

SOUTH AFRICAN STUDENTS' ORGANISATION

COMMUNITY DEVELOPMENT PROJECT PROPOSALS
(PREPARED IN SEPTEMBER, 1971)

86 BEATRICE STREET,
DURBAN.
SOUTH AFRICA.

ANNEXURE:

1. NEW FARM
2. WINTERVELD
3. DIMBAZA
4. DUDUDU

SCHEDULE:

1. COMMUNITY DEVELOPMENT PROJECTS
2. LEADERSHIP TRAINING
3. LITERACY SCHEME
4. STUDENT BENEFITS
5. PUBLICATIONS

COMMUNITY DEVELOPMENT PROJECT PROPOSALS

OBJECTIVES

The Preamble and the aims and Objects in the SASO Constitution set out the aims of the involvement of black students with the community as a means towards social, economic and political change as:

"do commit ourselves to the realisation of the worth of the black man, the assertion of his human dignity and to promoting consciousness and self-reliance in the black community "

and Section 2(3) reads:

"To heighten the sense of awareness and encourage them to become involved in the political, economic and social development of the Black people."

Broken down, the objectives of the program are:

1. to build up a community awareness and liaison between students and the people;
2. to instil in the black community a sense of self-reliance and also to help themselves;
3. to create an awareness and consciousness of the social, economic and political forces that frustrate their development;
4. to teach them skills and techniques that will help them develop as a community and also to bring about change.

RATIONALE

Group awareness and a corporate society will remove apathy and will instil the people with initiative and creativity. The community development schemes presently undertaken are in the nature of welfare or philanthropic ventures. We need to develop a program that goes deeply to the roots of the matter and is directed at the black community itself and involving the entire community in identifying its needs, goals and aspirations and also those stumbling blocks which frustrate the realisation of these ends.

SASO then attempts to fill this vacuum in the black community. The emotional and intellectual involvement of black students in the community makes them well equipped to fill this role.

HOW IT WILL BE DONE

1. Research into the problems of a society and lay-out plans to solve these.
2. Literacy schemes will give the people a broader perspective.
3. Community-action seminars.
4. Physical work-camps by students in co-operation with the community.
5. Education and counselling:
health, preventive medicine, home economics, budgetting, family planning and recreation.

PERSONNEL AND DURATION OF PROGRAM

Expert trainers, 'technicians' or skilled people and resource persons (authorities, speakers, etc.) will be used to develop all community projects. Most of these will be non-students but they will advise the students on the technical details of the project.

Work-camps are held over a three-week period to give students an opportunity to find financially remunerative work elsewhere. This is normally over the long summer vacation in December and January, the short ten-days vacation in April being used as an opportunity for the preliminary investigations. Where an area is close to the university, week-end camps are held and students help at the clinic every week-end.

During the work project, other schemes are incorporated like literacy, community-action training and education and counselling.

PARTICIPANTS

Members of the community will be involved in helping the students with the physical camp. Some will also be trained for community-action involving the 'leaders' of the community, church youth clubs and other community-oriented groups.

Students will be literacy tutors and will also handle the counselling agencies. For the young in the community organised recreation like sport, indoor games, etc. will be encouraged.

NUMBERS

It is envisaged that some 40 to 50 students will be involved in a particular camp.

LIMITATIONS OF THE PROGRAM

It must be admitted that the major drawback in a program of this nature is the very fact that it is run by students. There cannot be any real continuity and follow-up because this is an extra-mural engagement on their part and can only be done during vacations. The program may not reach the people it is desired to serve because of work commitments, etc.

The impression that all the people who come to work in the community are government employees and therefore 'they' must do the job for us will have to be removed. This cuts across any possibilities of community co-operation. Another real barrier that has to be broken down is how students can be made acceptable as fellow-sufferers and avenues for dialogue and co-operation opened.

Some amount of incentive must be offered to the students who would otherwise spend their vacations at home or employed. They need to be drawn out of such jobs.

EVALUATIONS

The students and the community will evaluate the program. In conferences with the people their criticisms and suggestions will be incorporated in future planning. Questionnaires presented to the student volunteers will gauge the effect the experience has had on them and how their contribution has affected the lot of the community.

The program will be considered successful if it has increased the commitment of the students to community involvement. Where and when students feel accepted and in fact considered by the people as part of them will be seen as the design of the scheme.

The development of the community will take the form of the people increasingly articulating their needs and frustrations, undertaking on their own schemes geared at corporate action, self-reliance and self-help.

They can call on student volunteers (if needs be) but ~~THEY~~ must take the initiative.

B U D G E T

Community development projects can only be successful if the administration of the organisation is efficient. In order to achieve this the administration of the projects will be in the hands of three full-time staff Executive officers: the Secretary -General, Permanent Organiser (and Research Officer) and Publications Director. Two secretary/typists are serving these three staff members. For mobility the Research Officer has to have a car. A mini-bus (kombi) is suggested which can also be used for transporting students and also as a mobile clinic where no medical facilities are provided.

ADMINISTRATION

	<u>R</u>	<u>:</u>	<u>C</u>	(p.a.)
Three Staff Officers	6000			
Two Secretary/Typists	1800			
Rents	720			
Telephone	400			
Postage	500			
Stationery	1000			
Transport (car)	3000			
Maintenance	1200			
Depreciation	1000			
General Purposes Fund	500			
	<u>R16120</u>			(per annum)

COMMUNITY DEVELOPMENT PROJECTS

LEADERSHIP TRAINING

1. REGIONAL:

Four regions hold two seminars each per year. These are mainly week-end seminars.

	<u>R</u>
Hire of accommodation (40 persons @ R3/person/day)	350
Personnel fees (including transport and accommodation)	100
Transport subsidies	<u>100</u>
	560
Eight Seminars =	<u>4480</u>

2. NATIONAL SEMINAR:

Two national seminars are held each year. All centers send no less than three delegates each.

	<u>R</u>
Hire of accommodation	360
Personnel fees	100
Transport subsidies	<u>240</u>
	700
	x2
	<u>1400</u>
	<u>R5880</u>

3. PUBLICATIONS:

SASO Newsletter (10 issues @ R400/issue)	4000
Other publications	500
Sundry Expenses	<u>500</u>
	5000

<u>WORK CAMPS:</u>	<u>NEW FARM</u>	<u>WINTERVELD</u>	<u>DIMBAZA</u>	<u>DUDUDU</u>
Accommodation	4500	4500	4500	4500
Transport	300	300	300	300
Tools	50	75	50	100
Materials	500	500	500	500
Allowances	500	500	500	500
	<u>5850</u>	<u>5875</u>	<u>5850</u>	<u>5900</u>

23475

GRAND TOTAL

R 54955

L I T E R A C Y
P R O J E C T

SCHEDULE B

Introduction:

"Illiteracy is the kind of luxury which not even the richest nations can afford."

It hardly needs to be emphasized that large areas, if not whole communities of the Black Community in South Africa are being plagued and devoured by endemic diseases, poverty, starvation, hunger and other innumerable maladies.

Most of these diseases and pestilence, if not all, could be prevented and stamped out by a knowledge of hygiene.

It is an accepted fact that only literates are able to face the changes which technological development brings to mechanized factories and all the other aspects of arising scale of living.

The reduction and elimination of illiteracy in the Black community can influence development both economic, social, political etc. in a variety of ways. It can improve the productivity of Blacks in their community and assist the political, economic and social awareness and consciousness by permitting wider communication, conscientization and sensitization.

Illiteracy is threatening the quality of the Black community as well as its life span.

But it should be noted that SASO does not consider literacy as an end in itself, but as a means to an end. It is an essential aid in the total liberation of the black man from his "white man" imposed slavery, oppression and subjugation. It will also help eliminate paralyzing superstition that is teeming in our community.

It is not an exaggeration to submit that ^{the} South African government a white racism regime - is not prepared to educate the Black Man in South Africa,

Moreover, education is not compulsory for the Black man in South Africa, (for the white children it is compulsory).

2/Statistics reveal.....

Statistics reveal the Stark-naked cruelty of the White man in South Africa.

The number of black drop-outs and pushouts is frighteningly high in South Africa. One might even say that there are very few Black drop-outs in South Africa as compared to the high rate of push-outs.

Black children are forced to leave school, because of financial difficulties, lack of accommodation at the few schools built for blacks etc.

Here are some of the statistics that can help to illuminate the high rate of illiteracy in the Black Community.

STATISTICS ON BLACK EDUCATION.

According to the Minister of Bantu Education, the unit costs of Black education per pupil is as follows: (S.A.I.R.R. Survey 1970).

	R
primary pupils	13-55
Secondary pupils.....	55-00
General average.....	14-48

This goes to show that the white racist government of South Africa is not prepared to finance Black education despite the fact that Blacks are the black gold of South Africa.

According to the Survey of S.A.I.R.S. the following is the enrolment of Black pupils as of June, 1969:

AFRICAN EDUCATION.

<u>CLASS</u>	<u>NO.</u>	<u>%</u>	<u>CLASS</u>	<u>NO</u>	<u>%</u>
Std. A.	624 946	24.55	Form I	42 087	1.65
Std. B.	460 542	18.09	Form II	34 592	1.36
Std. I.	397 062	15.60	Form III	22 855	0.90
Std. II.	299 199	11.75	Form IV	4 713	0.18

As reflected in these statistics very few blacks go on to higher classes mainly because education is not compulsory for Blacks and because of financial difficulties they encounter.

Lack of accommodation is also a factor to be appreciated.

This results in high rate of "pushouts"

3/Black Children are.....

Black children are normally forced to leave school before their third year at school because of the aforementioned difficulties. One might even say that they leave school before they are functionally literate.

Thus conservatively speaking only 45% of the Black population is literate.

Statistics for the Coloured Education are as follows:

<u>CLASS</u>	<u>NO.</u>	<u>% :</u>
Std. A	99 649	19.34
Std. B.	83 663	16.24
Std. I	74 126	14.38
Std II.	63 102	12.24
Std. III.	65 344	10.93
Std. IV.	45 906	8.91
Std. V.	35 126	6.82
Std. VI.	26 276	5.10
Form II.	15 418	2.99
Form III	9 851	1.91
Form IV.	3 900	0.76
Form V.	1 975	0.38

Total Secondary Education - 57 420 - (11.14%).

As in African education, very few pupils proceed to higher classes.

Statistics for Indian Education.

<u>CLASS</u>	<u>NO.</u>	<u>%</u>	<u>CLASS</u>	<u>NO.</u>	<u>%</u>
Class I	18 483	11.71	Std VI	13 661	8.66
Class II	15 196	9.62	Std VII	9 287	5.88
Std. I	14 607	9.25	Std VIII	8 052	5.10
Std II	18 876	11.96	Std. IX	4 324	2.68
Std. III.	19 800	12.54	Std X.	2 484	1.57
Std. IV	18 212	11.53			
Std. V	14 999	9.50			

The position is the same here. Very few pupils proceed to higher classes. They are pushed out before they are functionally literate.

The position is quite different from that of the white child. Education for whites is compulsory and it is fully and totally financed by the state.

Thus it is clear that the position in the Black Community will have to be remedied by a crash course of literacy.

This is where SASO comes in.. We are determined to achieve what the white racists are denying us as people because of the Colour of our skin.

SASO's Literacy programmes will thus be directed at helping those who were forced to drop-out or pushed-out of school before they could realise and actualise their dreams, aspirations and ideals.

They will also (programme) be directed at helping those who were never able to see the inside of a class-room through no fault of theirs.

All these groups of illiterates are victims of white racism that denied them an opportunity to imbibe the arts and values of formal education.

But SASO realised that to gloat over and wallow in the problem of the white racism without doing something positive to uproot and eliminate this cancer that is gnawing the Black community in South Africa, is a luxury which the Black man can no longer afford.

We have thus decided to do something positive in order to banish, for the rest of our lives, white racism from the country of our birth.

We are therefore embarking on this literacy programme in order to wipe out illiteracy from the Black community so as to make the Black Community conscious of the ills that are plaguing their country.

To SASO, literacy education is a means whereby the Black man in South Africa will rid himself of the noxious shackles of white racism.

We intend to reduce if not to eliminate, illiteracy in the Black Community within 10 years.

This will need a concerted programme of action. We do not underestimate the magnitude of the problem but it is our conviction that with intensive literacy crash courses, illiteracy is a disease that can be totally whipped out within 10 years.

All literacy programmes organised by SASO will be run by SASO. There will be no co-operation with white and/or multi-racial organisations.

This is in line with the policy of SASO as enunciated in the SASO policy Manifesto and other relevant resolutions and/or decisions.

Our refusal to co-operate with white and/or multi-racial organisations stems from our belief that only Blacks are able to stamp out a myriad of injustices -- illiteracy included that are gnawing the flesh and soul of the Black man in South Africa.

We do realise that the fight against illiteracy in the Black community is vicious indeed. But we are prepared to subdue and eliminate illiteracy from our ill-fated community.

Human resources and energies are abundant in the Black Community. We will harness them into effective weapons.

We can no longer afford to rely on the "White pink Liberal" to fight our cause. They are not prepared to whip out illiteracy in the Black community because they know that by doing so they will be liberating the Black man from his inhuman imprisonment and slavery.

The government too, is not prepared to open avenues for the education of the Black man. Education for the Black child is not compulsory financial assistance ^{is} minimal. Small wonder then that the high degree of illiteracy in the Black community still rides on unchallenged.

We take the challenge upon our shoulders believing that we will be able to whip out illiteracy before the close of this century.

Thus the level of reading ability which will lead to all these advantages must be defined. In order to be effective and penetrative literacy must be functional.

WHAT IS FUNCTIONAL LITERACY.

"The simplest definition which the dictionary gives for literacy is the ability to read and write one's mother tongue".

Understanding and reacting to what a person reads is essential to the exercise of the reading skill. Knowledge of the letters of the alphabet and pronouncing syllables and words is not what is meant by the ability to read and write.

In a situation like South Africa, the definition of functional literacy must be sharpened ^{education}. This means that literacy must be defined as to mean the making aware of the Black people of the totality of white racism.

But learning to read and write is an 'integral part of functional literacy.

To be functionally literate a person must be able to use the skills of reading and writing at a self-sustaining, self-reliant, and self-propelling level in his daily life and work, and for active conscious contributory participation in the life of his community. One needs to learn to read and write so that one can read to learn. The notion of functional literacy is related to ^{the} programme of continuing adult education.

The goals, aims and objectives of functional literacy make continuing education equally important.

Thus SASO will embark on this literacy programme with the sole aim of making the Black Illiterates literate with a view of conscientization.

MOTIVATION OF THE ADULT LEARNER.

7/It is generally.....

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impossible and useless to teach old people to read and write. This is of course, a naive conception of what is meant by literacy education and learning.

Thus many adults who are persuaded to take up studies do so with an already ~~disadvantage~~ in disadvantage in that they lack the confidence that they really can learn to read and write.

In most cases, methods used and applied to adults are those which are used for school children. Adults are thus invariably treated as overgrown children.

But SASO intends radicalizing its programmes of adult education.

We must realise that the adult learner comes to the learning process as a volunteer ^{who} sacrificed part of his time in order to submit to such disciplines.

We must therefore try to sustain his expectations lest we frustrate him.

We ^{must} also appreciate that the adult learner is a person living in many "worlds". There is the personal world, which only the individual fully understands and (appreciates) but, which will dictate attitudes and emotions towards learning.

There is the world of the community around, with prejudices and taboos. Which will help mould, shape and determine the approach of the learner. The world of work is ^{more} significant than perhaps many educationalists recognise and indeed the demands of the white employer may well constitute the major motivation for community education on the part of the broad winner.

The task of the adult teacher in the Black community will be to help the Black illiterates change their attitudes and thereby help change the complexion of South Africa.

Thus adult education must, if it is to be fully effective and liberating, be learner-centred rather than teacher-centred or syllabus-centred. The emphasis will be on learning rather than

teaching and instructing.

This is necessarily so since the experience provided for the adult must be one related to his needs, aspiration and ambitions and portrayed in such a way as enables him to relate to his own experience.

The learner must derive satisfaction from the experience. The teacher must strive to assure the learner that he can and will learn.

We do not underestimate the fact that it will take us an appreciable time to induce a spirit of enthusiasm in the Black adult because of the frustrations that teem in our community.

But we hope, and we are determined to infuse a general spirit of enthusiasm within a short time.

INDIVIDUAL or GROUP LEARNING.

Learning will take place most effectively if within the group of co-operative rather than the competitive spirit is engendered.

The adult learner must be convinced that he is only competing with himself.

In testing, the concern must be whether the learner is learning, and not whether he is learning more or less than someone else.

This raises the question whether it is beneficial in literacy work to teach in groups.

There are some people who believe that individual tuition is the best.

But other scholars hold the view that this is not necessarily so since small groups (ten) have an advantage in that learners take encouragement through participation in activities with others.

SASO will adapt the "small group approach" in its programmes.

We also realise that the adult must feel that progress is being made in his studies. He must feel that his learning is meaningful in terms of his desires, needs, ambitions and aspirations.

Thus our curriculum will be based on the totality of our priorities. We will encourage learners to participate actively in the learning of reading and writing.

THE MAKING OF A PRIMER .

"The successful literacy primer must be prepared with one eye on the illiterate learner and the other on the teacher who will be helping him to learn to read and write."

A "teachable" primer will have built into it aids that give both the teacher and the learner a feeling of satisfaction and success and keep both of them from getting discouraged. These instructional strategies, included both content and form illustrations, etc.

The primer is seventy four pages long. Contains between five and ten pages of instruction material introducing various consonants with each vowel. The lesson proceed from a picture of known object or action, to the written word represented, and then to analysis of the first syllable in that word. After a drill of the various syllables learned, the learner discovers the joy of reading four to eight sentences without the help of the teacher. Reading is due both of global memory of certain pictured, word and by synthesis of syllables learned in this analytic way. Each lesson concluded by a syllable drill, a word building exercise and a test.

The test includes four to eight paragraphs of small stories which a learner must read without help and with comparative ease, if he is to be permitted to move on to new lessons.

If the learner makes mistakes, he is returned to the page where the picture occurred where he learned the syllable which he has forgotten. There he is helped to recall the lesson, to review

ll/it, and then.....

it, and then resume study. Certain cluster drills which cannot be introduced through pictures, and which at the same time develops the mechanism of syllable reading by contrasting similar syllables, capitals and punctuations.

Signs used in common reading are also introduced. In the end of the primer, the learner learns to read numbers. After a short time sentence test which seeks to determine whether a learner confuses certain troublesome syllables, and whether he reads for content or not the successful reader is permitted to study the first follow-up reader.

Our primer will include :

- (a) Device for introducing the new word or syllables or letters to taught. The use of the key words with pictures is probably commonest for this purpose.
- (b) Sentences or stories, which use the new words or syllables, and which provide practice in fluency and reading for meaning.
- (c) Analytical or drill devices to aid the learning of the syllable words or letters.
- (d) Review and testing material etc.

Teachers, supervisors etc. SASO will employ trained teachers in literacy student volunteers who will undergo crash courses on literacy training and educational of the adult.

They will undergo this course in order to make them more effective.

We intend enlisting student volunteers who will thus be trained. They will be asked to volunteer for a three month crash course. They will be under the auspices of SASO.

Other black students will be trained to be supervisors and/or instructors of literacy teachers to work in co-operation with literacy teachers.

They will remain for a period of four weeks doing motivation work and giving assistance to teachers in setting up their

12/classes in.....

classes in addition to instructing the teachers. In addition they will do some research into conditions in the various situations and working at developments and awareness projects.

Before this takes place, however, motivational work has to be done on the Black campus also to recruit volunteers.

At this stage, we estimate that at least, 200 students volunteers will be required for the projects. We will also have to set up 'Motivation Days' in the various regions. The aim of these is to bring together the people in order to motivate them to doing something about illiteracy.

LITERACY TRAINING THE PLAN.

1. DROP-OUT SCHEME.

In the areas surrounding the universities and colleges are many young (and old) people who never managed to finish school and had to work. Most of them are still very keen on education and they are studying at home for Junior Certificate and matriculation.

Students can help with providing tuition after work and during their sparetime. Such schemes are already in operation in most universities under the direction of SASO Local Communities.

There is a need to set-up a complete school library for the students while they pay their fees with the correspondence colleges and also examination fees. It sometimes becomes necessary to provide meals for those who stay far.

VACATION SCHOOL.

Mainly because of the shortage of teachers for the specialist subjects maths, physical science, latin and the languages students who are majoring in these subjects, spend their winters vacations tutoring to the final Junior Certificate and Senior Certificate pupils in the major cities. This is undertaken by those students who stay in that area or spend vacations there. This scheme was appreciated by the teachers in Soweto and was run in conjunction with the African Students Movement which functions mainly in schools.

The same vacation Schools can be used to bring together those who are studying at home and those at school. The home students will have an opportunity to discuss their problems while they also enjoy the benefit of tuition.

2.LITERACY SCHEME.

This involves imparting to illiterates the basic skills of reading and writing. This is a field project.

Students are trained as teachers and they then teach the illiterate black employees of the university. During the long summer vacation a project is organised where they spend time in rural areas imparting knowledge to the people.

The transport costs, food and accommodation must be provided while the students themselves offer their skills.

HOME STUDY: SCHEME

Another scheme would be offering tuition to obtain educational qualifications. This, no doubt, offers then a new confidence and increased opportunities. Hence aid can be given by students to those who want to prepare for Std. VI or J.C. examinations.

ADMINISTRATION

We hope we will be able to maintain the scheme without increasing our staff. The only necessity is the acquisition of a vehicle to be at the disposal of the Permanent Organiser. This will cut travelling costs a great deal. We also hope to train all our Executive members as Literacy Managers to assist the Permanent Organiser.

For administration we propose to use 10% of this budget.

FINANCIAL PROJECTIONS:

LITERACY CAMPAIGN: A THREE YEAR PROGRAMME.

PERMANENT ORGANISER: Travelling

Purchase of vehicle	R2000
Maintenance - R500 per year	1500
Depreciation	1000

STATIONARY:

Literacy Aids R100x 3	300
Prescribed Books and Manuals R500 x 3	1500
Stationary: pens, paper etc. 100 x 3	300

VOLUNTEERS:

R3 per day X 60 days X 20 students X 3 b	10800
Transport Subsidy	<u>600</u>
	<u>12000</u>

BLACK STUDENTS BENEFIT SCHEME

It is an indisputable fact that it is very expensive to be poor in South Africa. It is the poor who live far from the main centres of employment and therefore have to spend lots of money out of the little that they have to travel to their places of employment.

It is the poor who have to finance their own education because the government refuses to pay the full costs for educating them.

It is the poor who are forced to build their own schools because the government closes its eyes to accommodation problems that stare into their faces.

Of course it is the Black man who is poor in South Africa. It is the Black man who has to see his child from primary education up to and beyond University without any meaningful assistance from the government despite the fact that he also contributes - he is the main contributor to the economic wealth and prosperity of South Africa.

But he is not allowed to enjoy the fruits of his toils and labour.

He cannot, therefore pay for the education of his child.

Thus, SASO, as a Black Students Organisation, intends tackling this problem.

SASO realises that very few Black children are able to proceed to higher classes mainly because of financial problems and difficulties. Less than 5% of the Black children is able to proceed to matriculation. Even those very few who manage to proceed to matriculation find it very difficult to pursue their studies. Thus out of the "very few" who managed to proceed to matriculation, very few manage to proceed to University or other institutions of higher learning because of the chronic poverty that scourges the Black Community.

The position becomes more desperate and frustrating for those who struggled through Matriculation to University.

At University level, financial obligations become more burdensome to a Black parent who normally earns ± R50,00 per month.

Moreover, the student has to travel to a vfar-away situated University or institution of higher learning because of his tribal affiliation in terms of the government policy. Thus if he happens to be a Zulu, but living and staying at Pietersburg he will have to travel to Zululand in order to attend the University of Zululand, despite the feat that the University of the North is at his doorstep at Pietersburg.

As is the case at primary and secondary school level, there is very little financial assistance offered to a Black student at University level.

He has to pay for his books, boarding, lodging, tuition. Of course he has to pay for his own transport to the University (bearing in mind the remoteness of Black universities, it is a costly undertaking indeed).

A break-down of the kind assistance the Black student receives in South Africa, reveals that very few Black students receive any financial assistance that can help them complete their studies.

The government only grants about R20 310,00 in non-repayable and about R53 550 in loan bursaries. These amounts are quite inadequate to help educate the Black Community, bearing in mind the poor wages, salaries paid to Blacks in South Africa.

A number of bursaries and loan bursaries is offered by private firms and/or companies but even these are to negligible.

Most of these bursaries, are too difficult for a Black student to obtain.

SASO intends establishing a Black student Benefit scheme into which funds will be channelled. Students who are unable to continue with their studies because of financial reasons will then apply for assistance.

KIND OF BENEFIT SCHEMES.1) SCHOLARSHIP FUNDS.

This will be set up for the sake of assisting those Black who would like to pursue their post-graduate studies at home or abroad.

This kind of help is necessary in view of the fact that very few opportunities are open for Black students to pursue their post-graduate studies.

It is absolutely essential that Black students should be encouraged to pursue advanced studies. This is more so in view of the fact that the Black Community needs Blacks with some specialised knowledge and know how which being denied them by the Whites because of their colour of their skin initially.

Most of these scholarships will be free and non-repayable. But after a period they could be made repayable so that the fund should not become totally exhausted.

2. BURSARIES.

These will be set-up for the purpose of helping high school pupils who are in dire financial assistance, mostly those who would like to proceed to University. But they will be mostly directed towards helping university undergraduates who cannot meet their financial obligations. This does not mean that SASO intends neglecting high school pupils. Quite the contrary, we believe education for the Black student becomes more financially expensive at University level. Hence at our acute interest in helping undergraduates, a large percentage of these will be repayable.

3. LOAN BURSARIES.

These are meant to assist those Blacks who, comparatively speaking, are able to finance their own studies but would need some financial assistance to meet or augment their fees.

These will be purely loan schemes bursaries which will be repayable within a period - depending on the circumstances of each case.

PUBLICATIONS

The major publication that is pushed out by SASO is its Newsletter. Through the Newsletter SASO sets out to establish proper contact amongst the various black campuses and between the Black Students and the community at large; to stimulate discussions among the black people on current issues that are of relevance and importance; to make known black opinion on matters affecting blacks in South Africa; to make known the stand taken by students in matters affecting their lives on and off the campus; to examine relevant philosophical approaches to South Africa's problems; to contribute in the formation of viable and strong feeling of self-reliance and consciousness amongst the black people of South Africa; and lastly, to initiate the move towards an independent representative black press of which there is a sad lack in this country.

To date there have been three publications of the Newsletter. These three issues were printed at printing firms at Durban. Previously the Newsletter was rhonedd in the offices of SASO but it was found that the costs of r'oneoing the Newsletter warranted the printing of the Newsletter at a printing press and oif the printed copies were sold at ten cents then the returns would balance out to cost the same as r'oneod copy of the newsletter. Publications also imply the various fact papers and speeches, minutes of conference and reports.

In the future it is hoped that to reach a larger crust of the black people in South Africa some speeches, some parts of the Newsletter and some fact. papers will be printed in the vernacular languages e.g. Zulu and Xhosa. It is also hoped in the future to draw up articles on thevarious community projects that SASO is involved in.

To date the SASO Newsletter has experienced a great deal of success not only in the student world but also among all section of the black community. Through the Newsletter many people find that they are afforded a clearer insight into certain political issues and ideologies. People also find that they are able to explain concepts such as "Black consciousness" and "Black Solidarity" with far greater ease after reading the newsletter. Undoubtedly, the Newsletter is of great value to the student and the community at large. The present circulation of 2 000 per issue is already

not enough because of the increasing demand for the Newsletter and very soon we will have to increase circulation.

In charge of all publication is the Publication Director who is employed full-time. It became necessary to employ a full-time person on publications because of the lack of facilities in the form of printing machines on the various black campuses. Further the distance between black campus and a central industrial area is extremely far. With increase in rhoned material and the fact that 10 issues of the Newsletter per year is too much for a studying student to handle. Beside the publication director having to collect, collate, correct and plan out the Newsletter he is also editor.

This is meant that the job had to be given to a full-time person, and we print 10 issues per year and the estimated costs of printing is R4 000 for the Newsletter alone. This means that for each issue the cost is four hundred rands.

Other publications are estimated at R500 per year. These are mainly conference reports, reports of Executives, Important speeches of value to the black people and the various fact sheets and papers that SASO prints.

The salary of the Publications Director is R2 000 per annum.

Sundry expenses for all publications is mainly restricted to postage as the newsletter has a mailing list of subscribers running into hundreds. Besides most of the University centres, are outside main centres and means postage is extra. Also many copies are posted overseas.

If one is to summarise very quickly the finances this is how it stands.

Newsletter 10 issues per year	R4 000,00
Other publication " "	500,00
Publications Director salary per year	2 000,00
Sundry expenses, Postage etc.p.a.	<u>500,00</u>
TOTAL	R7 000,00
Returns from Sale of Newsletter p.a.	<u>1 500,00</u>
	R5 500,00

B/It is

3.

It is our intention to make Publications of SASO a semi-independent department. To do this it would need funds so that the department can start on the right foot.

The Plan

At the moment the Literacy Campaign is conducted in conjunction with the Preventive Medicine and the Health Education scheme. This means that student volunteers will be involved in the areas of Winterveld, New Farm and Dududu. All areas in which the initial steps have been taken to set up the scheme.

The Permanent Organiser who does the programming of all community projects and he is undergoing training as a Literacy Manager, will visit all these areas frequently and seek the cooperation of churches in the scheme so as to get legal sanction.

MOTIVATION DAY

The Organiser will visit the earmarked areas and arrange a meeting with the community leaders and place the entire rationale behind the literacy campaign so that the support of the entire community should be gained for the project. This would be a ONE DAY SEMINAR.

A similar scheme should be undertaken on campus so that students and prospective volunteers should be properly motivated and have the right perspective and attitude towards literacy.

TRAINING VOLUNTEERS:

The Permanent Organiser will visit campuses and conduct training classes for literacy teacher with a maximum of 20 volunteers. This ensures that campus literacy classes can be held and there is a pool of volunteers for the national campaigns during the long vacation. It is estimated that this course is held over 50 hours and because students can only fit in time after lectures this session is over 10 days.

THE CAMPAIGN:

The actual Literacy Campaign will take place during the long summer vacation. With the pool of trainers that had been prepared it will be possible to have at least 20 students in three areas at the time. The advantage of this is that transport costs are considerably lowered as students can attend the camp nearest to their homes. Boarding and lodging also have to be paid by SASO.

DURATION OF PROGRAMME:

It is estimated that after the initial two-month period it is possible to have trained some initiates. At the end of that period, finishing up can be done over weekends by the SASO group nearest that particular area.

POST LITERACY CONTINUATION PROGRAMME

It often becomes essential that some link be maintained with the new literates after training. Towards this end we undertake to author pamphlets which will promote a deeper understanding of the social environment and also embracing the teaching of preventive medicine and health education. These can then be circulated free of charge to all the new literates.