

ANC/UCT Position Paper Proposals

1. We appreciate that an institution of such importance, prestige and influence in the history and development of South African higher learning has given thought to the education crisis that exists within our country at this moment, has examined itself and is trying to find a role it should play to assist the solution of the crisis. Our task is to assist and encourage this important trend and endeavour.

2. That the University of Cape Town needs to undergo transformation is something inevitable because it is part of the South African socio-economic and political system which should be forced to change. What is good is that the University of Cape Town is willing to change and become a participant in this change. We hope that what UCT is doing will start a chain reaction within South Africa, particularly the so-called Afrikaans Universities.

The question is transforming into what?

3. From what we have communicated to us, the university of Cape Town wants to transform itself into "an African University".

What is an African University?

Does this mean,

- a. A University located in Africa?
- b. A university with a majority of Africans in the student body, the administration and academic staff?
- c. A university serving the interest of Africans?

Are the so-called black universities African universities? viz Fort Hare, Durban, Westville, Zululand, The North, Western Cape, Transkei, Bophuthatswana?

Are the universities of Dar es Salaam, Zambia, Ibadan, Eduardo Mondlane etc African Universities, if they are, what makes them so?

We would like the UCT delegation to clarify their understanding.

We are sometimes worried about epithets attached to universal concepts. We have had things like National Socialism (Nazism), African Socialism, EuroCommunism and African Capitalism

We feel that what would be correct is that the University of Cape Town wants to transform itself firstly into a University, and secondly, one that is democratic, non-racial and relevant to the socio-economic and political revolution that is taking place in South Africa today.

4. "This Africanisation programme includes changes in the syllabus, in research work, in the intake of black students and lecturers etc." Our problem here is the "etc".

From this we conclude that the University of Cape Town as only an internal transformation. We see this transformation having the following aspects:

- a. Transforming the present society
- b. Transforming the Education system
- c. Transforming the university system
- d. Transforming University of Cape Town.

We are not suggesting that that the University cannot begin and proceed with self transformation before the whole system is transformed, what we suggest is that the university see the problem as a whole and take a stand and make a contribution to each of the categories of transformation.

5. The University would have to decide its role and position in the following:

- a. An apartheid society or a Society based on the principles enshrined in the Freedom Charter and other Democratic options.
- b. "The State through schooling was endeavouring to ensure that whites are prepared for almost complete monopoly to the dominant positions in Society".

"Principles and aims of education for Natives as an independent race in which their past and present, their racial qualities, their distinctive characteristics and aptitude and their needs under ever changing social conditions are taken into consideration". (Tomlinson Report).

"The South African educational system still remains a deeply racist one. It continues to be rooted in the Christian-Nationalist ethos of the Afrikaners":

(State of Education in South Africa. David Bonbright)

OR

"People's education was put forward as an alternative to the state's education. People's education is defined as education that enables the oppressed to understand and overcome apartheid". (Parents Crisis Committee) "The liberation of the masses of blacks in this country will also free the masses of whites from the chains and whips they are holding as oppressors and social basis of oppression and from the terrible logic of oppression." (H: Vilakazi and B: Tema).

"We are living in an undemocratic South Africa and our struggle for SRC, is part of our struggle for democracy in schools, and is linked to Workers; struggle for democratic factory floor structures and struggle in the community. These are all part of a broader struggle for democracy." (member of COSAS)

The real problem (behind the unrest) is the genuine participation of the people in decision making on issues affecting them. Without this participation of the people your government will be forced to be brutal and authoritarian - constraining teachers, dismissing some teachers and more students," National Ad Hoc Coordinating Committee of Parents.

"In effect this means taking over schools, transforming them from institutions of oppression into zones of progress of struggle, which can ultimately be secured by total liberation. But we have already begun the process" (Zwelakhe Sisulu)

6. The problem needs that the role of the intellectuals be examined because the university will be able to assess the role of the universities in the country. The Broederbond is what we have produced. The question of changing attitudes among the whites, particularly Afrikaners is crucial.

We need to examine the following:

"The problem is not the black students but the whiteness of the University itself". (H: Vilakazi and B: Tema)

7. In implementing its internal programme there are some constraints which need to be taken into account and methods of how they could be overcome is important.

- How do we overcome the fact that Bantu Education is still operative at High Schools which feeds the university black students?

-How do we organise the schools that have been taken over by the community to be able to achieve standards that are required at the university?

- How is the university to be funded to be able to proceed with the experiment?

- How are we to overcome the low level of training of the black teachers?

- There is the problem that faced Fort Hare before the extension of University Education Act, that of being an open university but whites deciding not to send their children there. The reaction of the white community may be to withdraw their children. This emphasises the need for mobilising the community.

8. We need to stress the need of a very wide discussion of this matter within the country. It would not be correct to start by questioning the sincerity of the University. We need to mobilise it and take the discussions as the beginning of a process.

We need together to examine what role the University could play in the present crisis.

It would be good to continue the discussion of the National Education Council.

We need to provide the University with the ANC Education policy to examine and comment.

Thus, we are saying that these discussions should be regarded as the beginning of a process.

We need to make an input to the same by the National Education Crisis Committee.

9.30 Professor Saunders

composition of student (16% not white) Significant rise in no. African students. No disc. on campus. UCT is an alien environment for African students & staff. 80% of students succeed in classes - courses. Poor ed. background of blacks. Two things necessary: (1) improve selection of students (Matric grades not enough), Don't admit mediocre students (2) support programme. Shell program of placing aspiring black engineering students in private white colleges. Khangela College (Soekh) for training potential university students

£2500 in fees & £2500 to maintain. Total R5000. Financial assistance to students. Not enough deficit of millions of Rand results from exp. in black Active in research. Improve quality of research. Black staff development in spite of financial constraint UCT assembly in Jameson on 17 August '86

21 universities in SA - at different levels. Need different kinds of approach. Some will specialize in Teacher Training all persons qualified for higher education should find a place

Principal Takes Gerwel (Un Western Eye) Historic & Homecoming occasion. All thank a foreign soul. Two generations of SA have material in the memory of a XP. Actor at least is

Task

10.17

Moganao: Gen. & North, Troop in Campes.
Students go to classes at Gen point

Prof James Leach (Acting Deputy Vice-Chancellor)
Comments on Gov. Full F.E. pledge to
open doors of university. Welcomes opportunity
to discuss AKE thinking about future
Univ. Education Africa: balanced intake
majority view, welcome James & Co. Frank
cooperation with UWC.

10.30

11.15

Tea Break

12.00

Billy Modisi

Techniques of improving university image. Facts
& struggle. Not exclusive. Present emphasis: political/military
Not variety of tea. Need to identify problems
Universities are part of struggle - not a pretext for
staying aloof. Needed: a direct link from primary education
to university. University designed to keep students out of
struggle. This must be changed. We must examine based
education, action-oriented research,

Funding. Why does USA invest in education? We
should 'launder' money from this source. Accept money
for our purposes. Africa means more than just
black faces

12.10

facted in pieces that brought us here. Transformation
of SA into a democratic, non-racial society. Our
purpose is to acquaint you with our purpose -
I leave you with

a people's university - Bush College, created in
1959 by Verwoerd. But we have developed into
an institution far removed from the concept that led
to its foundation. Black consciousness was a great
spur; it established a tradition of protest - as
in 1953, leading to demand for principle of "free
choice"

Autonomous, open university with a character
in Third World

SA university functions: Teaching research
Community service Poor preparation of black students
for university ed. Liberal attitude to administration
Outreach program that exhausts most of 'outside' funds
- Thousands of students brought into contact with
schools to arouse interest & improve levels

Peoples Education - demand for. Mission 3
provide home for SA left. Since Triennial Const.
we are under constant threat. Encouragement of Black
Each university has a distinctive ideological thrust
Predominantly Black university. Backlog: little private
funding (from businessmen) But couple human
resources

12:00 : ANC guidelines

Saunders :

1. UCT is democratic but does not include 'popular' representatives other than through City Council. Council has various constituencies - one being advocated; another is proposed co-opted

Carla Sutherland : we need more student representatives
goosen : hard to include community, T & leader.
eg in a consultative chamber

Takers :

UWC is organising student representation on Faculty Boards, students sit on council

N30 introduces: 12:15

Klaus Morkel p2. Assembly - a peoples body

Peter Mayhew

3. UWC does not want to be neutral in struggle

Saunders: UCT is committed to participation & free speech

goosen: student representation

Jack's Interview with

12:25 Mzumane

AZASO formed 1979. Organisation. Not clear about purpose of visit. Failed to prepare themselves. Message to AACP of gratitude. Participate as allies of UWCAS. Disagree with UCT participation in social sport, esp. Showed AZASO as part of larger community wanted to participate of exam boycott but hesitated to accept sacrifice involved

12:25

Mzomane

Formation of Student Action Committee. Failure of white students to respond to appeal to boycott exams
Composition of UCT: 9000 whites - a few hundred blacks. Can't hope to get more than one or two reps on SRE. We took part in drafting UCT statement, but had to compromise in interests of unity & for sake of Assembly

Dr Ramphele

Students Health & Welfare Council

Why black students have difficulty in taking part in SRE. This is charity. Students in SRE communicate through interpreters. These made an optional subject. Why not a requirement of medical training?

Dean

Dull: community work with SRE. 80% of patients are coloured speaking Afrikaans. Allow those as option. Must be made examinable, what if student fails it

Sunder: agrees with Ramphele: wrong to graduate medics who can't speak with patients

Dull: Africanisation involves teaching of Af. languages throughout the university

13:05 Dep. Prince. West, Cape.

Students are trying us to make fundamental change
They are impatient. Want immediate change
Univ. is willing to change, but in order to
peace.

13:08 Humphrey Langa,

Changes in curriculum; undertaking research,
Participation of Africans needed at all levels
Problem of funding. Run risk of losing funds
They must pay price - or dodge the issue

13:10 Break

14:45 Njobe: appointment of staff

Masonda: Social values are democratic. ~~but~~ University
should exclude tourists

Abanumen: English bred of Wits damages university image

In self interest university should launders its staff

James Ilett

15:00 We create atmosphere that empowers students of Maths

15:05 We don't explain our studies to people

Goosen

Orientation. Freedom of Speech hardly debated at ACT

Not absolute. Exclude racism

15.10

Sandus

National degree & honorary degree.

Letter: agreement with Womers Com. on Labour Day

Talk: May Day & university holiday

doctors: Senate & Council decide

Peter DIP: Not arguing that univ. shall be revolutionary centre
but it should be detached

Bill: by proposing degree for Brandeis, university provokes
discussion around his significance

Blacks in university

15.20 Talk

Hq. p. 500⁺ India 500⁺ Whites 200

as regards staff, we pursue affirmative action policy

↳ preference to blacks

Sandus

Problem of finance. Students pay - burrows

Appointment of staff on merit - which blocks approval

at moment posts are frozen

News

A black student at white university is regarded as
pariah as latest

17.40 Villa accepts principle of academic boycott - but practices exceptions.
In principle the sentiment is acceptable. Requests George (DUI)
who used val. arg. to justify his standpoint

17.45 Lett.

How total is boycott. In practice exceptions are made

Billy. Principle is clear; implementation may falter

Sandra:

Boycott would stop academics who broadcast from SA

17.50 Buzones from us & elsewhere

Sandra: main purpose of UOT office in USA is
to raise funds.

Jack's statement

Ivy agrees

Jack: WPCo. receives limited amount of funds

Sandra: cost of educating students abroad very high

Shawman: US scholarships are likely to be withdrawn

if students get involved politically

18.00 Masoude: Enemy takes advantage of our poverty
CIA is involved

AWC: solution could be found in a differential fee

structure. Our fees are 50% less than those of some

other universities

18:10

Villa

can't have more black students without scholarships
In his dep. ~~discusses~~ of students & some business
Canada

We don't want students for political purposes
Jack's position: is more objection to international
business

Billy: we try to raise scholarship all over the world
Enemy does the same. There is a part of
course - much of money going into SA hands
from State Dept via Foundations. We want a
assurance that money from abroad will not be
used for reactionary purposes. Money is used
to fly dissidents (CARE & CWOPO) out to US
we don't say: don't take scholarships; but we
do object to scholarships used to undermine us
on any problem

Women

18:20

Sandra: rejects discrimination of women; but
recognizes that it exists. Women occupy lower
positions at UCT in senior posts

Jack: is deeply uncommittal. More
students between 20 & 40 %

Jack's statement.

15/9/86 ANC / uCT [Consultative Meeting]
9.15

N20 Welcomes. Appreciates to UNIP's past
advances to Peoples Power.

Urges uCT to "elucidate" concept of Africanisation

- (1) what is main thrust of concept?
- (2) does it go beyond redressing imbalance
relevant concept

- (a) Peoples Education
- (b) Nature of Liberated Society
- (c) Build genuine peoples power

9.25 Declares meeting open

Chairman in Notices

Chairman

Members of uCT

Reporters Barbara (ANC)

John Fine (uCT)

Reddy (uCT)

Overall :

Chairman : common ground ; points of convergence ;

Consensus : Broad policy issues