# THE WORKERS AND EDUCATION.

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"The aim of Education shall be to teach the youth to love their people and their culture, to honour human brotherhood, liberty Education shall be compulsory, free, universal and equal for all children: Higher Education and technical training shall be opened to all by means of State Allowances and scholarships awarded on the basis of merit; Adult 11 iteracy shall beended by a mass state education plan. Teachers shall have all the rights of other citizens; The colour bar in cultural life, in sport and in education shall be abolished."

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These were the words in which the workers and all democratic classes in South Africa expressed their demands and applrations for a new kind of educational system in our country and for the extension of education from a small handful of fortunate of geople to **khaxwasis** all the peoples of South Africa. Pledging themselves "**khas** from this day on to win the changes which are set out in the Freedom Charter.." the people declared that those who worked against the Charter "will be isolated and scorned".

While these words were echoing throughout South Africa while the demands included in the Charter for a democratic educationdal system were permeating into the most backward Bantu Education school, and the most threatened Universities in South Africa, the National Union of South African Students held its Congress recently in Johannesburg.

Delegates representing 11000 students mostly composed of the sons and daughters of the wealthy Houghton and Claremont businessmen , deliberated and did a great deal of talking, passed will be a few hundred motions most of which are never/heard of again, and read copious and pedantic reports on what had or rather what had during not been done by the National Union/of the previous twelve months.

In this "splendid isolation" even the wealthy white students of South Africa were to be shaken from their complacency. For many years students have been protesting against Nationalist inroads on the Universities, threats of segregation in the Universities and so on. Their attitude has mostly been a defensive, often conciliatory one. But 1955 is the year of the Freedom Charter, and so even the nervous, defeatist, and despairing 'liberal' opponents of Nationalism in NUSAS had to face realities.

They faced the realities for but a moment and that

Like so many other "good white" South Africans t by did the quick about turn. NUSAS was asked firstly to endorse and accept as its own the educational demands of the Charter as quoted above, and secondly to adopt the entire Freedom Charter.

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"No politics : " they oried. "Education will always be in our country" undemocratic while there is no democracy/ answered the democrats. But the NUSAS Congress rejected the Freedom Charter, turned aside the its educational principles, disaffiliated from the peace-loving end democrat International Union of Students in order to co-operate with fully fram the US financed rival "splitters" International Union, v called COSEC, and refused to protest against Atom and H-Eomb warfare and the Africa Treaty organisation as a tareat to students.

This is how the 'liberals' fought "tooth and nail" against the Nationalists. And at the same time they attempted to pass resolutions on colonialism of such a nature as to mislead the workers and colonial peoples into supporting their policies, and away from the cause of the people. Significantly, not one of the African students on the NUSAS governing Assembly voted for this resolution and all supported the militant demands for full natioanl freedom for the oppressed nations as put forward by the International Union of Students.

Why did the 'liberals' behave like this ? Why did they betray the letter and spirit of much of the policy which at times they have supported in the past. Precisely because of the entire nature and character and scope of education is South Africa to-day.

To-day education is the privilege of the few. Of  $2\frac{1}{2}$  million whites 501,539 children attend schools. Of  $9\frac{1}{2}$  million oppressed and exploated non-whites only 1,051,858 children attend schools. And these children must to-day in many cases be subjected to Bantu Education, to inhumane theories of racial superiority, or be debarred from school because they refuse to be subjected to such "education". In the Universities themselves only a small handful of non-white students are admitted. And even amongst the whites it is inly those who can afford the extremely costly fees who are admitted. The scope of education is thus limited to the immediate needs of the capitalist society in which we live. The bosses need half-educated white artisans and large numbers of non-white labourers and workers who are taught from early childhood that they must be "grawers hewere of wood and drawers of water."

But the workers of South Africa can allow no such system to go unchallenged. They must work in common with all democratic South Africans of all national groups and races for a South Africa in which the aims of the Freedom Charter may be realised and constantly advanced upon.

The problems of education can only be solved, Bantu Education defeated, and a real peoples' educational system established when the battle for democracy has been won. When this battle has been won society will need an ever greater number of people capable of wielding the most advanced and skilled techniques of production, people working with the latest methods and technology to increase the level of production and of welfare of all the people, of men and women fully conscious of their own destinies, and breaking down the traditions of exploitation and oppression of earlier days in order to become rounded citizens of the new society in which "the cutlural tre sures of mankind shall be open to all..."

These are the lessons of the recent NUSAS Congress .

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

#### TREASON TRIAL, 1956 1961

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