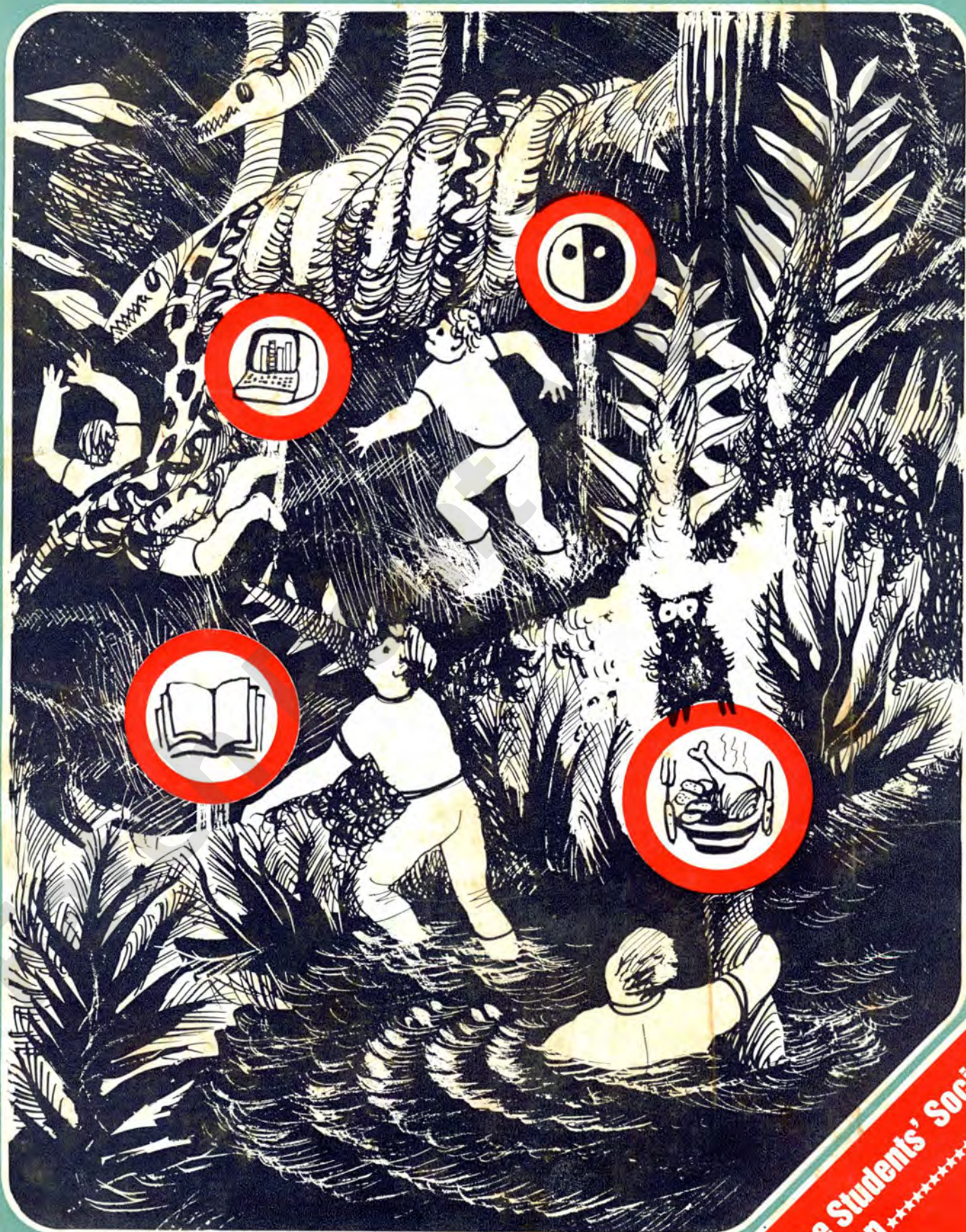
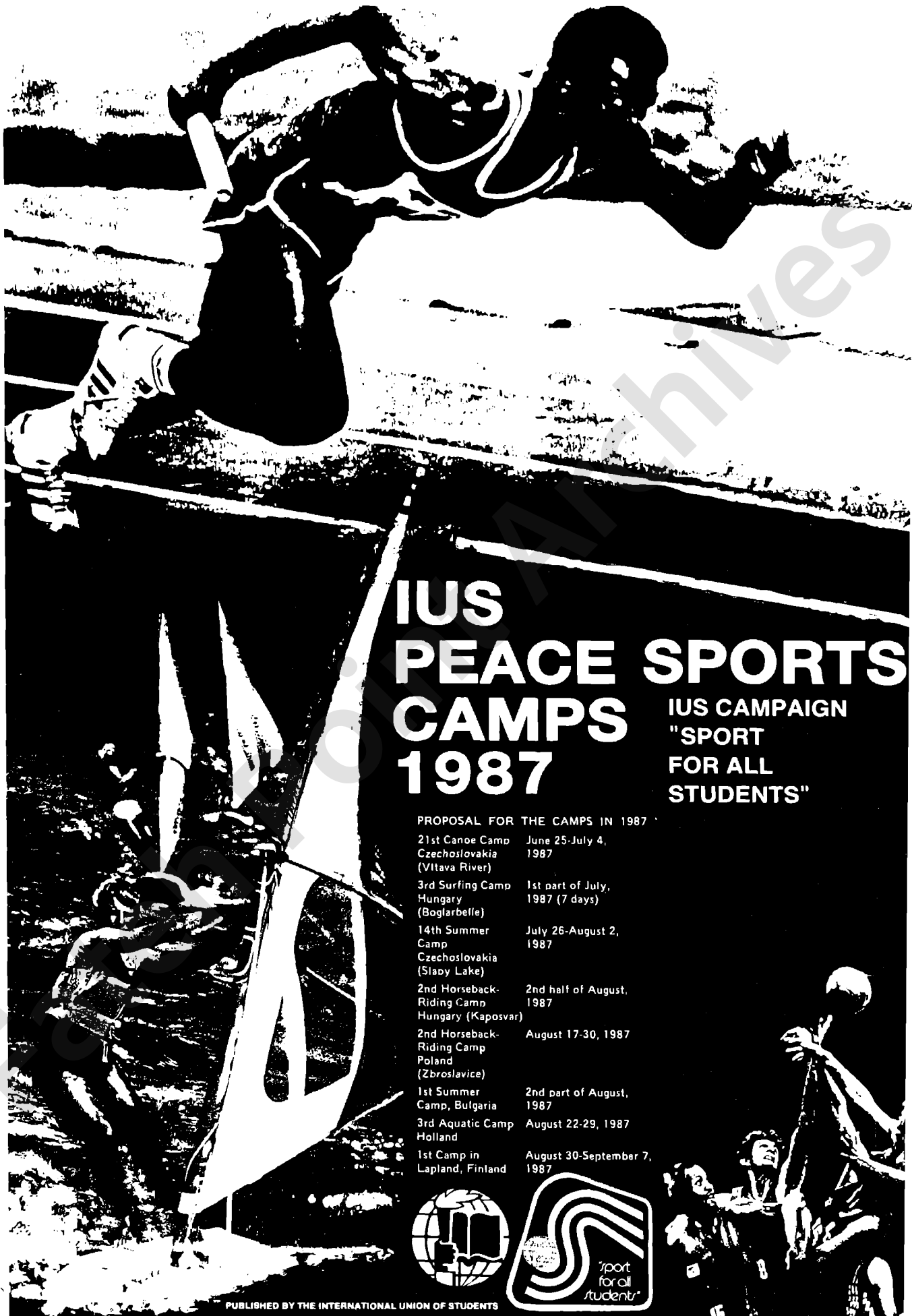


# world student news



On the Students' Social Situation \*\*\*\*\*



# IUS PEACE SPORTS CAMPS 1987

IUS CAMPAIGN  
"SPORT  
FOR ALL  
STUDENTS"

#### PROPOSAL FOR THE CAMPS IN 1987

21st Canoe Camp Czechoslovakia (Vltava River)	June 25-July 4, 1987
3rd Surfing Camp Hungary (Boglarbelle)	1st part of July, 1987 (7 days)
14th Summer Camp Czechoslovakia (Slaby Lake)	July 26-August 2, 1987
2nd Horseback- Riding Camp Hungary (Kaposvar)	2nd half of August, 1987
2nd Horseback- Riding Camp Poland (Zbroslavice)	August 17-30, 1987
1st Summer Camp, Bulgaria	2nd part of August, 1987
3rd Aquatic Camp Holland	August 22-29, 1987
1st Camp in Lapland, Finland	August 30-September 7, 1987



Magazine  
of the International Union  
of Students

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Let's begin our editorial with a few questions: Which students are better provided for doing well in their studies and later on for returning to their respective societies all the necessary expenses invested in them?

Those who are equipped with all necessary study materials, who are living in nice student hostels or in cheap, but suitable flats in the form of student communes, who are enjoying excellent medical care and are able to spend the spare time of their student lives in student clubs? Or those who have to worry daily about how much they can afford to spend on food, accommodation, study requisites, who must take up part-time jobs in the evenings to improve their budget situation, who have to work in the daytime and study at night, who have to live in expensive, overcrowded private flats and take care of their children due to the absence of university-owned day-care centres? The answer is quite obvious, I believe...

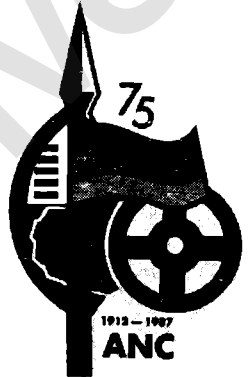
One of the main aims of the IUS member organizations and all student unions is to struggle to secure satisfactory social conditions for their student members. While in different countries, for instance in the socialist countries, the students are enjoying many government-sponsored measures and actions which make their lives easier, in other countries, as in many Western European and Third World countries students are facing sharp cuts in educational budgets, tendencies toward creating a system of "first-class" and "second-class" students, which implies the elitization of higher education, and trends hampering equal access to higher education for all who are willing and able.

Some students in different countries of Asia, Africa and Latin America are enduring an even worse situation. They often stand before the following choice: "Should I study or should I first support my family for subsistence? Studying could mean a hopeful future for my family, but who would be helping them during my studies, if not me?"

The recent huge student mass-rallies in Spain, France, Mexico and elsewhere have indicated the growing danger of the governmental measures for student work and life and the students' increasing awareness of the fact that they should react and do something to improve their social situation. The question of the students' social conditions was one of the principal themes at different congresses and meetings of student unions, such as the VDS congress held in Münster, the USI congress or the JMPLA-JP and NUGS congresses, to mention but a few.

We are all conscious of the fact that the social situation of the student community — and the situation of the higher education system as such — is closely linked with the question of peace and disarmament. Concerning this very important and burning issue I would like to bring to your attention our April issue which was specially devoted to the interlinkage of peace and education.

In this issue we attempt to present to our readers some answers and proposals from different NUSes on ways of achieving success in this specific field of student life. Various possibilities and points of view exist on how to solve these problems, but one thing is clear to all of us: they should be solved as soon as possible to ensure satisfactory and equal social conditions for all students around the world. The forthcoming 15th IUS Congress will be an important event in strengthening and uniting our forces along that path.



*Andreas Heger*

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# On the Students' Social Situation



It goes without saying that students in any educational institution form a community that shares a certain degree of

by Mohamed Shakir, Convener of the Department on Education and Students' Rights of the IUS



social life. Therefore, what is usually referred to by the student movement as the students' "social conditions", or "social situation" indeed encompasses the entire social life of the student community. Basically, this includes three groups of questions:

- Housing, food and other forms of subsistence; as well as the social conditions of studies, such as adequate classrooms, labs, reading rooms, libraries, etc.;
- Leisure time and cultural activities; ways and means of utilizing them;
- Social problems of female, minority group and foreign students.

These are more or less the categories in which the various aspects of the students' social life fall. This article attempts to give a brief assessment of the students' social conditions on a global scale.

Indeed, the problem differs from one society to another and from one group of countries to another. In broad terms we can speak of developed and developing countries. Accordingly, the manifestation of the problem differs between the developed and developing countries in spite of the similarities of the issues mentioned above. This similarity derives from the fact that universities and other institutions of higher learning have cultivated more or less international characteristic features since



they have basically developed in Europe and were then "planted" in other countries (i.e. developing countries) during the colonial era. Consequently, in the developing countries universities were being referred to as "ivory towers", wherein students enjoyed a higher standard of living than the average citizens in their "backward societies". This was part of the colonial policy of creating a Westernized elite. Thus, in general the first category of questions, i.e. the forms of subsistence, were more or less safeguarded. Nevertheless, the situation was naturally bound to suffer a contradiction between an imported modern educational institution and an indigenous backward social structure. This contradiction manifests itself in the problems which the small numbers of female and minority group students encounter on the campuses.

Nationalist movements and independence brought new values to the forefront, and the slogan of free democratic education dominated the scene.

Moreover, in the last two decades, especially in Africa and Asia, a new political elite ascended to power with "populist slogans", denouncing the Westernized elite and the "ivory tower" universities. Accordingly, the two phenomena

combined to affect the structure of the student population in that the number of students admitted into the university doubled and even tripled; a situation which has dramatically affected the student community's social conditions. Indeed, as the student community broadened, the adequacy and quality of services available to students dramatically deteriorated; hence the era of the worsening of the students' living and study conditions started. This happened due to the fact that the developing countries (known then as the "new states"), did not have the necessary economic means to match the increasing number of students with adequate study and living conditions. Thus, the former contradiction between a "Westernized elite" and a "backward society" was replaced by another contradiction between accommodating the popular demand for a free broad education and the possibility of providing students with adequate living and study conditions.

The increased number of students also meant a more complex social structure, and more social problems also appeared in connection with female students and minority group students. Chances for a proper utilization of leisure time and cultural activities dropped sharply and still continue to drop.

Furthermore, the present economic crisis that characterizes the majority of the developing societies has had its deep impact on the entire set-up of the educational system and particularly resulted in the further worsening of the students' social conditions.

Therefore, the student community in the developing countries has been gradually transforming from a "privileged" group, compared with the average citizen, to a group that lacks even the basic necessities for its study and living conditions.

Though it is not possible to give a historical report here, due to the longer history of the universities, one cannot fail to notice in the developed countries a notable decline in the students' social conditions in the last two decades. This is attributable mainly to two factors: One is connected with the economic crisis and problems that resulted in less investment in education and other social services. Problems such as unemployment, especially in Western Europe, add to greater pressure on social security expenditure, and issues such as student welfare are usually sacrificed. The second factor has to do with budgetary priorities, and this is where the question of the arms race assumes a prominent position.

In the developed countries, especially in Western Europe and North America, when it comes to the questions of students' study and living conditions, one has to ask first what university and students we are speaking about. In those countries, universities differ in terms of prestige and standard as well as in terms of students, depending on their social backgrounds, according to which they receive better or worse services. Moreover, foreign, minority group and female students have been lately suffering more and more from different forms of discrimination.

In spite of the varying manifestations of the problems connected with the social conditions of students, it is clear that in both the developed and developing countries the question of finances plays an important role in shaping the social condi-

tions of students. Basically, the financial question is connected with the overall budgets allocated to education by the respective authorities in different countries. What are the authorities ready to spend on education which is regarded by financial experts as a social service? The problem concerns the various priorities of the national budget such as defence, security, development, health care, etc., and the priorities of the educational budget itself. The latter is the field where the most probable victim of any cut in the educational budget is naturally "student welfare", which directly affects the social conditions of students.

Recently and particularly in countries of Western Europe and North America, there has been an increasing tendency to spend less money on public services, including education, under the pretext of easing the burden on the tax-payers' pocket. This results in serious cuts in the budgets allocated to education. In addition, it is coupled with the encouragement of "private" expenditure on education as well as of private education itself. The introduction of fees, and in some cases student loans, has been another phenomenon in this whole process of increasing privatization and elitization of education which is gradually penetrating educational systems in many industrialized countries.

A similar phenomenon has been observed also in the developing countries which are suffering from major economic problems in their general economic set-up. This situation induces their governments to resort to such measures as cuts in public expenditure and accordingly the educational budgets, or the introduction of tuition fees, etc.

The tendency toward elitization in both developing and developed countries has had a far-reaching impact on the educational system and touch on the very

roots of the well-acceptable principle of free education. As for the social conditions of students, a sharp discrepancy is occurring between "private" and "public" students. The public student is now doomed to bear progressively worsening study and living conditions, inadequate housing, and minimum provisions for subsistence, health care, proper facilities for cultural activities and leisure time, etc. In such a situation the average student is confronted with various options:

- to succumb to the demand of the authorities to pay fees for the improvement of his/her social conditions, which seems out of the question;
- to seek loans from economic corporations with all that this implies for the student's future;
- to struggle for better conditions, together with his/her fellow students, through the student organization which caters for his/her interest.

This brings us to the expected role of the student movement and its organizations. The recent events in France, Spain, Portugal, Mexico and other countries clearly demonstrate that the student movement is unequivocally against the above-mentioned tendencies and that it is ready to fight against it. Indeed, the student organizations have always been preoccupied with the social conditions of students, as this question comes directly within the sphere of their "trade unionist" activities. The problem as assessed above should not be merely confined to the routine activities of the student organizations; these organizations should be prepared to formulate their positions vis-à-vis educational policies in general. Education should be a **right** for everybody and not a **privilege** for a few! Also, those who are studying should be granted proper study and living conditions!



## Uruguay: An Internationally Infamous History

by Gastón Grisoni

Last year, on December 23, an infamous Law of Impunity was put in force, after being signed by President Julio María Sanguinetti, applying to all military and policemen who had violated human rights during the military dictatorship which had been destroying the country between 1973 and 1985. The above law was passed by the Chamber of Deputies by 60 votes against 37; forty deputies of the Coloured Party and 20 legislators of the National Party voted for it.

In a dignified manner, representing the Uruguayan people's feelings, 21 deputies of the Broad Front left coalition, 13 deputies of the National Party, two representatives of the Civil Union and one dissident of the Coloured Party, deputy Victor Vaillant, declared themselves against this law.

Twenty-two months after the democratic government had been installed, the Uruguayan people could not learn the names of those responsible for the outrages,

crimes and torture. Just before Christmas, however, they learnt the names of their accomplices in the Parliament. The assassins and torturers were granted amnesty.

The passed law declares broadest impunity for all the military and members of the repressive bodies of the military dictatorship which governed Uruguay for more than one decade. It declares impunity without any legal subterfuges, half measures, timidity, but with cynicism:

**"... the time has expired for the state to implement punitive measures for crimes committed before March 18, 1985, by military and police officials, persons of similar rank and professionals attached to the army for political reasons or while performing their duties..."**

Due to this law, those responsible for more than 150 proven cases where the members of the opposition disappeared after having been arrested by the security forces, will remain without a just punishment demanded by the Uruguayan people. Those responsible for dozens of deaths caused by "heart failure" during interrogations at military and police stations will not be punished either. Those who are responsible for torturing thousands of Uruguayans at the secret detention centres can calmly carry on walking through the streets as if they were honorable and decent citizens, and if they have a penchant for writing, they will even be able to publish their memoirs.

### **There will be no peace without justice**

Those who have stimulated this macabre project have concealed their intentions of acting as accomplices, adducing such reasons as the necessity to bring peace to the country and achieve national reconciliation. But this is obviously a deceit. There will be no real peace in the country if it is not based on the rule of justice in all fields.

The cause for the sharp confrontations that Uruguay suffered and the origin of the conflicts was, in the past decades, the lack of justice. Its absence in the economic and social fields led to serious confrontations with the Pacheco Areco and de Bordaberry governments in the 1960s and 1970s. Military dictatorship was installed to impede the triumph of justice, and once democracy was won back as a result of the popular struggle, the demand for justice, synthesized in the "Trial and Punishment of the Guilty Persons", has constituted the necessary and indispensable basis for the strengthening, consolidating and deepening of democracy.

### **Consistent, fearless democrats**

During the past months, coinciding with the harangue of the sectors whose hands are stained with blood, certain sectors of the ruling party accused the groups defending human rights, the student movement and the trade union movement of being "revanchists" and of never looking forward, but rather looking into the past.

Nothing can be more mendacious and further from the truth. It is an undeniable fact that the relatives of those who were murdered and who disappeared, and those who were tortured and persecuted during the military dictatorship constitute the central nucleus of those who are struggling so firmly for the exercising of justice, and

are doing this as student, trade union and political militants or members of humanitarian groups. Their struggle is being waged with selflessness and an orientation toward the future. Democracy cannot be consolidated if the enemies of democratic institutions continue occupying their posts in the army and governmental offices. Democracy will be unstable and threatened as long as its implementation is not strengthened in all spheres, which necessarily implies the withdrawal and detachment of the state institutions from those who violated constitutional norms, trampled on freedoms and rights, and tortured and murdered thousands of people.

We who are raising high the banner of "Truth and Justice" are not revanchists, nor people who are looking into the past. We are consistent democrats; we who were in the first ranks of the struggle during the dictatorship, we who paid with torture, imprisonment, disappearances and exile for our love of liberty and democracy, are members of the social organizations which have contributed most to the conquest of democracy: the Federation of Secondary-School Students (FES), the Federation of Uruguayan University Students (FEUU), the Workers Trade-Union Plenary Assembly — National Workers' Convention (PIT-CNT), and the Uruguayan Federation of Housing Cooperatives of Mutual Aid (FUCVAM).

And together with us, as in the harsh years of endless terror and the cold nights of dismay and fright, there is The Group of Mothers of Prisoners and Missing Persons, struggling for the future which we have been longing for all these years.

### **Demagogues and yes-men**

**"Even though one should never say beforehand: 'I will not do this or that,' I want to at least make it clear that I shall not give my vote in favour of an inadmissible 'perdona tutti' for those who are responsible for so much outrage."** This statement was made in July of last year by Senator Gonzalo Aguirre Ramirez of the National Party, one of those who just voted for impunity. But he is no exception. We quote him because we have his statement in hand. There are great many examples of such emphatic statements as this one expressed by the present President of Uruguay during the electoral campaign when he travelled through the country obtaining votes for his candidature and did not hesitate to point out that his government would fully observe justice. And we could cover several sheets of paper with statements of the same content and great verbal radicalism, expressed by the leader of the National Party, Wilson Ferreira Aldunate, one of those who have favoured impunity for the criminals.

At the eleventh hour, at the moment of definitions, their radical statements, rhetoric positions, demagogic and electoral poses disappeared as if by magic, or as if by "military pressure"... They gave up in a sorry and embarrassing way, while in Montevideo, on the morning of the day that the law was passed, popular repudiation of this law broke out, expressed by an impressive pan-banging, which was even louder than that which could be heard during the military regime.

### **For a democratic university in the service of the people**

We Uruguayan university students were in the first ranks of the struggle waged in the past years for the dismantling of the dictatorship's repressive apparatus and for the winning of justice and the punishment of those guilty of crimes against humanity. Not only did we do this by virtue of an elemental ethical sense, but because we know that we will achieve a democratic university in the service of the people, in the service of its needs and interests only when we have a democratic country. This was our goal during the years of the dictatorship and the intervention into the universities. We were always organized and mobilized. We always kept aloft the banner of struggle, while linking the daily struggle for our demands with the Uruguayan people's overall struggle for democracy.

With the dictatorship's fall we won an autonomous and co-governed university, and although plunged in budgetary poverty, it is worthy and respectful of the country's interests. That is why at the present time the university students' struggle is oriented, in a serious and responsible way, at contributing to the strengthening of democracy in the country, to its deepening, and to the stimulation of the indispensable economic and social changes. There exists no contradiction between our struggle for our demands, for the development of the university and education, and our democratic commitment, which is expressed in our opposition to that ill-fated law institutionalized by a disgraceful few.

### **An outrage against democracy**

After the law stimulating and encouraging the torturers had been passed, the Chamber of Senators, in a disgraceful act, expelled Senator José Germán Araújo from its ranks. The alleged reason was that the Senator's behaviour on parliamentary premises had been indecorous. He was accused of using vulgar language, and was made responsible for the street incidents in the Parliament's surroundings at the time when the Law of Impunity was being discussed. The decision taken implies a serious assault on democracy and pluralism. A legislator is penalized for his political opinions and a person who had been the most bitter opposer of the military dictatorship and of the pardon law is punished.

José Germán Araújo, Senator of the Broad Front, was director of the "CX 30" radio station during the military period. Through its microphones he waged a permanent civil and liberation campaign. He was arrested more than 150 times for his resistance activities. He was one of the leaders of the underground democratic movement and one of the organizers of the main struggle campaigns against the dictatorship. In the democratic period dating from 1985, he denounced from his senator's bench, in a detailed statement followed by the whole country, the outrages and the grave violations of human rights committed by the military. Moreover, he presented a complete list of the main persons responsible for and involved in the above activities, basing himself on the declarations and testimonies of hundreds of detainees.

## A hot summer

The public opinion poll which preceded the parliamentary debates clearly indicated that more than 80% of the population were in favour of trying the military. The passing of the "Gavazzo Law" — as it is known among the people — referring to one of the most notorious torturers who was reprieved, provoked a climate of commotion and live protest in the country.

Street marches, assemblies, mass meetings, numerous pan-banging acts, thousands of persons surrounding the parliamentary premises and suffering police repression were, at that time, the fundamental feature. Public statements of condemnation multiplied and monopolized the press. A collective feeling of indignation towards the perpetrated acts shook the capital and spread to all the departments in the country.

On the night of December 24, more than 100,000 persons convoked by the union centre — members of the FEUU and all the social organizations — gathered on Montevideo's main avenue close to the Obelisk to demonstrate their repudiation of the assault against the nation's dignity and to express their solidarity with Senator José Germán Araújo. Those same people who had carried on so many militant campaigns against the military dictatorship endorsed in the streets their refusal to accept an anti-democratic retrogression and the attempt to make the country take up a dangerous course.

## The plebiscite of national dignity

Impunity for the criminals had been hardly passed when The Group of Mothers and Relatives of Missing Persons raised the idea of stimulating a popular plebiscite in order to abolish the law. The FEUU immediately espoused the initiative. The other social organizations and various political forces made similar statements in the following days. The plebiscite is an act stipulated in Uruguay's Constitution, enabling 25% of citizens to promote such an initiative in order to abolish a law. In this case, it is necessary to collect 700,000 signatures for the convoking of the plebiscite.

The popular sectors have assumed this task. A National Pro-Referendum Commission was established, with a broad and varied spectrum of representatives, supported by the social, union, university and trade union organizations as a whole. They are headed by Matilde Rodríguez Larreta and Elisa Dellpiane Michelini, wives of a deputy of the National Party and of a senator of the Broad Front, respectively, who were assassinated in Buenos Aires in 1976 by a commando of the Uruguayan military dictatorship then operating in Argentina. The commission is also comprised of Esther Islas de Gatti, grandmother of Mariana Zaffaroni, a Uruguayan child who has been missing since her mother's abduction in Argentina in the 1970s.

The first step of the mobilization is to

collect the signatures needed to convoke the referendum. This implies an enormous effort, a challenge that will involve several months' work. The FEUU has promised its support and mobilization capacity, and thus has committed itself to the struggle.

The Law of Impunity is an aberrant monstrosity from the juridical and moral points of view. It is the result of secret deliberations of leaders, held between "midnight and cock-crow", at secret meetings with the military high command, betraying all principles and dignity. The US Embassy's advice and orientations are being followed. The recent developments have shown that this law is, moreover, the first crystallization of a "pact" concluded by the Coloured Party and some leaders of the National Party. This pact has been set up behind the people's back, aimed at imposing the regressive economic pattern which observes the IMF's orders, as well as at handcuffing the trade union movement, attempting against the university and the university movement, and stopping the people's progress and achievements.

In Uruguay, not only justice, but also the democratic and national patterns are at stake. We, the university students and the Uruguayan people, long for truth and justice in a free and sovereign country with the introduction of fundamental solutions. The people's broadest mobilization, the "miraculous remedy" for the social diseases, will lead to successful results.

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# The Struggle for People's Education

by Elaine Unterhalter

The education crisis in South Africa is an area fraught with difficulties for the regime and rich in possibilities for the people's struggle. The education system is an area where the contradictions of the present stage of apartheid are sharply defined and where there are no easy solutions for the regime. The struggle over education has a long history; it has deep roots in every black community. The demand for free, compulsory, equal, universal and democratic education in a democratic non-racial South Africa is a demand that has come to unite parents, teachers and students, urban and rural communities. It is a central demand of our liberation struggle and the education system is one of the important sites of that struggle.

For the mass of South Africans the outlines of the education struggle are plain to see. The education provision in the

country is segregated. This means that white children have more money spent on their education: in 1984, R 1,658 was spent on the education of every white child, compared with R 234 spent on every African child outside of the bantustans, R 569 on every coloured child, and R 10 on every Indian child; inside the bantustans, where 70% of African pupils are at school, R 245 per child by Bophuthatswana, the highest spender, and R 112 per child in KwaNdebele, the lowest.

The inequalities in spending mean that white pupils have small classes, highly qualified teachers, adequate classrooms, extensive school grounds, sport facilities, school libraries, modern laboratories, school halls, and free textbooks and stationery. Black pupils have none of these amenities. It was only in 1986, after a prolonged student protest on this issue, that the regime agreed to provide free textbooks and stationery to all black

schools; and the provision that was actually made as a result of this promise has since been described by black teachers' spokesmen as ridiculously inadequate, an insult to both the children and the teachers, and a feeble cosmetic exercise.

## Intense racist indoctrination

But the significance of the segregation of education is deeper than the inequities in the provision of facilities. It lies in the subjects that are taught and the way they are taught. For decades white school children have been taught to command, to manage, to compete, to take on professional and administrative jobs, to obey the instructions of teachers and prefects, and not to question the "knowledge" in their textbooks that contain lies about the colonial conquest of the African people, and portray black South Africans as forgetful servants in countless examples in arithmetic and language books. From the

1970s: white school children have also been given courses in "youth preparedness", so that they will be able to identify those black South Africans who are "terrorists" and "communists" and will be ready to withstand any attacks by them. They have been trained by the SADF in cadet corps and taken on "adventure weekends" that in fact are military training camps. Although some white pupils have been trained in technical subjects, their numbers have declined because of the low status of this work in the white community.

By contrast, black students' education has attempted to train them for subservience, for unskilled and semi-skilled labour. Rigid school discipline, enforced through corporal punishment, is a foretaste of work discipline. Textbooks attempt to inculcate notions of black servility and white authority and to force an ethnic identification with a bantustan. Each year the high costs of schooling and the poverty of the black community force hundreds of thousands of children to leave school without basic literacy skills; their future, as unskilled workers, open to all forms of exploitation, is bleak. Teachers' low qualifications, the lack of libraries and laboratories, and overcrowding at school and at home make it difficult for high school students to study to pass exams. In 1983 only 48% of African pupils passed their matric, compared with 80% of white pupils. Over the last decade the demands of employers for more black skilled workers has meant some upgrading of school facilities for coloured, Indian, and urban African children; the number of black matriculants is increasing, but the content of education remains geared to authoritarian learning, rigid discipline, and perpetuation of apartheid stereotypes.

### Education to serve the people

Zwelakhe Sisulu, who was later to be appointed convener of the People's Education Secretariat, said in his keynote address to the National Education Crisis Committee (NECC) conference in March:

**"We are no longer demanding the same education as whites, since this is education for domination. People's education means education at the service of the people as a whole, education that liberates, education that puts the people in command of their lives."**

The education crisis facing all South Africans is that the education system provides, neither for white nor for black, education that liberates and that puts people in command of their lives.

The education crisis facing the regime, however, has somewhat different dimensions.

The education system has been used by the regime for two purposes, which have not always complemented each other.

Firstly, it has been used to create conditions of political stability for the regime, devaluing democratic processes, and fostering bantustan allegiance and racial and ethnic divisions. Secondly, it has been used to provide adequate labour in skilled, semi-skilled and unskilled categories, for economic growth to maintain political quiescence.

### Resistance to Bantu education

In both these purposes the regime has failed. Since its introduction Bantu education has elicited protests from the people. In 1953, at the beginning of the program, the ANC called for children to be kept out of Bantu education schools, and although the task of providing an alternative education system was too great at that time, the tradition of political criticism of the education system was born. African schools and universities have been centres of protests and demonstrations,

and frequent violent attacks by police and military for more than a decade. The attempts by the regime to restructure the administration of education by creating some multiracial bodies and increasing spending on black education have not lessened students' determination to oppose gutter education.

These attempts at a reform of apartheid education anyway went hand in hand with intense repression of the student movement and student protests. The people's tradition of opposition to the education system can be counterposed with the regime's tradition of violent repression of such protests. From June 1976 when school children were first shot on the streets of Soweto and student activists detained, there stretches a long line of such brutalities. Students protesting at bantustan universities have been forced back into lectures by police batons. Student leaders have been banned, detained, imprisoned and murdered. Student organizations have



been outlawed. During the state of emergency in 1985, 60% of detainees were younger than 25. At least 209 children were killed in that year. In some cases the whole school population was dragged into police vans; children were viciously beaten.

Such acts of brutality, however, have had the opposite effect to that intended by the regime. Many students bear witness to the fact that the experience of repression has politicized them. Funerals have become demonstrations of militant defiance, not despair. The tactics of the regime have led those engaged in the education struggle to devise new strategies and new organizations. The education system, far from creating political stability for the regime, is one of the areas where the latter is most unstable.

### **The capitalist lobby**

The political instability of the regime in the field of education is compounded by its difficulties in meeting the needs of employers for labour and using the education system adequately for its second purpose. From the early 1970s representatives of large capitalist concerns have lobbied the regime demanding an increased provision of skilled black labour for technological advance and economic growth. Some small steps to increase the provision of black technical education and urban schooling were halted by the recession of the mid-1970s. In the period after 1976 meeting some of the demands for skilled and professional black labour became a major concern of civil servants in the education and manpower departments, many educationists, and corporate capital, which itself privately funded a number of schemes to upgrade the provision of black education. The problem for the regime in this area is twofold. As long as its repressive tactics continue to create turmoil in the schools and politicize the students, it will remain unable to provide skilled and professional labour monopoly capital demands. Equally, as long as the recession continues, even those students who were not politically active and who passed their matric, will be unlikely to find the jobs they studied so hard to acquire; unemployment might radicalize those the regime intended to co-opt.

The education crisis for the regime is therefore its inability to satisfy its own constituency either for political quiet or for adequate supplies of skilled and professional black labour. The racist education system is contrary to the aspirations of the black people. This crisis has led to division within the ruling bloc. Representatives of capital continue to demand far-reaching reforms in the educational system and large-scale desegregation facilities; the right-wing white political

parties castigate the regime for even considering desegregation of some administrative structures and for abandoning the religious basis of education for technocratic training; civil servants dealing with education, desperate to see black children back in school, have clashed with popularly elected education crisis committees; sometimes they have tried to meet some of their demands, and, in a few cases, they have demanded that the SADF withdraw from schools to allow children to return. The present state of emergency merely exacerbates these divisions. While it is still too early to say how the ruling bloc will fragment over this issue, the lines of fissure are clear.

### **Blacks demand people's education**

The education struggle has widened considerably from the student demonstrations of 1976. The events of 1976-77 forced students to think about forms of organization and tactics of the struggle. In some areas like the Eastern Cape, students began to organize with teachers and parents, and regional student organizations grew stronger. A significant moment was the formation of the Congress of South African Students (COSAS), the non-racial national school students' movement, in 1979. COSAS, which affiliated to the UDF, was engaged in campaigns in support of the general struggle for democracy and also in specific education campaigns, like the campaign for the Education Charter.

This campaign, which still continues, is an attempt to gather education demands from all over the country and to condense them into an education charter, which will be, like the Freedom Charter, a statement of the people's aims and aspirations in their struggle against apartheid.

The mid-1980s have been a period of heightened student struggle. In some areas school boycotts went on for nearly a year, in others students refused to write exams. The disruptive presence of the SADF in Soweto and the conditions of terror which reigned in many schools led to a large meeting of protest in October 1985. At this meeting, the Soweto Parents' Crisis Committee (SPCC) was elected, which was mandated to negotiate with the Department of Education and Training for the lifting of the state of emergency and the withdrawal of troops from the townships and to try to postpone exams. They succeeded in the latter through their meetings with school principals, but not in the former, and in December called a national consultative conference on education.

### **Soweto parents meet ANC**

Before this conference a delegation from the SPCC had met with the ANC in Lusaka and discussed the then current students' slogan "Liberation Now, Education

Later", by which students called for an indefinite school boycott to force the end of apartheid. The ANC indicated it would be guided by the decision of the conference on the appropriate strategy to adopt, but considered the long-term aims of the liberation struggle might be better served by students mobilizing inside schools.

The SPCC conference, attended by a broad range of student, parent, teacher, community, religious and education groups from seven regions, considered regional reports on the education struggle and passed resolutions condemning Bantu education, the banning of COSAS, the detentions of students and teachers, and the stooge statutory parents' committees. In terms of strategy the conference resolved to abandon the use of long-term boycotts, because they tended to disperse, divide and demoralize students. Instead, it resolved that students should use the existing school structures and reformulate the present education system into people's education. The slogans for this strategy were "Education for Liberation" and "People's Education for People's Power".

The conference Resolution on People's Education read:

**"This conference notes that apartheid education**

- I) is totally unacceptable to the oppressed people;**
- II) divides people into classes and ethnic groups;**
- III) is essentially a means of control to produce subservient, docile people;**
- IV) indoctrinates and dominates;**
- V) is intended to entrench apartheid and capitalism.**

Therefore we resolve actively to strive for people's education as a new form of education for all sectors of our people, declaring that people's education is education that:

- I) enables the oppressed to understand the evils of the apartheid system and prepares them for participation in a non-racial democratic system;**
- II) eliminates illiteracy, ignorance and the exploitation of one person by another;**
- III) eliminates capitalist norms of competition, Individualism and student intellectual development, and replaces it with one that encourages collective input and active participation by all, as well as stimulating critical thinking and analysis;**
- IV) equips and trains all sectors of our people to participate actively and creatively in the struggle to attain people's power in order to establish a non-racial, democratic South Africa;**
- V) allows students, parents, teachers and workers to be mobilized into appropriate organizational structures which enable them to participate actively in the initiation and management of people's education in all its forms;**
- VI) enables workers to resist exploitation and oppression at their workplace."**

It is clear that people's education is intended to transform apartheid education, to turn education into an instrument of liberation, rather than oppression, as it is at present.

The SPCC December conference resolved that students should end their boycott of schools, return to school on a date set by the conference and not the DET, and that if demands for repair of damaged school buildings, the postponement of exams, the release of students and teachers in detention, the withdrawal of troops from the townships, the lifting of the ban on COSAS and of the state of emergency were not met by March, a further conference should consider the boycott strategy once again.

### NECC conference

The demands formulated by the SPCC conference were not met, although the DET did concede to a postponement of exams, and at the end of March a conference, called by the National Education Crisis Committee, which had been established in December, met in Durban. The conference, with regional representation from around the country, met under tense conditions. Security police had hampered efforts to find conference accommodation and delegates were attacked by armed Inkatha thugs. Although delegates managed to beat off the attackers, the conference was forced to meet through the night to minimize the length of the delegates' stay in Durban and the likelihood of further Inkatha outrages.

The NECC conference endorsed the strategy of education for liberation, and of using the existing school facilities for people's education. In his keynote address, Zwelakhe Sisulu placed the strategy of working for people's education in the context of building people's power through transforming conditions of ungovernability. He defined people's power as:

**"... Disciplined, democratic and an expression of the will of the people. It develops the confidence of our people to exercise control over their own lives and has the capacity to achieve practical improvements in our everyday lives."**

He pointed out that the struggle for people's education had ceased to be a struggle of students alone and had become a struggle of the whole community, involving all sections of the community. Teachers, represented by the traditionally conservative African Teachers' Association of South Africa (ATASA), were coming to support the struggle; ATASA had withdrawn from its collaboration with apartheid structures. Democratic SRCs and parents' committees were being established, realizing demands of the Freedom Charter that the people shall govern and the doors of learning and culture shall be opened.

# Students Campaign



## Freedom for NELSON MANDELA

PUBLISHED BY THE INTERNATIONAL UNION OF STUDENTS

### Struggle for education and freedom

He stressed how the demand for free, democratic people's education was inextricably linked with the struggle for a free, democratic people's South Africa. The resolutions of the conference expressed this too. The resolutions called for a support to the COSATU and CUSA call for a national stayaway on May Day, for the international isolation of South Africa and the imposition of sanctions, for a lifting of the ban on all organizations including the ANC, the release of all political prisoners and detainees, the return of all exiles, and the dismantling of apartheid. There were condemnations of US support for UNITA in Angola, and of Inkatha's attacks on the democratic forces engaged in the struggle against apartheid. In the educa-

tion field there were calls for students to unban COSAS themselves, for community participation in the education struggle for state provision of crèche and nursery facilities for working mothers, and for students to return to school, to occupy the buildings if they were locked out, and to implement people's education programs. June 16, it was decided, would be marked by a national stayaway and would be commemorated as National Youth Day.

### People's education secretariat

In the wake of the conference a people's education secretariat was established, and the NECC began to establish its local and regional structures in parent-teacher-student associations. But the regime has responded with customary brutality. Many

delegations to the conference were prevented from reporting back to their regions by bans on meetings. When the June 1986 state of emergency was declared, many prominent activists from the NECC were detained, including Zwelakhe Sisulu and the secretary-general of ATASA, Hamilton Dlamlenze. New regulations have been introduced in schools forcing children to carry identity documents and banning any non-registered student from entering school premises.

Clearly the regime wishes to disrupt the work of the NECC and frustrate its efforts to build people's education and unite many sectors of the population. But for over a decade the regime has been unable to contain the education struggle. The contradictions of its own position make it almost impossible for it to achieve the level of spending on education and job creation that might buy off some student militants. Resistance increases, and strategies are refined, greater numbers of students, and indeed whole communities, are drawn into struggle. The education struggle, so central to the liberation struggle, shows how, despite massive repression, the people are poised to shift the balance of forces in their favour, continue the confusion in the ruling bloc over education policy and to build up centres of people's power.

The struggle for people's education is a struggle for people's power, an aspect of our overall offensive against the apartheid monster.

(Taken from the ANC magazine "Sechaba" 9/1986)

# Why Strikes Constantly Occur at the University of Dakar?

by Mouhamadou M. Fall, Vice-president of the IUS

The academic year 1986-87 has been keeping up its tradition — which is well-established today at the University of Dakar — of annually carrying out strike movements and other forms of students' protests against their living and study conditions.

These movements which assume a varied scope in the course of the years prove — if this is at all necessary — the depth of the crisis to which the Senegalese schools and universities have been subjected by the 27-year-long anti-national policy. The aptitude of the Senegalese people to defend their educational system has been eloquently shown by the duration of this year's movement, the pupils' and students' mobilization, the support given to it by the national democratic movement as a whole, as well as the number of achievements scored. This strike movement has once again revealed the irresponsibility of the Senegalese government and university administration.

Due to a fact that may seem trivial — a delay in the payment of student grants — the movement has cast light, for the national and international public opinion, on what it is to be a Senegalese student today.

Since 1968, when grants were split into half-grants and whole grants, the latter have marked a single, ten percent rise after a long struggle in 1984, although during the past 20 years inflation in Senegal has increased over 200 percent.

These grants given to Senegalese students, amounting to 13,200 CFA Francs and 26,400 CFA Francs, respectively, are the lowest among all those given to students of other nationalities studying at the University of Dakar. In spite of the low grants, only 30% of the students obtain them, and often receive them with a two-to-three-week delay (as we have mentioned above, the last strike was motivated precisely by these delays). The question of grants is a means to which the government readily resorts so as to reinforce the selection-elimination procedure which forms one of the foundations of its policy on education and training.

With the crisis affecting Senegal and its consequences, and the dictates of the IMF and the World Bank (dismissals, closures of enterprises, etc.), the families that are able to withstand the payments required for their children's higher education can be counted on the fingers of one hand. This situation forces the large majority of

students to take up other money-earning activities parallel to their studies, such as teaching secondary-school students or giving private lessons in the university halls of residence.

The strike enabled the citizens, through their visits to the halls of residence, to see the timeworn facilities and unhealthy conditions prevailing there. In the face of the limited number of rooms and due to the spirit of solidarity among students, clandestine lodging has become common practice, to the extent that the university campuses count on the "clandos" as much as on official residences. Rooms for two are accommodating four to five students. This crowding, coupled with unhealthy living conditions which the authorities have publicly admitted, exposes the students to all sorts of illnesses, and above all would be devastating in the case of mortal epidemics.

In addition to the grants and lodging, the capacities for the provision of health services are clearly inferior to the demand. Students queue up to two hours for a medical check-up, a length of time which is also needed to get into the pharmacy. One has to wait for three weeks before receiving the medicine ordered, as if during all that time the illness should wait.

On top of all this, the same scene occurs every day during meal hours at the entrances into the student dining halls: queues and jostling at the time of meals are a usual picture. It often happens that a student spends one-to-one-and-a-half hours in line in front of the dining hall and then must resume his afternoon classes. How can the students be demanded to regularly attend classes if they spend all their breaks between classes in front or inside the university dining halls?

In the field of academic freedoms, the situation is not much better. This year's strike has been a sad evidence of this. On January 22, police forces and military police chased the students as far as their rooms. The scope of the repression can be measured by the following facts: Two students died after being thrown from a second-floor window in one of the residence's wings; twenty-seven persons were seriously injured the majority of whom had to be taken to the resuscitation department; over one hundred people were arrested; the rooms of the students were stormed, resulting in blood stains all over the walls, and the wrecking of radio-cas-

(Continued on page 12)

**In the past weeks different delegations paid visits to the IUS headquarters in Prague. Here is some short news about the meetings:**

#### GCSGJ/Libyan Arab Jamahiriya

The delegation conveyed sincere greetings from their colleagues in the Libyan Arab Jamahiriya and expressed their gratitude for different positions and solidarity actions undertaken by the IUS in support of their struggle. The delegation expressed the readiness of GCSGJ to materially and morally support the IUS in the implementation of its program of action and all its objectives.



The delegation acquainted the IUS Secretariat with the activities of the Jamahiriyan students. In addition to their political activities and their acts of sympathy with the struggle of the international student movement, the students are organizing countless projects such as self-management of educational institutions and voluntary action programs. The delegation also confirmed the change of its organization's name from GPECJU to General Congress of Students of Great Jamahiriya (GCSGJ), emanating from the merging of the students of higher and secondary-education levels.

#### DYCP/Philippines

The General Secretary of DYCP highly appreciated the contribution recently made by the IUS during the events in Manila, where the different political forces existing in the country joined the struggle for genuine independence and unity of various forces. It was for the first time that the ASA, LSF and DYCP collaborated and for the first time in the history of their struggle that a demonstration in front of the US Embassy had been jointly conducted by DYCP and LFS. DYCP is convinced that the Manila meeting was an important step towards the unity of their student movement.

On behalf of the IUS Secretariat the Secretary General and President reiterated the high evaluation, which was expressed during the discussion of the IUS delegation's report from the Manila events, DYCP's active role in the efforts to bring about the unity of the Asian student movement and particularly the readiness to organize a dialogue of Asian student organizations to start the process towards achieving that goal.

During the discussion the DYCP General Secretary informed the IUS Secretariat that in July and August, on the occasion of the second anniversary of the 12th World Festival of Youth and Students, they were planning to form a broadly re-

presented National Preparatory Committee for the 13th WFYS.

#### BSU/Bangladesh

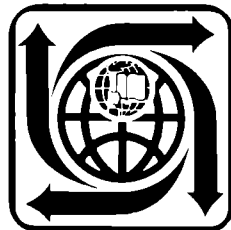
The BSU representative referred to the difficult struggle being waged by the students against the oppression performed by the military dictatorial regime which is characterized by its pro-imperialist, pro-US policy.

The BSU fully supports IUS' new policy as well as its overall broadening. As to expanding the IUS' membership, the BSU believes this should be based on the principles for which the IUS is fighting — on unity of students on the basis of the struggle for democracy, against all imperialist campaigns, and for genuine democratic reform of education and student rights on all levels. This unity should also contribute to the international student movement's efforts to safeguard peace, democracy and social progress.

The BSU also highly appreciated the IUS' initiatives to organize solidarity campaigns and the Festival movement as the most representative and original platform for dialogue and cooperation between student organizations. The BSU has already begun to organize students and their organizations in the country in a Festival movement and they are trying to form a representative NPC.

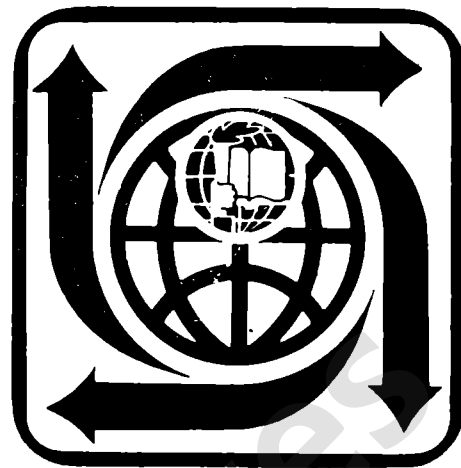
#### SYL/Finland

On the request of SYL's President, Hilka Mattila, the meeting had an informal character, where H. Mattila avoided a formal speech and directly answered questions of interest put to her by the Secretariat members. She based her suggestion on the fact that thanks to their relatively frequent contact the IUS Secretariat has a good idea about SYL' work and activity. She also stressed that during her week's stay at the IUS headquarters there will be many chances to discuss various issues in more depth during the meetings with different IUS commissions and departments.



#### DSF/Pakistan

The DSF representative briefly described the present political situation in the country and in the Pakistani student movement. In his evaluation nothing had changed in the past two years when the military junta started the so-called process of democracy (militarily controlled democracy) and called for elections (which were rejected and boycotted by political parties) and loosened the political activities. He explained the political background and developments that had led to the formation of the reactionary Parliament and government. He also mentioned that the student organizations were still ban-



ned and student activities prohibited. Political activities are also banned from time to time and activists put in jail.

#### UJC/Cuba

Roberto Robaina, First Secretary of the Central Committee of the UJC, expressed his thanks for the privilege given to him to address the Secretariat. Then he briefed the Secretariat on the UJC Congress which ended a month before, noting that great new work had started immediately after its closure.

The recent UJC Congress marked a new stage in the work of the Cuban youth. It analyzed the main problems that have not yet been solved, and emphasized and determined the tasks for which the Cuban youth must still strive.

The congress discussed problems of a national scale, not only specific ones concerning the youth. The discussions were successful though, obviously, not all questions presented and discussed could be answered in a satisfactory way during the congress. Its importance, however, lay in its ability to define strategies and deepen the analyses of the youth work and in the fact that every delegate took an active part in it.

The congress took up a large number of problems: ideological and political ones, problems of the quality of education, social questions, and so on. It was stressed that in the ideological and political fields, not only the struggle against US imperialism is a question of great importance, but also the need to work and study well is a valuable contribution to the country's all-round development, which is what the congress set forth for the Cuban youth as being its main role.

As far as the preparations for the 15th IUS Congress are concerned, R. Robaina repeated that FEU was ready to be a good host of the Congress and assured the IUS Secretariat that it could be fully confident of it. Cuban students and their organization have already taken steps to prepare all appropriate conditions for the event. They hope that this IUS Congress will be of historic importance for the world student movement. They wish to prepare a genuine gathering of students from all over the world in Cuba and, in fact, on the Latin American continent, duly represented on that occasion by Cuba.

Roberto Robaina also referred to FEU's recent congress. The congress examined a host of important tasks for the Cuban

students to undertake. Many issues were taken up, e.g.: the quality of higher education, contents of some university careers, practical preparation of graduates, scientific research at the university, student help to national economy, political and ideological work among students, student initiatives in general, cultural and sports activities, and problems of leisure time, among others.

The congress also touched on the important discussions being conducted with the country's leadership, in connection with the issue of university graduates joining the work process. In practical terms this means sending "fresh" graduates to production places rather than immediately appointing them to leading responsible posts. In such a way they can complete their specialization in practical life which is helpful both to the graduates and the national economy. (The example of young doctors and engineers being sent to less developed parts of the country was mentioned in this connection.)

#### WFDY

The WFDY Secretary General, Vilmos Csereny, informed the Secretariat about WFDY's new internal structure set up after the WFDY Assembly, which offers more space for confronting different political points of view and generates healthier debates and discussions. He emphasized several actions being undertaken by WFDY on peace and disarmament, the Festival issue, and activities on a regional level in Europe, Africa, Asia and Latin America.

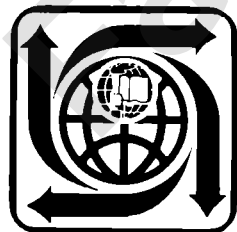
He also spoke about the work of specialized WFDY bodies — SIVSAJ, BITEJ and CIMEA.

#### REVSOMOL/Mongolia

The Secretary of REVSOMOL, Purevsuren Enhbajar, highly evaluated the new trends apparent in the elaboration of IUS documents.

He centred his speech on three events which will take place in Mongolia: The All-Asian and Pacific Student Meeting on Cooperation for Peace, Security, Development and Democratic Education in the Region; The Contribution of Asian and Pacific Students to the Development of Their Societies; and The Asian and Pacific Consultative Meeting in Preparation towards the 15th IUS Congress.

He also briefed the delegation on the current activities of the REVSOMOL and the UMS.



#### SC/USSR

Sergey Zhuravlev, Chairman of the Student Council of the USSR, informed the IUS Secretariat about the reform in the Soviet higher education system, the main point

of which is the creation of a student self-government on the university level. He further underlined that this year was the 70th anniversary of the Great October Socialist Revolution which will be observed with several events. He went on to say that direct university contacts with the US universities would be launched. Up to now, twenty universities in the USSR have been chosen for this project. Last but not least he talked about the solidarity with the people and students in South Africa, Chile and Nicaragua, and about creating a special unit within the SC dealing with problems of foreign students in the USSR.



#### 10th Congress of FIR

(Athens, 11—14 May, 1987)

On the invitation of FIR Secretariat an IUS Secretariat delegation attended the 10th Congress of FIR (International Federation of Resistance Movements) which took place from 11—14 May, 1987, in Athens, Greece.

Members of FIR from different countries and several international NGOs took an active part in the work of the congress by discussing the problems facing the world today, such as the issue of preserving peace and security.

The congress met in plenary sessions and in two working groups and discussed the central report of the FIR Secretariat presented by its Secretary General.

In the final plenary session the congress adopted several resolutions and the plan of work, and elected the new leadership of FIR which is going to be in office until the next congress.

#### The World Is with Cyprus!

Thirteen years have passed since the double imperialist offence in Cyprus: the coup d'état and the invasion and occupation of 37% of its territory. The people of this small but very beautiful island have been suffering a painful drama. For thirteen years now, the island and its people are forcibly divided.

The current situation in this country continues to be painful. In defiance of all UN Resolutions and the strong condemnation voiced repeatedly by progressive and peace-loving forces of the world, the Turkish occupationist troops maintain their presence and new separatist actions have been undertaken, such as the "parliamentary and presidential elections" and the referendum on the "constitution" in the so-called Turkish Republic of Northern Cyprus. They are seeking to internationally recognize this illegal "state" with the attempt of perpetuating the division of the island. In the occupied territory, US imperialism has been building new military bases including an airport aimed at promoting its long-standing plan of using Cyprus as a launching pad, an unsinkable aircraft-carrier in the Eastern Mediterranean and the Middle East against the peoples of the area.

Recently, the situation in Cyprus has become worse. Instead of withdrawing their occupationist troops, as demanded in several UN resolutions, the Turkish ruling circles, with the support of imperialist forces, are reinforcing their troops and increasing their arms' build-up in the occupied territory both in quantity and quality.

In the face of such a situation, an international conference "Cyprus and World Peace", organized by the International Committee of Solidarity with Cyprus (ICSC), was held in Sofia, Bulgaria, from April 21-23, 1987. More than 70 representatives from 34 countries and 15 international organizations participated in this important event.

In analyzing the situation in the area and Cyprus, the participants expressed their deep concern over the Turkish and NATO policies and the aggravation of the situation in Cyprus which poses a threat to peace and security in this part of the world. At the same time, the participants confirmed their high appreciation of and full support to the efforts made by United Nations and personally by the UN Secretary General, and particularly the recent constructive initiatives put forward by the Soviet Union in order to find a just and lasting solution to the Cyprus problem. These Soviet proposals support the convening of an international conference within the framework of the UN on the basis of the respect of independence, sovereignty and territorial integrity of Cyprus. The conference would adopt relevant agreements including a system of efficient international guarantees.



The participants in the Sofia conference considered that the achievement of a just and lasting solution for the Cyprus problem would be a very important factor for contributing to the consolidation of peace and security of all nations in the area and the world as a whole.

The representative of the International Union of Students to the Sofia conference pointed out that the IUS exercised in the past and still continues to exercise efforts aimed at mobilizing the world student community in support of the people and students of Cyprus in their just struggle. We stand by the side of the people and students of Cyprus till the final victory which will give back to this beautiful and pacific island its independence, sovereignty and territorial integrity, and turn it into a federal and non-aligned homeland of all Cypriots.

Cyprus is not alone! The world is with Cyprus!

settes and other equipment. This is the democracy that the Senegalese government talks about beyond the country's frontiers. The police forces' intervention and the prolonged presence have proven once again how the Senegalese government interprets the laws and regulations according to their momentary needs. It is within this context that one must view the interpretation given by the rector of Article 3 of the (modified) Law 67/45 governing the university rights and freedoms. The narrow reading of this text, denounced by the students and all teachers' unions, excludes the university student halls of residence from the field of application of university rights and freedoms. In this article we wanted to show the students' social conditions, but the teachers' conditions are no less outrageous. The assembly meeting on education and training enforced by the unrelenting struggle of the Unified and Democratic Teachers' Union of Senegal, and the conclusions at which it arrived, that are resting in the government's drawers, have brought irrefutable proof of this.

The student who, through incalculable personal and family sacrifices, manages to overcome all the above-mentioned obstacles often has no other option with his diploma than unemployment. Due to the freezing of the aggregate remuneration dictated by the IMF and the World Bank to the government which is the principal employer, over one thousand graduates from higher-school institutions and in all fields of study are unemployed. Senegal's public service no longer even replaces the deceased functionaries.

Governmental ideologists speculate over demographic growth or the international economic situation in order to present this sad reality to the Senegalese people as a fatal necessity. Reality seems to us to be far from all such wild imaginings. It lies in the neo-colonial orientations of the governmental policy which leave the key sectors of national economy to foreign capital (French, Lebano-Syrian, American, etc.). The repatriation of all the profits that these foreigners are realizing do not favour economic growth which is a sine qua non condition of the struggle against unemployment.

We must add to this structural deficiency of our economy illicit enrichment (corruption, bribery, chaos) that characterize the 27-year-long period that the Socialist Party has been in power.

Through the crisis of Senegal's educational system, the fate of all Senegalese people is at stake. A country that sacrifices education and training of its youth, is at the same time sacrificing the future and development of its people. The students and pupils, through the mobilization and cohesion which they have demonstrated this year, have shown that the Senegalese people refuse to be sacrificed to the benefit of international financial capital. They have also shown that no demagoguery, no renegade will manage to divert the Senegalese people from their aspirations for a better life.

# ● "Bafög" — The Millstone around ● FRG Students' Necks

● by Gabi Müller

● Since the Kohl government changed the "bafög" grants system, fewer and fewer  
● students have been receiving state support. In the students' ballot and opinion poll  
● organized by the Federation of German Students Unions (VDS), more than 70,000 stu-  
● dents out of 80,000 interviewed declared themselves in favour of grants being paid out  
● as scholarships.

● The Federation of German Students  
● Unions (VDS) presented literally a cart-  
● load of facts to the Federal Minister for  
● Education and Science, Dorothee Wilms.  
● The students had voted. More than 80,000  
● put their cross on a questionnaire con-  
● cerning ideas for "higher education with  
● a future". A central issue of this student  
● survey was the education grants law, or  
● the so-called "bafög".

● More than 70,000 students wanted social  
● protection in the form of scholarships.  
● They demanded the "immediate readjust-  
● ment of the grants system into scholar-  
● ships of just under 1,000 Deutsch marks,  
● as formulated by the German Students So-  
● ciety, as well as steps in the direction of  
● a minimum general social protection."

● These and other demands were support-  
● ed by concrete actions. Students rolled  
● "the Millstone", a three-by-three-metre-  
● large symbolic model, through the centre  
● of Hamburg, in order to draw attention to  
● their demands. The VDS believes that the  
● discussions about the questionnaire helped  
● to make the students more politically  
● aware, although many of them no longer  
● receive "bafög" and are thus not person-  
● ally affected. The responsible Ministry, how-  
● ever, assessed the opinions of the over  
● 70,000 students in a very different way.  
● When the questionnaires were handed  
● over to the Ministry for Education and  
● Science, the Federal Minister, Dr. Wilms,  
● was not present. The Ministry had previous-  
● ly requested understanding in a letter to  
● the effect that "due to her many com-  
● mitments, Dr. Wilms cannot be here to-  
● day". However, the Ministry did send the  
● students a statement.

● In this statement they wrote that, with  
● the drop in the grants quota, there has  
● been a rise in income over the last few  
● years. Through its tax relief measures and  
● improved child allowance payments, the  
● federal government has strengthened the  
● economic solvency of parents, and in the  
● long run — so the students were assured  
● — "the federal government will further  
● promote 'bafög' grants during the next  
● parliamentary term, in order to make it  
● possible, as before, for suitable students  
● to take up studies which neither they nor  
● their parents could have financed alone".

● But the Ministry intends to stick to the  
● system of sponsoring students with loans  
● — and at any cost. As the Federal Mi-  
● nistry for Education and Science explained  
● to the students, the continuously growing  
● loan repayments are an essential financial-  
● political precondition for the consolida-  
● tion and further development of the edu-

cation grants scheme. Parents and students  
ought to prepare themselves for the next  
"bafög" amendment, planned for May.

● The banks have already done so, and,  
● true to the ideas of the federal govern-  
● ment, are now publicizing private financing  
● schemes. Consequently, there are half-  
● page advertisements in the "Frankfurter  
● Allgemeine" for stocks and shares of the  
● private mortgage banks, regional banks  
● and other public banks. For example:  
● "Supposing you have a hunch that your  
● son will one day want to go to university.  
● You ought to act on this in good time by  
● starting your own private study financing  
● program by the time he starts his studies."  
● In view of the federal government's pro-  
● posals, such a bank account (at least, for  
● a "son") is wholly appropriate.

● There are other proposed schemes di-  
● rected at a "private study financing pro-  
● gram". Presently under discussion is  
● a "Save for Education" scheme, following  
● the pattern of the building societies, as  
● well as a "Choose Your Loan" scheme for  
● financing studies in the middle income re-  
● gion. This scheme is supposed to mitigate  
● the consequences arising for families  
● whose children just fall short of qualifying  
● for a government grant. For there is the  
● problem that the standard of living of such  
● families goes down if the children study at  
● a higher school outside the area where  
● the parents live. This problem was criticized  
● at the West German Headmasters' Con-  
● ference (WGHC).

● The scheme which is supposed to patch  
● up this "hole" in the grants system pre-  
● scribes that the parents pay a monthly  
● sum to the bank. This, however, only works  
● if the parents forgo the state tax relief  
● measures, that is, the newly initiated child  
● allowance payments and the education tax  
● allowance. The bank then pays the stu-  
● dent-to-be twice the monthly sum over  
● a period of five years. For example, if the  
● parents pay the bank 300 Deutsch marks  
● per month, then the bank will pay the  
● student-to-be 600 Deutsch marks per  
● month. After five years of studies and  
● a quick pause for breath, the parents or  
● the ex-student pay the bank back — 300  
● Deutsch marks a month for the next ten  
● years.

● Such ideas give rise to the suspicion  
● that the federal government is more in-  
● terested in promoting finance rather than  
● education. The "further development of  
● the 'bafög'" turns out to be a development  
● far removed from the demands and require-  
● ments of the students. This "faulty devel-  
● opment" has made the SPD anxious too.

## Working Class Children Comprise Only Eight Percent of Students!

## STUDYING IN THE FRG REQUIRES A FULL PURSE

December 11, 1986  
Bonn (ADN JW)

The decisive requirement for studying in the FRG is to have a full purse. As a social investigation of the German Student Body (DSW) makes clear, working-class children comprise only 8% of the 1.26 million students at

universities and technical colleges in the Federal Republic of Germany.

There are ever more students from the wealthy classes, while children from the middle and lower income groups repeatedly have to forgo studies. In addition to this, fewer and fewer working-class children receive financial assistance, and when they do, only in the form of a full loan. This means that after the completion of studies, the recipients face debts as high as forty to fifty thousand DM, which have to be paid back in installments.

It is impossible to come across cheap student hostels. Rudi Widmann from Stuttgart University describes the students' plight as follows: We're often charged 200 DM for rooms smaller than 10 square metres". The cost of living has also risen. To make ends meet, as many as 55% of students do jobs on top of their studies, which is no easy thing in times of mass unemployment.

They reject all proposals to eliminate the so-called "hole" in the grants system by means of the "Save for Education" or the "Choose Your Loan" schemes. This was affirmed at the Bundestag by Eckart Kuhlwein, politico-educational spokesman for the SPD coalition.

Instead, the Social Democrats demand that the former version of the "bafög" (which was in use up until 1982), be reinstated, as well as a graduated plan to

raise tax allowances and grants in three separate stages, so that the quota of grant holders would be increased to 40% and the grants themselves would correspond to the cost of living.

The fact that the cost of living is at present higher than the actual student grants has been confirmed in a study by the German Students Society (11th Social Investigation), and a study by the trade unions, as well as at the West German

Headmasters' Conference. In a paper on prolonged study duration, the WGHC pointed to one of the "external causes": **"The fact that a particularly high percentage of students are gainfully employed while still studying, or, after the completion of their course, embark on further studies alongside their profession, results more often than not in the prolongation of study duration"**.

And at its 151st plenum, the WGHC demanded that the federal government thoroughly reconsider the concept of education grants. They pointed out that recent investigations showed that the conversion of the "bafög" into a full loan, and the reduced numbers of those actually entitled to grants, were causing new social barriers within higher education. The WGHC called for a mixed grant and loan system "in order to keep the debts within limits".

In an article on the "meagre student existence", the "Frankfurter Allgemeine" concluded that the loan scheme was simply a means of saving money for the government. "That was a flaw in their logic", the reporter summarized. "They should have reorganized the grants system after the parliamentary elections." The question remains, however: which grants scheme will be carried through in the end?

The students have formulated ideas for "higher education with a future". Almost 90% of the more than 80,000 students asked shared these ideas.

For indeed, the social protection of students is a basic condition for "studies with a future".

(Continued on page 14)

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# Foreign Students Should Have the Same Rights as All Students

From the International Meeting on "The Situation, Problems and Rights of Foreign Students in Europe and North America", held in Athens on March 20-22, 1987.

"The problem starts right on the plane when the student passenger is asked to fasten his seat belt; he looks around and sees his fellow passenger drawing the sign of the cross...", remarks a Kenyan delegate to the international meeting. Indeed, the problem starts even before the flight. It is basically connected with the reasons for student emigration which was the topic of one of the working sessions. Another session dealt with the economic, social and cultural situation of the foreign students, questions of cooperation between

them, their struggle against nationalist, racist and neo-fascist tendencies at different university campuses, which are often directed against the foreign students.

The problem of foreign students has recently become an important component of the overall struggle for the defence of students' rights, which is why we are publishing these two documents adopted at the international meeting.

## Manifesto

Due to the colonial heritage, the socio-

economic difficulties, and the political and ethnic discriminations in their countries, many young people, especially from the countries of Africa, Asia and Latin America, as well as some countries in Europe, are compelled to study abroad in different European and North American countries in order to obtain the knowledge that their peoples and countries need for their course towards progress, peace and development.

As representatives of various student structures, coming from countries with different socio-economic systems and studying in many countries of Europe and North America, meeting in Athens-Greece to discuss issues concerning foreign students with regard to their situation, problems and rights, we appeal to you, to your equity, your understanding, your support as well as your moral and material contribution to help us in the difficulties we are facing and in the struggle we are starting now to overcome them.

We appeal to you, students, teachers and professors, world community of science, technology and culture; leaders and activists of democratic mass organiza-



Foreign students in Bulgaria.

tions; democratic and progressive forces the world over.

We are gravely concerned about the increased difficulties that the foreign students are facing in many industrialized countries, especially in Western Europe and North America, difficulties such as the deterioration of their living and studying conditions, including hostels, food and medical care, as well as the increasing fees, lack of scholarships, the alien content of education, etc. Together with the democratic peoples of Europe and North America and their mass movements, we watch in anxiety the appearance in some of them of racist and fascist trends to which, in certain cases, foreign students also fall victim.

We address the following appeal:

- to abolish the restrictions in studies, to assure free union and political activities in abolishing the persecutions and expulsions for these reasons;
- to assure access to education;



- to assure the immediate decrease of fees and their abolishment for the deprived, and the increase in the number of scholarships;

- to improve living conditions, especially as regards food and lodging;
- to grant free medical care;
- to review the laws and legislations on foreigners and to guarantee their democratic direction and application without racial or other discriminations.

We appeal to you to exert all possible pressure on governments, university councils, and local authorities to meet these demands.

We appeal to national unions of students, especially in countries with foreign students, to support the demands of foreign students for the solution of their problems.

Let us more widely and systematically pool our efforts in the fight against any racist and fascist tendencies wherever these may appear, for better living and studying conditions for foreign students, as well as for the understanding and respect for their human and academic demands.

Let us promote student cooperation among us foreign students as well as between us and the national unions of students in the countries in which we are studying.

Let us set up coordinating committees of foreign students in each country in which we are studying to unify our efforts in order to overcome our problems.

Athens, March 20-22, 1987

## Report

1. Foreign students who are studying in Europe gathered in Athens from March 20—22 at an international meeting to discuss "the situation, problems and rights of foreign students in Europe and North America". The participants came from 19 countries and territories of origin and were studying in 8 host countries, representing 24 organizations.
2. The first issue addressed was a discussion of the reasons for the phenomenon

(Continued from page 13)

The Federation of German Students Unions (VDS) has drawn up a list of demands for future study grants. This is what the VDS is demanding:

- Cancellation of the conversion of the "bafög" into full loans; instead of this, social protection for studies through an all-inclusive grant in the form of a scholarship which does not have to be repaid. Connected with this is the annulment of partial-repayment loans.

- Increase of maximum grant to approximately 1,000 Deutsch marks, as deem-

ed suitable by the German Students Society; adjustment of maximum grant duration to correspond to the actual study duration; increase of parental allowance, and increase of tax allowance to 40% for those obliged to pay maintenance, and 5% for each child, as well as steps in the direction of minimum social protection.

- Allowance for pregnancy and raising of children, regarding maximum grant duration; consideration of the special needs of disabled students, as well as students with children, regarding the size of grants.

- Inclusion of all foreign students in the "bafög" grants scheme.

- Reintroduction of the former compensation scheme for cases of hardship. Abolition of certificates of ability to secure further grants.

- Social protection for student assistant teachers through the introduction of regular wage agreements and the abolition of pay cuts.

- Reintroduction of the "bafög" for secondary-school students.

(Published with the kind permission of the "Frontal" Socialist Students' Magazine, April 1987)

of student emigration. Many reasons were recalled in this respect. Some students have emigrated because of the lack of possibilities to study in their own countries, the basic reason being the results of the colonial past. Other students have gone abroad as a result of the political situation in their countries (dictatorships, wars, repressive regimes). In certain other cases students go abroad for studies because of the lack of a university in their country, the low level of studies or the lack of certain disciplines. The root problem for solving the issue was thus identified as the need to struggle for genuine political independence of the countries of origin, the struggle for their overall economic advancement, and possibilities of socio-economic development. A new world system of global security, respect for national independence and integrity of each nation, the rights to democracy and human rights, the creation of a world system of economic security, the creation of a New International Economic Order and a New International Information and Communication Order are measures for which the foreign students in Europe have recognized the need to mobilize and coordinate actions among themselves, while building further a solidarity movement with the peoples.

3. The participants also chose the issue of the economic, social and cultural problems confronting foreign students in the countries of study. Related to the economic situation, the participants underlined the problem of the tuition fees which the foreign students face especially in Western Europe and North America and the meagreness or absence of scholarships and study grants from the countries of study or from the countries of origin. This leads to a situation which, in most cases, forces foreign students to seek work, thus facing new problems such as general unemployment, racial discrimination and xenophobia, resulting finally in the students' inability to follow properly their studies due to the work demands. In such a situation it has been the understanding of the participants to call upon the organizations of foreign students to work for

- the reduction of tuition fees or their total abolishment;
- the provision of scholarships in order to enable foreign students to continue their studies normally;
- the obtaining of legal work permits.

Related to social and cultural problems, the participants touched such questions as housing, due to the inadequacy of student dormitories and the difficulty of finding a residence place, a matter which creates many social problems for the students, at times especially due to their origin. Other problems include the adaptation to a completely new society, questions of the preservation of cultural identity, etc. In this connection, it is being proposed that or-

ganizations of foreign students in various countries should cater and campaign for better and adequate accommodation facilities, organize social and cultural programs including cultural festivals, etc.

4. The second group of problems facing foreign students is connected with educational and academic matters, and it is characterized by:

- differences of levels of studies due to the deficiencies in educational systems in the countries of origin and those of study;
- low ratio of admission of foreign students to universities and other institutions of higher learning;

to work for companies and other institutions, thus robbing their countries of origin of valuable chances to benefit from their education.

5. With regard to these problems it has been suggested that organizations of foreign students should try to help their fellow-students — especially the newcomers — in their language courses. At the same time, concrete measures on this issue are needed for more efficient ways of language-teaching. Furthermore, the participants called for coordinated action of organizations of foreign students such as the presentation of unified petitions and memoranda to the respective authorities demanding the solution of the edu-

#### USA: GRADUATES IN DEBT FOR DECADES

- Report of the US Congress: The amount of credit borrowed by students to finance their studies has tripled since 1976.
- The amount to be paid back is, approximately ten billion dollars.
- A debt of 30,000 dollars for one graduate is viewed as normal.
- The Minister of Education, Bennett, estimates that the above-mentioned sum will soon amount to 50,000 dollars.
- The amassed debts must be paid back over decades depending on income, if there is any.
- This means a loss of nearly 15 percent of the income in order to settle the bill for taking advantage of the right to education.
- Congress' study concerning the above-mentioned matter states: "The students' increasing indebtedness raises questions about the impact of the debt on the national economy, on the debtors' private welfare, on the equality of access to higher education, and on the educational process itself."
- Above all, women are discouraged from applying for studies.
- The proportion of black students has fallen considerably during the last years.
- Experts assess that the desire of the financially poorer candidates to apply for studies at a high school or technical college will have to be rejected in the future, despite their talent.
- Bitter stock-taking of the "New York Times": If parents want their children to be able to study in the year 2000, they ought to start saving money now to finance their offsprings' studies.

- inefficient methods of teaching new languages (i.e. the language of the country of study);
- discrimination against foreign students in their admission in certain branches of studies under the pretext of the latter's "confidential character";
- lack of necessary support and encouragement for foreign students to pursue postgraduate studies;
- brain-drain resulting, among other things, from various means including such "study loans" used by the authorities or TNCs to urge brilliant students

educational problems of foreign students, especially in cooperation with the local, faculty, university or national unions of the countries of study.

6. Another problem that was highlighted by the participants were the various political problems that foreign students are experiencing especially in Western European countries such as:

- various restrictions and even deportations of foreign students because of their political and union activities, often under various pretexts such as "terrorism", drugs, etc.;



- discriminatory emigration laws against foreign students, and in general the need to review the laws and legislations on foreigners and to guarantee their democratic direction and application without racial or other discriminations;
- the growing phenomena of racist and neo-fascist tendencies and organizations which have declared war against foreigners and in particular against foreign students;
- the role of certain embassies of the countries of origin having repressive regimes to trace the political and union activities of their respective students abroad;
- difficulties created in the process of validating residence permits for foreign students.

Concerning these problems, foreign students in Europe and North America should emphasize their right to union activities like their fellow-colleagues from the host country, their right to organize themselves and the right for their organizations to carry on their political activities. Unity among foreign students and their organizations has been emphasized as a prerequisite to the solution of the foreign students' problems.

7. Having discussed and analyzed all these problems, the participants concluded that the way forward for foreign students should be based on cooperation among foreign students and their organizations, and with the national and local unions of the host countries of study. In this context, they underlined the following:

- cooperation relations could be built on the basis of a joint program of action between foreign students in each country;

- organizations of foreign students should strengthen their relations through an exchange of information and experiences;
- in this framework it was regarded as useful to establish executive or coordinating committees between foreign students in each country of study and in close cooperation with national unions of students in the respective country;
- such coordinating committees should then conduct regular meetings to follow the daily problems and struggles of foreign students as well as to look into the possibility of organizing in the future other international conferences of foreign students in Europe and North America.

8. The participants expressed their gratitude to the organizing committee of the meeting as well as to the Greek student and youth organizations for the excellent conditions and hospitality granted to them, which made the meeting a success.

(Athens, March 20-22, 1987)

## Testimony of Detention and Torture

My name is Luis Ibacache Silva, I am 24 years old and I am a 6th-year student at the School of Medicine of the University of Valparaiso.

On Monday, April 2, 1984, at approximately 7:00 p.m., I was kidnapped by a group of four persons in civilian clothes, who later introduced themselves as members of the National Intelligence Centre (CNI) and took me to a secret prison whose location I cannot specify.

I was detained on my way home after taking part in a meeting of the Leadership of the Association of Specialists in Internal Diseases of my profession, of which I am the head. I was stopped on Freire Street, Valparaiso, in front of the School of Law of the University of Valparaiso, by a light-coloured Suzuki van and was hit by two persons and forced into the vehicle.

During the journey and the four days I was in the secret prison, I was kept blindfolded and handcuffed. At the place of imprisonment, they stripped me and gave me blue overalls to put on instead of my clothes at the time when I was not subject to torture.

The CNI's secret prison, in which I was confined, is a sinister place of permanent physical and psychological torture, where one is in constant fear for one's physical safety and life itself, both one's own life and the lives of one's relatives, who are threatened with physical assault if they do not meet the torturers' demands.

While I was naked, blindfolded and fastened to a kind of bedstead or spring mattress, they electrocuted my genitals, anus, feet, abdomen, nose and other parts of my body. They submerged me in a tub filled with water and excrement, called "Jacques Cousteau" by the torturers, long enough for me to swallow a quantity of water but not to be drowned. Several times I fell into a state of half-suffocation and unconsciousness. During these torture ses-

sions, which were repeated, they hit me all over my body with their feet, hands or wet rags, and threatened to kill me and my relatives if "I continue meddling in politics" or carry out any kind of propaganda against the dictatorship. During the interrogation about my activities as a student leader and "terrorist" and my political activities, they showed me a number of names hoping I would include them in my "statement".

After four days of imprisonment in the CNI's secret jail, they handed me over to the Military Court of Valparaíso, together with two other detainees, after I had signed, under pressure as always, a "confession" in which a number of true facts were mixed with others invented by me in order to end my suffering of torture, or by my torturers. This "confession" was supplemented by the "discovery" of explosives in my room — into which the CNI broke — at 6:45 a.m. on April 3, 1984. They were found in a place where they had not been several hours before, as my mother says.

On April 6, 1984, I was brought before the Military Court of Valparaíso, together with two other detainees, Sergio Olivares and Samuel Castro, also students of the Catholic University of Valparaíso. After making a statement I was sent incomunicado to the Public Prison of Valparaíso for five days. On April 11, 1984, I was

accused of the possession of explosives. My solitary confinement was revoked and I could freely communicate. However, I remained subjected to trial and imprisonment for a crime I had not committed.

Despite the torturers' care not to leave traces of their "work", various injuries were later confirmed, both by the military

court, at the moment of making our statement, and by the forensic expert who examined us. Nevertheless, all the torture to which we were subjected in the CNI's secret prison was supervised by a doctor who pointed to the places to be tortured, and once this was finished he stated the victim's condition.

**The Chilean people shall win!**



**CHILE FIGHTS AGAINST THE YOKE OF BAYONETS**

So claims General Pinochet:

**"The country trusts the democratic process which must follow the course as prescribed in the constitution."**

But in reality:

Thousands of people demanded democracy and the release of political prisoners in demonstrations during the National Days of Protest. Since the coup in 1973, roughly 30,000 people have been murdered, and thousands are reported missing. According to the UN, at least 62 political opponents were murdered and 7,000 arrested in Chile in 1986 alone.

So claims General Pinochet:

**"The Chilean trade union movement has grown stronger in recent years, and will be allowed to develop further in complete freedom."**

But in reality:

At the end of March, in Santiago, the police used water-cannons and tear gas against a demonstration of trade unionists and teachers demanding democracy and pay-rises. Eleven people were arrested. Rodolfo Seguel, Chairman of the National Command of Workers (CNP), was taken into custody for a second time.

So claims General Pinochet:

**"In Chile there is freedom, and social and economic progress. Living conditions are improving all the time."**

But in reality:

30 % of Chileans are unemployed, or

day labourers with a monthly income of less than 25 dollars, 65 % of whom are youths. According to the Catholic Bishops' Conference, thousands of people in the slums are hard put to get their daily bread. 47 % of children attend school for only one year or not ever at all.

So claims General Pinochet:

**"You have surely noticed the freedom in which the various party groupings are allowed to function."**

But in reality:

Besides the Communist Party, which has been forced to function illegally, other legal opposition organizations are increasingly exposed to attacks by the regime. Since March there has been a new party law preventing the emergence of new democratic organizations.

(Quotes from an interview with Pinochet published in the FRG paper "Die Welt")

For five days and five nights, in an open and friendly atmosphere, they discussed the ways of strengthening the worldwide front for safeguarding peace, creating friendship and understanding among all peoples on earth, and providing strong anti-imperialist solidarity to all nations and peoples suffering imperialist interference, invasion and direct and indirect oppression.

The representatives from 158 national, regional and international youth and student organizations from 102 countries and West Berlin, who took part in the **International Youth Seminar for Peace** from



The opening session of the peace seminar in the Congress Hall.

## The Question of War or Peace Is a Question of Joint Destruction or Joint Survival

March 23—27, 1987, in Berlin, capital of the GDR, used the opportunity in the plenary hall, the lobby of the Conference Hall and in the evenings at the "International Club" to explain their opinions on achieving world peace, to exchange experiences with the national peace movements in their respective countries, and to discuss different ideas and meanings of peace initiatives and various conceptions of peace. Despite the existing political and ideological differences, young Communists, Social Democrats, Socialists and representatives of national liberation movements were united in their will to find ways for common actions towards achieving peace and social progress. Vladimír Zajčček from SSM (Czechoslovakia) stressed that the discussions were very helpful for the removal of historic prejudices and spiteful enemy images. He continued to say that there existed certain differences in the understanding of how to solve the question of peace and war, but **"we must act together, because our differences won't protect us from a nuclear war"**. Alfred Gusenbauer, National Chairman of the Socialist Youth of Austria and Vice-president of the International Union of Socialist Youth (IUSY), underlined the fact that dialogue between Socialists and Communists has not always been a matter of course during the past 80 years<sup>1)</sup> and that those years have not always been marked by a sense of common purpose. **"I consider it a sign of social progress that over hundred delegations from all over the**

**world, and Socialists and Communists alike, have sat down together here in a friendly and constructive setting to conduct a discussion about the burning issues of the day."** he stated.

The fruitful discussions were an impressive proof of the young generation's growing political consciousness of the need for disarmament, especially now, in our times.

Members of youth and student organizations and many non-organized young people are standing in the first ranks of the struggle for disarmament and against the arms race, for cooperation in national interests and against every type of policy of confrontation.

The overwhelming majority of the speakers welcomed the unanimous peace initiatives put forward by the Soviet Union and other socialist countries, the Non-aligned Movement countries and outstanding political leaders of the world.

They strongly supported the efforts made by the Soviet Union to reach a moratorium on nuclear testing, Mikhail Gorbachov's proposal to free the world of all nuclear weapons by the year 2000, the Delhi Declaration, the Harare Appeal and the Declaration of the Delhi Six. The names of such outstanding fighters for peace as Olof Palme, Mikhail Gorbachov, Willi Brandt and Erich Honecker, were often heard during the discussions.

At the opening session, Erich Honecker, General Secretary of the Central Committee of the Socialist Unity Party of Germany and Chairman of the Council of State of the GDR, delivered a speech in which he underlined the role of the young generation in the worldwide struggle for peace: **"We have noted with great satisfaction,**

**dear friends, that you have the fight for peace firmly in hand. Young people of different persuasions, races, colours of skin, nationalities and religions are coming ever closer together to serve the great humanistic belief in international peace and to win ever more young people over for the struggle for this noble aim.**

**"We have great respect for the role played by all the national and international organizations represented here in the campaign for disarmament and détente, for a climate of international trust and security. These activities have our sympathy, recognition and support."**

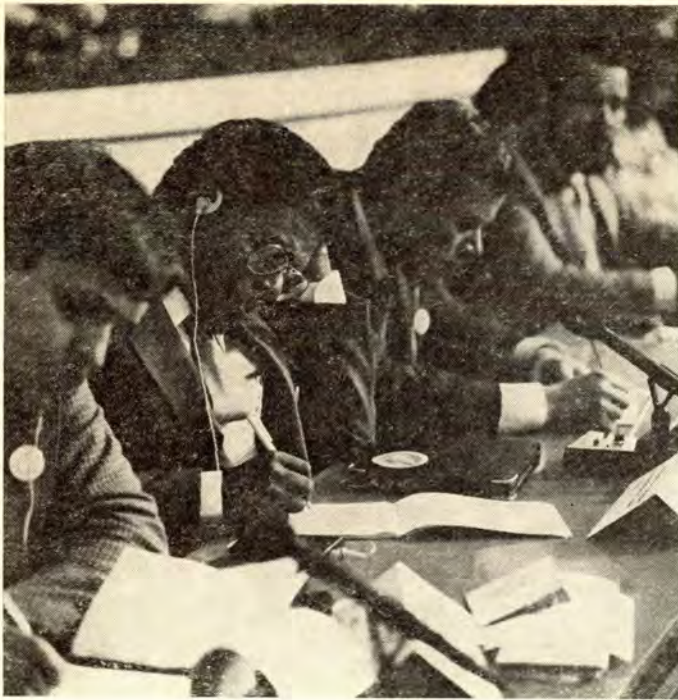
In order to present our readers with a better picture of the International Youth Seminar for Peace, we are herewith publishing short excerpts from the speeches delivered by several representatives.

Hopefully, this seminar was not the last event of its kind, but rather the first step towards more fruitful discussions and actions concerning the most burning issue of our times. We shall continue to strengthen our ranks for peace, friendship and international solidarity during the 15th IUS Congress, the 13th World Festival of Youth and Students in Pyongyang, and during numerous other events.

**Ajax Delgado**  
President of the Luis Alfonso Velázquez Sandinist Children's Association, Nicaragua

Mankind is now facing two dangers which are a threat to peace — the arms race and the international economic crisis that is hurting particularly the countries of the Third World.

<sup>1)</sup> The "Socialist Youth International" was founded in Stuttgart 80 years ago.



IUS, OCLAE and ADS heads of delegations during the opening session.

The current imperialist policies are designed to bring destruction, disaster and the risk of annihilation to mankind.

The militaristic course followed by the US makes no allowance for the interests of other countries and peoples. It seeks military superiority by boosting programs for the manufacture of nuclear, chemical and conventional weapons and aims to carry the arms race into outer space.

In view of this complicated situation we, the young generation, have a historic mission to fulfil — we must continue to fight for peace because it would be us, our children and our people, who would have to bear the consequences of nuclear war. The time has come to think and act, to seek and achieve a broad political convergence to unite our efforts and strengthen the international movement for peace and the security of mankind.

To do this, we must set aside our ideological and political differences; because it is these that prevent the united action that could enable us to win peace.

Our call goes out from this youth seminar to all progressive, democratic and revolutionary forces for joint and determined action to stop the arms race, eliminate all nuclear weapons and establish nuclear- and chemical-weapon-free zones. The initiative must be grasped now, for tomorrow may be too late.

It is with this in mind that we support the six-nation initiative for peace and the recent Soviet proposal to withdraw all medium-range missiles from Europe.

**Vladimir Aksyonov**  
**Leninist Communist Youth League,**  
**Soviet Union**

The latter half of our century has almost imperceptibly paved the way for a new

stage in developments around the world, developments which are something new in terms of incredible historic rapidity, the dynamism and power of social processes, mankind's infinitely larger intellectual and material potential, and which demand a special appreciation of their responsibility for our common future by all people on earth. Our world is taking on a new dimension, becoming more interlinked and interdependent, assuring features of an indivisible entity.

Socialism is reaching completely new stages in its development. A reality of ever growing political and economic importance is constituted by dozens of newly independent countries. A new military and strategic situation is emerging which is marked by the nuclear age. The advances in science and technology, the development of the productive forces and the scale of the global problems objectively facing mankind mean that many ideas from the past and phenomena of the present have to be considered in a new light. In other words, a new way of thinking of realistic substance and revolutionary spirit is breaking through the perceptions, doctrines and prejudices of the pre-nuclear age associated with the situation before the scientific and technological revolution.

The new political thinking is based on two factors. The first of these is the idea that today's world is one divided into two opposing socio-economic systems but at the same time an interdependent whole. In this sense, we can speak of a single world civilization, of mankind and the human race. The second is the idea that when the survival or the doom of mankind is at stake, general human values must assume priority. This does not mean in any way that we are departing from our ideals, our ideology and our class-based stance. On the contrary, we stress the close dialectic interconnection between them and values that are general to mankind.

The new way of thinking does not only entail the unity of man, but his unity with nature, the fact that in all his endeavours and decisions, his interests and requirements, in all types of activities, he should be responsive to the protection of the environment, that ecological reasoning and awareness should prevail. And finally, a new way of thinking also entails realizing that under the present conditions a nuclear war is neither a continuation of politics nor anything else but mankind's self-incineration on a nuclear funeral pyre. Therefore, it must be banished for all times from relations between states and people and from relations between man and nature. This is the supreme guideline, for it represents the greatest taboo for all mankind.

**Christopher Njovu**  
**Secretary of the UNIP**  
**Youth League, Zambia**

It must be realized that as a progressive youth, we could be and I think we are a new force for political thinking, a force that can influence a lot of issues affecting us. Hence, the convocation of this seminar is highly appreciated. In this case, we have met to direct our efforts to the question of peace. Our concern regarding this in Southern Africa is the obnoxious and abominable system of apartheid.

It is very sad to note that while some of us, youth of the world, have the chance of meeting freely and discussing international issues affecting us without any intimidation, others spend sleepless nights on foreign soil as refugees and continue suffering and being massacred mercilessly by the imperialist forces. Hence, it is our concern as free youth, to totally help liberate the youth of the world, especially in South Africa and Namibia.

The situation of the peoples of South Africa and Namibia, like that of the other peoples under oppression by imperialist forces supported by the United States of America and its adamant allies, is catastrophic. The fundamental rights of man, essential freedoms, respect for human dignity — all these are unknown to the people of South Africa and Namibia under the racist regime.

As you may be aware, imperialists become very aggressive and brutal when their interests are threatened. The fact that they seem not to realize is that nobody and nothing can quench the thirst for freedom. History has it that in liberation struggles, however long they may take, the final result is victory and this is forthcoming in the Southern African region. It is along this line that we in the frontline states are, as a matter of principle and as a matter of political morality, resolved to support the just armed struggle waged by the people of South Africa and Namibia through the African National Congress and the South West African Peoples' Organization, respectively.



**Wang Shenghong**  
**Head of the Office**  
**of the International**  
**Relations Department**  
**of the Chinese Communist Youth**  
**League, China**

To maintain world peace is a question of great importance confronting the international community today; it is the basic, honest and universal aspiration and demand of mankind, and above all, the goal which we, the younger generation, are striving for. The present international situation is still turbulent and tense. The stockpile of nuclear weapons is big enough to destroy the whole world for more than a dozen times and is being extended to outer space. After the Second World War, in spite of the absence of a new world war, local wars have been going on without interruption. "Hot spot" conflicts have occurred one after another. War, nuclear war in particular, like the sword of Damocles hanging over the heads of the people, is often threatening the stability of the world and the security of mankind. Such a situation cannot but cause universal concern and anxiety the peoples and youth of the world.

To stop the arms race and eliminate the nuclear threat is a question that preoccupies people the most. We oppose the arms race as well as its extension to outer space and stand for the complete prohibition and thorough destruction of nuclear weapons. As a concrete step in the nuclear arms' reduction, the two nuclear powers which possess over 95 per cent of all the nuclear weapons, should be the first to take practical steps in drastically reducing their nuclear armaments while reducing their conventional weapons. We hold that the present negotiations between the Soviet Union and the United States on the issue of medium-range missiles concern the security of both European and

Asian countries. The security of Europe and that of Asia are equally important and should be given equal attention. The reduction of the missiles deployed in Europe and Asia by the Soviet Union and the United States should be based on the same principles and carried out synchronously and on good balance until the total destruction of those weapons.

**Mohammed Watil Menat**  
**Secretary of the Central Committee**  
**of the Democratic Youth**  
**Organization of Afghanistan**

All peoples and youth differ in their social status, education, views and habits. Nevertheless, throughout the world peoples are anxious to know where world developments are leading and how great the war threat is.

Regrettably, in recent years, the threat of war and its catastrophic consequences for all mankind has clearly increased. No sane man can ignore the question of how this dangerous development can be stopped, what the roots of aggression are and who is responsible for the increasing war threat.

Past and contemporary history tell all of us that the imperialist forces were and are the initiators of war and tension. The Reagan Administration has openly proclaimed military superiority as its foremost military and political goal.

The US ruling quarters have begun to boost the arms race on an unprecedented scale and to provoke dangerous crises and armed conflicts with threats to use nuclear weapons in many parts of the world. This has destabilized the strategic military situation, fanned international tension and poisoned relations between countries and states.

The US' disregard of the decisions taken at the Geneva meeting, its wrecking of

the negotiations in Reykjavik, its irresponsible stand in response to the peace proposals of the Soviet Union and other socialist countries, and its disregard of world public opinion are all clear evidence of the above-mentioned war-loving policy.

With regard to the situation concerning Afghanistan, the US Administration has again failed to respond positively to the issue of establishing peace and security.

We are of the opinion that the situation concerning Afghanistan and similar issues, and the question of war and peace in this context are part and parcel of the anti-imperialist struggle. It is from this perspective that we have to fight the global war strategy of the US and its NATO allies. Our unity of action and more active contribution can play a vital role.

**Michael Rump**  
**Chairman of the Action Committee**  
**of Democrats and Socialists (ADS),**  
**West Berlin**

We regard this meeting as part of the German Democratic Republic's consistent policy of dialogue, pursued in the spirit of the new way of thinking which must be made to prevail in the nuclear age.

Therefore our organization, as an active member of the West Berlin peace movement, supports the new pioneering disarmament initiative taken by the Soviet Union, so as to conclude a treaty with the USA on the complete elimination of medium-range missiles in Europe, without delay. This is an opportunity to free Western Europe from its role as a nuclear hostage of the USA and furthermore create genuine peace in Europe with less weapons. For us in West Berlin, the elimination of medium-range missiles, i.e. effective disarmament, is a matter of life and death. This is why the West Berlin peace movement is calling upon the Senate to bring its influence to bear so that the negotiations suggested by the USSR actually come about.

We come from a city, which, only a few decades ago, regarded itself as "a frontline city" and "a bulwark against socialism", as the aggressive imperialist forces wished. During the sixties, an American president was able to drive in an open car through the city and was cheered by the people. In 1984, Ronald Reagan had to use a helicopter to protect himself from the mass demonstration staged by the peace movement, and, on 12th of June, when he will pay another visit to the city, he will be, once again, confronted by the people's wish for peace. This peace movement is now made up of many social groups and strata. Liberals and the Green Alternative List (GAL), to mention only the most important political streams, are campaigning side by side within it.

# The Most Noble Mission

by Atanas Teodorov, Editor-in-Chief of "Students' Tribune"

We have received once again a contribution to our series "Student Press around the World" which was initiated in No. 12/86. This time our Bulgarian friends introduce the newspaper "Students' Tribune" ("Studentska Tribuna").

We wish to use this opportunity to congratulate them very heartily on the occasion of the 60th anniversary of the founding of "Students' Tribune" and to wish them all the best in their work for hopefully more than another 60 years. A. H.



There is a small number of countries in the world which have national students' newspapers. Bulgarian student youth have their own newspaper. They won that right 60 years ago; the first edition of "Students' Tribune" appeared on the 24th of March, 1927.

It is a historical fact that the Bulgarian fascists were among the first who came to power in Europe by means of a coup d'état in 1923. But in September of that same year the Bulgarian people rose in a mass anti-fascist uprising, suffering losses of 30,000 lives. The years following that defeat were years of political consolidation of all progressive forces. That was the time when "Students' Tribune" was born to become a factor for uniting all democratic-minded students. And it fulfilled its political mission in a brilliant way. On 30th of March, 1930, the Bulgarian National Students Union was founded. The edition of the newspaper which announced that great event in the history of the Bulgarian revolutionary youth movement turned out to be its final edition. "Students' Tribune" was suppressed by the fascist censorship. However, the newspaper con-



tinued, under different names, to fight against the fascist dictatorship in Bulgaria until the 9th of September, 1944 — the

day of the victory of the socialist revolution in this country.

I have dwelt on the history of "Students' Tribune" at some length because the history of a newspaper is not only its memory but a sound basis for its existence, too. The revolutionary past of "Students' Tribune" means a lot to its present editors, contributors, readers and friends.

The feeling for civic courage, professional honour and even for self-sacrifice flares up whenever we mention the example of our predecessors who set up one of the boldest and most interesting newspapers of youth.

Today "Students' Tribune" is a newspaper enjoying high prestige among the academic youth, the young Bulgarian intelligentsia and the cultural circles. The newspaper reflects all fields of student and academic life, including the problems of educative work and problems of students' recreation and spare time. Every



week, on six large pages, discussions are held on the achievements and shortcomings of the educative and scientific work of higher educational institutions, student organizations, and cultural and sports clubs.

During the past years, the Bulgarian system of higher education underwent a serious structural reorganization. Three stages of education have been introduced into higher education. The first stage includes the first two or three years of studies, which provide fundamental training in a group of professions; the second level covers another two or three years providing specialized training of students for the particular professions they have chosen; and the third level offers practical training in a concrete scientific and production process in conformity with each student's interests. We must confess that this reorganization is a difficult process due to many reasons. One of them is the regrouping of fundamental branches of science, which includes the introduction of new disciplines and calling off of others.

There are also problems concerning the number of classes, seminars and working

groups in the field of fundamental disciplines and their relation to the specialized subjects. And finally, there is a necessity of modernizing textbooks, equipment and teaching methods.

All these problems sometimes make a Gordian knot. Our journalists try to achieve a high level of competency and be well informed on every particular event. The student newspaper should have an absolutely impartial and credible stand in order to call forth the positive reaction of the parties concerned. And quite often indeed we succeed to attract the attention of the students, tutors and the authorities of a particular university or of the state educational system to unresolved or unnoticed problems. When we hit the target, that is to say, when we guide public opinion towards important facts, events and conclusions about education, we win the confidence of our readers. This is also the original criterion of journalistic work. Fortunately, in many cases we can say that we have done a good job.

"Students' Tribune" is published by regular journalists and a wide range of young contributors — students, professors and specialists. In Bulgaria there are 30 universities situated in 15 towns. We try to feel the pulse of student life which means

that we incessantly strive to get important current information. We should not only inform about the most interesting events in the universities; our main task is to focus on the main problems which can be useful for all who are involved in the system of higher education. We have in mind, of course, the specific needs of the various strata of readers, too.

As a rule, young people have a wide range of interests which must be expanded even further by the mass media. These requirements are obligatory for the contributors of "Students' Tribune", as most of them are beginners and should learn from the start how to closely examine the various strata of readers. We encourage unprofessional writers who often have a surprisingly original approach to a theme and succeed in stirring up the readers' interest. This is our way of fighting routine and banal style in our journalistic work.

We have a lot of contributors from abroad, mainly from the USSR and the other socialist countries. But more contributors are always welcome to a students' newspaper. That is why I take advantage of this opportunity to invite all young colleagues — journalists and unprofessional writers — to become contributors to the newspaper of the Bulgarian

students. We are interested in how young people of our age live on all continents of the world. We are especially interested in the participation of world student youth in the IUS' campaigns for the young peoples' right to education, social justice, and their struggle for peace, against nuclear war.

We expect with gratitude the correspondence of our colleagues and will accept with readiness their invitations to reveal the way of life of Bulgarian student youth.

"Students' Tribune" is probably one of the oldest students' newspapers in the world. This contributes to our self-confidence but, on the other hand, it requires even greater demands on our work. The work of journalists is a dynamic one and requires perfection in knowledge and skill. Under the auspices of the IUS, we think it necessary to find new varied forms of cooperation between student publications in Europe and in the world, including the forms of seminars, exchange visits of journalists, co-publications, etc. Such contacts will inevitably contribute to our mutual acquaintance and will strengthen the friendship of students from different countries and continents. And isn't this the most honourable mission of student press?

## Towards the 15th Congress of the IUS

### Women and Education

**"Education is the basis for the full promotion and improvement of the status of women. It is the basic tool that should be given to women in order to fulfil their role as full members of society."**

This statement is anchored in the document "Forward-Looking Strategies for the Advancement of Women" adopted at the Nairobi Conference in 1985 which was held to "review and appraise the achievements of the United Nations Decade for Women". But unfortunately there are still many cases where women are not given that "basic tool" as required in that document.

We are living in the second half of the 20th century which is marked by technical innovations, automation, and scientific and technological progress, while on the other hand, there are still many parts of the world where people are having to face hunger, poverty, disease, where they are not given their basic rights. Particularly women have often limited possibilities of acquiring education, though they form an intellectual potential which is not being put to use and which, if properly employed and developed, could help to overcome some existing obstacles in the development of their respective countries and to improve the status of women as such.

In many developing countries, women's specific educational needs should be taken

by Danica Nad'ová  
Member of the IUS Secretariat

into consideration, which include the promotion of literacy and the surpassing of traditional fields of training and education.



Life is shared by all people on earth, that is, by both sexes, so that all should have an equal part in it. What is, however, the reality of everyday's life? Countries still exist where the role of women is reduced only to that of a mother and household-keeper. Traditions in the individual societies play a substantial role in this respect. Generally, women do not oppose their maternal mission, but at the same time they want to develop their own personalities, broaden their knowledge and thus contribute to the development of their societies. Equal access to education and training facilities is the basic prerequisite for carrying out this aim. In order to achieve it, more effective educational work is necessary in many countries. The positive example pattern should be showed and this idea promoted in families where tradition in this field still prevails.

In many countries we witness a large number of the female students involved in university studies. But unfortunately, they frequently find themselves in disadvantaged positions for one simple reason: for being women. Female students' rights are often violated, discrimination and harassment are the problems they often meet with. The continuation of such situations can lead to stress, illness and can even make them abandon their university studies. And here we are where we were at the beginning: once again a woman loses the pos-

sibility of receiving higher education. One could object that such a woman should not take up higher education if she is so weak that she cannot bear a simple problem. However, it is not merely a question of strength. It is true that generally women are weaker in terms of their physical constitution, but at the same time they can be mentally just as strong as their male partners, if not more so. Sometimes women really have to face flagrant violations of their rights. Therefore, in order to avoid



similar problems, broader influence and pressure are necessary.

Women's participation in the decision-making process also deserves more attention than it is given. Do women have the same possibilities to advance and participate in the decision-making process? In some countries, this participation reaches 50 percent but these are rare exceptions. Often women are given a lesser possibility to take an active part in this process, though they form, or should form, an equal part of humankind. What are the reasons for this situation? The answer usually begins with: "This is not a women's role" or at best: "Women do not have enough time because they are taking care of their family", or...

Generally, men are considered to be better, stronger, more determined and more capable. But the difference between men and women in this respect cannot be so great. Why couldn't women be more involved in the decision-making process? And here we arrive at the decisive point. Women often have less education and experience because they were not provided the possibilities for acquiring education. Besides the question of the necessity for education, there is the problem of time devoted to the family where a men's help should play a substantially greater role. The abilities of men are often highlighted whereas the opposite is true of women's abilities.

If we look into the international student movement, in numerous countries we may see a positive trend in that field. This direction should serve as the future guideline for the work of more NUSes in order to promote the access of more women to educational and training facilities, to condemn all types of discrimination of women and violation of female students' rights, to involve more women in the decision-making process and work of NUSes.

The IUS is dealing with the problems and situation of female students. In this connection, an IUS delegation actively participated in the World Congress of

women in Moscow in June 1987 where it particularly expressed views on the problems of young women and education.

On this path towards 15th Congress, the

IUS is aiming at promoting equal access of women to education and ensuring rights and equal opportunities to female students in day-to-day life.



## We Have Received a Letter from the Malgasy Students in Czechoslovakia

The Organization of Malgasy Students in Czechoslovakia Has Celebrated the Proclamation of the Democratic Republic of Madagascar

As every year, a meeting of the Organization of Malgasy Students in Czechoslovakia took place in Prague on December 30, 1986.

The date — December 30 — was not chosen by mere chance or by simple coincidence. It is a historic and significant date for the Malgasy people living both in their own country as well as abroad. On that date the Democratic Republic of Madagascar was proclaimed and the Charter of the Malgasy Socialist Revolution, led by President Didier Ratsiraka, head of the Supreme Revolutionary Council, was unanimously adopted.

The second part of the meeting's program was devoted to the celebration of this national holiday in a rich cultural program that was prepared and presented by all the Malgasy students.

During the second part of the program, some sixty students discussed their organization's internal affairs (the report on the activities carried out in 1986, critical remarks aimed at contributing to the satisfactory functioning of the organization in 1987, and the election of its new leadership).

We would like to acquaint you with our organization, its tasks and program of activities. On the occasion of this annual meeting, we asked the members of the newly elected leadership several questions.

In our conversation, Philippe Natana, the organization's chairman, re-elected by the students, briefly reviewed the organization's development. He said that, in the past, the Malgasy students studying in the Czech Socialist Republic and the Slovak Socialist Republic had their respective organizations. Later, the two organizations merged into a single one: the Organization of Malgasy Students in Czechoslovakia (FMM).

After that, Philippe Natana enumerated the organization's tasks, among which the most important are the following:

- to inform the Czechoslovak public, among others, about the development of the Democratic Republic of Madagascar in the political, economic and social spheres;

- to disseminate the Malgasy culture in Czechoslovakia;

- to help the Malgasy students with their studies.

The Chairman then briefed us on the program of activities. In conclusion, he underlined that the fundamental principle that governs the organization's work is democratic centralism.

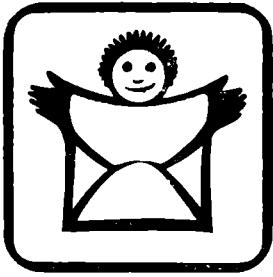
For his part, Richard Rakotobe, Secretary for Education, reiterated that the organization was prepared to provide the students with material and moral assistance in order to contribute to the success of their studies and that it would do all in its power to accomplish this task.

Mr. Rakotonome, Secretary for Culture, mentioned during the interview that in the meantime the organization would have to count on itself as concerns the cultural program, while awaiting the arrival of material (e.g. traditional costumes and musical instruments) from Madagascar. He continued to say that despite the shortage, this situation would not prevent the organization from achieving its goal. Julien Tsiatsipy, Secretary for Sports, stressed the importance of sports for the young people. "Games and sport competitions will be organized so that the students may spend their leisure time together", he said.

The competitions will take place within the framework of the national holidays and international days, and not only among the Malgasy students themselves but also jointly with other organizations in order to reinforce the spirit of solidarity and fraternity.

Finally, the new leadership reaffirmed its desire to cooperate with other organizations existing in the Czechoslovak Socialist Republic.

Guy Pascal



DIVINE-ALBERT YAO, c/o Church of Christ, POB 6017, Accra, GHANA. 20-year-old student interested in friendly correspondence with young people from Europe and America, in English and French.

AKABA SIDALI, Rue des frères, Fridi Harocen, W. de Tipaza, ALGERIA. Young student interested in friendly correspondence with young people from all over the world, in French.

CAMIL MUSIN, Ul. Mendeleev 215/161, 450071 Ufa, USSR. 24-year-old student interested in sports, music and postcard- and picture-exchanging. Would write in English, German, French and Hindi.

MARIA ZVACEK, Bl. 493/08/35, 4090 Halle-Neustadt, GDR. 17-year-old female student interested in friendly correspondence with young people from Western and Southern European countries, in German and English.

MUSTAPHA DERBEL, 1, Rue de l'agriculture, Gambetta, Sidi-Abbès 22000, ALGERIA. Young student interested in travelling, music, sports and an exchange of ideas and opinions. Would write in Arabic, French and English.

ALEKSANDR PORTNOV, ul. Rzhanova 1/60, 664050 Irkutsk 50, USSR. 22-year-old student interested in music, cinema, literature and travelling. Would write in English, Spanish and Russian.

ADRIENNE VAMOS, Ruthén u. 8/6, 1025 Budapest II, HUNGARY. 16-year-old female student interested in literature, cinema, travelling, music and postcard-exchanging. Would write in Hungarian and Russian.

BJÖRN PIETSCH, Meissner Berg 52, 8106 Rodeburg, GDR. 19-year-old student interested in travelling and postcard- and stamp-collecting. Would write in English.

MOHAMED DRIS-BACHA, 13, Rue Saâdi Djilali-Raisinnille, 27000 Moskaganem, ALGERIA. 32-year-old man interested in music, sports and travelling. Would write in French and Arabic.

BELABBES FAOUZI, 14, Rue Belfaci Messaoud, 46100 El-Malah, ALGERIA. 21-year-old student interested in sports, travelling, music and friendly correspondence with young people from all over the world. Would write in French and English.

BORIS GONCHAROV, Lenin 50-19, 642026 Petropavlovsk, USSR. 29-year-old doctor interested in record-, magazine- and stamp-collecting. Would write in English and Russian.

DANIEL K. KWAKYE, POB 361, Koforidua E/R, GHANA. 18-year-old young man interested in friendly correspondence with young people from all over the world, in English.

BENTOUMI HOCINE, C.P. 15440, Tizi Ouzou, ALGERIA. 18-year-old student interested in stamp-collecting, sports, dance and friendly correspondence with young people from all over the world. Would write in Arabic, French and English.

ALBI GHALEM, 46, Rue "D" Nouvelle cité, Gambetta, Sidi-Abbès, ALGERIA. 21-year-old man interested in books on history and in travelling. Would write in Arabic and French.

TOM GRABER, Winterbergstr. 119, 8036 Dresden, GDR. 23-year-old student interested in art, literature, music and travelling. Would write in English and German.

EVA SIRÉN, Kloneettitie 1C 87, 00420 Helsinki, FINLAND. 26-year-old woman interested in stamp-collecting, literature and culture. Would write in English and Spanish.

PASTHA DATTA, Po. Korea Colliery, Dish. Surguja, Madhya Pradesh, 497559, INDIA. 19-year-old student interested in playing cricket and football, and in music, fishing and hunting. Would write in English.

IRENE P. DEMENTYEVA, 14, Snezhnaya st., apt. 11, Bratsk, USSR. 26-year-old female student of the Teachers'-Training Institute of Foreign Languages interested in knowing more about England, its culture, music and history. Would write in English.

KASOLOLO IKUNDJI, 8680 Bloomfield, app. 1, H3N 2J3 Montreal, CANADA. Young man interested in friendly correspondence with young people from all over the world in French, English and Swahili.

ALEJANDRO BAZO BERTRAN, Unidad Vecinal Matute, block 6-B, apt. 6, La Victoria, Lima 13, PERU. 17-year-old student interested in stamp- and postcard-collecting and in exchanging ideas. Would write in Spanish, English and French.

JENS TAUBE, E.-Weinert-str. 5, 7250 Oschatz OT. Merkwitz, GDR. 25-year-old man interested in friendly correspondence with young people from all over the world in English and German.

ARAGAH KOKU, c/o Atsvedi Dzotsi Anani, Direction des douanes du Togo, B.P. 353, Lomé, TOGO. 19-year-old student interested in sport, music, swimming and different games. Would write in French.

BOUHAMIDA NASREDDINE, B.P. No. 75. C Place Colonel Lotfi, Ghardaia (47000), ALGERIA. 23-year-old man interested in music, an exchange of ideas and gifts, sport and travelling. Would write in French.

BURKHARD LUTZ, 29 Coppi Street, 7022 Leipzig, GDR. 19-year-old young man interested in postcard-collecting, travelling and friendly correspondence with young people from all over the world in English, German or Czech.

SID AHMED BOUZOUADA, 23, rue Mignard (FB), Gambetta, Sidi-Bel-Abbès (22000), ALGERIA. 17-year-old student interested in history, science, electronics, sport, poetry and stamp- and magazine-exchanging. Would write in French, Arabic and English.

ANDREAS MÜBIUS, 22, 7142 Lindenthal/bel Leipzig, GDR. 20-year-old man interested in music, travelling and sport. Would write in German.

NADIR KEHMOOD, St. 4th Year M.B.B.S., Room No. 47, Hostel 2, Chandka Medical College, Larkana, PAKISTAN. 23-year-old student interested in psychology, sociology, economics, philosophy, history, stamp-collecting, oil-painting, photography, travelling, music and indoor games. Would write in English, Arabic and Persian.

ALGIRDAS TERTEN, Shevendubre, 234690 Druskininkai, Lithuania, USSR. Young man interested in friendly correspondence with young people from all over the world in Russian, Polish, Esperanto and English.

ANKE KUCKUK, Strasse der DSF 21, 1710 Luckenwalde, GDR. 20-year-old woman interested in music, handicrafts and postcard-collecting and exchanging. Would write in German.

ANIKO KORENCHY, Búvár. u. 1, 1035 Budapest, HUNGARY. 18-year-old female student interested in reading, music, knitting, cinema and travelling. Would write in English.

RIAZ HUSSAIN, P.O. Box 4775, Karachi, PAKISTAN. 28-year-old man interested in literature, stamp- and postcard-collecting and friendly correspondence with young people from socialist countries. Would write in English and Urdu.

OLGA GAGOVÁ, Šmidkeho 9, 911 01 Trenčín, CZECHOSLOVAKIA. 38-year-old secondary-school teacher interested in literature, music, ceramics, yoga, jogging and handicrafts. Would write in German and English.

PRINCE UCHENNA AZUBUIKE, Asa-Ununika P.A., Aba, Imo State, NIGERIA. 20-year-old student interested in travelling, sports, reading and friendly correspondence with young people from Europe, especially from the GDR and Soviet Union, and from Africa.

WŁODZIMIERZ ŁUKOMSKI, ul. Mastowskiego 2/15, 63-700 Krotoszyn, POLAND. 19-year-old young man interested in literature, music and tourism. Would write in German.

ANDREAS THALER, Birmensdorferstr. 491, 8063 Zürich, SWITZERLAND. Young man interested in friendly correspondence with young people from all over the world. Would write in English.

VICENTA S. BUENO, 2799 Juan Luna St., Gagalangin, Tondo, Manila 2807, PHILIPPINES. 25-year-old female student interested in singing, short-story writing, video games, guitar- and organ-playing and travelling. Would write in English.

ANDREA MOLLER, Gyakorló út. 15, 10/61, 1106 Budapest X, HUNGARY. 16-year-old female secondary-school student interested in knitting, reading, music and nature. Would write in English.

PATRICIA LORENA GALLO H., Urb. Retablo Prol; Húsaes de Junín No. 248, Lima 7, PERU. 23-year-old woman interested in travelling, sport, reading, music, dancing, photography, postcard-, stamp-, coin- and banknote-collecting. Would write in Spanish, English, French and German with young people from Europe.

LARISA OGORODNIKOVA, 135/82 Shirokaya s., Leninsky district, 630096 Novosibirsk-96, USSR. 18-year-old female student interested in history, foreign languages, music, cinema, sports, postcard-collecting and friendly correspondence with young people from Czechoslovakia, India, USA, Mexico, Japan and Finland. Would write in Russian, English, German and Spanish.

VIRGINIJUS ČERNIUS, Viršuliškiu 27-45, Vilnius, Lithuania, USSR. 27-year-old student interested in history, folk music, literature and travelling. Would write in Lithuanian, Russian, German, French and English.

AGOSTINHO VIRIADO MARIO, Escola Primária Samora Moises Machel, Caixa Postal No. 1121, Mafambisse, Beira - Sofala, MOZAMBIQUE. 19-year-old student interested in exchanging postcards, emblems and books, in music and friendly correspondence with young people from all over the world, especially from Latin America, India and Cuba.

FRANK SCHELER, postlagernd, 7050 Leipzig, GDR. 27-year-old man interested in photography, tourism and friendly correspondence with young people from all over the world in German and English.

JAMES G. ABI, P.O. Box 1850 Calabar, Cross River State, NIGERIA. 30-year-old man interested in reading novels and exchanging letters with young people from all over the world, especially from GDR, Belgium and USA.

LABOUDI SAADEDDINE, 1, rue 65, Cité Nadol, El Milia 18, ALGERIA. Young man interested in friendly correspondence with young people from all over the world. Would write in French and Arabic.

EDIT KARÁSZI, Fűrjész u. 5, 3971 Tiszakarád, HUNGARY. 19-year-old woman interested in friendly correspondence with young people from all over the world. Would write in German.

ABDELKADER HOUARI, Bloc 4, appt. 3 Khemisti-Ville, 42 420, ALGERIA. Student interested in friendly correspondence with young people from all over the world in English and French.

ABDELKADER MEDARHRI, Maison No. 110 - Hay de Atlas, Ifrane, MOROCCO. Young man interested in friendly correspondence with young people from socialist countries. Would write in French.

OKSANA TOPRAVKA, s. Bolshaya Buramka, Cheriobaevsky, 258156 Ukrainskaya SSR, USSR. 15-year-old female student interested in gymnastics, classical and modern music and stamp-collecting. Would write in English and Russian.

PAULO LOINO GOMES, C.P. 1453, Beira, MOZAMBIQUE. 15-year-old student interested in friendly correspondence with young people all over the world, in Portuguese.

MAMADU DJAFUNO DJMANI, C.P. 37, Bissau, GUINEA BISSAU. 19-year-old student interested in photography, magazine- and newspaper-exchanging, cinema and friendly correspondence. Would write in Portuguese.

# world student news

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