

"GET ORGANISED"

a practical
Student manual.



**WESTERN CAPE
YOUTH LEAGUE**

EDITORIAL

The past few months have seen our courageous youth take to the streets to demonstrate their disgust against this system of exploitation and oppression. This militant fervour has touched many young hearts and minds. However, there is always the danger that these energies will burn out and dissipate. Demoralisation can so easily set in if these energies are not constructively channelled. "Channeled into what?" you may ask. ORGANISATIONS. It is only through strong organisations which attempt to give guidance and direction that meaningful action can be undertaken. The WCYL recognises the important need for students to begin to discuss broader issues such as The History of Struggle in S.A. or The Nature of S.A. Society. It is only when students begin to grapple with broader issues such as these, together with more specific ones, in a co-ordinated manner, will their actions be more effective.

To this end has "GET ORGANISED" been designed. The handbook is intended as a guide for students in their efforts to organise SRC's, awareness programmes, among other things, in schools.

ORGANISE !!!

AMANDLA !! NGABASEBENZI !!

(Power to the Workers!)

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THE ROLE OF PROCESSED STUDENTS IN THE STRUGGLE

The Western Cape in the past few months, like the rest of the country, has been experiencing serious political upheaval. Once again, as in 1976 and 1980, the students in the Western Cape have heroically challenged the might of the apartheid regime. However, students, to a certain extent, have realised that they, by themselves, are unable to lead and sustain the struggle against apartheid capitalism.

Why are students not able to pursue independently the struggle against exploitation and oppression?

As we know, different students have different backgrounds. Generally in society, students have roots in the three major classes. That is, they and their families belong either to the ruling class (owners of the wealth), or the middle class (the "managers" of society), or the working class (the producers of wealth in society). When students are involved in struggle, they reflect in their actions and demands, generally speaking, the aspirations of their particular class grouping. The educational system is primarily aimed at maintaining the status quo and this oppressive society. In our situation we find that most white students are being trained by the government to become factory managers, bourgeois politicians, engineers, architects, doctors, etc.

Their education is geared in such a way so that they could secure the most superior positions in society. In contrast to this is the miserable education for the majority of black students who, if they are lucky, receive gutter education since their parents, generally, cannot afford to have them at school. A good matric education and beyond is virtually impossible when one lives under plastic bags and corrugated iron sheets at Crossroads, or in an overcrowded council house. However, amongst the oppressed there are those who, not by their own making, rise above gutter education. This small grouping of oppressed students by their very existence realize their ambitions more easily than those children of the working class. Students and student struggles, therefore, are never classless or neutral in relation to the workings of the broader community. The struggles of students in a given period will reflect the interests of the most dominant class prevailing in that particular community.



In South Africa we find the peculiar situation of apartheid oppression coupled with capitalist exploitation. The oppressed middle class are restricted from living, commuting and studying where they choose. The removal of apartheid from South African society would appease a major part of their political appetite. Workers, on the other hand, endure endless miseries at home, in the factories and in the mines because of apartheid and exploitation. Exploitation of their labour is the major problem in their lives and is also the root of the capitalist system.

To regard students as a homogeneous "class" or "stratum" of people in society whose role is independent to that of the broader community is in fact trying to unwind the threads of history. Students do at certain stages of the struggle respond more readily and instinctively to the political issues of the day. They, more than most, have the time to read avidly and politics is more accessible to them. Because students are young and have not crystallized their class position, they are more willing than most to challenge the State with its casspirs, guns, and tear gas. Their parents, on the other hand, depending on their level of consciousness, will probably be hesitant in doing so.

Parents, if not sufficiently politically motivated, would be deterred by social and economic commitments like their jobs, hire purchase payments, rents, food, and so on. All these are related to maintaining a livelihood.

Because students' position is an economically non-productive one (as opposed to their parents), they cannot play a decisive role in determining the course of struggle in South Africa, or any other country. Students, unlike workers on the factory floor, experience a less sharp conflict of interests with the ruling class. It is precisely exploitation and oppression of workers in the mines and factories which maintains this rotten economic and political system. The very cornerstones of this society as we know it rest on the exploitation and oppression of workers. From this it follows that students, alone, cannot lead the exploited and oppressed to victory. Our diverse class backgrounds and interests hinders us from fulfilling that historic task. This task lies in the power and direction of the working class.



In 1976, 1980 and 1985 students have injected the struggle with new life. At each historic stage students together with workers have raised the level of struggle to new heights. In 1976 the Soweto SRC came into being, and played a major role in the en masse resignation of the Soweto Urban Council. In 1980 SRCs and civic bodies became more widespread and sophisticated. In 1985 students have agitated for the formation of PTSAs, regional student action committees, and so forth. The time is ripe now for students to plot a course which would directly link their struggles to those of workers. We should learn about the struggles of workers in this country as well as internationally. We must grapple with political theory and use it as a guide to action. Only in this way can we be sure of playing a meaningful role in the struggle. The lessons of history clearly point in this direction. Students must assist to make workers aware of their

historic role in bringing about a new society free of exploitation and oppression.

SUMMARY:

STUDENTS should constantly remember that:

- a small group of capitalists own the wealth in our country, as they do in the "western" world;
- the wealth of capitalists is accumulated by the exploitation of workers, and by having an avaricious hold over valuable natural resources worldwide;
- in South Africa, the ruling class uses their economic domination and apartheid oppression to maintain the status quo;
- the working class worldwide and the black workers in South Africa (the most exploited and oppressed) have, by virtue of their position in society, the historic revolutionary role of bringing about a new social order;

HOW CAN STUDENTS SUPPORT THE STRUGGLES OF WORKERS?

- by learning about the struggles of workers worldwide, and grappling with political theory;
- by practically linking up their struggles with those of workers, and assisting in raising the consciousness of the working class;
- by joining youth, worker and student organisations, supporting the PTSAs, Civics, Trade Unions, etc

THE STRUGGLE CONTINUES!!

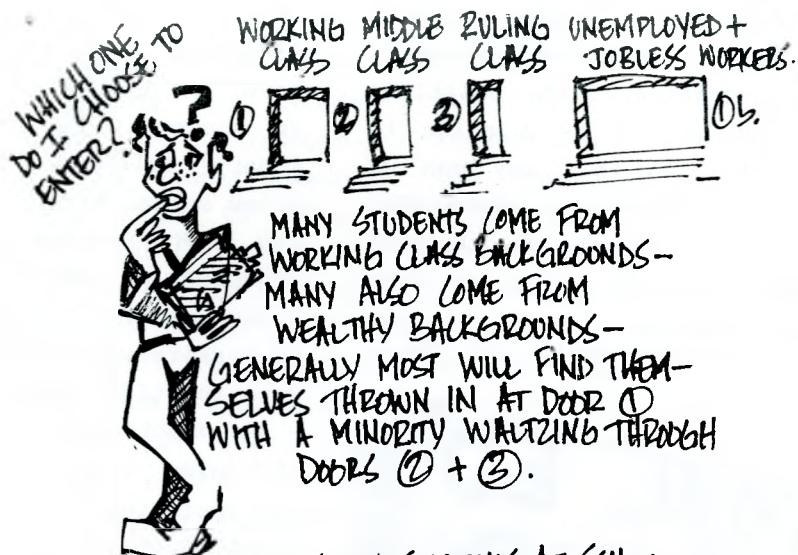
AMANDLA!! -NGABASEBENZI!!

(Power to the Workers!)



AS INDIVIDUALS...

INDIVIDUAL STUDENTS DO PLACE THEMSELVES ON THE SIDE OF THE WORKING-CLASS BY WORKING IN ORGANISATIONS WHERE WORKERS ARE PHYSICALLY PRESENT OR ACTING AS BEARERS OF WORKING-CLASS THEORY IN COMMUNITY, SPORTING + CULTURAL ORGANISATIONS.



BUT FOR VERY MANY STUDENTS AT SCHOOL EXACTLY WHAT THEY WILL BECOME REMAINS AN OPEN QUESTION **UNTIL**

THEY CHOOSE THE SIDE OF THE WORKING CLASS
OR THE SIDE OF THE BOURGEOISIE + BACKWARD ASPECTS OF MIDDLE CLASS EXISTANCE.
 MANY DON'T HAVE ANY CHOICE + WILL BE JOBLESS + UNEMPLOYED...



DEMOCRACY



INTRODUCTION:

Oppressed students in South Africa have for many years used the popular tactic of the schools' boycott as a weapon of struggle. The schools' boycott has been used by students to show solidarity with other struggles, as well as to make educational and political demands. In the Western Cape the the boycott has, over the years, given rise to organisations such as the Committee of 81 (1980), the Inter-Schools' Co-ordinating Committee (ISCC), the Western Cape Schools Action Committee (WECSAC), the Western Cape Schools Organisation (WESCO), and the Inter-Regional Co-ordinating Committee of which LOGSAC and ASAC form a part. The intended purpose of each of these organisations was to co-ordinate the schools' boycott and to put forward a unified plan of action.

DEMOCRACY AND THE MEANING OF PRINCIPLED UNITY:

Student committees or organisations are not homogeneous groupings. By this we mean that students who are part of the co-ordinating structures come from different class backgrounds and political persuasions. It is precisely because they come from different political affiliations that unity in action cannot be based on the ideas or programme of a single organisation. For example, the present unrest grew out of the need for a unified protest against the state of emergency. Moreover, all oppressed students are victims of gutter education. The situation therefore demanded maximum unity in action of all students. This does not mean that differing ideas should not be tolerated.

The slogan, march separately, but strike together! should be a cardinal principle on which this unity is based.

By this we mean that that the co-ordinating body should tolerate various political ideologies but when a particular form of action is decided upon by the majority everyone should carry it out. However, the minority should have the right to continue to raise its point of view, or to proagate its position. Everyone should have the right to criticise the various strategies, tactics and political viewpoints constructively. This democratic way of operating is called non-sectarianism, where organisatons advance in a principled and unified way.

In the present schools' boycott we have seen the emergence of different co-ordinating structures. This has been so because one particular political grouping has attempted to dominate the structure, and in this way has antagonised other groupings, who have responded by setting up their own structures. The attempt to dominate an organisation is not wrong in itself. Convincing others of your ideas is an integral and vital component of the struggle for liberation. But it should never be a brake on united action. Debating issues on a course of action should always be allowed. Where unified action needs to be decided upon, it is the duty of every serious activist to convince the minority or majority of his/her views in a principled manner. Those who hesitate or disagree should not be shouted down or forced by a majority persuasion to agree. However, after discussion on the issue has been allowed, the minority should abide by the decisions of the majority. Without this, unity in action is impossible. Without unity in action, we are destined for defeat!

THEN THEY CAME FOR ME

They came for the Communists and I
did not speak up because I was not
a Communist

Then they came for the Jews and I
did not speak up because I was not a Jew

Then they came for the Trade Unionists
And I did not speak up because I was
not a Trade Unionist;

Then they came for the Catholics
and I did not speak up because
I was a Protestant

Then they came for me
and by that time there was no one
left to speak.

Martin Niemoller



DEMOCRACY AND SRC'S

The struggles of the oppressed and exploited during the 70's and the 80's have highlighted the need for democratic organisation. Democracy does not simply refer to the right to vote, but also refers to the extent to which students and workers have control over their activities at schools, and places where they live.

THE NEED FOR DEMOCRATIC ORGANISATIONS

Throughout the country the toiling masses have demanded the right to democratic representation. For example during the events of 1980, meat workers from 17 different firms went on strike to demand that the bosses recognise democratically elected committees, representing their interests. The workers rejected the idea of workers' committees appointed by the bosses. Instead they demanded workers committees elected by the workers themselves. Other struggles of the workers have also centred around their right to organise and form recognised trade unions of their choice.

Through independent action on high rents, lack of housing, poor transport and opposition to racial sport, the toiling masses have rejected the undemocratically elected management committees and community councils which do not serve their in-

terests. In its place they have set up grassroots democratic community organisations such as civics, youths and tenant associations.

In 1984, the oppressed and exploited rejected the New Deal. This was clearly demonstrated by the low percentage poll obtained in the elections. The call for democracy has been given the fullest expression through the demand for convening of a Constituent Assembly which fully represents the interests of all the exploited and oppressed at local, regional and national levels - where leaders who are democratically elected are continually subject to recall if their actions are in conflict with the interest of the masses they represent. The extension of this call for democracy has, in the educational sphere meant the rejection of racist, bureaucratically controlled educational systems. Students have demanded the right to democratically elected Student Representative Councils (SRC's) and other student/pupil organisations.

THE NEED FOR STUDENT DEMOCRACY

Students have also realised the necessity of organisations and co-ordination. During the uprising of 1976 the students formed the Soweto Students Representative Council (SSRC) consisting of 2 representatives from each high school.

Through co-ordinated organised mass involvement the SSRC forced:

- the resignation of dummy school committees controlled by principals.
- the resignation of members of the Urban Bantu Council
- the council to scrap rent increases in 1977.

In 1980 the students formed the committee of 81 to co-ordinate and direct the students struggle.

It is also through the process of democratic debate that students have realised the need for workers support and involvement. As in 1980, students of 1985 must form and organise SRC's where they do not exist. The SRC is the centralised democratically elected student body which controls activity at schools.

THE FUNCTIONS OF SRC's:

- To provide the necessary leadership and direction for student activities
- to arrange local and inter-school SRC activities
- To ensure a link between the activities of students and that of the broader community
- To create forums through which students can learn basic organisation and leadership skills.
- To ensure the availability of a wide range of resources for students which cater for

different areas of interest e.g. sporting equipment and information for magazines and articles.

- To attempt to look at the nature of South African society and the history of struggle in South Africa and elsewhere.
- To provide for the expression of students views through regular student publication.

STUDENT LEADERSHIP

An SRC should be well organised and the members must subject themselves to the discipline of the organisation. The SRC leadership should be dynamic and draw mass support from students. Democratic mass participation will guard against the arrogance and bureaucratic decision making on the part of the leadership. Discussion should be taken democratically by students and the SRC leadership should be subject to recall. Where the SRC is new it is very important that leaders and the student general body exercise great patience and tolerance to ensure that on the one hand, leaders are given the chance to develop the necessary confidence to lead and on the other hand the student general body acquire the necessary confidence in the abilities of their leaders.

A "PROBLEM" AT [OR HOW A TYPICAL SRC FUNCTIONS]



A STUDENT RAISES AN ISSUE IN CLASS:
...HOW CAN WE SIT HERE COMFORTABLY
DOING SCHOOL WORK WHILE THE REST
OF THE COUNTRY'S IN A STATE OF
EMERGENCY?

DURING AN INTERVAL THE
CLASS DISCUSSES IT AMONGST
THEMSELVES + OTHER INTERESTED
STUDENTS.

DISCUSSION IS LIVELY AND EVERY-
ONE PRESENT HAS A CHANCE TO
CONTRIBUTE.



THEY
RESOLVE
TO...

= TAKE IT TO THE =
- S.R.C. -

THEIR CLASS REP. GOES TO
THE SRC GENERAL MEETING
WITH A **MANDATE** TO
RAISE THE ISSUE THERE - HE
HAS TAKEN NOTES OF THE
CLASS DISCUSSION AND WILL

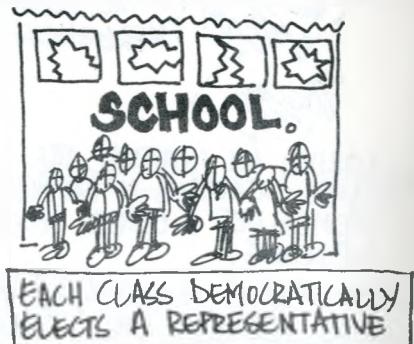
- ① ask the general body
if it may appear as
an item on the agenda.
- ② represent his class's
points of view and ask for
it to be discussed by the general body.



THE INDEPENDENCE OF THE SRC:

In many instances where SRC's have been allowed at schools, principals have attempted to control them and subvert their function through restricting their activities or using them to monitor order and discipline. Student organisations must guard against their becoming mere tools in the hands of the conservative principals. The prefect system is an example of this. Students must insist on their right to organise independently, free of the influences of their principals. This can only be done through establishing democratically elected student organisations. Students at Saulsville and Atteridgeville, in the Eastern Cape, have been boycotting classes and have demanded the right to have Student Representative Councils. The government, was forced to bow under the unified and consistent pressure of students, and offered to accept SRC's on condition that the government drew up their constitutions. Another example, is that of the UWC students, who for several years demanded an SRC. One student leader mentioned that the authorities were forced to listen to the students, because they were united, well organised and disciplined.

This does not mean that there should be no interaction between the staff and the SRC. In the course of defending the interests of students the SRC will be forced to liaise with the principal and teachers.



NO SRC SURVIVES..

- WITHOUT THE CRITICAL SUPPORT OF ALL THE STUDENTS THEY REPRESENT

THE SRC GENERAL BODY..

- ACTS ON BEHALF OF THE GENERAL STUDENT BODY + IS AT ALL TIMES ACCOUNTABLE TO THE GENERAL BODY.

THE SRC EXECUTIVE..

- "EXECUTES" DECISIONS TAKEN BY THE STUDENT MASS VIA THEIR REPS. ON THE SRC GENERAL BODY

IN ANOTHER STATE OF EMERGENCY

In 1934 Adolf Hitler assumed the title of Fuhrer (Leader) and Germany went into a state of emergency which lasted until 1945.

Bertolt Brecht, a German writer, captured that state of emergency in a play called "Fear and Misery of the Third Reich". Reproduced below are snatches of his poems.

THE STORM TROOPERS

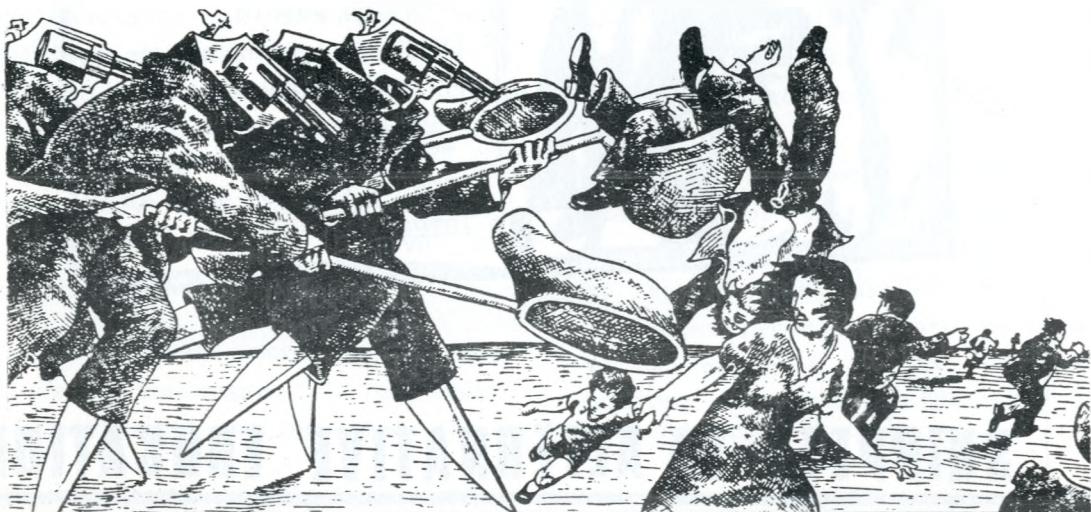
Here come the brown storm troopers
That keen-eyed squad of snoopers
To check where each man stands
Their job's to put the boot in
Then hang around saluting
With bloodstained empty hands.

ARMY CHARITY

Their hands, more used to beatings
Now offer gifts and greetings.
They conjure up a smile.
Their charity soon crashes
Their food all turns to ashes
And chokes the uttered 'Heil!'

A CASE OF BETRAYAL

The next to appear are the traitors
Who've given away their neighbours.
They know that the people know.
If only the street would forget them!
They could sleep if their conscience would
let them
But there's so far still to go.



A. ORAL EXERCISES

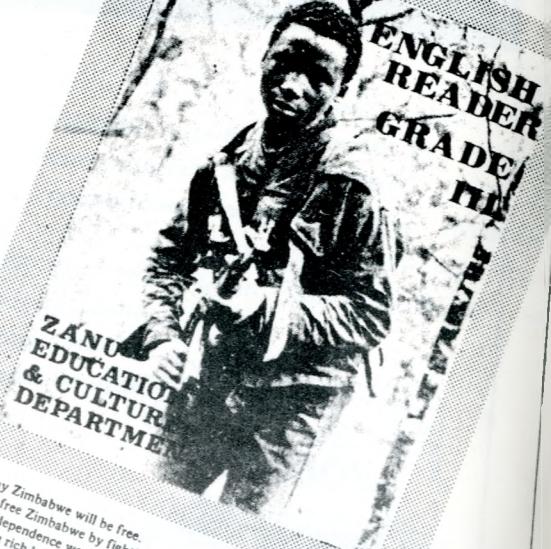
1. Class and Group discussions on:

- Our Country
- My family
- How to make a country rich.
- Who are the capitalists?
- Who are our enemies?

B. WRITTEN EXERCISES

Write one sentence using the following verbs:

- is fighting; are fighting
- wins; will win; won
- struggling, have struggled



day Zimbabwe will be free
free Zimbabwe by fighting.
dependence we will be rich,
rich because we work hard.
makes a country rich.
will work hard to make the country rich.
Independence we will work hard to make our country rich.
We will be rich, too.
After Independence the people of Zimbabwe will be rich because they
will work hard.
Today the people of Zimbabwe work hard, but they are poor.
They are poor because the settlers steal the riches of Zimbabwe.

Etc.



Nouns:			
Singular	Plural	Singular	Plural
comrade	comrades	gun	guns
enemy	enemies	colonialist	colonialists
people	people	home	homes
party	parties	jail	jails
soldier	soldiers	tax	taxes
war	wars	policeman	policemen
government	government	weapon	weapons
law	laws	leader	leaders

ADVERBS:

- Sometimes the colonialists arrested people.
- Everyday I think about the war of liberation.
- Now I am a good soldier.
- We must always remember the heroes who died at Sinoia.
- Tomorrow I shall go home.

Awareness programmes - irrelevant? essential? not so important?

The last few months have opened up a whole new chapter in the lives of high school students. Eyes have been opened up to so many new things. Even though formal schooling has been disrupted, who dares to deny that really meaningful education has taken place? An entire generation of students has become deeply aware of the need to fight the oppression and exploitation that pervades every part of society. This new awareness has sprung from many sources; from the naked reality of state repression - the rubber bullets, the teargas, the whippings, the detentions, arrests and bannings. It has also sprung from the high-handed action of the puppet education authorities - the closure of schools, the restrictions on the right to organise, the appointment of security personnel. Most important of all the new awareness has sprung from the united efforts of thousands of courageous and selfless students - the mass rallies, the street demonstrations, the singing of songs and the chanting of slogans. We can truly feel confident that the Western Cape will never be the same again.

Yet the gains must not leave students contented. They must all begin to realise that this

new awareness has been widespread but not sufficiently intense. The months of emotionally charged mass activities must be bolstered with deeper discussion, and more consistent reading and studying. It is only through smaller, more controlled activities like these that students can advance the struggle in a more far-sighted and purposeful way. So many have been left unanswered in mass meetings and on the streets. In many instances only student leaders have been involved in serious in-depth discussion, on for example the nature of our struggle or the correct tactics, strategy and ideas to guide the struggle. The large mass of students has not been fully involved in this way. For these reasons, awareness programmes should no longer be neglected and regarded as secondary. They must now become a regular part of pupil activity.

If they are carefully planned and well organised, many of the gains of the students' struggle will be properly consolidated.

Awareness programmes could take the form of talks, debates and workshop discussions. A number of suggestions ofr topics for awareness programmes are included in the handbook. What follows, however are some guidelines on on workshops

SUGGESTIONS FOR TOPICS

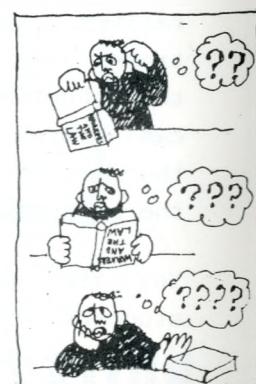
1. The Schools' Boycott
2. The Consumer Boycott
3. South African Society
4. Unemployment
5. The role of trade unions in the struggle
6. Formation of Parent- Teacher- Student Associations. (PTSAs)
7. Role of Teachers and Students in the Struggle
8. Democratic Procedure. e.g. within the SRC, in meetings
9. Producing a Pamphlet
10. Screen-printing of Posters
11. Public Speaking
12. What is Education? Its aims and objectives
13. Migrant Labour, Pass Laws, Influx Control
14. Tricameral Parliament - "A Fraud"
15. What is the role of Workers in the struggle?
16. Working Class Leadership - Is it possible?
17. What is a class struggle?
18. Imperialism - What is it?

How does it affect the struggle in South Africa

19. What is a living wage? Is it enough?
20. How do you organise a future South Africa without exploitation and oppression?



No To Bantustans
REJECT CISKEI
INDEPENDENCE



Where to look and what is available !!

SALDRU

South African Labour Development Research Unit
Economics Department UCT ph: 69 8540
(Books, press clippings, periodicals. Information and Statistics on: poverty, wages, strikes, analysis of election results.)

ILRIG

International Labour Research Information Group.
Department of Sociology - P.O.Box 213 Salt River. 7925 ph: 69 8531
(Booklets, slide-tape shows)

SACHED

South African Committee for Higher Education
5 Church Street Mowbray ph: 66 8615/ 669958
(well stocked library, workshop packages, alternative education resources)

ERIC

Education Research and Information Centre.
c/o Station Road and Lower Main Road Observatory
(Video cassettes, slide shows, cassettes, resource packages.)

CRIC

The Career Research and Information Centre.
P.O. Box 79 Claremont 7735 ph: 611058/59
(Bursary Register, Unemployment Package, Drama as tool in Education)

CAP

Community Arts Project
Chapel Street Woodstock ph: 45 6389
(Classes in: Drama, Painting, Printing
Sculpture, Photography.)

CAPE TRADE UNION LIBRARY

Malta House, Malta Road Salt River
(opp. Palace)
ph: 47 7848
(Books, pamphlets, union newsletters, periodicals)

ZAKHE

Self-Help Resource and Development Organisation
Council Building Centre, Hanover Park ph:
ph: 63 86084 47 7848

UCT S.R.C. RESOURCE CENTRE

UCT Rondebosch ph: 69 4531/694351
(books, periodicals, resources.)

UCT FILM LIBRARIES

UCT Rondebosch ph: 69 4531/694351

CITY LIBRARIES

DID YOU KNOW?



* that there is a difference between being arrested and being detained?

If you are arrested, you could be held for 48 hrs without being charged.

If you are not charged or do not appear in court within 48 hrs, you should be released.

If the police wish to hold you for longer than 48 hrs, they:

- i. must get signed permission from a magistrate;
- ii. they cannot hold you longer than 14 days.

If someone is arrested ...

You have a right to see a lawyer during this 48-hour period.

A DETERMINE:

- i the rank, name and number of the policeman making the arrest.

Note: Section 50 stipulates that a police warrant-officer or a more senior officer may detain anyone contributing to a state of public disorder or riot.

- ii the reason for the arrest;
- iii the police station to which the person will be taken;
- iv the name of the person arrested;

B INFORM:

- i the person, if possible, not to make or sign any statements;
- ii the principal and teachers of the particular school;
- iii the parents at home or at work;
- iv a lawyer, if necessary. Phone: 637 9030 or 637 9033

If you are detained, you are left in the hands of the security police. You might not be charged.

You could be detained under Section 28, 29, 31 and 50 of the Internal Security Act. You would be detained if it is suspected that you have committed a political offence e.g. terrorism, subversion, endangering the security of the state.

During this period of heightened political activity, many students ran the risk of being arrested or even detained. It is difficult to lay down the general/basic guidelines to assist students faced with this problem. It is best if legal advise is sought.





Two students, Melly and Temba who have been actively involved in the schools' crisis, are persuaded by a "concerned" teacher that they should "take a break" and accompany him to the Baxter. "Tonight we are going to get away from it all. Tonight we are going to see a play," he says. The students are at first hesitant. However their experiences over the last seven weeks at school have made them change the way they think about things around them. They have become more critical about the society in which they live. They decide to use this opportunity to take a critical look at everything they see and hear that night.

ON THE WAY TO THE THEATRE

On the way to Rondebosch coming from Belville and passing Guguletu, Manenberg and Athlone one stark fact hits home. Only a few people in this society in which we live have access to the theatre building. Seldom will they have the opportunity to even see a play being performed.

AT THE TICKET BOX

Two students and the teacher reach the ticket box and have to pay R18 for 3 seats. Theatre, like other cultural forms (art, poetry, music and sculpture) is a commodity. It is bought like a fridge, a car, or a loaf of bread. So who sells and who buys? asks Temba. The ruling class is the only class who have the money to control the market: the actors, the theatre building, the playwrights, the technicians. Are they really engaged in this "business" of culture simply because they like to see people entertained, see them happy or to provide recreational pleasure? Do they believe

that all culture, of which theatre is a form, introduces people to the "finer things in life"? Or do they feel that they are offering a service to the community by providing cultural events which can be appreciated and so serve to uplift the community? These are hardly the reasons. The profit is one reason, but a more important reason is that the ruling class uses the theatre to put across its ideas and values, those repressive ideas which control the minds of members of those classes which they dominate, and which keeps the exploited and oppressed subservient and passive.

The artist sells himself and his work but only if they are allowed into the "culture business." The ruling class decides and selects which artists will be allowed to communicate his/her ideas through art and which ideas will be allowed to be communicated. Melly challenges this claim. "I was, always told that anyone with talent will "make it to the top" So how is it decided who will be the artists in our society?" Firstly, money is needed to train in every craft, be it music, art or drama. This immediately limits the chances of the majority of people who cannot afford tuition. Secondly, if you are lucky enough to be able to afford to go to art, drama or music school, bourgeois ideas about the role of art, its function and role in society always dominate the curricula. "This immediately makes sense to me" says Temba, seeing the light. "This explains why only a few people have artistic skills, are able to understand and appreciate art." You will then be allowed to make it to the top if your artistic message in no way raised questions about the way society "ought to be changed". Your artistic message will be bought

and sold if it leads people to accept the way society is. Temba is still not satisfied, but questions a little more. "Is it not true that a poet does not have to spend much to get his poem read or a musician does not have to spend much to get his music heard?" she queries. That is true. However, these individual artists will only make contact with a limited, intimate audience, and their ideas will not be such a threat if it does challenge the present structure of society. The ruling class culture becomes concerned about curbing those forms of culture (such as drama, television, and films), which are able to influence large masses of people.

IN THE FOYER OF THE THEATRE

"Lets go inside to see if this is true," says the two students, now really interested in what they see. Who are the actors in the play tonight? Sophisticated actors, highly trained and educated at bourgeoisie universities and drama schools. Whose play is being shown? A play that safely communicates the values and ideas of society as it is. Who selects the actors and the play? The producer who will never present anything which will challenge the political or social position of those who are paying him to do his job.

"So," says Melly, "Even if the artistic message has been carefully selected, I am a thinking individual and don't have to believe everything I see and hear."

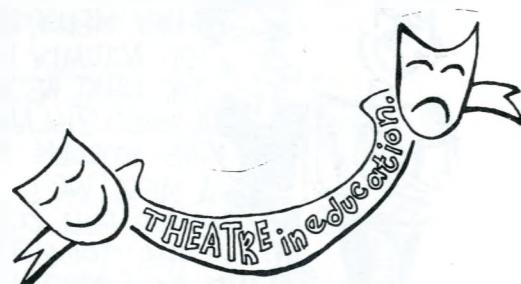
"Yes," says Richard, "but the weapons of the ruling class are cleverly used. Think of the subtle methods and cumulative effect of the mass media. What we think, our values, our desires, our aspirations are shaped and influenced by what we see and hear, on the radio, on the T.V. in the bioscope and on advertising boards. The theatre is no exception! I am sure."

IN THE AUDITORIUM

The curtain opens. On the stage, the cast are dressed in costume and wear make-up. The set attempts to show life as we know it. The cast attempts to make the play as real as possible for the audience. The audience have to forget that they are in the theatre and be transported right into the lives of the characters. The audience has to become emotionally involved with the characters, identify with them so that they laugh when the characters are happy and cry and feel remorse when the characters experience hardship

THE MAIN CHARACTER ENTERS

The action begins. "But does the story of the plot of the play not also affect the audience response?" asks Melly. Let us look at the common themes. The main character in the play has many good qualities but has one flaw, which could be envy, jealousy or hatred. People in the audience empathise with him because of his weakness. At the same time they recognise the weaknesses within themselves. Because of this flaw, the character in the play moves toward disaster. The spectator fears for the character and realises that because of his bad deed which occurs because of this flaw in his nature, the character has to pay a penalty either of death or great suffering. The spectator does have to experience the bad act but does not have to suffer the penalty, only witness it.

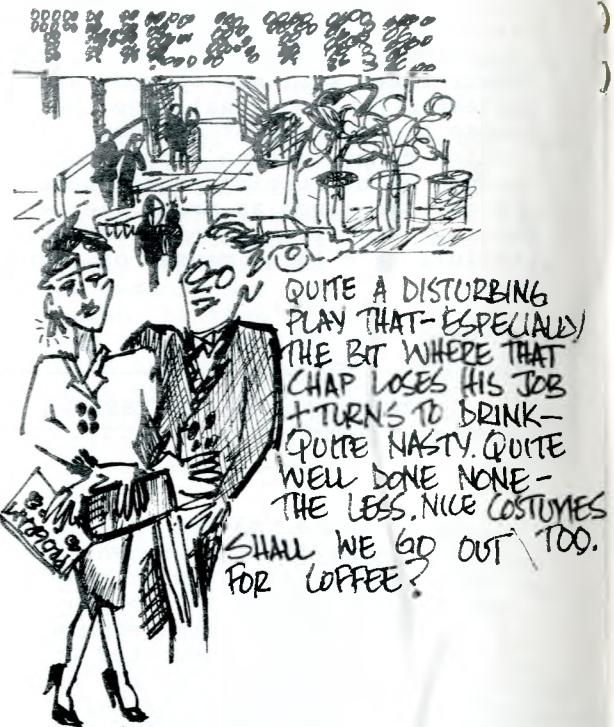


THE PLAY ENDS

At the end of the play, the spectator is relieved and purified. Aristotle, a Greek thinker who studied the theatre, called this process CATHARSIS. Why is the spectator relieved? He is relieved because the ordeal he has just watched is over and he can go home in peace, because order has been restored. The spectator is purified because he has no desire to act in a way contrary to that of society. He has learnt the lesson that if one does not respect the values and norms of society, one is likely to be punished.

"So," says Melly, now realising just how subtle the T.V. the bioscope and the theatre can be. The theatre experience is repressive because it manipulates the audience to respond in a purely emotional way. The theatre experience does not elicit from the spectator any other kind of response. It does not encourage people to think how the slice of life that they have seen can be changed. They are not led to question the root causes for the evils and injustice shown to them. Most importantly, it does not prompt people to action once they leave the theatre building. Instead bourgeois theatre makes people relaxed, complacent and accepting.

THE BAXTER



THEY LEAVE THE THEATRE

Melly, Temba and the teacher leave the theatre but the students have a big question. Must we not use drama at school anymore? Is it not true to say that theatre as it exists is a form of bourgeois culture and so needs to be scrapped and rejected? That is not true. The question is how we can use a form of bourgeois culture which dupes and dulls and make it into a form of art which would awaken minds, stimulate thought about present conditions and initiate ideas and action for change. How can the theatre and drama be used as a tool as a weapon to bring about change? The answer is that we have to select and so transform it into a new form which we can use effectively and for our purposes.





MASS MEETINGS...

DO SERVE A VITAL PURPOSE... THEY INSPIRE AND INFORM AND EXPRESS MASS SOLIDARITY...

BUT

IT IS BUT ONE MEANS OF MOBILISATION AND HAS IMPLICIT LIMITATIONS.

HOW TO ORGANISE A WORKSHOP

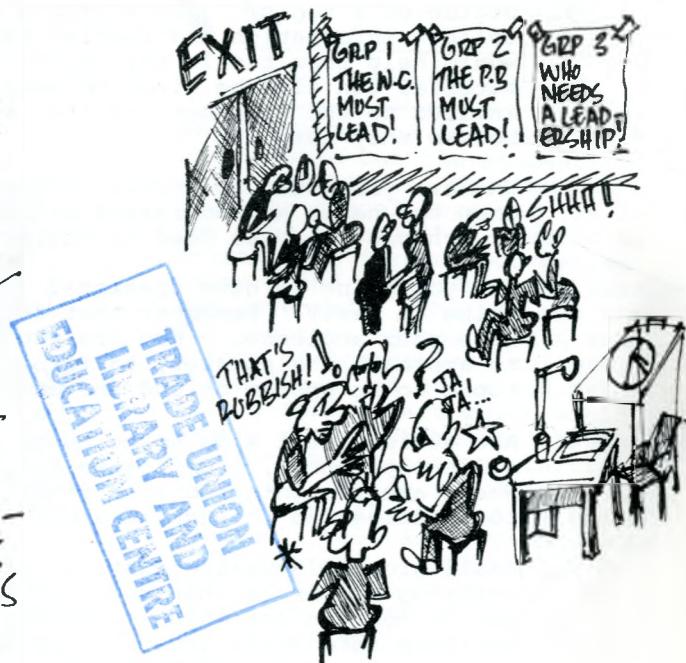
1. Organise a committee, preferably about 3 - 7 students to plan the workshop.
2. Make sure enough time is available for planning and preparation - about 1 month is ideal but two weeks could suffice in an emergency.
3. Decide on a topic. The workshop committee should collect information and reading material which would help them tackle the chosen topic. Reading material can also be given to people who are to be invited to the workshop, so that it can be read before they come.
4. Who are you going to invite to the workshop? Write down the names and addresses of individuals, organisations or schools that you need to contact.
5. Are you going to have speakers? How many are you going to have? Remember that too many speakers can bore your audience. Who are you going to delegate to approach the speaker, to inform him or her of the topic to be spoken on and the amount of time allocated?
6. Are audio-visual aids going to be needed, like films, slide-tape shows, video cassettes, microphones, amps etc? Where are you going to find these aids and who is going to be delegated to enquire about the use of such aids.
7. Small group discussion must be included in your workshop to ensure that you have maximum participation. Decide how you are going to divide the large audience into small groups. It could be done according to age, area, interest, standard or randomly.

8. Worksheets are always necessary. They should consist of a list of questions or problems which the small groups use, to guide their discussion. The workshop committee should decide on the questions collectively- Provacative questions or contentious statements always make for lively discussion. Decide who is going to type the worksheets.
9. After the small group discussion there should be a report back session. They allow for good discussion and give the audience a chance to reach some conclusions on the topic being discussed.
10. Write a programme systematically. Each item of the workshop must be allocated a certain time-limit. Do not be absolutely inflexible but try to adhere to the allocated time. e.g.

2 speakers (15 min. talk each)	30 min
group discussion	30 min
report back	15 min
discussion	30 min
summary round-up	15 min
11. Give specific tasks to specific people. Who is going to contact the speaker, get the video machine or get worksheets typed. Be sure to set people realistic tasks that they can manage to fulfill.

WORKSHOPS + CULTURAL PROGRAMMES...

- CONSOLIDATE...
- INFORM...
- ARE RECRUITMENT-TYPE ACTIVITIES...
- DEEPEN POLITICAL UNDERSTANDING...
- RAISE OUR LEVEL OF CULTURAL + POLITICAL AWARENESS...
- ARE ALTERNATIVE FORMS OF CONSISTENT EDUCATION...
- ALLOWS FOR THE EXPRESSION OF ALL KINDS OF DIFFERENT POINTS OF VIEW...



portrait in the rock

- pablo neruda

Pablo Neruda, the great Latin American poet, was born in 1904 in Parral, Chile. Greatly influenced by events in the Spanish Civil War, Neruda joined the Communist Party after the Second World War, and his changed attitudes could be seen in his poetry. Since then he regarded poetry not as an elite pursuit but as a statement of human solidarity addressed to 'simple people'. In 1971 he was awarded the Nobel Prize for Poetry. From 1970 to 1973 he served under the Allende government as Chilean ambassador to Paris. He died in 1973.



Oh yes I knew him, I spent years with him,
with his golden and stony substance,
he was a man who was tired-
in Paraguay he left his father and mother,
his sons, his nephews,
his latest in-laws,
his house, his chickens,
and some half-opened books.
They called him to the door.
When he opened it, the police took him,
and they beat him up so much
that he spat blood in France, in Denmark,
in Spain, in Italy, moving about,
and so he died and I stopped seeing his face,
stopped hearing his profound silence;
then once, on a night of storms,
with snow spreading
a smooth cloak on the mountains,
on horseback, there, far off,
I looked and there was my friend-
his face was formed in stone,
his profile defied the wild weather,
in his nose the wind was muffling
the moaning of the persecuted.
There the exile came to ground.
Changed into stone, he lives in his own country.

DID YOU KNOW?

- * that SRC's are not tolerated at many schools.
- * the need for independent student organisations is greater now than ever before. Reactionary teachers and principals will do everything within their power to prevent students from forming their own SRC's. The government has also attempted to suppress independent student organisations. The banning of COSAS testifies to this.

KNOW YOUR RIGHTS! Read the Education Bulletin of the Dept. of Education and Culture, 15 October 1984 Vol. 19 NO. 19/84:

" The Department wishes to make it clear that under no circumstances may any pupil be discriminated against in regard to participation in school sport, cultural or other extra-mural activities either within the school or in competition with other schools, on the grounds of political, religious or cultural considerations."



GOVERNMENT GAZETTE Vol 244 Pretoria 1 October 1985 NO. 9960: NO R.2248: "2.2 No member of such pupil's council, students' council or any other person or organisation that enters or is present in the buildings or grounds of such educational institution at any time shall communicate in any manner whatsoever, either orally or in writing, with any pupils, trainees, apprentices or student teachers or the principal head, manager or any teacher or official in such buildings or grounds."

DID YOU KNOW?

- * that students in the Eastern Cape have been boycotting classes since Feb/March 1984?

- * the difference between a Students Representative Council and a Prefect System?



BACK AT HOME IN BELVILLE

Melly and Temba understand now just how right the teacher was. The theatre as it exists allows people to forget, to relax and "get away from it all." But more importantly they have come to understand that that the theatre can be transformed into a vital art form, which can stimulate awareness and prompt action. At home they compile a list of ideas which students should remember when they use drama in their awareness programmes.

THIS IS WHAT THEY CONCLUDED!

- * Theatre and drama is a way of communicating ideas in an effective and dynamic way. Take for example the lecturer who stands in front of his class and delivers a lecture. He is communicating, but his method could be boring and dull. But if students take charge of the play to be performed at awareness programmes, they will be using a dynamic means of conveying their ideas bout life and how to change it.
- * The actor who plays a part in a play, would be chosen for his or her ability to convey an idea to which he is committed and in which he/her strongly believes. The chosen actors should ensure that those who watch the performance are prompted to analyse and look objectively at what they see. The actors should try through their performance, to elicit an intellectual rational response rather than an emotional response.
- * The plays that we use, or which we write should present a conflict. The play should present the contradictions in our society; e.g. the struggles between different classes, clashes between bosses and workers, apartheid, student struggles. The play should stimulate thought about the conflict. The play should also prompt the audience to actively resolve the conflict they experience in their own lives.

- * What of the audience? Brecht who studied theatre believed that if we want to get our ideas across clearly and precisely, we should not encourage the audience to get emotionally involved with the character or the story. The audience should be presented with a conflict on stage. They should be encouraged to react to the conflict in an objective analytical and thinking way. Brecht called this ALIENATION. He believed that the audience must be forced to distance themselves from what is going on on the stage. They must be fully aware at all times that they are observing an IMITATION OF LIFE. They must assess this non-reality so that they are able to assess the reality of their own lives more accurately.

The audience should never be passive. The play presentation should ensure that the audience is thinking, analysing and assessing. We should try our best to involve our audience in our play. Get them to answer questions, take a stand, offer a point of view or support a character during the time we have them as observers.

- ! Our plays should ensure that the audience does not leave the theatre relaxed and complacent. If we have prompted them to ask more questions, demand more answers and seek solutions to change the society in which we live, then our play has succeeded.

Bertolt Brecht understood the value of theatre. He understood that theatre and drama is a dynamic tool, that must be used as soon as possible to bring about change. This statement sums up his views:

"If we want to keep the theatre alive and fighting completely gripped by reality and completely gripping reality, then we must keep pace with reality's headlong development. The great working masses of the people are on the move. The activity and brutality of the enemy proves it."



MEETING PROCEDURE

1. OFFICIALS

- * ensure the smooth running of an organisation. For this reason officials have specific functions and responsibilities.
- * have no powers except that laid down in the organisation, as written in the constitution.
- * are at all times answerable to the general membership

2. ELECTION OF OFFICIALS

The officials of any organisation usually include:

- * the chairperson and vice-chairperson
- * the secretariat
- * the treasurer and assistant
- * two or three additional members

These officials are elected at the first general meeting of every year. Elections take place by voting. The nature of the voting is determined by the constitution (show of hands/ballot)

In the event of an official being removed from office or being unable to fulfill his/her functions properly, that official may be replaced at a properly convened general meeting.

THIS IS A MEETING WHERE MEETING PROCEDURE HAS BEEN IGNORED...



3. THE CHAIRPERSON

- * There must be a chairperson at every meeting
- * In the absence of the official chairperson, the vice chairperson acts in the absence of the chairperson
- * In the absence of both the chairperson and vice-chairperson, the meeting elects any other person to act as the chairperson.
- * The chairperson should guide the meeting through the agenda. He should be efficient and not let technicalities stifle progress.
- * The chairperson should at all times be impartial.

POWERS

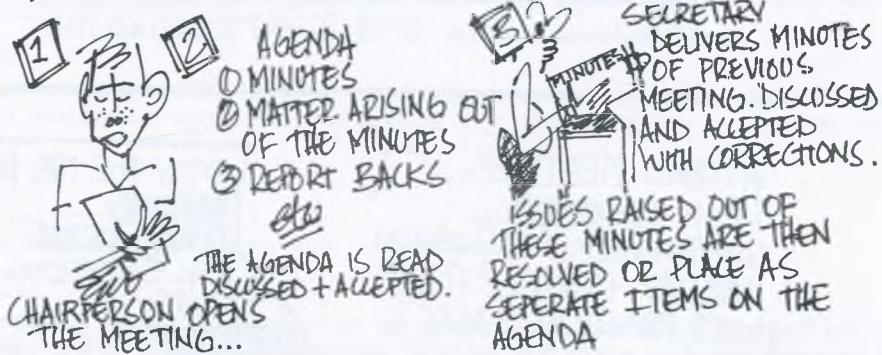
- * The primary function of the chairperson is to preserve order in the meeting. He/she does this by:
 - + Deciding who shall address the chair
 - + Ruling on questions of procedure and points of order
 - + Preventing irrelevant discussions, offensive statements and excessive heckling.
 - + Asking any person who is speaking to stop, if the person is out of order and fails to comply with instructions then the person should be instructed to leave the meeting.
- * Under certain circumstances the chairperson may adjourn the meeting.
 - e.g. + When the chairperson no longer has control over the meeting.
 - + When the meeting carries a motion to this effect.
 - + When the quorum lapses (not enough people present as stipulated by the constitution.)
- * In the event of a split decision the chairperson has the casting vote.

DUTIES

- * To open the meetings at the notified time. It is always preferable for the chairperson to be present a few minutes before the time.
- * He welcomes everyone present (guest speakers, visitors, observers)
- * To sign minutes of previous meetings after they have been accepted by the general body.
- * To be fully conversant with the constitution in order to ensure that all the rules are obeyed.
- * To ensure that full and free discussion takes place upon every matter before the chair.
- * To keep order at all times.
- * To ensure proper ballot procedure in the case of elections.
- * To allow speakers the opportunity to speak in an impartial manner and in an appropriate sequence.
- * To conduct a vote/poll as required and to announce the results clearly.
- * To close/adjourn the meeting at the appropriate time.

THE CHAIRPERSON OPENS THE MEETING - THE AGENDA IS READ OUT + DISCUSSION ALLOWS FOR THE INCLUSION + ELIMINATION OF POINTS - AFTER THE AGENDA IS READ THE MINUTES OF THE PREVIOUS MEETING ARE DELIVERED + HAVE TO BE DISCUSSED AND ACCEPTED. ISSUES RAISED BY THESE MINUTES THAT NEED DISCUSSION ARE DEALT WITH AS MATTERS ARISING FROM THE MINUTE OR AS SEPERATE ITEMS ON THE AGENDA.

THE MEETING PROCEEDS...



4. THE SECRETARIAT

- * Consists of two or more persons whose major responsibility is to ensure the smooth running of the organisation.

DUTIES

- * The secretariat compiles the notices and agenda of a meeting in collaboration with the chairperson and ensures that it is sent to all members
- * He/she prepares all the necessary documents (previous minutes, attendance registers etc)
- * Keeps a list of members - their full names and addresses
- * Ensures that venues have been booked.
- * Does the correspondence and drafts the minutes. If necessary he/she duplicates the minutes and has it sent to the members.
- * Should be fully conversant with all interests and activities of the organisation so as to be able to inform/guide his/her organisation.
- * Is responsible for matters of finance if no treasurer has been appointed.

5. THE TREASURER

- * Assists co-officials in the smooth running of the organisation.
- * Controls all financial transactions, keeps proper books, makes payments on behalf of the organisation and receives monies owing to the organisation.

ATTEND MEETINGS...
KEEP INFORMED...
CONTRIBUTE TO DISCUSSION
INVOLVE YOURSELF FULLY
WITH PRACTICAL TASKS...

STAY FOR THE WHOLE
MEETING...
CONCENTRATE...
ASK QUESTIONS IF
YOU ARE
CONFUSED!

general preparation for an **SRC** meeting

NOTICES:

The secretary has to ensure that all class representatives receive a notice of a general meeting well before the time.

This can be done by:

- * putting up posters all around the school.
- * going around to classes and personally informing people of the planned meeting.
- * handing out written notices (letters) to the official class reps.

The notice should include:

The notice should include:

- * the purpose of the general meeting, in the case of a special meeting.
- * the complete agenda (programme of the meeting).
- * the venue for the meeting.
- * the time of the meeting.

EXAMPLE OF AN AGENDA FOR A GENERAL MEETING:

(The agenda is always open for discussion and subject to change by the general body).

- Opening and welcome by the chairperson
- Additions to the agenda
- Minutes of previous meeting
- Matters arising
- Correspondence
- Matters arising
- Finance (arising)
- REPORTS:+
 1. Class Reps.
 2. Committee
 3. Activities
- Programme of action
- General
- Date for next meeting
- Closing

MINUTES:

The secretary has to ensure that the minutes of the previous general meeting has been written up, typed and distributed to all the class reps well before the general meeting. The minutes should be clear, accurate, not too wordy, unambiguous and objective. It should also follow the correct time sequence

All decisions and resolutions should be written out fully.

The minutes of the previous meeting must be accepted by the general body before it is legally binding.

VENUE:

The SRC executive or whoever has taken responsibility should ensure that a suitable venue is available for the meeting at the stipulated time.

TIME:

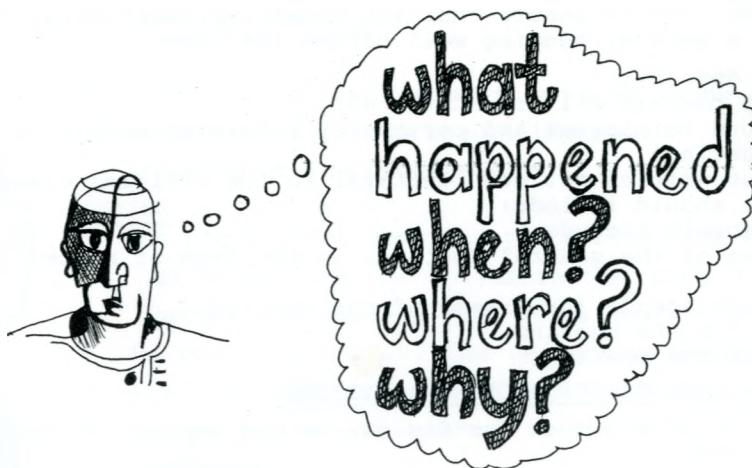
Punctuality is VITAL!!

It ensures that all matters can be completed.

REPORTS:

All reports should be written up and ready for full discussion at the meeting. They should be clear, and an accurate account should be given.

Political and Student Struggles



POLITICAL AND STUDENT STRUGGLES

1984

JANUARY: 4 schools boycott in Attridgeville.

FEBRUARY: First pupil killed. Petrol bomb attack on two schools.

MARCH: 23 schools join the schools' boycott. Three-month ban placed on schools' boycott in Cradock.

APRIL: Tutu appeals to pupils to return to classes.

MAY: Students demand the release of arrested colleagues.

JUNE: Unrest continues. Rent demonstration in townships.

JULY: Department of Education and Training threatens to close schools in Cradock. 28 schools involved. Demonstrations against increased GST.

AUGUST: School boycott responds to rent increases in Sharpville. Boycotts linked to protest against community Councillors. Unified action against Tri-Cameral Elections. More than a hundred schools involved.

SEPTEMBER: Primary schools join boycott. More than 160 000 pupils involved. Stayaway called by students. The government recognises SRCs. 77 dead in Vaal Triangle alone. 250 000 pupils now involved.

OCTOBER: COSAS, AZASO, NEUSA see the need for an education charter. Exams are postponed. 22 000 pupils did not write.

NOVEMBER: 375 schools are involved in the boycott. 400 000 pupils support the call. By the end of 18 1984, several community councillors, killed, and many resigned. 15 COSAS officials and 530 youths detained.



POLITICAL AND STUDENT STRUGGLES 1985

JANUARY: Unrest and class boycotts continue in the Eastern Cape. and the Vaal Triangle. Kennedy visit causes political furore, meets Tambo in Lusaka.

FEBRUARY: More than 500 pupils boycott classes in at Fort Beaufort, sporadic unrest continues. International disinvestment campaign intensifies. 60 000 boycott busses in Natal Townships Mandela refuses to renounce violence Squatters protest vehemently against threat to be moved to Khayalitsha.

MARCH: Carter Ebrahim closes down two schools in Uitenhague. Management Committees gain control of two schools. Squatter death toll is 18. Police swoop on UDF Activists face charges of high treason. Mass unrest continues. Eastern Cape and Vaal Triangle deaths 250.

APRIL: 15000 Cradock residents and pupils end 15-month boycott of schools

MAY: Students support community organisations and trade unions' May Day programmes. Farmers revolt against government's maize price freeze.

JUNE: Boycott of schools continue in the Eastern Cape and the Vaal Triangle. 63 deaths in detentions since 1963. June 16 Commemoration meetings throughout the country. 6 die in as a result of police brutality. SADF raid in ANC in Botswana.

JULY: Death of Goniwe and others. ANC holds first conference in 16 years. The armed struggle now includes civilian targets.

AUGUST: School boycotts launched in the Eastern Cape. Nearly 100% successful. Mandela rejects the National Convention. ANC, UDF, AZAPO rejects Slabbert-Buthelezi National Convention Alliance.

SEPTEMBER: Big capitalists and ANC meet. Pupils clash with police and SADF. COSAS banned. 450 Western Cape schools closed. Pupils, teachers, parents re-open schools. Clashes with the police and SADF. Hundreds arrested. Stayaway 10, 11, 12 Sept.

OCTOBER: UDF Western Cape offices burnt down. Arson suspected. Inter-Regional Forum demand that exams be postponed.

what happened when? why? where?

WORKER STRUGGLES

1984

JAN: 1st national legal strike
500 SACWU workers involved
NUM Strike against Bantustans
Crisis in motor industry - strikes in P.E. against retrenchments.

FEB 900 Southern Sun workers strike

MAR 400 SAAWU workers strike against Homeland's taxes deducted from wages.

APRIL 600 workers in the motor industry strike against retrenchments.

MAY Workers in their thousands celebrate May Day throughout South Africa.

JUNE 6000 Transvaal workers go on strike.

JULY companies stip up rationalisation plans ... more bankrupties more retrenchments.

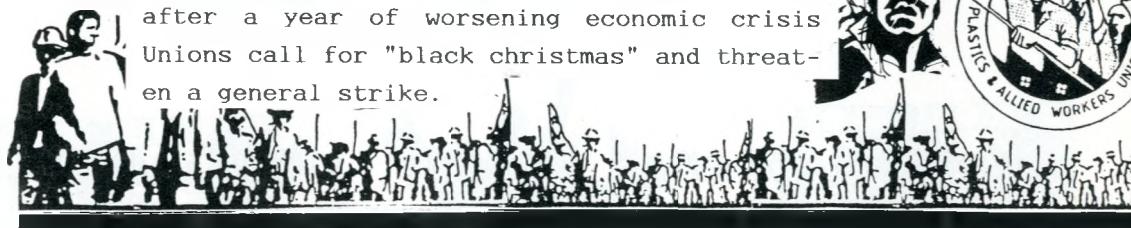
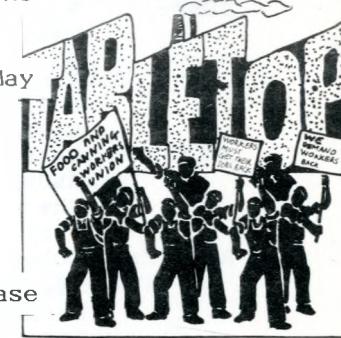
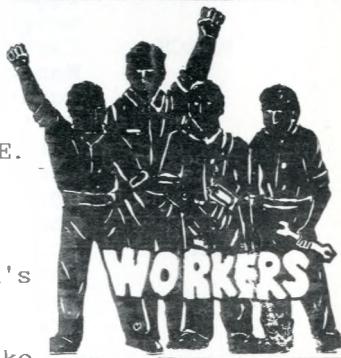
AUG 8600 transport workers win 12% wage increase after year long dispute.

SEPT Wages and union recognition strikes in many industries.

OCT Price increases squeeze workers more and more

NOV Massive stayaway in the Transvaal ... 6000 SASOL workers fired for participation in a stayaway.

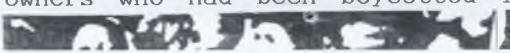
DEC Millions are jobless, hungry and homeless after a year of worsening economic crisis Unions call for "black christmas" and threaten a general strike.



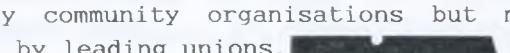
WORKER STRUGGLES

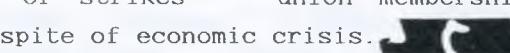
1985

JAN Inflation reaches 16% wage strike continues. Bosses take a tough line..... 12000 Pick 'n Pay workers win wage increases. 

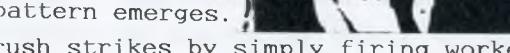
FEB 1300 mine workers strike after intimidation by shop owners who had been boycotted for 3 months. 

MAR 4200 underground workers on the mines down tools. 

100% worker and student stayaway in P.E. called by community organisations but not supported by leading unions. 

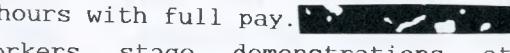
APRIL A number of strikes - union membership grows in spite of economic crisis. 

MAY May Day is won as a holiday by many unions 9000 miners strike against dismissal of union representatives. 

JUNE a clear pattern emerges. bosses crush strikes by simply firing workers unemployment queues at factory gates and labour offices grow. 

JULY Majority of "independent" unions agree to launch a national federation. 

1800 transport workers win reduction in working hours with full pay. 

AUG 2000 workers stage demonstrations at Tzaneen 

60000 workers of NUM embark on a legal strike over wage dispute 

PARENT TEACHER STUDENT ASSOCIATION.



The formation of PTSAs has been one of the immediate demands of students since the boycott of classes began. It could be said that the call for PTSAs is a progressive one in that it raises the question of community control with regard to education, and it implies the rejection of the arbitrary way in which the State's educational department enforces regulations in times of crises. In many regions in the Western Cape this call has been met with enthusiasm on the part of parents and teachers, alike, since this much-needed forum could be the springboard for discussion not only around the boycott of classes, but broader issues of the day, where joint action could be decided upon.

The students of 1985 generally have a deeper understanding and acceptance of their role in the struggle. This has been re-affirmed at the many mass meetings and

workshops, where the common thread throughout was that students, by themselves, could not be victorious, and that it is the working class who is the vanguard of the struggle. More and more students feel the need to find mechanisms of linking their struggle to that of the workers, or to find ways of best being supportive to workers' actions. The call for the formation of PTSAs could be seen in this context, where students saw the need to discuss and stratagise jointly with their parents and teachers.

School boycotts in the past have thrown up structures such as the SSRC (Soweto SRC) in 1976, the Committee of 81 in 1980, and the TAC (Teachers Action Committee) whose role and function has now taken root in the present structure of WECTU (Western Cape Teachers Union). Like any other new organisation, the PTSAs are experiencing teething problems with regard to membership,

aims, strategising, and so on. The question foremost in the minds of concerned people is the extent to which the PTSAs by themselves are allowed to decide or reach finality on crucial issues of the day. Can the PTSAs become decision-making bodies, or are teachers still empowered to make their decisions at WECTU level, and students in their Action Committees? At best the PTSAs would provide the forums for intense discussion, and the day-to-day assessment of objective conditions so that joint, representative decisions could be taken by teachers and students in their respective organisations.

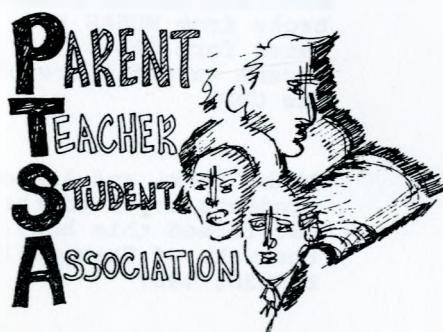
At present PTSAs have the support of the community, whereas the components of school committees are Department-elected and approved. It is customary for the latter to take up matters pertaining to formal education only, as well as the occasional fund-raising activity. The PTSAs, on the other hand, have the potential to take up much broader issues which affect students and their community as a whole.

Where both a PTSA as well as a civic body exists in a particular area, a productive working relationship should be nurtured.

Civic bodies due to their long-standing, have the organisational skills which newer PTSA members might need to ensure their own organisational smooth-running. Moreover, the PTSAs could benefit from the wealth of political experience which most civics have acquired via their campaigns against busfare increases, rent hikes and more recently the tri-cameral parliament elections.

PTSAs should guard against operating in a political vacuum or concentrating on struggles which pertain purely to education. The problems of poor schooling stems from the problem of exploitation and oppression. The domination of an oppressive government which dehumanises people through their pass laws, shanty towns, and detentions is directly responsible for gutter education. The government uses this racist and low-grade education to make its rule legitimate.

Therefore, the struggles of PTSAs against gutter education should be based on the struggle against exploitation. It should also be aimed at galvanising the whole community against inter-related issues such as unemployment, high rents, political rights and the democratic control of our own communities.



PARENTS! TEACHERS! STUDENTS! Support your PTSA !!

who got ORGANISED? what do they stand for?



student and youth organisations since 1924

Name of Organisation	Date Formed	Description
<u>NUSAS</u> National Union of South African Students	1924	anti-government organ- isation with a member- ship drawn heavily from the white English- speaking universities. 1963/4 leadership began to respond to the mood of the NUSAS black minority. 1967/8 Steve Biko and Barney Pityana broke from NUSAS to later form SASO. 1982 - became an affiliate of the UDF
<u>ASA</u> African Students Association	1961	Thabo Mbeki and African students loyal to the ANC formed this body in the wake of Sharpeville. BANNED: 1967

Name of Organisation	Date Formed	Description
<u>UCM</u> University Christian Movement	1967	Led by Basil Moore (Protestant Minister) and Colin Collins (Catholic Priest). Began to kindle an interest in "Black Theology" which was popular in America.
<u>SASO</u> South African Students Organisation	1969	<p>Leading figures: Steve Biko, Barney Pityana, Harry Nengwekulu, Strini Moodley. By mid-1970 the term "Black Consciousness" was promoted openly. At the 1970 annual conference SASO formally amended its own constitution by replacing "black" for "non-white". 1974 Lengthy trial of the "SASO nine".</p> <p>BANNED: 1977</p>
		
<u>SABASA</u> South African Black Students Ass.		B.C. Pupil body related to SASO.
<u>SASM</u> South African Students Movement	1976	<p>National organisation for black secondary school students. 1977 Formally rejected all government created political bodies, and called on workers to participate actively in the struggle.</p> <p>BANNED: 1977</p>
<u>AZASO</u> Azanian Students Organisation	1979	<p>Launched at a Students' Congress in 1980. In 1981, under leadership of Joe Phlaala, it has become a national student movement. AZASO and Cosas share joint programme of constituting ideas for the Education Charter. General programme includes the commemorating of days linked to important events of the past: Sharpeville Soweto Day, Freedom Day, and so forth.</p>

Name of Organisation	Date Formed	Description
<u>COSAS</u> Congress of South African Students	1979	Coordinating body of SRC's in black high schools mainly. In 1980/81 Cosas has given progressive direction in the realm of student struggles, and had taken positive action in the rent struggles and the bus boycotts during that period. BANNED: 28 August 1985
COMMITTEE OF 81	1980	Democratically elected student body in the Western Cape to co-ordinate events during the Schools' Boycott of that year.
<u>WCYL</u> Western Cape Youth League	1982	Formally launched March 1983. Recognises the need for strong worker and youth organisations that strive for the independence of working class organisations.
<u>AZASM</u> Azanian Student Movement	1983	Strives for a national student movement based on ideology of Black Consciousness (BC). Has as its goal the solidifying of a Black worker-student alliance.
<u>SOYA</u> Students of Young Azania	1983	Align themselves with working class struggle Rally around the slogan of "One Azania; One Nation".
<u>CAYCO</u> Cape Youth Congress	1982	Youth wing of the UDF. Formed to unite all youth in the Cape, and to take up their demands and aspirations.



comments



The Editorial Board of the WCYL
invites readers to provide comments
on content as well as the presentation
of articles.

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COMMENT:

(longer comments may be attached)



W.C.Y.L.

WESTERN CAPE YOUTH LEAGUE

P.O. BOX 280 ATHLONE

BALLAD OF THE DROP IN THE OCEAN

- BERTOLT BRECHT

1.

The summer has arrived, and the summer sky
Shines on you too.
The water is warm, and in the warm water
You too lie.
On the green meadows you have
Pitched your tents. The roads
Heard your singing. The forest
Welcomes you. So

You're no longer poor? There's more in the pot?
You're being cared for? Content with your lot?
So things are looking up, then? They're not:
It's a drop in the ocean, that's what.

2.

The forest has welcomed men with no homes. The lovely sky
Is shining on men with no hope. Those living in summer tents
Have no other shelter. Those lying in the warm water
Have not eaten. Those
Tramping the roads were simply carrying on
Their incessant search for work.

You're still as poor. There's no more in the pot.
You're not cared for. You can't accept your lot.
Are things looking up, then? No, they're not:
It's a drop in the ocean, that's what.

3.

Will you^{be} content with nothing but the shining sky?
Will the warm water never release you again?
Will the forest hold on to you?
Are you being fobbed off? Are you being consoled?
The world is waiting for you to put your demands
It needs your discontent, your suggestions.
The world is looking to you with its last shred of hope.
It's time you firmly said you will not
Accept the drop, but must have the whole lot.

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