

50 M A F c 01'  
Official Opening  
21-23 August 1985

The Solomon Mahlangu Freedom College is an educational institution established at Mazimbu  
,  
Tanzania, by the African National Congress in 1979. The school was designed to cater for  
the educational  
needs of the large number of young South Africans who left South Africa in the wake of th  
e SOWETO  
uprising of 1976. Repression in South Africa continues to force our young people to leave  
home.  
The land at Mazimbu was granted to the ANC by the Tanzanian government. We are indebted t  
o our  
host country not only for the original grant, but also for the ongoing assistance that is  
given to the  
ANC and our freedom struggle.  
SOMAFSCO comprises 5 educational sectors - Secondary, Primary, Nursery, Adult education an  
d an  
Orientation Centre. A variety of support structures have been established to service the  
educational  
sector.  
In August of 1985, SOMAFSCO will be officiall  
to a modern complex.  
In South Africa schooling is for subservience. At Mazimbu schooling is designed for liber  
ation and to  
meet the needs of a future free South Africa.  
y opened. This report shows the development from bush

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A view of the Mazimbu complex.

Written and produced by ANC (SOMAFCO) Dept. of Publicity and Information. Photographs from the Eli Weinberg Photolab. SOMAFCO. Graphics from the Art Workshop. SOMAFCO. Financial assistance from AABN, ABB, ABOP. NOVIB. the Netherlands. Design assistance from Wild Plakken, Amsterdam. Printed by SSP. Amsterdam. 1985.

## Foreword

By Alfred Nzo, Secretary General.

The Solomon Mahlangu Freedom College

(SOMAFCO) is known far and wide, within the borders of South Africa and even more so beyond. It is primarily an educational institution established by the African National Congress to cater to the educational needs of our young people who have been forced to leave their country through persecution by the South African racist regime. By its very nature therefore, SOMAFCO is special and unique.

It is unique in that it not only caters for the educational needs and upbringing of children and adolescents, but also for the education and training of an adult population. All expected to make their contribution in the execution of the struggle for a just, democratic and non-racial society in our country South Africa. It therefore has to provide for the immediate manpower needs of that struggle and at the same time prepare cadres who will be able to contribute meaningfully to the building of the new South African society as envisioned in the A.N.C. policy document - the Freedom Charter.

The building and operation of SOMAFCO has been possible through the tremendous efforts and dedication of our own people, qualified in a wide range of academic and socio-cultural activities as well as in practical productive skills. The project was, and continues to be, a test of our own capabilities and, at the same time, an incentive towards the attainment of diversified skills and educational qualifications. This is more so in those areas of learning which the apartheid mentors and executors deliberately sought to deny to the Black majority population in South Africa. This is not really a report on SOMAFCO, but an attempt to give an overall picture of the multi-faceted nature of activities which are being carried out within this educational complex - as seen and understood by the participants themselves. At the core is the educational institution with the concomitant servicing activities like health, food production, use and maintenance of office, transport and agricultural machines, research, cultural and sporting activities, and the political conscientisation which permeates all activities within the complex.

The publication of this special report on the eve of the official opening of SOMAFCO is meant as a form of tribute to all those friends and supporters who have, in various ways, contributed towards the construction and development of SOMAFCO. We are forever grateful for their concrete solidarity. But even more Secretary General of the ANC. Alfred Nzo.

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so, it is a clarion call to all those who have found it difficult to participate, on a full-time basis, in the liberation struggle because of their engagement in not unimportant professional pursuits. Here is an opportunity to make a direct contribution to the development of our people and our struggle, within one's own field of specialisation. However, in order to be able to make a meaningful contribution, you need to know the aims and goals of the struggle, and the problems which confront us at home and abroad. You then cease to be mere sympathiser and supporter. You become a participant in the struggle.

All efforts and brains to the nation-wide front for the complete and final destruction of apartheid.

Let us begin to build the new South Africa.

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## Introduction

By Henry Makgothi, Secretary for Education.

anune. 1976, a young student, barely twenty years of age, abruptly and secretly left South Africa. He did not bid farewell to his kith and kin before crossing the border into free Africa. His name was Solomon Kalushi Mahlangu. He was amongst several hundreds who left South Africa in the wake of the student uprisings which flared suddenly, placing Soweto on the world map.

These students did not leave their homeland merely to seek asylum in other lands but because of the fervent desire to better equip themselves so that they might return home more able to contribute to the struggle for a better life for all who lived in South Africa. Solomon Mahlangu chose to make his contribution as a soldier and having received his training with the African National Congress, he was entrusted with a mission to return home. Shortly after his arrival back in the country he was engaged in an armed clash with the South African security forces and was captured. He was arraigned before a South African court on a charge that he was part of a conspiracy of the African National Congress to overthrow the racist regime by force of arms. He was sentenced to die on the 6th of April, 1979, a date on which significantly, White South Africa annually celebrates the landing of the first colonialists at the Cape of Good Hope.

Solomon's last words to his grief stricken mother were: 'My Blood will nourish the tree that will bear the fruits of freedom. Please tell my people that I love them'

Singing, he went to meet his death at the hands of the hangman. Solomon Mahlangu Freedom College in Mazimbu, Tanzania, was conceived by the African National Congress as an educational institution to keep alive and fresh the memory of a heroic young man in the minds of the South African youth, to further the struggle of the South African people on the educational front and to prepare them to make a better contribution to the struggle. The African National Congress took the lead from the start in opposing Bantu education. In the 1950's the organisation established alternative schools in South Africa to provide proper education. SOMAFECO has transformed this alternative into a reality.

A new South Africa will not be won on the battlefields alone. Indeed, the most decisive battles will be won in the hearts and minds of men and women in their ability to contribute to lasting acts of peace. Education in South Africa is used as an instrument of oppression and exploitation of the Black people. Statistics abound showing the glaring inequalities of the system between Black and White students, which far from improving, has worsened in the extent of its inhumanity, in the same way as the oppression of the Black people in The Secretary for Education doing voluntary labour.

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general, has become more naked and hateful. Even at the present time, when the eyes of the world are focussed on the drama that is unfolding in South Africa, when the apologists and proponents of racism are lying desperately to refurbish the image of that land, it is estimated that out of a total of 126,000 pupils in rural areas who began school in 1978, only 19,000 had progressed up to standard 5 by 1984. Even today the position in urban schools is little different. Little wonder that the struggle around education has been so emotive and poignant.

Solomon Mahlangu Freedom College is an academic training centre of the African National Congress. The problems

posed by the freedom struggle in South Africa are extremely complex and the successful consolidation of that struggle will require cadres of a high quality. Here at the Solomon Mahlangu Freedom College, the African National Congress is making a modest effort to meet that challenge.

The College, which has a Nursery, Primary and Secondary division, today trains more than 600 young people. Scores have already gone through its gates to receive further training abroad. The construction of the College, its creation and the attempt to produce a new man for South Africa in the United Republic of Tanzania has been the collective effort of the African National Congress and the International community. Six years after the first foundations were dug and laid for the construction of the school, helped by the students themselves, a little corner of South Africa has emerged in Tanzania.

Conflagration inside South Africa is raging with an ever fiercer intensity. The trail which Solomon Mahlangu blazed in 1976 is being followed by an ever increasing stream of young South Africans fired by the same noble ideals.

The story which unfolds in the pages of this brochure is about the progress towards these ideals.

Some Tanzanian Friends

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utenant P, Chezi, the Tanzanian Government At right Ndugu C.T Mazindakaya, the present Regional

Representative at Mazimbu. Commissioner for Morogoro Region.

Mama Anna Abdullah was the Regional

Commissioner in Morogoro when the

ANC came to Mazimbu. Together with

the former District Development

Director, Ndugu Martin Ndikwenge,

she was responsible for getting the first

grant of land for the ANC from the

Tanzanian government.

From the outset Mama Anna, as she was

affectionately known by all, was a

staunch friend and supporter of our

movement and our struggle. She always

took a keen personal interest in the

development of Mazimbu and at all times

was willing to help and advise us.

We were sad when she left this region

to take up her present post as Regional

Commissioner of Dodoma.

Demonstrating solidarity

with Tanzania and ANC



President O.R. Tambo

speaks on Mazimbu

Extracts from a speech made by

the President to the Mazimbu

community, February 1985.

hAt Mazimbu and Dakawa we are

involved in development efforts of

central and historic importance to the

future of our revolution, our people and

our country.'

President O.R. Tambo at the farm.

President of the ANC, O.R. Tambo and

the coordinator of the Dakawa

Development Centre.

You who live and work among the

hospitable brother people of Tanzania

occupy the forward trenches in the

process of struggle.'

hWe have scored other successes. the

most significant being the progress we

have made towards a genuine alliance

between learning and production,

between mind and labour, which is the

essence of our future liberated societyf

t work in the hospital laboratory.  
h here we have sent out young  
I who are now returning as highly  
ined specialists committed to  
'ancing the interests of our people  
w and in the futuref  
)day, thanks to the great ventures in  
WMAFCO, Mazimbu and Dakawa, that  
hv society (envisaged in the Freedom  
arter) in fact is being bornf  
sThe Mazimbu of yesterday was  
not untypical of a community with  
many features of a rural African  
setting. The same area today is a  
picture of modern 'Africa, of which  
we, our Tanzanian brothers and  
sisters, as well as our supporters  
and alliesthroughout the world are  
justly proud.'  
Our future

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The events of 1976 in South Africa are so notorious that it is not necessary to review them here. Following the Soweto uprising and the countrywide unrest of 1977, thousands of young people left South Africa. escaping from police brutality, but with the hope that they still had an important role to play in the liberation of our country. Most of these young people found their political home in the African National Congress. Virtually all of them had been scarred by the system of Bantu education.

designed by the South African racists to keep the Black majority in a perpetual state of servitude. Many of these young people wished to continue their education away from the oppressive South African system.

Faced with this situation, the ANC resolved in 1977 to establish a secondary school at Mazimbu, Tanzania. The school was established on an abandoned sisal estate on land granted us by the Tanzanian government.

In 1979 the school project was named the Solomon Mahlangu Freedom College (SOMAFCO). From the start our school at Mazimbu has aimed at correcting the educational imbalance built into Bantu education, under which opportunities for following mathematical or scientific studies are extremely limited and minimal attention is paid to English.

The school has provided a unique opportunity for developing the system of education that will be put into practice in a free South Africa. We have laid stress not only on the teaching of the sciences. but also on giving our young people access to their own history and culture (both of which are denied them by the present South African system), and on bridging the gap between mental and manual labour.

The following sections of this report deal with the educational sectors at SOMAFCO.

Students building the first dormitory block.

The Solomon Mahlangu

Freedom College

Profile Titus , - Aged "

DeveloPmen't Worker.

He was involved in the" , x

uprising of 1976 anti w /

leave the countrnyIHe 3

Africa in 1977. i g \_ ,

'I came straight to Mazi-

arrived in Tanzania. Ther,

bush everywhere, About i?

all students. went to we

the bush and helping in

site

We Improwseda schooI. T,

who had completed their  
 matriculation level at home  
 Slim Zindela (the present,  
 vice-principal of the Secd  
 School) to teach the iunibfs'  
 I taught biology We used tw  
 of the present temporary  
 School  
 Host of the senior studehts  
 january of I 979 to go abroad  
 further studies  
 Since my return to Mazim  
 October of last year, I haVe  
 working on projects. Many i  
 who left with me have also: '  
 qualified in various fields. .-  
 just before our departure i  
 Ietsema (voluntary labour)  
 onjanuary the 8th In order to .  
 foundations of the f' rstANC b V  
 at Mazimbu, the dormitory.  
 Unit One. ' 4  
 Our scholarships were prov A i  
 UNESCO. Upon completion  
 studies we were offered re: (j  
 tickets to our country qforigit;  
 we could not return to-South  
 we took a collective decision  
 return to use our skills at Mail!  
 On my return in I 984', I went Cd  
 Dakawa Development Centre. 1  
 There I found one of my ear;  
 colleagues who had studied it?  
 another country. He washer  
 work, building Phase One 6ftth  
 Vocational Training Centre. Lam's  
 in work on the Dakawa projee't  
 a waiting my deployment to Magi  
 On my return to Mazimbu I \_\_ i6! ,  
 town full of a'ctivitiesJ waste  
 and delighted at the progress.

From SOWETO  
to SOMAFCO  
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Wmmw

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Secondary school classes started at Mazimbu late in 1977. Partially renovated farm buildings were used as classrooms. Building of the school complex started in 1979 and late in that year students and staff were able to move into the first completed dormitory block. Some rooms were used as classrooms and others served as accommodation for both staff and students. In 1985, the year of the official opening of SOMAFCO, construction of the entire complex will be almost complete.

The school will comprise 18 general classrooms, 4 laboratories with a tiered demonstration room, classrooms for social science and language teaching and an administration block. The central square will be developed to be used as a meeting place and recreation areas. The adjacent library building will serve both the school and the community at large.

There will be dormitory accommodation for 864 students. In addition 94 housing units will have been built to accommodate teachers and other workers on the complex.

We feel we may be excused for taking pride in this achievement.

The medium of education is English.

Mathematics and history are compulsory. The modern laboratories, due to be commissioned in the next few months, should do much to improve the quality of our science teaching. Due to Bantu education, many of our students have virtually no grounding in the sciences.

The curriculum includes History of the Struggle and Development of Societies.

These important areas are not: dealt with in South African schools.

The establishment of a Resources Centre at the school has eased the problem of obtaining textbooks and teaching aids. However, this problem has not yet been solved. In order to fill the lack of suitable texts, we are in the process of producing our own history textbook, to be used throughout the school.

Staffing is still a major problem. As an increasing number of ANC students return from university studies to take up teaching posts, the position should improve. In addition to South Africans, there are volunteers from the German Democratic Republic, Holland and The Secondary School

Britain on the teaching staff.

Students are prepared for the GCE examination of the University of London and for an internal ANC examination, moderated by a panel of educational experts.

From the earliest days culture has played an important part in the life of the school. Our cultural activities have the twofold aim of learning through

participation and of raising  
consciousness. Student cultural groups  
have performed successfully both in  
Tanzania and abroad.  
As a matter of policy, manual labour is

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incorporated into the school programme. The labour programme, organised by a Dutch volunteer, concentrates on horticultural projects around the school, and on vocational skills like carpentry and needlework. The Student Council is active in many spheres. It is responsible for the organisation of all extra-mural activities at the school.

With the arrival of an ANC sportsmaster, sport is developing. We are still hampered by lack of adequate facilities and sporting equipment. Profile Wantu. Aged 27. Form 4 Student at the Secondary School.

He became involved in politics in 1976 at home. He was frequently detained and held in solitary confinement and was badly tortured by the security police. In 1982 a close political associate disappeared without a trace, apparently kidnapped and murdered by the racists. Fearing for his own life, Wantu left South Africa to make contact with one of the ANC's external missions. He had to undergo an extensive period of medical treatment for the injuries he had suffered while in detention. He then spent a year at the Student Orientation Centre at Dakawa before coming to the Secondary School. Because of Bantu education he was not at a level where he could go into the final year of schooling and was placed in Form 4.

He says:

I had previously heard about SOMAFCO and had high expectations but the practical experience was unbelievable. I never imagined there could be progress without corporal punishment or that persuasion could be used as a corrective measure.

Under Bantu education everything comes from above but here the situation is different because we are given the chance to think for ourselves, and to apply ourselves. The curriculum is totally different from Bantu education. Firstly, the fact that labour was part of the school's programme is a good policy. For politics to be taught from the classroom was another aspect that I found encouraging.

Being able to work through a Student Council one could choose many avenues of expression or activities. I am now the head of the News Committee which daily monitors, writes up and delivers news to the students and the community. Bantu education teachers came to the classroom merely to do their duty.



Whether the student grasps the  
subject matter or not is of no concern  
to them. At SOMA FCO the teachers  
are concerned about the individual  
progress of the students/  
Learning together!

When the Secondary School started, a Primary School was not envisaged. As the Mazimbu population grew, it became obvious that primary school facilities would have to be provided. The school started in 1980 with a minimal staff. in renovated buildings. Subsequently temporary classrooms were erected. The school now has an enrolment of 270 and is still housed in these overcrowded and inadequate premises which lack the necessary facilities.

Building is almost completed on the new Primary School and it will be in use before the end of the year. The new school can only improve the quality of our primary education.

Our staffing needs are still critical. Only 5 teachers are qualified and great reliance has still to be placed on young people who have recently completed secondary schooling. Not only do these young people not have the specialised The Primary School

training for a complicated educational task, but many of them are working in the Primary School only until they leave to further their studies. Staffing continuity is thus not possible. We are being assisted at school by two volunteers - one from Sweden and one from Britain. The latter is in charge of a remedial class for older children, many of whom have recently arrived from Mozambique with only a smattering of English. The staffing situation will improve when 5 ANC primary teachers return from upgrading courses in Sweden next year.

Pupils range in age from 6 to 16 years. Many of the pupils have to stay in the school dormitories, either because their parents have been killed or because they are unable to be with them for some other reason. Both these factors create special educational problems.

English is the medium of instruction. Yet only two pupils speak English as their

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first language. Other first languages include, Portuguese, KiSwahili, Zulu, Setswana, Spanish and Swedish. Pupils English competence varies considerably. The language situation at the school ensures that all teaching has to be done using TESL skills.

Emphasis is placed not only on teaching literacy and numeracy, but also History of the Struggle, arts and crafts, culture and sport. Pupils also participate in extra-mural activities which include camping, art, pen pals and indoor games. In line with SOMAFCO policy, the children maintain the school and its surroundings. Recently gardens have been started at their dormitories. Our primary education still faces u itli

an enormous challenge. The Day rel  
Centre and Nursery School's integrates  
programme to develop numeracy and  
English skills should ensure better  
performances from future first year  
intakes at the Primary School.

Absorbed by mathematics.

Profile Dennis. Aged 13.

Grade Pupil at the Primary School.

He grew up in a small town in the Northern Transvaal. His father was killed in a car accident when he was very young. His mother is a secondary school teacher who was not involved in politics. He started school at 9, and thinks that this is the normal starting age. He remembers that they had to wear two different uniforms every week and if you did not have the correct uniform or shoes you were not allowed into the school.

My mother had to pay too much, but there was an African man in the village who helped the parents to pay for the children to go to school. I was not happy at that school where we were taught in Shangaan and never learned much English. We only played soccer and did running. The male teachers and the principal beat us for anything\_ if we were noisy or made mistakes.'

In 1984 his mother started to hear about the ANC. She took Dennis and his 16 year old sister (now a secondary school student at SOMAFCO) to Botswana and placed them in the care of the ANC. They were soon sent to SOMAFCO by our Movement.

I am happy here. I like to be with the ANC. I learn English, History of the Struggle and many things that I was not taught at home. We do not have to pay for anything. I want to be a pilot when I grow up.'

This ambition is most unlikely to be achieved by any Black child still in South Africa, let alone by one growing up in a poor rural village. It is a dream that is now within his range of possibility.

The Nursery School physically forms part of the Charlotte Maxeke Children's Centre. There are four brightly coloured Nursery School Units. Each unit consists of a sleeping room, a play room, a common room, toilets, handbasins and showers. At present the Nursery School caters for 10 children from the age of 3 to 7.

Before moving to the new premises in 1984, the Nursery School had shared the crowded Primary School facilities. Even this was an improvement on the one room in Morogoro in which the Nursery School started in 1979. The staffing needs of the Nursery School are less pressing than in the other educational sectors. There are six trained teachers (4 of them ANC cadres and one Dutch and one Swedish volunteer). A further three trained ANC teachers will return in 1986. The trained staff are assisted by untrained but enthusiastic young people, most of whom are waiting to go away to study. i

A class at the Nursery School.

Learning through play.

An adventure playground for the children was recently built over a long weekend by voluntary labour. 3

Children are divided into age groups within each unit. The syllabus concentrates on basic numeracy, English language skills, arts and crafts and culture. Learning takes place through play and participation in a stimulating environment. I

Breakfast, lunch and snacks are supplied to the children from the Children's Centre kitchen. I

There are living-in facilities for the children whose parents are not at Mazimbu.

Profile Fritz. Aged 3. Pupil at the Nursery School.

His mother and sister were assassinated by the racists while they were in Angola.

Things are nice at Mazimbu. There is a room for me to play and other children. '

My school is nice, just it's not the best on Saturday. '

The Ruth First Student  
Orientation Centre - Dakawa  
Fifty kms from Mazimbu, on another  
piece of land granted to the ANC by  
the Tanzanian government, is the ANC  
Development Centre in Dakawa.

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Since 1982 the Orientation Centre at  
iDakawa has been an important adjunct  
to SOMAFCO.

iAll students arriving to enter the  
lSecondary School go to the Ruth First  
SOC in the first instance.

Here students are upgraded in the  
natural sciences, mathematics and  
English.

IT' also write an assessment test to  
de. rmine at what level they are to be  
placed in the Secondary School.

Time is given regularly to History of the  
Struggle and to political discussion.

Students enter SOMAFCO proper with  
ytsome grounding in the nature of the  
ANC.

Students are also involved in manual  
(labour projects which involve the  
maintenance of their tents and  
surroundings.

This is particularly important at Dakawa  
iwhere heavy rains often create  
extremely muddy conditions.

Profile Zandi. Aged 14. Form 2

Student at the Secondary School.

She was born in South Africa. When  
her parents left in 1980, she stayed  
at home with her grandmother. She  
too left home at the end of i 984 and  
upon her arrival in East Africa went  
to the Ruth First SOC in Dakawa.

'Girls were living in a dormitory, boys  
in tents, but there was only room for  
l 4 girls, so some girls also had to stay  
in tents.

In the morning the bell rang at 8 for  
breakfast. After that at I 0 we started  
work operations. Some washed the  
dishes and pots, some cleaned the  
environmen t. After lunch, at 3pm we  
went to studies until 6pm. Later in  
the evening we all gathered for the  
news briefing and then are supper.  
After supper we sang revolutionary  
songs which we new people learned.  
The kitchen staff on duty and the  
cooks for the next day were  
announced each evening.

Iwanted to be at SOMAFCO where  
my mother is teaching, but I was quite  
happy and the people were all very  
friendly. I decided to be brave and to  
remain until I had to leave for my  
Mazimbu schooling.

While I was at Dakawa two comrades  
got married and there was a wedding  
party. The night before we left for  
SOMAFCO we had a disco and  
danced and sang together.

We left Dakawa sooner than We

should have to make room for many  
comrades coming from Lesotho.

Before we left we were all given an

assessment test for entry into  
SOMAFCO.

I qualified to go to Form 2.

I learned many things at Dakawa, like  
the ANC and our struggle.

Also about the Tanzanian people, for  
example, the Masai. I had never heard  
about such people before.

I even learned that one can eat snake  
and it is delicious - tastes like chicken.

I learned to cook over an open fire  
in Dakawa'







Charlotte Maxeke  
Children's Centre

The centre houses both the Creche/Day Care facilities and the Nursery School. The Nursery School has been dealt with in greater detail in the section of this paper dealing with the educational sector at SOMAFCO.

Previously an attempt was made to provide creche facilities in an overcrowded house in Morogoro. The Nursery School shared the cramped Primary School premises.

In April of 1984 the Charlotte Maxeke Children's Centre was opened. Here we are able to offer the younger members of our community the facilities that they deserve.

The grounds of the Centre contain grassy mounds, sand pits and shallow pools which can be filled with water. An adventure playground was recently constructed by voluntary labour.

A number of children stay permanently at the Centre. Either because they are orphans or because their parents are performing tasks away from Mazimbu for the ANC. There are six residences for nursery school children. Each has a resident house mother and can accommodate 12 children. Each residence is separate. For younger children there are three units which are planned both for day care and for residence. Each of these units can accommodate 20 children. A flat is attached to each unit for the accommodation of resident staff. A further unit, also able to accommodate 20 children is used only as a day care facility.

The central block houses a kitchen (which supplies meals to all the children using the Nursery School and Day Care facilities as well as to the children in permanent residence). a dining room, small amphitheater and administration offices.

Children are taken into the Creche at the age of one year and move up to the Nursery School at three years of age. Over 60 children are at present using the Creche/Day Care facilities.

The Day Care programme is not merely a child minding service. The programme is intended to provide an introduction to the work of the Nursery School. Parents are urged to make use of the Day Care facilities in order to prepare children for the Nursery School programme.

As in so many areas at Mazimbu, we are hampered by the lack of trained personnel. However, students have been sent to study child care and child psychology and staff members are away on short upgrading courses.

Kate Molall  
Maternity  
Centre

The centre accommodates women in

the last months of their pregnancy and mothers with young babies.

The centre can accommodate 36 g mothers and their young babies. It I consists of three living units and a kitchen which is used for the preparation of food for the babies.

SOMAFCO has educational responsibilities to the whole community at Mazimbu. As a result of the iniquitous South African system of education, many people have little or no schooling. The Adult Education programme aims to cater for the needs of these cadres. The primary level of the programme is able to bring about basic literacy and numeracy for adults previously denied these learning opportunities. Today there are 40 students in the primary level; This part of the programme is running relatively smoothly and enrolment has been high since 1982. The secondary level is divided into intermediate and advanced sections. The basic course of study follows syllabi used in the Secondary School. This sector has had many difficulties relating to the permanence and quality of the teaching staff and an inadequate supply of relevant teaching material. Recently personnel have been involved in workshops and seminars in association with the Tanzanian Adult Education Services. Other cadres have been sent away for training. Hopefully the Adult Education programme will benefit from these measures. The Works Committee, representing workers in all the production units at Mazimbu, has done much to encourage adult education. Recently the Works Committee agreed to release participants in the adult education programme from work on Saturday mornings so that they can attend classes.

Profile Sydney. Aged 52.  
Worker.

He has never been to school and has taught himself to read and write. He is studying in the junior section of the secondary level of the adult education programme.

'At last I am going to school. Perhaps I am not too old and I will still be given a chance by the ANC to go away for studies. I don't understand why everyone is so frightened by this mathematics.

Mathematics is the subject I like. There's just one thing... The teacher comes in and gives us the work and then has to go to one of the other classes. This is no good. When you are learning after work there is not much time. You must have the teacher there to explain when you don't understand. '

Profile: Ossie Dennis. Project Manager.

In July of 1977 I was recalled from the GDR where I had qualified as a civil engineer. At Mazimbu I was shown the two dilapidated houses and 100 acres of land that had been donated by the Tanzanian government. Our first priority was to provide housing for students who were living some 50 km. from Morogoro.

I looked at the possibility of renovating the two shells of houses to accommodate 30 students. We had to fight our way through weeds and grass before getting to the ruins of walls and roof. There was nothing else - no doors, windows or ceilings. and all fittings had long since been removed.

I decided that the foundations, walls and roofs of the houses were still sound. A minimum of work would make the houses habitable again,

Back in town I made enquiries about the availability of skilled ANC workers in the area. There were two skilled bricklayers, one qualified and one semi-qualified carpenter. There were also a few other unskilled workers who would be able to assist.

I recommended that if we were to house the students, we should commence work immediately and that myself and a few others should move at once to the site. Mazimbu was virtually bush, with no running water. no electricity, no windows, doors or ceilings in the houses. Nevertheless it was important to be there.

The only tools we had with us were a hammer, a saw, a hoe and a few nails. We brought. some empty bags to cover the window and door openings, and also some buckets and disinfectant. Some of the personnel who had never seen Mazimbu before were shocked at the conditions. but were intimidated by my confidence and enthusiasm to get the job done. They agreed to remain.

The first task was to nail up the window and door gaps and to haul water from the nearby river to scrub the floors. Six of us lived in this way for 6 months. During these months we had completed the renovations for the student residence. We made cement blocks near the river, knocked out some walls, installed the window and door frames and the ceilings, and dug a pit latrine. Ossie Dennis on the construction site in 1979.

In early 1978 the Treasurer General made his first visit to Mazimbu and I was able to impress on him the importance of opening a special account and the necessity of always having some funds available so that we did not have to purchase one item at a time. He immediately released funds for the building project and this made life much easier.

It was decided that January the 8th, the anniversary of the founding of the ANC, would be celebrated at Mazimbu. We extended the verandah in front of one of the houses for use as a stage and the first National Day was marked here. We had not had a proper brief as to what type of school to build, what facilities were required or what standards to set. We were groping in the dark until the first visit of President O.R. Tambo in February of 1978.

The President said that we should build a school that would be the pride not only of the students who would study here. but of all the oppressed people in South Africa. He added that we should build a school that would always remain a monument to the solidarity that exists between the people of Tanzania and the oppressed people of South Africa.

We then set about our work with much more confidence. But things were not

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easy. We kept getting messages from HQ asking when the first foundations were to be laid. We still had no plans, no construction equipment. no skilled workers and hardly any money. To begin with, a Danish architect, who subsequently became a volunteer at Mazimbu, assisted us from his home in Morogoro. Early in 1979 we were joined by an ANC architect and our Technical Department was established. This Department has been closely involved in the project and is increasingly able to rely on ANC personnel. In fact, when 3 trained architects return from their studies later this year, Mazimbu will have more qualified Black architects than there are in the whole of South Africa. As soon as the students started arriving, a school was improvised in one of the renovated buildings.

By the end of 1978 our grant of land was increased to 250 acres. Our temporary electricity supply was established as was the water supply. In August of 1978 we hosted the first ever National Education Council meeting of the ANC.

The foundations of our first buildings were poured on January the 8th, 1979. This was one of the best days of voluntary work ever held here - virtually every ANC member in East Africa participated.

The Treasurer General arrived in 1979 in the middle of one of the wettest seasons ever experienced. When he saw all the foundation trenches, bricks, everything under mud, he shook his head and said: You will never manage this. You must hire tractors. f By the end of that year he had become convinced that we were capable of doing the job and he has remained convinced of our capabilities ever since.

The night we first switched on our electricity, we had just received our first vehicle, a short wheel-base Landrover. We loaded everyone in and drove up to the Iringa road, which is higher than Mazimbu. We waited until dark and we could see our lights blazing at Mazimbu. From then on we grew .and developed in strength, confidence and organization. Today we can boast of a fully developed construction team. We have a competent design team. Our electrical section, headed by a Dutch volunteer, is capable of doing high and low tension installation and maintaining transformers. motors and fridges. For two years running the electricity unit was honoured with the award for the best production unit. Our carpentry and welding units can meet the needs of construction.

The success of the construction project owes much to the 5 years dedicated work of our Dutch site engineer. As the Mazimbu project approaches completion, ANC architects, engineers

and other skilled workers are returning to us after having completed their training overseas. The great majority of these are students who left for further studies from Mazimbu in 1977 and 1978. For the first time, volunteers helping us are working with ANC counterparts. We are now facing the new task, the building of the ANC Development Centre at Dakawa, with greater confidence



The 1st May 1984 was a significant day for all at Mazimbu.

Not only was it May Day, but it was also the day on which the ANC-HOLLAND SOLIDARITY HOSPITAL was opened.

Who could have envisaged our own hospital here in 1979, when the health services were established by an ANC nurse who tried to deal with all the community's health problems in one small room.

Having our own modern medical facility makes an enormous difference.

The hospital is designed for preventive, curative, maternal and child care services. It will also take the lead in health education for the community and an in-service training for ANC medical cadres.

The hospital is currently staffed entirely by ANC medical personnel. There is one doctor. a senior sister. two qualified sisters, a paediatric nurse and two medical assistants. Paramedical staff consists of three laboratory technicians, a medical technologist, three pharmacy and two dental technicians.

The wards can accommodate 20 patients. The out-patient polyclinic sees patients daily. There is an operating theatre and a delivery room. X-ray facilities. a pathological laboratory. pharmacy and dental surgery.

During the period December 1984 to January 1985. the hospital saw 2,135 adults and 237 children. Of the adults 1,139 were Tanzanian workers and peasants from surroundings villages. The most prevalent disease is malaria. Many patients also suffer from respiratory infections and septic sores.

Not all of the facilities have been taken into use. Building is still being completed and there is not sufficient trained staff for some of the facilities. From the outset the Mazimbu medical team has relied heavily on the support and cooperation of the Tanzanian medical services.

Free medical service is provided by Tanzania for ANC personnel.

In the past all serious cases were referred to the Morogoro or Dar es Salaam hospitals. We still make use of these facilities for cases which cannot be treated at the hospital.

The treatment of mental illness remains a problem. Some of the Mazimbu community has been very badly affected by the stresses of living in apartheid South Africa, the stresses of exile and the effects of torture and prolonged detention (the fate of many).

We are fortunate to have the services of an ANC psychiatrist who visits Mazimbu once a year.

Not enough trained personnel and shortage of drugs remain the chief problems.

A patient receiving treatment.

Young child with malaria.

:ing in the harvest.

D

In South Africa, Black people have no experience, except as labourers. in intensive agriculture. The SOMAFCO farm is intended to make us self-sufficient in food as far as possible and to train ANC agricultural workers. In order to be able to offer such training, and to maximise yields, an early policy decision was taken to use capital intensive methods of farming. Current production justifies this decision.

Crop Production

Less than half of the 800 arable hectares is being utilised at present. Yet we have already become virtually self-sufficient in this area.

1984 I 985

Planted harvested Crop Planted

210ha 430 000 kg Maize 238 ha

80 ha 80 000 kg Sorghum 84 ha

18 ha 18 500 kg Sunflower 40 ha

20 ha 1 3 700 kg Beans 58 ha

Maize production is well above the

90 000 kg required for our own

Modern techniques.

consumption. The surplus is sold to Tanzanian workers at government prices and used as stock feed. In 1984 we were able to sell 40 000 kg of sorghum to the Tanzanian Seed Company, after meeting our own needs for human consumption and stock feed. We are awaiting the arrival of an oil Grain storage facilities.

The new piggery.

expeller, which will enable us to supply oil to the community and use the husks as stock feed. The 1985 bean harvest should make us self-sufficient. The grain store at the farm also contains machinery for threshing, dehusking and grinding and for mixing stock feed.

The farm owes much to the expertise of the Danish volunteer manager. The: farm complex also houses an administration building and tractor park Horticulture

This section, was also developed with the assistance of a Danish volunteer, and is administered as a separate unit even though it falls into our general agricultural planning.

Our aim is self-sufficiency in fruit and vegetables. About 50% of the community's needs are already being supplied. As orchards start bearing this percentage should increase. The horticulture section also supplies the community with plants, shrubs and fruit trees for their gardens.

Animal Husbandry

Work on the new piggery is being completed and the first litters have already been born in the new pens. The piggery is planned to accommodate a fairly constant adult population of 10. Sows are being moved here from an old piggery at Kihonda. Our strain has improved noticeably with the introduction of Danish breeding stock. Already we are able to supply 600 kg of dressed pork to the community once every fortnight.

Our small beef herd is increasing slowly, despite setbacks from an outbreak of East Coast fever. We are not yet able to supply beef to the community, but expansion is planned for the future.

We are awaiting the arrival of a small dairy herd. We look forward to having our own milk and dairy products but are aware that it may be some time before we have developed a relatively disease resistant herd.

Goats: The flock of 300 goats are used for meat for special occasions, like the workers New Year party.

Poultry: In 1983 egg production required

4000 per week. By the end of 1984 layers were ageing and had to be slaughtered. The one day old replacements from Denmark proved to be particularly prone to disease and were decimated. Production is thus very low at present, but expansion is planned. .

Temporary sheds are still being used as poultry runs. New runs are to be built with incubation and hatching facilities. The completion of the new poultry unit should enable us to maintain a constant population of layers and to come close to self sufficiency.

Small Industries

it is planned that the bulk of Mazimbu's industries will be moved to the ANC Development Centre at Dakawa once the necessary infrastructure has been established there.

Vuyisile Mini Carpentry Factory

The growth of the carpentry factory has been closely linked to the expansion of the building programme on the complex. The factory was only established in 1981, but already in 1982 it was able to supply all the frames, doors and furniture needed for Unit 2 at the Se dary School. The arrival of new machinery enabled the factory to increase its range of furniture. Due to the increasing demands of the building programme it worked day and night shifts during that year. The factory now produces all the furniture and wooden fittings needed on the complex. The factory is heavily reliant on Tanzanian labour. Once the construction programme is completed at Mazimbu the factory will concentrate on the training of ANC personnel. Production will be a source of income for the ANC.

The carpentry factory produces all our furniture and

Electrical repairs to a generator

Prom? I (with. A8601 29 ' I went straight into the electrical " nag x Electrical". department where there were five of us, . R5 if

' other ANC workers. I learned much from them,

I ' , was an activist in the Students from them and we had a very heavy as x r y , representative Councils in workload. We began by wiring the SQWETO and left South Africa in new classroom block, Unit 2 and T 1973 He was among the first some newly renovated houses.

students who arrived in Mazimbu. In 1981 the Mazimbu Works

Committee. The Students were then participating Committee was formed. The Works Committee directly led the budding of the School. Some Committee represents the workers

now worked, in the garage. some of it and aims at developing correct agriculture. This work until the attitudes towards labour and ensures for the site of the was converted to a discipline at work. Its main task is to the ant classrooms for SOMAFCO organize our cadres into production units and we were introduced to the units where they will discuss the various subjects we were to study problems of their departments or areas: He was part of the first group sent sectors and how to improve their work from SOMAFCO to study overseas. methods of work.

He spent 2 1/2 years in the German The Works Committee has the duty

Democratic Republic and qualified as to develop the political consciousness of an electrician. He returned to WOI' k of the workers to create facilities for at Mazimbu. the school to fulfill its mission. We

On my return I found a very different area all here to service SOMAFCO.

situation. The former sisal estate had / first became secretary of the Works Committee, been transformed into a cultivated Committee in 1982 and its chairman farm with many new buildings. in mid 1984. I still hold this position.'

Everywhere construction was underway.

George Ponon who started the garment factory with the first Mazimbu-trained garment worker.

#### Garment Factory

The factory was set up by a highly experienced ANC cadre. Funding was received in 1982, but construction was slowed down because of shortages of materials. Machinery and equipment was installed in 1983.

The main items produced were school uniforms and garments in short supply. The objectives of the factory are to teach skills to the ANC cadres, to supply the community and to generate a cash flow. These objectives are only partially being realised. Some of the community's needs are being supplied and a small cash income is being generated. Training is hampered both by the absence of the manager for medical treatment and by the lack of sufficient trained personnel.

#### Tailoring Unit

This unit started in 1980 in renovated buildings with three domestic treadle machines. Facilities were improved in 1981, but working conditions are still over crowded and more industrial machines are needed.

The unit produces household needs (curtains etc.,) individual needs (sunhats etc.,) and carries out alterations to clothes. Some training takes place on the job. This unit fulfills a real need in the community.

#### Cobblery

The Unit handles repairs of leather goods for the whole East African community of the ANC. Despite difficulties in obtaining leather. the unit has also produced articles like sandals. school and travel bags. The temporary workspace is overcrowded.

#### Garage

In 1978 there were six vehicles and only one ANC mechanic. Most work had to be carried out commercially in Morogoro at great expense.

As an increasing number of ANC mechanics were deployed to Mazimbu. our garage took on a greater work load. The volume of work was so great that by 1981 six Tanzanian mechanics had to also be employed.

Today the garage services and maintains all the ANC vehicles (busses. trucks, tractors, cars, motorcycles) from Mazimbu. Dakawa and Dar es Salaam. At the moment there is a chronic shortage of spares and this is seriously hampering the work.

A new, well planned, garage complex is presently under construction. A number of ANC cadres are due to return to Mazimbu after completing vocational and technical training in motor mechanics.

#### Welding Workshop

In 1981 one ANC welder established the workshop in a lean-to, using gas bottles and one welding machine. In 1982 an IUS volunteer from Finland

took over the management of the unit, which had been reinforced by ANC personnel. The building was expanded and improved to accommodate the new machinery which arrived from 1983 to 1985. The unit is presently managed by an IUS volunteer from the GDR with an ANC counterpart. The welding department is able to service the needs of the building project, farm and mechanical workshop fully.

major tasks completed include the structural erection of the new piggery,

I

Centre at Dakawa, galvanised pipes for fencing.

va.tanks for the ANC Development Stress is placed on the job training.

The late Eli Weinberg, a stalwart of the SiNC and SACTU, was forced to go into

:ine in 1976. As a professional

)hotographer he recognized the

)olitical and historic importance of the Photographic medium.

for him. photography was a powerful

iropaganda weapon for the ANC. This

ead him to establish a photo laboratory

'1 Mazimbu in 1979. He donated his

iersonal equipment and began the

staining of students. The Photo

.laboratory maintains and expands an

Y

historical photo archive. Students are

trained in the political and technical

aspects of photography. Publicity

material is provided to ANC missions

and solidarity organisations throughout the world.

The Laboratory is staffed by ANC

personnel. At present there are two full time photographers and one publicity

worker. Two Secondary School

students and two workers are in

training.

The Laboratory is housed in two

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Great attention is paid to the safety of the workers.

The Eli Weinberg Photo

Laborator

renovated storerooms. The working

space is cramped and inadequate. The

addition of an adjoining room to the

laboratory will improve working

conditions.

The Laboratory produces all passport

photographs required by the

community. This service has saved the

ANC many thousands of shillings.

VHS Video equipment is being used to

build an historical archive, to produce

publicity material and for training.

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/ Planning and Design

Criteria

Comment from the Technical  
Department

Our school was planned for the youth  
of South Africa who reject apartheid and  
the system of Bantu education which  
aims to produce inferior citizens.

SOMAFCO is a school for freedom,  
intended to fashion men and women  
who will build the new South Africa.

It was designed simply but with the  
greatest attention to detail.

The schools, the Childrens Centre, the  
hospital and the houses represent the  
kind of facilities which the ANC and its  
supporters would like to establish for all  
South Africans when the rubble of  
apartheid has been cleared away.

Like SOMAFCO, the ANC

Development Centre at Dakawa has

h

ever been conceived as a centre for  
refugees. It too is planned to develop  
skills, structures and the organizational  
embryo of a South Africa free from  
exploitation. When complete it will be  
15 times as large as hundreds of South African  
small towns.

Its planning takes cognizance of the fact  
that the people who live and work here  
are basically urban, and that the skills  
which must be developed must meet the  
needs of a highly industrialised country.  
Even more so than SOMAFCO, the  
Dakawa Development Centre must be  
self-reliant.

Concepts for the Centre have been  
hammered out at a series of seminars  
led by the ANC leadership over  
the past few years. Nearly all  
Departments have participated and  
lessons have been drawn from the  
experience at SOMAFCO.

The size of the project has been weighed  
and great flexibility has been allowed for  
by decentralising the villages. As far as  
the structures are concerned,  
particularly housing, the need for  
economy, simplicity and speed of  
erection has been stressed. A three  
bedroom house will be two thirds as  
large as the SOMAFCO equivalent.  
Nevertheless, the Dakawa village will be  
an attractive environment worthy of  
proud people working for a free and  
proud South Africa.

Work on the new library.

Dormitory common room

(2;

ANC - Development

Centre - Dakawa

E

Tents at Dakawa with the temporary administration building in the background and mural of Ruth First.

This special edition of the Progress Report is aimed to co-incide with the official opening of SOMAFCO, and thus concentrates on SOMAFCO and its support structures. Thus only an overview of the Dakawa project will be given here.

The land at Dakawa was granted to the ANC by the Tanzanian government.

Here we intend to establish a settlement which will be capable of absorbing an influx of people forced to leave South Africa. Eventually the project should be able to accommodate and support 5,000 people. A cluster of villages is envisaged around a nucleus area containing the Vocational Training Centre, Student Orientation Centre and Cultural Centre.

Small industries are to be established. The bulk of the rest of the land will be developed for agriculture, and ranching. Primary, Nursery School and Day Care facilities will be established. Our pioneers at Dakawa are coping with harsh conditions and are chiefly housed in tents. Already we have had to accommodate large and unexpected groups forced to leave the Eastern Cape due to the current unrest. The ANC doctor from Mazimbu visits Dakawa once a week, but medical facilities are still inadequate. Problems with the supply of water will hopefully be solved in the near future.

One of the key projects at Dakawa is the Vocational Training Centre, where ANC cadres will be able to acquire practical skills.

Prefabricated structures are to be used and Phase One of the building is already completed. This consists of an administration block, a library, a 4 classroom to accommodate 54 students, a dormitory and an ablution block. Cooking will continue to be done over open fires until the kitchen is completed during Phase Two. Power is supplied from a generator as a temporary measure. Instruction should start by the end of this year.

The Vocational Training Centre (phase one completed).

Tunga Rtunga

A Tanzanian adult education expert who has been deployed by the Tanzanian government to assist in developing our adult education programmes.

iAdult education is important here because in a free South Africa there will be an urgent need to set up intensive mass programmes of adult education.

The Tanzanian people fully support the ANC in their struggle to liberate African soil from apartheid and imperialism. Their struggle is ours.'

Teresa Bailey

A British teacher, working in the Secondary School.

iWhen I came here in 1982 I was impressed to find people from all sorts of backgrounds cooperating with each other. The students are very aware of why they are here and serious about their studies. Since I have been here teaching conditions have improved tremendously with more teachers and resources. The complex as a whole develops more and more each day. People are learning organizational and managerial skills here.'

Margaretha Bergknut

She and her husband, Scandinavian volunteers, taught at the Primary School from 1982 to 1985. When they arrived there were 80 pupils. Enrolment had grown to 270 by the time of their departure.

il shall miss Mazimbu. We have learnt a lot. '

The Mazimbu project owes much to the assistance given by non-South African volunteers. From the earliest days of the project we have benefitted from their skills. Volunteers have come from Sweden, Denmark, Finland, Poland, the German Democratic Republic, the

\_ \_ \_ Willem van Harderwijk

Netherlands, Britain and Tanzania.

He and his wife are volunteers from the Netherlands. Willem, a qualified engineer, has worked since 1980 as site engineer in the construction team.

This is how some of the volunteers have seen us.

My best memory of the years at Mazimbu is the way in which I have seen my ANC counterpart acquire skills apply them pry cal/y.'

Willem van Harderwijk with his ANC counterpart doing voluntary labour on the building of the playground at the Nursery School.

Margaretha with her class.

Barbel Busse

A volunteer from the German Democratic Republic, whose husband is also working at Mazimbu. The Busse's small daughter has attended our Nursery and Primary Schools. Barbel teaches Development of Societies at the Secondary School.

iWe are happy that our skills have been utilised fully at Mazimbu. The students are so keen to learn despite the fact that their educational backgrounds are so poor. We fully support the ANC in the liberation struggle and will be sad to leave.'



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The Mazimbu project, described in this Report, would never have come even close to realisation if it had not been for the generosity and assistance received from our friends and supporters all over the world. Support has been received from governments, organisations and individuals. Donations have ranged from the considerable sums of money required for the buildings themselves, to a few envelopes and some writing paper sent as a gift to a Primary School child.

We are very aware of how much we owe to our donors and supporters. We are warmed by the tangible solidarity with our struggle and our people that has been manifested from so many quarters in the years since the Mazimbu project was initiated. We have decided not to name individual donors in the body of this Report. We do, however, extend our gratitude and appreciation to all our supporters. We have also decided to make one exception, and to mention the UNDP, UNESCO and other specialised agencies of the UN specifically. Their continuing support for the project has been of immeasurable value. Without the encouragement and advice received from these agencies when the project was still only being envisaged, we could never have started building Mazimbu. The building of the Mazimbu complex is nearing completion. This unfortunately does not mean that we will no longer have to rely on the generosity of our friends. The ANC is a liberation organisation, and as such does not have independent sources of funding. Money will still be required at Mazimbu for running costs, maintenance and expansion. Our students will still need scholarships. Our hospital must maintain its stock of drugs. Our people must be fed and clothed. In addition, we are just starting the construction of the Development Centre at Dakawa - a project which will require large-scale support. In South Africa we have a saying: 'Do not get tired'.

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