

AFRICAN NATIONAL CONGRESS OF SOUTH AFRICA
(SOLOMON MAHLANGU FREEDOM COLLEGE)

PRINCIPAL'S SECOND GENERAL PROGRESS REPORT

1.0 INTRODUCTION

1.1 Objective: To brief the secretariat of the Department of Education and Culture of the ANC (SA) on the state of affairs at the College as on 18 October, 1979.

1.2 Nature: The report is confidential. It is only intended for circulation within those closely concerned and involved in the planning and development of the College.

2.0 ENROLMENT:

	<u>Form</u> <u>I</u>	<u>Form</u> <u>II</u>	<u>Form</u> <u>III</u>	<u>Form</u> <u>IV</u>	<u>Form</u> <u>V</u>	<u>Form</u> <u>PM</u>
Boys	3	1	10	15	19	37
Girls	5	4	2	4	4	13
Total	8	5	12	19	23	50

The post matrices form a substantial group. Two of the female students are married to comrades in the organisation. The ages range from 11 to about 30 years. Age variations in Form I is 11 to 19 years. This may narrow down when a primary section has been opened.

The first College student to die here since we opened was Winston Lemmy Mathebula on 13 August, 1979.

3.0 TEACHING STAFF This has increased from about 4 permanent in May 1979 to 10 to date.

The first staff orientation course is still being planned for the end of this year. It could be very useful. There is only a typist in the administration office.

4.0 CURRICULUM:

4.1 Subjects presently fully taught in Form I - V

English Language
History of the Struggle
Development of Societies
Mathematics
Geography
Physics
Chemistry
Biology

4.2 Additional subjects taught to Form I-III

English Literature
Agricultural Science
Technical Drawing

4.3. Examination Subjects without teachers

History (all Forms)
Agricultural Science Form IV-V
Literature Form IV-V
Additional Mathematics Form IV-V

4.4 The formal teaching of vocational and technical skill is still awaiting staff. Efforts are being made to involve students informally in the practise of these skills in our construction project.

4.5 We are still trying an informal non-examination programme of "learning each other's language. It has not yet taken off well because of lack of language teachers. Donations of teaching material to this end would be very welcome to us. These could be language tapes, records, dictionaries, readers etc. in any of our languages.

4.6 The curriculum still needs to have aims and objectives clearly stated in each subject for the purposes of future evaluation. It needs to be kept under constant review by competently trained staff handling it.

5.0 TEACHING:

5.1 Special remedial lesson sessions though very necessary have not yet been possible to organise because of staff shortage. We need these in almost every subject in each form.

5.2 Students in all forms now have latest editions of text books in almost all the science subjects taught. Mathematics modular Packs are expected from London through our active committee there. There is still a shortage of prescribed works in English language and Literature. We need more and more publications of all kinds even as donations to the College library. We are particularly short of history text books on South Africa less influenced by apartheid historians. Donations of source materials in this field could be very helpful to the teachers but still more we need well experienced professional history teachers for our school.

5.3 Our first science laboratory came into being on 11 August 1979 when the first small collection of pieces of science apparatus became available for teaching in a steel cardboard placed in a passage. This stock is steadily growing. At least we can now boast that we have more science equipment than the average Bantu Education school in South Africa. Science teaching approaches unknown in fascist slave education are already emerging and the students response to this new dawn is very encouraging.

5.4 Group discussion is used widely in the school to ease the effect of teacher shortage. The students have established a tradition of constituting themselves into discussion groups.

5.5 "Post Matric" students range from 'O' Level certificate holders to those who left South Africa just before completing University Degrees. They are occupied in political discussion mainly covering the History of our struggle and Development of Societies. They have also organised themselves into self educating groups which holds discussions in specific subjects.

6.0 ACCOMMODATION:

6.1 Students quantitatively this has greatly improved. The boys are being accommodated now mostly in the new block. The girls are in their old place. Toilets and bathrooms in the new block are not yet ready. Consequently it has not been possible yet to extend girls accommodation available for girls presently. Otherwise there is no longer any anxiety about dormitory accommodation for additional boys that may arrive in the near future.

Qualitatively all students now sleep on beds with mattresses. They all have adequate blankets. As stated above lack of adequate toilets, bathrooms and electric lighting in the new blocks are the main slight temporary inconveniences they experience in the new dormitories.

6.2. STAFF: Both quantitative and qualitative problems still do exist here. Staff are accommodated in threes and fours to a room with common cooking facilities. This still works as a temporary arrangement for unmarried staff. The problem will be more acute when married couples do arrive. Emergency plans are however under consideration in case such a situation should arise. It is then hoped that it will be possible to have a room to a married couple with an external cooking point which may be shared with other staff. This, it is hoped will be fairly tolerated. The first staff house however, is almost at roofing stage. Three more are at slab level.

6.3. FORM ROOMS: The lessons still take place in the rooms of the old building which was a family residence. The rooms now certainly prove quite small. Lessons for Forms I and II are planned to take place under the trees if necessary. There are mobile blackboards provided for this.

Very soon however lessons will be taking place in one of the new blocks. This will be a great relief, as a laboratory and library will also be accommodated there.

7.0 EDUCATIONAL MEASUREMENTS:

7.1 Achievements: continuous assessments are being carried out more systematically this term by the staff. These will constitute 30% of the terminal mark. End of term examinations will take place from December 10 to 14, 1979. All concerned with the school must bear this in mind in their planned visits to the school so as not to interfere with this evaluation programme.

7.2 "O" Level Certificate: We expect our present Form V to sit for these examinations in November 1980 under arrangements we intend to make with the Tanzania Ministry of National Education.

At the time of entry for Tanzania "O" level examination for November 1979 none of our students wished to be entered. None were in fact ready for it. More admissions have taken place since then. It is the view of the staff that in another eight months time some Form V's may be ready for these "O" Level exams. In that event we may have to choose between (a) delaying them further to write with the present Form IV's in November 1980 - which may frustrate them or enter them under another external examining body that conducts "O" Level examination in May/June 1980. This could be London for example. We need advice and guidance in this matter by way of comments and suggestions in response to this report.

7.3 CAREER GUIDANCE: We are still desperately in need of ability and interest selection test materials; to aid our career guidance counselling. The latter is now taking shape with a reasonable filing system already in operation and the career guidance interviews currently being conducted with each and every individual student. These are yielding valuable data for our career guidances. We hope to start soon, career guidance talks by different visiting experts within our organisation as a regular and continuous feature of our curriculum here. We however still experience the problem of the up rooting of students settled in our Forms for placements abroad. Perhaps this is only

a temporary problem of communication and organisation. We need all bits and pieces of information about each students academic past. Offices that have such data will help us if they forward these documents or their photo copies to us. In the future it may be necessary to extend our filing system and collection of data to include all our students abroad. This will help the Manpower Planning Committee. Students who are returned from abroad could also be better settled in the school if we knew more about them.

8.0 OUR SCHOOL AND SOCIETY

The staff have decided against forming themselves into a separate ANC (SA) political unit. We hope to be members of the unit of our other comrades in Mazimbu.

The leaders of the ANC (SA) in East Africa have paid a number of visits to the College this term. On some occasions they have even been asked to address the College assembly under our political education programme.

9.0 SCHOOL AND PRODUCTION

There has not been much spectacular achievement in this field yet. Largely this is due to shortage of manpower. The students still do have their individual vegetable production plots but this needs further re-organisation now to operate collectively and this builds collective attitudes and increase production to self sufficiency levels. There has been little but significant success in having some of our vocationally trained students being fruitfully involved in our construction work. Some of the students have training in bricklaying, carpentry and tractor mechanics through previous scholarship placements abroad. Even these however are expecting further placements soon. Perhaps they should work for some time for the organisation before further placements. What can be discouraging is when a tractor mechanic now wishes to be placed to study medicine. The new scholarship committee should work to eliminate such possibilities.

Students mainly cook and clean their rooms and hostels. This is to continue with only limited help in cooking. Presently Post Matric students do most of the cooking because they have fewer lessons. A tradition is growing whereby students collect their own wood for cooking from the forest. Construction provides transport

10.0

SCHOOL AND POLITICS

This is one programme that is developing very satisfactory. There is enough students enthusiasm for it but (1) shortage of manpower for a commissariate to give the political guideline, (2) radios to monitor news regularly. There is only one ANC radio in the College which is operational for everyone.

ANC publications Sechaba, News briefing, Dawn are now flowing in very efficiently. We also received satisfactorily the African Communist, Zimbabwe Review and other publications. We are presently trying to share the reading of these publications with our comrades in construction as well as they appeared not to be receiving them regularly. We are very grateful to the comrades who send the above publications. We would however, be happy to receive copies of speeches by our leaders to various audiences the world over whenever these may be available. Old newspapers are always new to us. Instead of burning them let us have them so that we can make cuttings for our political library.

11.0

LIFE IN THE COLLEGE

The site of the school appears to be isolated geographically but we often find each days programme full of challenging problems, political discussions which are there almost daily, cultural performances etc. On the latter we need equipments that will promote our cultural activities. These could be donations of pieces, musical instruments for a College band and above all tape recorders to record some of these creative expressions of our youth mostly in the form of revolutionary songs and live poetry. Comrades who could visit us for short periods to set one of these programmes going would be contributing valuably to their College.

We continue to observe even in short morning assembly address important solidarity dates. For example, since we opened we observed 15 August, 1979 South African Black Workers Day (1976), 8 September, 1979 Day of Herioc Guerilla (1976), Che Guevera 11 September, 1979 International Day for Political Prisoners and other. Special political assemblies were held on the death of the President of Angola. The commemorations do not interrupt our teaching programme but fit in together with it. We are not just observing the dates but educating our youth politically through these observations.

Male students now have their uniforms of blue and black or green drill trousers. This was chosen because it was available from our stores. The girls' uniform has not yet been possible. On the entertainment side the students could do with a good set of equipment to have "disco" on some weekends to break the tension.

As routine programme now students have morning exercises and their life is getting more and more organised for better discipline and more efficient training. We need manpower to maintain and develop their gain. This could be in the form of hostel commissars. One student has been expelled so far and and one died.

THE YEAR OF THE SPEAR

12.0 PROBLEMS

We accept these as part of our struggle.

12.1 HEALTH: This has become very precarious. The last time a doctor was here to attend to us was on the 10 August, 1979. Stomach aches, malaria, are the common illnesses. Quite substantial in a lay man's observation are also cases requiring psychiatric treatment. These could be the result of the gruelling earlier fascist torture at home, the traumatic experiences of crossing the borders and the often unexpected depressing problems of life in exile. Comrades at receiving points for our students must refrain from giving these students wild promises of placements and conditions of easy life ahead. We need immediate regular visits by a doctor and a specialist in psychiatry if possible. In the meantime we must train many more psychiatrists because fascist operation at home must have many mental casualties.

12.2 STUDENTS: There is still a problem of truancy with a few students. This is particularly common with those already sent back from schools abroad for various reasons. They pose serious problems of re-adjustment to school life here.

Closely problematic are students who are known to have had mental disturbances who are still being sent here for lack of any other place. In the absence of special professionally trained personnel to handle such cases we do experience difficulties at times. A place has to be found to accommodate some of our serious cases of deviates even for reform purposes perhaps. We are however, trying to handle all these problematic cases without resorting to explanations.

12.3 STAFF: This problem has partly been reflected on already in the early paragraphs of this report. In a school like ours professional competence and political commitment should remain the supreme criteria for recruitment if we hope to produce the youth of the calibre of the late Comrade Solomon Mahlangu. "No teacher" is better than a "bad teacher" for a revolutionary school of this nature. We continue to receive promises of comrades intending to join our staff in the near future.

I2.4 EQUIPMENT: The College now needs a duplicator and a wide carriage typewriter. We have a shortage of textbooks particularly in history and development of Societies. We must therefore duplicate lessons material. There is no good duplicating machine in any of our offices in Morogoro. We are still without any sporting equipment of any form. We shall be ever happy to increase our stocks of books and science equipment.

Gratefully the organisation has eased our transport problem by providing us with one new Land Rover. This has made a lot of difference.

I3.0 FUTURE PROGRAMME:

I3.1 PRIMARY SCHOOL: There is great pressure and plans are a foot in response, to have on site here primary school lessons conducted to serve the children of staff and our ANC comrades in the neighbourhood. This awaits availability of space and a competent teacher. Volunteers would be welcomed. The space should become available shortly when the main College lessons are conducted in the site.

I3.2 POST MATRIC: Plans have been initiated to help post matric students upgrade themselves. Comrade Ben Turok has made concrete proposals on this through the Lusaka Education Committee. This programme in our view needs every support.

I3.3 Atyping course in on a more immediate planning as most of our offices including the College need well trained office staff.

I4.0 Solomon Mahlangu Freedom College can now never die. It grows from strength to by the day. It needs the help of all of us committed to the struggle for our liberation. Our College is one other valuable instrument in our hands for the complete emancipation of our community and our people. We must all individually and collectively make our earnest sacrificial contribution to make this College a resounding success. Let it be a lasting memorable milestone in our march away from slavery.

The Struggle continues!

Victory is certain!

SOMAFECO grows from strength to strength by the day!

M. W. NJOBE
PRINCIPAL