

SASO

SOUTH AFRICAN STUDENTS' ORGANISATION

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Ref.:

COMMISSIONS

PRESENTED

AT

3RD GENERAL STUDENTS' COUNCIL

OF THE

SOUTH AFRICAN STUDENTS' ORGANISATION

ST. PETERS' SEMINARY, HAMMANSKRAAL

2 - 9 JULY, 1972

COMMISSION

INTERNAL RELATIONS

This Commission took upon itself to analyse the many organisations, multi-racial and black, that exist in this country, it investigated the extent to which SASO can get involved with each one of them, and, wherever possible, to give relevant direction. The Commission noted that SASO'S primary theme is Black Solidarity, and the word conscientising is the operative word.

The Commission categorised organisation into so called multiracial and Black Organisation. Under black organisation we have government created institutions and non-government institutions.

Multiracial Organisations:

Resolutions 44/71 of the 2nd G.S.C inter alia restricts contact to exchange of research material for academic reasons. A resolution passed by the 47th Nusas Congress (July, 1971) instructs Nusas Executive and constituent centres to involve themselves with black campuses only when the request is made by SASO.

In the light of the above, several violations have been made. Nusas involvement has not just been within the content of exchange of newsletters. They have gone to the extent of requesting individual black campuses to join in the campaign of educating the African towards understanding his reference book (pass). This campaign, which has to be nation wide, and implemented during the DEC-Jan vacation (1971), failed dismally because it was rejected by the black students. However, Mr. Shapiro, a U.T.C. student has produced a pamphlet to this end.

Wits Educational Committee also extended a hand to all campuses in S.A.: an Educational Conference to discuss broad and butter issues was to be held in April 1971. Lack of proper response from campuses (especially black) lead to the postponement of the conference.

A scholarship which primarily benefits black medical students, is still in the hands of NUSAS. ER 52/71 mandated the President and the Sec-General to sit with 6 -man delegation from NUSAS Executive (cf Exe Report, p. 14)

The commission came to the conclusion that WUS should give SASO its own allotment of the Scholarship Fund.

The so called Battle of St. George's Cathedral:

This was certainly sparked off by unrest in the black campuses. Genuine grievances by Black students were transferred to police beatings (with rubber truchnons). The Press (national and international) submerged publically of our genuine plight U.C.T.

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publically of our genuine plight. U.C.T. and Nusas had forgotten (or disregarded) Res 44/71 of the 2nd GSC and issued to white students a message of support and solidarity.

U.C.M.

UCM has several misfortunes due to the Parliamentary Select Committee. Two Reeso members, Stanley Ntwasa and Justice Moloto, have been banned. Dr Basil Moore, the General Secretary of UCM has also been banned. A closer look was taken at balcks who are both SASO and UCM members and also that in both cases they hold key positions. The Commission agreed that one is either one thing or the other, not both.

The Christian Scholarship Fund.

This caters for students who fall victim of the system because of their political stand. An independent Board of Trustees is to be formed to administer the fund.

SPROCAS -2

Special Programme for Christian Action in Society. The aims of this organisation have been spelt out in the Executive Report (p 14) The Commission found it unnecessary to challenge the ideological stance of SPROCAS. The co-operation which has been initiated by the Executive was encouraged to go on.

Black Organisations.

Govt. created.

The Commission felt that a clear stand should be taken towards the Dentustons, OFC, and SAIC. No co-operation should be initiated or maintained.

Non-Governmental Institutions.

ASSECA: This association with its genuine policies, has had rough times with SASO. At a conference in P.E. in April, the SASO delegation was refused recognition. Another conference was held, and SASO was not invited. The Commission resolved however that relations with ASSECA should not be severed; that SASO Executive should try by all means to win these people under the banner of Black Solidarity.

NIC: (of Executive Report) A working platform between SASO and NIC had been established by the Executive. Several meetings including a symposium on Black Consciousness, have been arranged by NIC. At all such meetings SASO was left out. Recent history indicates that NIC is all out to destroy SASO'S image, and if possible to kill the philosophy of Black Consciousness and Black Solidarity. As regards

As regards the pending court action against NIC the Commission maintains it would be wise of us to disregard the action completely. Political concubinage was also closely examined. Some students at UND are NIC members. The Commission really did not want to put pressure on them, but looked into implications of SASO Executive member being an important NIC member. This political concubinage could not be condoned, and the Commission strongly recommends that all SASO members should have clear-out political affiliations so as not to blur issues.

BPC: At a national organisation's conference in December, it was resolved that of urgency now in the black community is a political movement. An ad hoc Committee was elected, which was to call for a Black People's Convention within six months. This meeting will be held on 8th-10th July, 1972. in Pietermaritzburg. The commission urged stronger ties between SASO and BPC.

JASCO: Res 44/71 (r) 2nd GSC, urged the Executive to maintain co-operation with JASCO. JASCO took roots at Inanda Girls High, but unfortunately the Principal, Mr. Aylard, banned the Congress, and some students were expelled perhaps because they failed in the final exams. SASO has been banned at Inanda. The commission resolved that the Sec-Con should probe the matter.

SASM(ASM): This High School Movement started in Soweto in 1969. It acts as a base for all students in Soweto, and rally them around the lines of unity. Affiliation to SASO is still pending. The movement changed their name in a conference early this year to SASM, to make it national.

BLACK YOUTH LEAGUE: A meeting to launch this League will be held on 10th July, in Umtata. This league aims at uniting African youth. UNB has been invited to send a delegation to this meeting. The commission agreed that such associations in black youth should be encouraged, and wherever guidance can be offered by SASO, such opportunities be seized.

IDAMASA: Res 44/71 (b) was re-emphasised. A National Executive Council meeting appointed a delegation to meet the IDAMASA Executive to bring to their attention the stand which the last GSC took as regards religious instructions in schools. Despite attempts to arrange such meetings, IDAMASA has been reluctant to sit around the table. The commission resolved that efforts should be made to meet them.

AICA: This challenge is at Alice. SASO is banned in this college. The commission agreed that AICA deals with gross roots, and hence SASO cannot afford to alienate these black people.

SPORTING BODIES: The Commission regretted the fact that SASO has not initiated contact with black sporting bodies, which incidently command a large influence at grass roots level.

TEACHERS ASSOCIATIONS: Res 44/71 (c) on teachers associations still stands. The Executive should see to its implementation.

REPORT ON PUBLICATIONS TO 3RD GSC

Introduction:

The Commission used as its working paper the report of the Publication's Director as reflected in the Executive Report.

Administration of Publications:

1. Advertising the commission agreed should be divided into two sections which are:

- a) Allowing companies to advertise in our news letter;
- b) Advertising our own publications through sales campaigns that would imaginatively encourage people to purchase our publications.

The motivation behind these would be two-fold:

- i) to increase the revenue of the publication's department and
- ii) to encourage the black community to read our publications.

A. Allowing Companies to advertise:

While we realise that space in the newsletter we could make the publication's department economically independent, we also realised that most companies will, be reluctant to advertise in the newsletter in view of our "radical" black stand. We also realised that it would be immoral to allow certain companies to advertise in our newsletter because of our principles and ideologies with respect to foreign firms and S. African exploitative companies. We thus ruled out the possibility of this type of advertising. However, we agreed that relevant black organisations, companies and services would be approached to advertise in the newsletter.

D. Advertising our Newsletter:

Because the newsletter enjoyed restricted publicity in the black community we set out various forms of advertising. We found that centres and branches were not pulling their weight in terms of sales of the newsletter. We thought it important that centres and branches use all possible means to sell the newsletter. Effective poster campaigns and sales campaigns should be conducted by local committees. Local committees, depending on the geographical situation, should be given a certain quota of newsletters and other publications to dispose of in their particular areas. Sales should not be restricted to students but should encompass the black community as well.

Circulation

Circulation was restricted and was concentrated on the students. The black community should be infiltrated more effectively with the aim of widening our circulations. The commission felt that the publications director should investigate the possibility of increasing circulations to 10 thousand. However, the financial situation in this department should be extremely sound before such a step is taken. To help present circulation local committee should attempt to sell newsletters through private book-shops and other black shops. The commission suggested that individual students should each persuade at least two people in the community they know, to subscribe to the newsletter. Sales can be conducted on a door to door basis. Students should take advantage of public meetings, cinema crowds and theatre going crowds to sell the newsletter.

Publications Department - Structure:

a. Publications Director:

He is the head of the department and works in conjunction with the Secretary-General. In view of the fact that this post is opened to elections on a yearly basis he would be an executive member who is not on the full time employed staff. His duties will be to direct and plan the publications of the organisation.

b. Editor:

Because the publications Director is not on the permanent staff it would be necessary to employ an editor who would handle the technical work involved in all publications. His duties will be to consult and work in conjunction with the publications director. This post will be filled by a choice of the executive committee.

c. Advisory Board :

This board will be made of the publications director, who is the head, the secretary-general, the editor and two members of the black community and two members of the student community, all four of whom are nominated by the publication director. The advisory board will assist and plan in the whole sphere of publications, editorial policy, art work, library and resource centre, fact papers and other publications will be planned and in detail by this board.

Publications and Publicity Local Representatives:

These will be formed at local branch and centre levels to coordinate and facilitate the work of the editor and the publications director. Two members will handle this field. One of the will be a sub-editor whose duties will be the following:

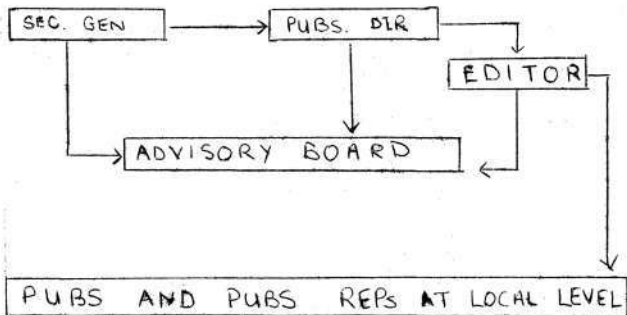
- (1) to collect articles for submission to the newsletter from his centre or branch.
- (2) to sub-edit articles as he receives them and pass them on to the editor.
- (3) to prepare monthly reports on the progress and difficulties he is experiencing.
- (4) to send monthly reports on his campus a or in his area.
- (5) to keep contact with the editor who will inform him of the theme and other aspects of the newsletter.

The other member will act as a sales representative and see to the selling, collecting and advertising and other publications.

There will be a need for constant contact and communication between various sections of the publications department to ensure efficiency and smooth running. It will be the duty of the publications director to keep all other sections of this department well informed in all aspects of publications.

In view of the numerous problems that the publication's director experienced and in view of the need for efficiency in the dissemination of publications, commissions felt that this department should be formally structured.

Below is the diagram of the structure.



4. Editorial Policy:

In view of the above plan the commission felt there was no need for a detailed editorial policy. However, it was agreed that at all times the editorial policy would encompass constructive criticism yet maintaining the interests of the organisation at heart. It was felt that publications should be relevant to the black community. The commission upheld the Publications-Director's present policy of reserving copyright and thus preventing articles from being lifted from the newsletter. Details of editorial policy should be left to the editor of the newsletter.

5. Press Relations and Publicity

The commission noted that with grave concern a manner in which the area allowed press reports on, and the undue publicity of the organisation during the student crisis. To prevent any further undue publicity the commission desired that press relations and publicity be restricted to a minimum. While recognising the integrity and not failing to recognise the responsibility of the executive committee urge that press statements should be made by the executive committee as a whole or by a quorum of the executive. It also requested that the executive committee should consult with each other before making major public addresses. With reference to press statements it was the commission's intention to amend the constitution section 5 (1) (c). The motivation here is to call upon the executive to have minimum dealings with the press. The Publication's Department should be exploited to the full to make the public aware of its decisions on any matter.

6. Role of the Press in the Black World.

The press in S.A. is controlled by the white reg'ats. As far as Black people are concerned the press does not represent our interests.

The duty of the press is to communicate to society in general. It was expected of the press to be objective in its reporting and not misrepresent and misquote with the view to misinforming the society at large.

In S.A. the white press acts as the vanguard of white society. It uses its powers to misdirect the Black community and keep the white community aware of the "evils" and "dangers" that threaten the security of the white community. It was therefore felt that while the press is a necessary means of communications, as it is presently constituted in this country, it miscommunicates to the Black people. It is therefore necessary to establish an independent Black press that would co-ordinate, consolidate and objectively communicate with the Black community. To this end the commission felt that an independent commission be set up to investigate the possibilities of having the black press.

In the meantime SASO should encourage regional independent weeklies like the Lender and Graphic to become more relevant to the Black Community and that white controlled Black newspapers should be pressurised to effect meaningful changes in its editorial policy. With regard to the independent commission on the Black press the commission feels that SASO should initiate a seminar to which relevant editors, reporters and businessmen and relevant Black Organisations should be invited where a thorough investigation of the role of the press in the Black World should be investigated. The seminar should then set up the commission and a report be made to the executive council within the next six months.

Public Relations Officer (PRO)

The commission realised the importance of and the necessity of such an officer. There was a grave necessity in SASO to have person who will maintain the good name of the organisation and maintain amicable relationship with other relevant organisations, the students and the community at large.

However, the commission felt that there will be no need to get someone outside the executive to fill the role. The permanent organiser whose duties puts him in contact with many people can and must act as PRO for SASO. His duties, which are also to ensure success of numerous projects demanded from him that he also acts in the capacity of PRO.

8. Detailed Planning for 72-73

The commission agreed that the newsletter and bulletin be published by monthly and alternatively. It agreed that bulletins and fact papers should be issued on relevant days such as definitions of black consciousness, futility of Quantasas, the concept of white liberalism, foreign investments, nationalism and other such papers which will set the Black Community straight as regards the above topics.

The Publications Department should be quick to pick up any crisis issues and controversial issues to put in the form of a bulletin and to disseminate as quickly as possible to all sections of the Black Community.

Detailed planning in terms of the publications department should be handled by the publications director, the editor and the advisory board. It will be difficult for the commission to give a detailed plan view of the nature of the work and the peculiar problems existing in this department.

COMMISSION

EDUCATION

The Commission reviewed the aims and working machinery of the present education system for blacks in S.A. and the following were its findings:

- a. that the system is primarily subservient to the political philosophy of the country.
- b. that it is totally irrelevant to the needs and aspirations of the Blacks in the present situation of deprivation and
- c. that it aims at localising the mental and physical set up of the Blacks in S.A.
- d. that it envisages the subjugation of the black masses.
- e. that it awakens self-hate,
- f. that it ultimately creates a gulf between the intellectual elite and the people.

The findings were accepted by the majority of the commission and the next move was to define education with relevant adaptation to the black situation.

The definition reads:

- (1) that education has as its aims not only the inculcation of essential knowledge but also and principally the development of all aspects of the personality of the pupil.
- (2) that the underlying purpose of Education is to liberate people from the shackles of ignorance and frustration, and to further their search for the truth and liberty to provide the talented with opportunities for a further use of their abilities.
- (3) that Education is a realisation of the peculiar responsibilities due to the Blackman's oppressive situation.
- (4) that Education is a preservation and promotion of what is treasured in one's culture and history.

Further Education is a process whereby the Blackman should:

- (a) get his learnings with regard to the world in general and with S.A. in particular;
- (b) interpret and understand his relationship to S.A. and show his responsibility to the community;
- (c) begin his physical and spiritual training to meet and eliminate not only the hardships that are common but also try to eliminate planned wrong, concerted injustice and applied prejudice.

The Commission took full cognisance of the problems and difficulties involved in the implementation of an educational system consistent with the principles outlined in the definition above, namely,

- (1) the fact that there is general poverty in the black community and this results in the rejection of all overtures made by the student community and other enlightened groups to improve their economic lot as well as offer a available system of education which takes into consideration 2/-

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- (j) that the idea of vacation schools be revoked and permanent organizer be assigned to the duty of seeing to the implementation of its scheme.
- (k) that the executives submit these recommendations to the Permanent Education Commission and work in conjunction with them in carrying out this scheme.
- (l) that the GSC appoints a Permanent Commission to look into the ways and means of implementing the FREE UNIVERSITY AND COLLEGE SERVICES.
- (m) that the executive works in conjunction with the council of SAC' Presidents to effect the minimum demands at all institutions of higher learning and as reflected in the Council of Presidents declaration;
- (n) that the executive communicates the contents of resolution 64/71 and other relevant resolutions to the permanent education commission.
- (o) that the Black Theology Commission simplifies Black Theology and disseminates it among the black people.

COMMUNITY DEVELOPMENT.

1. Review of Projects Undertaken.

A. Nature of Projects.

(a) Health

- (i) Research
- (ii) Preventive Medicine (health education, low income budgetting)
- (iii) Curative Medicine (participation in existing clinics)
- (iv) Physical Projects (water schemes, drainage, sanitation)

(b)

Literacy and formal education.

- (i) Training of people for functional literacy
- (ii) Conscientisation through this.
- (iii) Guidance to teachers - correspondence students

(c)

Sporadic physical projects.

- (i) Building of schools
- (ii) Repairing houses, etc.

2. Problems.

(a) Planning

Aims. It was felt that the aims as set out for Community Development projects have so far not been realised because of poor planning, lack of a trained organiser to plan, set out and co-ordinate the projects.

(b) Material Used:

Special reference is made here to Literacy material that made conscientisation through these materials, difficult.

(c) Manpower.

Students' response to calls to participate in projects so far has been very disappointing. It was felt that this has been due to the lack of understanding of the projects themselves.

(d) Our approach to Projects.

Our approach to projects has been that of external agents who identify the needs of the community and prescribe a programme to attempt meeting them. This led to difficulty in popularising the idea amongst the people. The net result was that no sooner had the students left the community than the latter abandoned it.

(e) Financial difficulties.

Lack of funds led to abandonment of some projects which could have been of value to the community.

RECOMMENDATIONS.

- 1. Planning of projects - plan the workability of the project, e.g. determine how much material one is going to use. Set out clearly and delineate areas of operation before embarking upon the project.

2. Approach - here the approach preferred is the inner resources one, viz that the community identifies their own needs rather than an external agent imposing the needs on them. The idea here is to implant and not to impose.
3. Students must be clear about the aims and objects and must be well-orientated before embarking on any Community Development Project.
4. Hand-outs in forms of money should, as far as possible be avoided as they tend to kill the spirit of self-reliance among the people. Rather people should be advised on how to raise funds on their own, e.g. by tilling the land, raising crops and selling them and the little girls be taught cottage industry.
5. As far as Literacy Projects are concerned, the Permanent Prgraniser should prepare suitable material which is relevant to our Communities.
6. It is worthy of note that it is not every society or community in which SASO is readily acceptable without suspicions and fear of intimidation. This Commission therefore, recommends that wherever projects are undertaken where possible the name of SASO should be declared. But in cases of intimidated and sceptical communities it is not advisable to declare that the project so undertaken is under the auspices of SASO. However, eventually the name of SASO can be declared to attain creditability from the community.
7. Whenever there is a specific law forbidding the undertaking of a particular project, all possible loopholes, in such legislation, should be exploited.

II.

YOUTH PROGRAMMES.

We recognise the fact that the Youth is the live-wire of any community. It is on this understanding that we as the Black people should pay particular attention to our youth.

For purposes of systematic discussions, this Commission has divided the youth into categories based on age groups and their corresponding schooling standards.

1. Pre-school periods - zero to six years.

This is a delicate age at which psychological impressions are fixed most effectively. Parents should use Black names when naming their children. We recommend that, in order to gain access to children, parents/guardians should be made use off.

Relevant folk lore, songs games should be taught to children. Full use should be made of kindergartens whose staff is well orientated.

2. Primary school period- Six to fourteen years;

Greater contact should be encouraged between the different sections if the Black community in order to promote Black solidarity, among the youth. Picnics, youth camps and other community development projects should be embarked upon. Saso should create contacts with the teachers teaching these children with the view to orientating the children towards Black-consciousness and rejecting white values.

3. Post-Primary School Period:

3. Post-Primary School Period.

This is the period of initial political readiness. Use must be made of the already existing dramatic, debating societies and high school organisations. Students should be encourage to sell SASO Pamphlets and read Black literature ingeneral. This students should also be involved in Community Development Projects.

Vocational Guidance.

It is a matter paramount importance that y oung people should be given the necessary and proper voc. guidance.

4. Social Drop-outs.

Voluntary group workers and professional social workers and other relevant and interested parties should join in the recruitment of the so-called "Outcasts", towards redirecting their thinking towards Black Consciousness. (See Motion 2)

111. WORKERS PROGRAMME.

The following plans are brought forward:

- i) to organise and establish Trade Unions after thorough re-search by the Permanent Organiser.
- ii) EDU-PLOY - to organise and orientate workers. Here the Permanent Organiser has made negotiations with certain industrialists with a view to getting the exiled students employed. The aim here is that the employees should learn and experiance the working conditions in these industries.
- iii) Foreign firms, operating in S.A. , should be urged to recognise Trade Unions.

IV PLANNING FOR 1972/1973.

1. Literacy

Literacy Projects should receive priority because:

- i) It is the most effective and practical method of conscientising people.
- ii) it affords creation of a better rapport with the people .
- iii) it does stimulate self-reliance, and
- iv) ensures continuity.

2. Leadership Training.

- i) Leadership training should be carried out amongst SASO ranks.
- ii) SASO should organise leadership courses in which leaders from various communities are invited for training, and experts in leadership training are invited to such sessions.

3. Education.

Here different centres must advise as follows:

- a. They should, in areas, in their immediate vicinity, help students in high schools with their own subjects and in the process conscientise the students and make them aware of the proper outlook towards education.
- B. Get students or recommend to them suitable and relevant literature.

4. Sporadic Physical Projects.

This Commission finds it advisable that such projects be limited to a small manageable number. The reason, of course, is that big numbers of projects render manpower insufficient, in some cases make it, even difficult to see one project to completion.

It will prove fruitful if a few areas are selected, concentration and specialisation be focussed on them, and they can then be soon to completion.

5. Health Projects.

A scientific method of undertaking these projects would more or less be on the following lines.

- a) Research into general living conditions
- b) Look into the common diseases.
- c) Look into available health services in the area.
- d) Look into the need for preventive and curative medicines based on the findings during research.
- e) Establishment and/or participation in local health centres.

ANNEXURE TO THE COMMUNITY
DEVELOPMENT REPORT.

As is well-known to the House the objects of our Community Development Projects is to develop self-reliance, to develop Black Leadership, and to conscientise, to move towards liberation of Black People. Actual relief is of importance only in so far as it builds confidence on success of a project.

With this in mind, this report examined various projects; analysed reasons for a success and failures and on this basis made recommendations and plans for future programmes to be more relevant and successful. It ascertained forces that could be mobilised to aid liberation and then recommend programmes to realise this mobilisation.

PLANNING OF PROJECTS FOR 72/73

A. LITERACY PROGRAMME

This should receive priority and be made semi-independent. We recommend the following towards this end.

1. Employment of a Director of Literacy on a permanent basis, whose duties shall be to:

- a) train students and leaders in the different communities as instructors who shall in turn train literacy teachers.
- b) compile material that will be relevant in the different communities.
- c) establish, co-ordinate and promote literacy campaign on a nation-wide basis.
- d) re-orientate already existing campaigns, viz. Winterveldt, Wentworth, etc. (Planning Comm. should look into this)

2. The Permanent Organiser must in conjunction with the Secretary-General find and establish a specific fund for this project.

3. Durudu:- This project needs immediate attention because students will be registering on the 15th July for their Home University Education Scheme and the Permanent Organiser must be available to immediately train the local people as literacy teachers to start the project going.

4. December Projects.

Students must be trained by the Director and/or Permanent Organiser between now and December so that they can be available as instructors during vacation in the different areas, to be identified by the Permanent Organiser, to train local people as literacy teachers.

D. LEADERSHIP TRAINING.

- This must be directed towards
- (i) students
 - (ii) black organisations
 - (iii) community leaders.

This must be run along the following lines:

National Seminars.

a) December

This seminar should focus on Black education and its different aspects.

Participants here must come from

- i) students
- ii) vigilante committees
- iii) Permanent Commission on Education
- iv) other Black Organisations.

b) January.

This seminar should focus attention on technicalities

(i) leadership, (ii) organisation, (iii) administration, and should be run annually along the lines as this year's seminar.

This will afford training not only to student leaders, but also community, and leaders of different Black organisations.

(c) Local Seminars.

These can be arranged over week-ends to focus attention on local problems and provide leadership skills in the different communities.

The Permanent Organiser will be responsible for the organisation and running of these.

G. HEALTH PROJECTS.

1. New Farm Project.

The plan for a water scheme have already been laid out in detail in a paper on this project.

The problems that lead to halting of this project will be looked into by the Permanent Organiser with a view to

- a) procuring a site for the installation
- b) buying of the necessary materials
- c) recruiting students for the physical work on this project during December vacation.

2. Winterveldt.

A recommendation for establishment of a clinic in this area is being looked into by the Permanent Organiser with a view to:

- (i) Procuring a site,
- (ii) drawing up building plans,
and
- (iii) raising funds for the necessary material for fitting out the clinic, and
- (iv) recruiting staff to operate the clinic and use it as a base to providing health services to the community, viz preventive and curative medicine.

D. STUDENTS WHO HAVE WALKED OUT OF CAMPUSES.

- 1. It is hoped that these students will fit themselves into the already existing projects.
- 2. Students employed in the EDU-PLOY System must act as conscientising groups in the different industries.
- 3. Students should establish branches in their areas to act in conjunction with the Permanent Organiser to identify areas of operation and initiate projects.

COMMISSION

CULTURE

Introduction:

This Commission used the paper later read at the symposium as a reference. The paper covered many aspects required for the commission, and this commission adopted it as the report. This commission then made recommendations to Council.

Suggestions and Recommendations:

POETRY:

1. We should get poets together to form workshops for relevant duties as far as Black Poetry is concerned, could be performed in order to continue the development of Black culture.
2. Poetry reading sessions should be conducted widely as a means of conscientisation.
3. There should be no rigid standards as to how poets should express themselves as this alienates them.
4. We should discourage concern for commercial gains as this contributes to market poetry.
5. We should re-direct protest poetry to suit our ultimate goal - liberation.

MUSIC

1. The songs should be given enough expressions especially physical so as to carry the message easily to the people and thereby get involved.
2. Black music can express poetry more by setting the mood e.g. the collaboration of Molombo and tocon in to the heart of NEGRITUDE.
3. We should form a music academy where we will have people channelling musicians towards making Black music relevant to the struggle.
4. Get relevant composers and poets to work in collaboration and share the same workshops in order to integrate their talents.
5. We should think of having Black Liberations Songs especially for our youth that will spell our aspirations clearly.

BLACK DRAMA:

1. Our plays should conscientize people, teach self-reliance and self-determination thus instilling a sense of pride and dignity.
2. Plays that are politically directed should be used in order to reflect the type of life we live in the political sphere and also show the right direction.
3. We need a SASO Drama Council.

4. A Writer's Club to cover literacy arts, poetry and drama is a necessity.
5. A Passion Play with a Black Jesus and Black People would help to conscientise those who have adopted White Theology. This is essential in our search for a new culture.

FILMS:

We should have a FILM ENTERPRISE and we must organise FILM FESTIVALS of local feelings by BLACKS.

FINE ARTS:

1. Organise some ART FEATIVALS so as to get to know BLACK ARTISTS who are living in obscurity.
2. We should also have ART STUDIOS for the display of these arts.

COMMISSION

INTERNATIONAL RELATIONS

1. First the Commission examined all students organisations with which SASO has had contact, previously - in Africa and overseas:

- (a) to determine the extent of involvement with these student organisations;
- (b) to look into the possibilities of extending the scope of involvement with these student organisations; and
- (c) to examine the possibilities of involvement with any other student organisations existing *ubi supra*, where contact has never been made;

The student organisations already contacted by SASO are:

A. Africa:

UDRSU, MSU, NUOGS, CSAQAAS, CSC.

D. Over-seas:

NZUGA, UNESCO, PR., IIEE, WUS, WSCF, and Black U.S. and Scandinavian countries among them.

2. The Commission gave special treatment to the All Africa Conference;

- (a) to explore the possibility of gaining recognition by the All Africa Conference;
- (b) to draft a motion for the GSC which when adopted would have to be sent to the forthcoming meeting of the All Africa Conference stating the desirability of contact.

3. Thirdly, the Commission dealt with the Third World commonly called non-aligned or under developed countries. The Commission felt the need for bringing to the notice of the GSC the need for South African Black Students to align themselves with all relevant (per SASO Policy) black people of countries *ubi supra*. And that such an alignment can best be achieved by SASO through involvement with student organisations in such countries.

The Commission further resolves to present to GSC a motion on the desirability of contact between SASO and all relevant (per SASO Policy) student organisations in the "Third World" and the *modus operandi* in effecting the contact.

4. Fourthly, the Commission looked into the desirability or otherwise international involvement; review of world issues as that affect Blacks; UNO; Namibia; Pearce Report and Foreign Investments in S.A.

International Bodies:

- a. As regards International Bodies this commission felt that these bodies must be made aware that SASO cannot be held responsible for any of the actions of white racist regime has usurped political power and implements it against the will of Black people.
- b. Namibia: The Commission here has founded no involvement whatsoever by SASO; and regrets that, is so - especially when SASO could have started this during the Ovambo strike.

c. Pearce Report:

The Commission noted with interests the rejection of the settlement proposals by Black people in Rhodesia. The rejection of the proposals demonstrated nonrecognition to the outside world that the white minority regimes of Southern Africa are not representative of the Black people of Southern Africa.

Foreign Investments:

This commission upholds Resolution 50/71 of the 2nd GSC.

COMMISSION

PLANNING

Plans to be considered in open session:

ADMINISTRATION:

(c) The SASO staff at present stands at 4 people viz; The Secretary-General the Administrative Assistant, the Permanent Organiser and the Secretary typist. SASO operates in two offices, the main office in Durban and the Permanent Organiser's office in Johannesburg.

In the opinion of the authors of this document two things need to be done to consolidate SASO Administrative work.

- (1) The Permanent Organiser ought to return to his main office in Durban so that he can work in concert with the rest of the Executive.
- (2) Several Regional offices ought to be opened in some key regions to make it possible for SASO work to be speeded up in these regions. These regional offices run by appointed non-Executive staff whose duty amongst others will be to co-ordinate all SASO work in their specific regions.

The regions that need priority attentions are as follows:

- Cape Town (Western Cape)
- Johannesburg (Reef area)
- Durban (Natal)
- K.W.T. (Eastern Cape).

At the SASO office itself, we need an additional typist so that the person presently working in that capacity can be left to do more Bookkeeping in the office. This increase in regional activity and central office activity implies therefore that there shall be 3 central staff and 4 regional staff with two Secretaries in head office.

(d) Maintenance of the regional office and its staff shall be the responsibility of both the National organisation and the branches in each specific region on a fifty percent basis.

All plans relating to change in administration should be completed before the end of the year so that they may be implemented as from the beginning of 1973.

ORGANISATION:

There is still a great amorphousness in the activity of local committees and branches. There seems to be very little direction in their activity. The following points are re-emphasised to remind students about the nature of SASO.

- (a) SASO is committed to self-reliance, therefore fund-raising by campuses should be directed at realising this aspiration.
- (b) SASO is committed to liberation, therefore conscientisation programmes should be embarked upon.
- (c) SASO is a trade Union for students therefore things like Discount schemes, Vacation employment and other student benefits should be embarked upon.

Realising therefore the lack of creativity of centres and branches the Head Office should from time to time in consultation with the centres, branches, draw up programmes to be roughly followed by those centres. This perhaps should be on a 3-monthly basis and should be in the hands of both the Permanent Organiser and the Secretary-General.

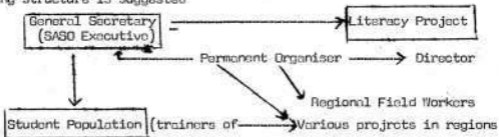
The idea of City branches should be followed up immediately. The Permanent Organiser should draw up an itinerary covering both centres and major towns on the way during which he should spend adequate time for the establishment of city branches. It is estimated that if the trip is preceded by adequate correspondence with contacts in the relevant areas then a 2 day stop at each major town will at least see to the initiation of a branch in that town.

The value of city branches is making it possible to pursue conscientisation plans in the city/urban areas and to make liaison with youth groups. The Executive should follow up their visits with suitable programming drawn up to suit the needs of the area.

Branches/Local committees in the same area should meet regularly on a regional basis so that where possible joint planning for projects in their areas can be effected.

LITERACY:

From the emphasis placed on literacy programmes by the Community Development Commission it is important for SASO to establish a fully fledged literacy programmes' structure which should be run on a Semi-Independent basis. The following structure is suggested



This Figure implies:-

- (a) That the Director of the literacy project shall be solely responsible for the planning of the project implying drawing up of programmes, producing material, keeping in contact with regional field workers and providing them with material and direction.

- (b) The regional field workers will be housed in the regional SASO offices and will be the same workers as implied under "Administration".
- (c) The Director shall only be responsible to the G.S.C. but will be required to keep liaison with the SASO Secretary-General.
- (d) The Permanent Organiser shall from time to time visit the areas where the projects are operative and report to the Director and the SASO Secretary-General.
- (e) The Director and regional field officers will obtain all volunteers for projects from the student population via the Secretary-General.
- (f) Students will act mostly as trainers and the actual projects will be handled by local inhabitants.
- (g) The method used will be one which includes expansion on conscientisation methods.

The appointment of the Director will be by the G.S.C. for a 3 year period. The Director will then report to G.S.C. yearly on progress in his/her field.

As far as SASO plans are concerned all the appointments in literacy should be made to take effect as from the beginning of January, 1973. In the period between now and then, an appointment should be made to prepare mainly for the December and January projects and for a smooth start in January. It is suggested that the Director should be sent for a period of training in the particular method chosen for literacy.

UCM, TRANSFER:-

An agreement between SASO and UCM, for the transfer of the UCM Literacy Project from UCM to SASO has been arrived at by the two groups. The terms of agreement were that SASO would undertake to retain the staff already in the literacy project. It is recommended by this group that the transfer be handled by the new SASO Executive.

EDUCATION:

(a) Free University

Structure: Must be run by a committee of experts and committed people with the normal departments that one finds in a real University.

Lectureship: Committed and qualified lecturing staff both from inside and outside university, both black and white. These are to be invited by the Secretary-General according to the various disciplines catered for by the scheme.

Locality: The scheme must operate in major towns, starting with one in the following provinces, Natal, Cape, Transvaal. The lectures are to be held in available halls/schools/ or other buildings in the area. St. Peters has already been offered as a possible venue by the authorities

concerned.

Curricula: To cater for both degree/non-degree purposes in popular field.

Examinations:

Arrangements to be made with well-disposed Universities outside the country for exams to be written under their wing.

Books/Libraries:

Arrangements to be made with some S.A. Universities for usage of their libraries by students registered with the scheme.

(b) HOME UNIVERSITY SERVICE:

This is a composite educational scheme catering for illiterates, correspondence students for J.C. , Matric and degree purposes and vocational training.

What we need to do is:-

- (i) Identify areas where it is possible to run such a composite scheme.
- (ii) Organise a committee to run the scheme i.e. from the people of the area.
- (iii) Train some local people in literacy training and leave the rest of that aspect to them.
- (iv) Occasionally send in some students to tutor the correspondence students in all the areas of interest.
- (v) Arrange for exam registration for all students needing to write exams in their fields.
- (vi) Arrange for books and reproduced lectures to be available for the various categories of correspondence students.

CULTURE:

Facility/Resource Centre:

The idea here is to establish a central point in each region which shall act as a resource centre for black people in all fields. It must contain:-

- (a) Records on all vital statistics referring to black people e.g. records of achievement, average wages of areas, etc.,
- (b) All relevant speeches made by blacks (on tape and paper),
- (c) Cultural artefacts attributable to blacks,
- (d) Writings by black people.
- (e) etc.

These resource centres can be attached to the S/ASO regional office and to the main office and should be looked after by the same regional staff.

- (b) The regional field workers will be housed in the regional SASO offices and will be the same workers as implied under "Administration".
- (c) The Director shall only be responsible to the G.S.C. but will be required to keep liaison with the SASO Secretary-General.
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COMMUNITY DEVELOPMENT PROGRAMMES:

These have already been considered by the relevant commission. Here we are concerned only with timing and planning.

The basic programme is likely in all cases to be literacy. What we want to stress is that ALL the other projects suggested by the commission e.g. building, youth programmes etc. should where possible be superimposed on literacy although by a different group of workers.

The December-January and July vacation seems to be the only logical times when projects of this nature can be undertaken.

The Permanent Organiser takes ALL responsibility for planning for projects and must start immediately in preparation for this coming vacation. He must:

- (a) Identify area where such work can be done to advantage
- (b) Arrange with centres for the relevant manpower 3 months in advance
- (c) Arrange for necessary training of participants in the relevant fields.
- (d) Arrange with local authorities for sites for the camp and accommodation of the participants e.g. priest, schoolmaster etc.
- (e) Fix in time all financial arrangements related to the project.

WORKER'S PROJECT:

C/F. resolution added yesterday.