

TM 10/29/2012 22 n.d.

NOTES ON DISCUSSION AT SPECIAL MEETING HELD ON 8th SEPTEMBER.

The Burning Issues of Education in our Struggle:

Tommy's introduction -

The School must not embarrass our hosts. (This was expressed strongly at his Unit's discussion)

The nature of the document - should it have been a precursor to the Proposals? in the main the document was preaching to the converted, we were obviously committed to its basic principles, but we needed to remind ourselves of these principles, to discuss them, to look at the contradictions in the document. The document should help to educate the educators.

Discussion - this is a background document which perhaps should have been a precursor to the others, but which might also have followed the more specific papers which related to the school itself - it filled the gap. The Freedom Charter ~~stated~~ briefly stated an attitude to Education, but this had not been internalized into A.N.C. policy. The Freedom Charter and the opposition to Bantu Education had been the centre points of educational policy and action. Then came 1976 and the urgent necessity to focus on education. This document stresses principles, not strategies.

Content of the document

Phases of Education before and after the revolution - to what extent would the principles of education be the same, how would they differ?

Basic principles - Education must be viewed in relation to other aspects of society, eg production.

Education is a site of struggle - students' actions; political struggle takes place in the form of teaching and the content of what is taught. The education system is a site of class and race struggle. Present system produces a black elite and trains Africans in an alliance with the state. Black struggle must not demand education equal to that of the whites - but a totally different system which would serve the revolution and the new society which is to follow.

Principles of education could be the same for revolutionary movements all over, but the specific implementation of these principles might vary say in S.Africa and Mocambique.

National Culture - this point needs much clarification and elaboration. Are we accepting English as the common medium of instruction? Does a "common culture" grow as the revolution develops? What exactly does it mean?

Application of document

In discussion we must be clear as to when we are dealing with basic principles, and when with specifics eg relating to the school. ie the level at which we are discussing points.

Tommy referred to 'Immediate Tasks' (3) We must discuss the actual needs of the young people at the school. This is very urgent.

Points for clarification and elaboration: See minutes

National Culture

Primacy of political function of education

Education linked to production

Education for the masses.