

no warnings + only shots
R1 machine guns.

Banning order served loud-
speaker to people + family
by the banning order.

people in leadership tried
to stop people who in
a state of confusion
wouldn't believe it.
people decided to move
to Kwabakumbi to Laga
escorted by a hippo which
blocked them in front.

(orderly manner marching)

187 stop singing + people
conformed + they fired

43 dead + 2 = 45 people

Hospitals don't want to give
information + was closest to
people.

1988

JUNE
JUNE

181-204

WEDNESDAY

10

FRIDAY

WEEK 23

U/TENHAGE MASSACRE

WEEK 23

SATURDAY

11

SATURDAY

THURSDAY

0700

0800

0900

1000

1100

1200

1300

1400

1500

1600

1700

1800

1900

2000

funeral of 3 people - 21/03/88
 Banning order yesterday
 late people not
 aware because of its
 lateness.

People from Kwa Nobuhle to
 Langa for the funeral
 People simply shoot
 (they were not singing)

43 killed

more than 50 Livingstone +
 Provincial

(should phone you late)

People used taxis +
 police took them off
 the tax is + they
 did not went on foot

1st
1984

NEUSA CONFERENCE TO BUREAU

0700 THE ROLE OF STUDENT TEACHERS

- 1) Where do we fit in the national, democratic struggle.
- 2) How NEUSA can help the student teachers
- 3) how to organize on the repressive campuses / colleges taking Ndumiso + Mbitshulu Training colleges as our models. (link this with the establishment of SRC's)
- 4) Signing of pledges by student teachers compelling them to join organizations / alliances like Inkatha.
- 5) Problems student teachers have in as far as AZASO is concerned like thinking of AZASO being operating in a high profile political level and some have ^{UNDAY} seen 2 NEUSA being directly focussing on their educational problems and have chosen to acquaint themselves better with NEUSA than AZASO.
- 6) There is a need for student teachers to organize workshops looking maybe at teacher pupil relationship, how to strengthen.

1. WHAT SAYO INVOLVED

② Brothers & Sisters of our

NATION & INTERESTS IN EDUCATION

③ Backst - community problem

- So called leaders refer not

concerned about education of our people

- they went to a greater extent of bringing

④ what is the response of the

APPENDIX

⑤ RESPONSE OF THE YOUTH

AS THIS IS THE YEAR WITH

⑥ THERE ARE 4 ERROR WISE

DOES SPECTATORS SEEING PROBLEM

⑦ OTHER OTHER STRUCTURES

⑧ CHURCH LEADERS WHO

ARE TO BE BRANCHING

⑨ LEAVING PERURE - REMAINS STATION

⑩ BLAME SHOULD NOT BE BLAMED NOT

⑪ - BYGONES - WHERE ARE DENIES

⑫ UNREST CAUSED BY USE WHERE

⑬ ARE THE SADF WHICH ARE

⑭ SADF IN OUR TOWN (SAD) AS

- AIMS & OBJECTIVES OF I.C.Y.
- ① Make them aware of their responsibility in a society of injustice
 - ② To make young people realize the importance of their participation in the decision-making in the Church and the Community
 - ③ To enrich our understanding of the faith, through joint action and reflection

The destruction of human life, the suffering and exploitation is caused by economic and racial laws of one small group over a deprived Mass. These dark forces create - rich and poor; Exploiters and Exploited; Have and Have nots; Workers and Bosses. The dominant ruling class is protecting his interest thereby destroying the life of the exploited

It is of utmost importance to remember that we cannot work in isolation. That the youth is one aspect of the broader struggle. By forming part of the broader struggle with progressive organizations like the U.S.F. we would in fact give strength and direction to our own objective. It is better to die for an ideal than live for an idea that will

Collection Number: AK2117

DELMAS TREASON TRIAL 1985 - 1989

PUBLISHER:

Publisher: **Historical Papers, University of the Witwatersrand**

Location: **Johannesburg**

©2012

LEGAL NOTICES:

Copyright Notice: All materials on the Historical Papers website are protected by South African copyright law and may not be reproduced, distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

People using these records relating to the archives of Historical Papers, The Library, University of the Witwatersrand, Johannesburg, are reminded that such records sometimes contain material which is uncorroborated, inaccurate, distorted or untrue. While these digital records are true facsimiles of the collection records and the information contained herein is obtained from sources believed to be accurate and reliable, Historical Papers, University of the Witwatersrand has not independently verified their content. Consequently, the University is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the website or any related information on third party websites accessible from this website.

This document is part of a private collection deposited with Historical Papers at The University of the Witwatersrand.