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1 You are the one whom it concerns, comrade.

2 5You have to do it.

33 It needs your attention.

4 Spare just a few minutes to see the content;

5 .It might help you.

INTERNAL EDUCATION DISCUSSION BULLETIN MAZIMBU.

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QITRODUCTION

Dear comrade leaders and members of the Mazimbu community, the principles upon which our Mhzimbu community is developing are and must be those reflected in the Freedom Charter. It is obvious, therefore, that since the Freedom Charter is an antithesis and a rejection of Apartheid Policy, all of us could not have had the opportunity to implement it whilst we were still in S.A." AS . such it should be expected that we cannot be perfect and absolute in our efforts to put our democratic policies into practice, and however smooth things might seem to be, there will always be room for new suggestions and ideas as to how best to develop as a just and democratic society. It is for reason that there is a need for the community to respond also to this particular channel of . highlighting their suggestions. Mpke tnurther suggestions on how best we can promote more cialcque among curaclves in order to find common respouses to our common problems. This is one of the many ways in which you can be able to look more closely, more deeply and soberly at this community asia microcosm of the society the ANC would like to establish in the free S.A. This way of communicating will surely enable comrades to find time.and place to think about our problems under conditions of tranquility and do some sort of research about matters they would like to bring to the attention of our Mazimbu leadership

and the community in order that the objectives reflected in our policy documents can be achieved. The relevant questions when dealing with our situation could be. Is this community a real example of what we would like S.A. to be? Have we now outlived racial, tribal regional and nepotic hang-ups of Apartheid? Is the ANC education in SOMAFCO for different and above Bantu education? Is the ANC education policy put into practice in such a way that it succeeds? How can the placement of students be done in such a way that it reinforces the efforts of the leadership in mobilising particularly the masses in the frontline states? Is it possible without a properly constituted and functional Career Guidance Committee for the movement to place students according to its immediate and long-term requirements? Who should constitute this committee? Can its objectives be realised if teachers do not do the necessary spadework to improve the attitudes of the students towards all the subjects? How many students have been placed this year? What are the causes they have been placed for and how are these to assist the movement? Is there anybody, structure or department carrying out a thorough study of the immediate and future requirements of the AFC? How they complied these in one or is it that each department considers itself only? How best can the structures here function without having to get into some form of conflict with one another? Political units is it necessary to have Youth' Women's section, RPC separately? Was it yielded any fruits so far? Why was there a youth conference? Is there any difference in the way the youth at school work and MK related to one another before and after the conference? What concrete measures could be taken to effect this? What was the attitude of our people towards the beer authority? What should it be ah. towards our authority and how our authority be towards rank and file? How best can we transform these relations? These and many others are the things that necessitate such a discussion bulletin. The question not much of how best to recruit somebody from his/her submissive position under the Apartheid quagmire into the ANC, it is to remove the hang-ups of that corrupt society from the

minds of our membership and built a new man out of them.
To develop our movement qualitatively. To establish
efficiency.

Do you approve of the idea of an internal bulletin?

Who should manage it?

If not, what is an alternative?

CAREER GUIDANCE COMMITTEE

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An example of the things to be discussed. 1:1 the internal
bulletin is the very topic we have there. The whole
Community agreed in one of the RPC. general meetings that
'this is a necessity. The topic is once going to be
raised here, why it is necessary, what it ought to do
and how it should go about doing it. In the first place
it is clear that whilst the administration here will get
these suggestions it will not find it easy to implement
them due to shortages perhaps of manpower as well as to
the problem of transforming a theoretical statement into
a practicable reality. All the same, things must be
raised so that they are thought about and efforts are
being made to do something about them. However, this topic
covered a lot of things and as such it cannot be possible
to exhaust it here, most readers got bored and confused.
First of all, when you talk of a Career Guidance Committee
we believe you are not talking of office bearers with a
lot of Prospectus and such things only you are talking of
an organ that will have both academic and political
characteristics. The academic commissars that
will understand the limitations that the movement might
have when it places students according to its requirements
if school-work is not done with both the teachers and
students such that the latter can both follow and not face
any barriers when a choice has been made for them.
We are talking of people who are going to mobilise for
education among those who are already involved in the
process. People who are going to emphasise the importance
of education in the movement and attract the attention of
the teachers and students to this fact, People who will

consider it as their failure if a teacher or student decides to abandon the schec as a result of underplaying the importance of education.

Carreer Guidance should be a body that will understand that in as much as Bantu Education barred the way for our people to do certain important courses our people on't have a deep understanding of what subject these courses requires evgn. It is their duty to instil determination and confidence on the students so that they are clear that it is not only those with white skins, es the enemy would like us to believe, that can succeed in these courses. The committee should kn;w what subjects students are doing at what level and hem and why greuping es subjects is done. It does not necessarily have to be composed of professionals or cenpletel students because these are from twice to time moved te'places where they can get practice of what they learned. It is political social and academic structure. It should use the completed students for getting relevant information and expose this in varieus ways to the students in order to enable them to identify their own fields of study at higher levels. This ihfernutig should be disseminated in such a way that it instils confidence and determination on the students, that they understands that with courage, determination, discipline and efforts nothing is unobtainable.

The Committee should be guided by our education policy. The cardinal points in it like "bridging the gap between manual aid mental labour, between arts and science" Flesh should be put on these skeletons. hese theories should find expression in practice and should be seen not to be ephemeral but what they are meant tc be, everlasting and perennial, they should facilitate the work of the committee. As a result of effecting them, it should be easy fer the student to cheese a relevant course and be inspired by the his/her determinatieh to achieved his objective. The latter statement is the solution to almost all the problems that lent to s udents dropping out of school. The identification of the intended_field of study, gaining of interest in the course as a s;

of the application of particularly "The bridging of gap between mental and manual labour", the inspiration propelled by the determination to realise a pjeal.
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The proposal of debates enl exchange of views on the effective and practical unplementatieh of the Education Policy of the'mcvemeht is net semethina new. In the AFRICAN COHmMNIST He 92 First Quater of 1983, Eric Stilton tried to stimulate this semewllere in his article about the ANC educe tien, he says;

" Frcm ttle beninning diIfereIt approaches emerged first in the discussien about the principle bf ANC educational policy and, le ter, in ttle illterpretatien of tb ese in their concrete apliedatieh ill the current situation and, in particular, illt'le devel pment ef SOMAFCO. The questions invelvei are of vital importance te the whole liberation movement, but up to the present discussions have been largely confined to the Education Department and te eiucatignal "experts" in the mcvemeht despite the fact that lip-service is paid tn the proposition that educatieh policy is primariIya p: litieal question which cannot be left te be determined by edueatienalists.' The issues are by no means resolved, indeed; many of the questiens involved still require clarification and it is urgent that the sebate should be opened up in order te' arrive at correct policies. The purpose of this article is to make an initial contribution anl, hopefully, help to stimulate a much needed diseussi n."

One may net necessarily be avreeils with everything the author of this article wrote, but it is impertazht te bring the attention of everybody to it Se that a thought and decision could be taken on it, even if that decisicn is hot to do anything ab ut it, so lczq Cs this is explicit, what does the statement, bridge the (gap between manual and mental labour, in our eiucatieh peliey means and what kind of relations does it intend producing in our society. How best can it be implemented to s rt: the purpose and

instil a certain consciousness on those undergoing its implementation. Is it enough when a doctor or any professional cleans his garden to say he has bridged that gap, supposing that the area in which we received our education was, like Wits University, covered with concrete and cement all over the ground, how would the policy be effected?

I personally think that implementing this part of the policy requires a lot of reading, research work and exchange of views such as this bulletin proposes. The same applies, for instance, in bridging the gap between arts and science. What this means 'in real terms how it should be practised and what its effects will be, should be made visibly clear to everybody especially those in the process of learning. Having said so, therefore, I do not think that anybody making a contribution here should regard it as absolute. I think that engagement in different occupations as the society must involve also prevalence of certain attitudes. This involves creation of maps as well. In capitalism there, there is a gap I suppose, between intellectuals and workers. There is gap even within the working class itself, as a result of the variety in the levels of "Hedonism" of the jobs they perform. Some jobs are despised perhaps as inferior and filthy, yet the same society cannot do without these jobs having been done. First and foremost I think that these are the relations we want to do away with when we talk of bridging the gap between manual and mental labour. Again in practical terms this is still vague. The question that follows is whether this should involve these in the learning process eh? If let them when among the professions. V

The other point in the bridging of the gap between manual and mental labour I think should be to assist the students in identifying their future fields of study. By engagement in constructive, valuable and somewhat monumental production, the students will learn to appreciate their contribution in manual labour and main interest in the fields they have been engaged in whilst carrying out the policy at school. How this manual programme should be done is also

very important because its success should not disturb the concentration of students in their academic work, these should be balanced. Cleaning and beautifying the surrounding is a very necessary: a healthy thing, and both the students and workers must do it, Conscientiously. I was just writing this Cdo Sonny (Work's Committee chairman) about complaining of being tired after doing his garden. I don't know what this means. Generally, it is being too big for one's boots to expect somebody else to do this for him. A real opportunist in quality and undermining. But should this, in strict terms be a favour to the workers' bridging of W C)

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between manna and mental labour? Is this policy not
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coming from the flood of self-reliance once in terms of the requirements? Perhaps to be more deep on considering this subject, the school should, for convenience separate the two. In Socialist countries it is said that students work during holidays. They work in real production and participate with the workers. They learn to appreciate the role of workers in society. Even the workers have to work so students as people who are going to learn in order to sit at their desk but as people who are going to retrain them. What about teachers? Those are students even here in SOMAFCO who have been attached to the production units. Those so much pride themselves of how well they are engaged in production labour. They point at certain concrete things, for example, some houses as having been electrified by them. Those students, no doubt have been helped by this: and now they know what they are going to study after leaving SOMAFCO.

WHAT DO OTHER COMRADES THINK?

WHAT ABOUT THOSE WHO HAVE JUST COMPLETED IN SOMAFCO?

CONCLUSION

It is a pity that whilst one is still proposing something one should immediately implement the thing. It is not really to implement rather than it is just to do a practical example of some of the crucial things that the

internal Bulletin could address itself to. Age'n the
 idea 6: this bulletin cage before one gotta chance of
 reaming threumh the Werk s C:mmittee bulletin "HLANGANANI"
 We ccull consiler using HLANGANANI if this weuldn't
 neutralise it, alternatively fer specialisation the othe
 internal bulletin CquA serve as a menerel as well as
 elucutien internal bulletin under the auspices ef the
 RFC, edited by a committee cheesen by it. There are a lot
 of things really that still 3 uni undiscuverel and
 undefined. The questicn, fer instance of pragnucies at
 school and other problems that result in students
 abaniening their studies. Te blame preventive measures
 I think would be t:; simplistee uni ueuli even bar the
 way to unear hing the reet ceurse. What about the
 relationships between eutherity and rank and file.

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 Incregsinm ef commitment and central ever the movements
 professionals. The question cf &epertments directly
 respensible.f;r our lives. We need to have chennels of
 communicating aur suggestions a cut them tn the leadership
 end else to them, as to how we think they should conduct
 themselves in hanlling our lives. If need be, suggest
 what extra peners obtuld be bestewed upfn them. AvUid
 emotione outburst using ureme pletf IDS. We should
 create a situation where even if aments have infiltrated
 our ranks they find it impossible to create the CHAOS
 that the enemy sent them to create. We neutralise them.
 These are just proposals. Ne proper editing was done.
 Don't cecern yourself about xramnetical error.
 THAMI QWETA