz!

### ANSWERS:

- 1.
1. Koeberg.
2. Moscow.
3. Prague.
4. Kwashiokor.
5. Karpov.
6. Andimba.
7. Freedom Charter.
8. August 22.
9. Manenberg.
10. African Writers series.



# THE SPORT STRUGGLE

## SPORT

"I love to be at ease, relax and enjoy pleasant time. I want to be famous and be a champion, a star."

These are the phrases we listen to everyday from young students. Through television, magazines, newspapers etc., we see Superstars, famous actors, young American champions either black or white, e.g. Pele, Michael Jackson attract our attention as students.

We dream day and night thinking that we'll reach their positions. Now, something very very interesting is the question: "How many from us in our own townships are Superstars, champions, professional players in any sport, cultural activity e.g. music, drama.

## SPORT IN OUR COMMUNITIES

Looking at our society in terms of how it is built, in South Africa, we have race laws that divide people into sections. All "Africans" live in their own townships, and "coloureds", "Indians" and "whites".

There is a big difference between the "white" and "African, coloured, Indian" townships. That is every "white" community has all or adequate sport, cultural facilities while our township streets are flooded with young students and potential sportmen. There are inadequate facilities like tennis courts, soccer fields and cultural centres.

We are not sportsmen in the field only but also in our townships. We need enough food, adequate facilities, shelter (houses) in order to fulfil our role. Compare white rugby players in terms of physical appearance and their health.

So therefore our sportsmen are affected by this situation. People end up in shabeens. It is important for us to link the problem of facilities with the entire political situation in our country.

Look at Zola Budd, like Kaizer Chiefs. South Africa is not allowed to participate in International Sport like the Olympic Games. Zola was forced to move out of this country and be a British citizen in order to participate in Olympic Games.

## MULTINATIONAL COMPANIES IN OUR SCHOOLS

The British and American multinational companies such as Coke are promoting multi-racial sport, particularly in our schools. They organise competitions between "white" and "black" schools, talking as if things are "OK" in this country.

In the "Springbok" teams after the match is over, the "coloured or African" players cannot go to certain areas, say he or she cannot sit in "white" first class on the trains and cannot enter certain cinemas and most important of all, stay in separate areas.

We believe that while Apartheid laws and exploitation of man by man is still existing, we'll continue fighting for non-racialism. We boycott all rebel and multi-racial clubs and matches like NPSL. We organise all our own matches and clubs, on a non-racial bases where "Africans, Indians and coloureds" are united from club level. That is we need to form independent societies on sport and culture in our schools and townships that will exercise non-racialism.

GOSAS calls upon all progressive community, sport, trade-unions, church bodies to discuss this situation and call all individual sportsmen, youth, students and parents to join progressive organisations in our townships.

UHURU





### "Change of Task"

Although the term has ended, this does not mean holidays for either teachers or students. The two-week interval between terms at the same time of the year that British schools are having their Easter holidays is simply a 'change of task' in SA. student life, and an opportunity for the schools to consolidate their internal organisation and also to reach out to the community beyond their walls.

### **SOUNDS FROM THE VALLEY**

If the land could speak,  
It would speak for us.  
It would say, like us, that the years  
Have forged the bond of life that ties us together.  
It was our labour that made the land she is;  
And it was her yielding that gave us life.  
We and the land are one!

But who would listen?  
Will they listen,  
Those invisible,  
Who, from an unfeeling distance, claim  
The land is theirs?  
Because pieces of paper say so?  
Because the pieces of paper are backed by men  
Who speak threatening words;  
Men who have power to shoot and kill,  
Men who have power to take our men and sons away?

If the land could speak!  
It would speak for us!  
For the land is us!  
And we speak!

(Phillipines)



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