

D. Walsby
African Studies
UC

NATIONAL UNION OF SOUTH AFRICAN STUDENTS
=====

MINUTES

49TH NUSAS CONGRESS

RHODES UNIVERSITY

GRAHAMSTOWN

November 30 - December 3, 1972

NATIONAL UNION OF SOUTH AFRICAN STUDENTS

49TH CONGRESS

November 30 - December 3, 1972
RHODES UNIVERSITY
Grahamstown

INDEX TO MINUTES

Present	1
Opening speech	3
Claiming of votes	3
Introduction of delegates	3
Quorum	3
Election of steering committee	3
Election of contingency committee	3
Election of finance and organisation committee	3
Tabling of reports	3
Ratification of committee chairmen	3
Election of Press Liaison officers	4
Election of Winterschool committee	4
SRC Committee report backs	
Finance, Administration and Employment Resources	4
SRC Representation of Governing bodies of the University, SRC faculty representation and faculty councils together with general reassessment of student government	9
Special difficulties and problems experienced by SRCs together with campus awareness and involvement of conservative students in NUSAS	11
Contact and Communication (between SRCs and between SRCs and outside organisations) together with contact with Afrikaans universities and citizens action committees	14
First year orientation	18
Medical Aid, Bookshops and Benefits	22
Seminars	24
Resolutions arising from the above reports	26
Current Affairs session	26
Finance and Organisation Committee	27
Rules for administering finance	28
Consolidated NUSAS and affiliates budget for 72/73	31
Ratification of amended budget	34
Office bearers and employees loans	34
Constitutional amendments	34
Donation of monies to trust funds	35
Medical aid schemes	36
Restrospective validation	36
Transport expenses	36
MISED meeting	37
Introduction	36
Teacher Training Colleges	37
Committee on Course Content	38
Mandates	42
Fundraising	44

AQUARIUS meeting	44
Reportback from AQUARIUS local committees	44
Aims and Broad Strategies of AQUARIUS (National) and of individual local committees	44
Relations with Head Office, Expectations of Head Office executive tours, Secretary General's role on campus	48
Contingency planning	48
Local projects	48
National Projects	50
NUSMGT meeting	58
Report back by the "big" universities group	59
Report back by small campuses group	62
Specific mandates and recommendations arising	65
General	68
Workers committees and assistance to them	69
Contingencies committee reports	70
Fundraising information	71
Decentralisation	71
National Campaign	72
Hands Off Universities campaign	72
Labour Campaign	73
Cultural input	75
Education campaign	76
Adption of reports	79
General	81
Thanks	81
APPENDIX - WORKING PAPER ON CAMPAIGNS BY PAUL PRETORIUS AS PRESENTED TO NUSAS	83
CONSTITUTION OF NUSAS	

MINUTES OF 49TH NUSAS CONGRESS

RHODES UNIVERSITY, GRAHAMSTOWN

November 30 - December 3, 1972

PRESENT

Executive - 8 votes

Paul Pretorius
Renfrew Christie (non voting)
Barry Streek (non voting)
Roy Alaslie
Jeanette Curtis (non voting)
Paula Ensor
John Frankish (non voting)
Philippe le Roux
Stephen Hulbert
Colin L utenbach
Nick Taylor
Laurine Platzky

President

Deputy President

NUSED Secretary General (Until December 1)
NUSED Secretary General (from December 1)
NUSWEL Secretary General (Until December 1)
NUSWEL Secretary General (from December 1)
AQUARIUS Secretary General (Until December 1)
AQUARIUS Secretary General (from December 1)
Transvaal Regional Director
Natal Regional Director
Eastern Cape Regional Director
Western Cape Regional Director

Head Office Staff (non voting)

Sheila Lapinsky
Janet MacRobert
Judith Davies
George Venter

General Secretary

Johannesburg College of Education - 6 votes

Robin McCann
Deidre Whelehan
Rob Childs
Ken Smith
Nellie Robertson
Glynnis Pendlebury

Witwatersrand University - 16 votes

Adam Klein
Danny Cohen
Ralph Judah
Jon Buten
Ian Kitai
Irwin Bransky
Philip Cramer
Vaughan Weber
Steven Friedman
Cedric de Beer
Glenn Moss
Gail Levy
Debbie Dison
Trevor Emslie
Craig Williamson
Jonny Bagg
Jonathan Cook

Natal Training College - 3 votes

George Collins
Margie Chouler
Roger Shepphard
Lalleghe HJohnston
Kate Gunn
Robin Archer
Anthony Daniel
Diana Anderson
Lavinia Reid

University of Natal, Durban - 11 votes

Charles Nupen
Tony Jordan
Barry Midgeley
Brian Draper
Lawrence Kuny
Linda Ensor
Drene Meyer
Nicola Franklin
Peter Meanley
Kevin Malone
William Dutton
Isla Corrigall
Rod Smith

University of Natal, Pietermaritzburg - 8 votes

Tim Dunne
John Mawbey
Suzanne Hattingh
Nikki de Havilland
Iain McMillan
Grahame Hayes
Roger Roman
Dorian Barboure
Joan Dobson
Wendy Spiers

University of Cape Town - 14 votes

Steve Jooste
Michael Harris
Niel Ackerman
Rob Ferron
Keith Hendry
Dirk Kemp
Wally Skilton
Adele Spektor
Paul Jourdan
Anne Cleminshaw
Dave Robb
Graham de Smidt
Vanessa Brown
Chris Dark
Chris Spicer
Gordon Young

Rhodes University - 8 votes

Mike King
Nigel Henson
Mike Walwyn
Albert Heydendrych
Jill Smart
Ben Parker
Terry Taylor
Karl Edwards
Pete Barber

Observers

Clive WA Keegan - NISAS Historian
Horst Kleinschmidt - SPRO CAS 2
Hans Aschenborn - Pretoria University
Mercia Willsworth - Black Sash, Grahamstown
Garth Verdal - Natal Mercury
Brian Ginsburg - Stellenbosch University

At the first session of the National Student Assembly, Mike King, President of the host SRC was in the chair, and Donald Woods, Editor of the Daily Dispatch and NUSAS Honorary Vice President, delivered the opening address. Paul Pretorius NUSAS President delivered the presidential address

At the second session of NSA, Mr Pretorius took the chair.

Votes were claimed as follows :
Johannesburg College of Education - 6 votes
Witwatersrand University - 16 votes
Natal Training College - 3 votes
University of Natal, Durban - 11 votes
University of Natal, Pietermaritzburg - 8 votes
University of Cape Town - 14 votes
Rhodes University - 8 votes
Executive - 8 votes

Each delegation leader introduced their delegates and the President introduced the executive.

A quorum of votes would be 50, and a quorum of centres would be 4.

Res 1 - Election of Steering Committee

THAT THIS NATIONAL STUDENT ASSEMBLY ELECTS THE FOLLOWING PEOPLE TO THE STEERING COMMITTEE

G PENDLEBURY, R MCCANN, S FRIEDMAN, A KLEIN, D COHEN, R SHEPPHARD, T JORDAN, C NUPEN, D MEYER, R AINSLIE, T DUNNE, R ROMAN, I MCMILLAN, M HARRIS, N ACKERMAN, L PLATZKY, M WALWYN, N HENSON

55 - 1, 10 abst

Ensor Jooste

TRes 2 - Election of contingency committee

THAT THIS NATIONAL STUDENT ASSEMBLY ELECT THE FOLLOWING PEOPLE TO THE CONTINGENCY COMMITTEE

R CHILDS, K SMITH, G PENDLEBURY, S JOOSTE, D KEMP, G YOUNG, C LAUTENBACH, C HAYES, D BARBOURE, J MAWBY, N FRANKLIN, L ENSOR, L KUNY, P LE ROUX, S HULBERT, N TAYLOR, J COOK, C DE BEE, M KING, R JUDAH, B PARKER, P BARBER, C SPICER

unan

Ainslie, Platzky

Res 3 - Election of finance and organisation committee

THAT THIS NATIONAL STUDENT ASSEMBLY ELECTS THE FOLLOWING PEOPLE TO THE FINANCE AND ORGANISATION COMMITTEE

R CHILDS, N ROBERTSON, B DRAPER, B MIDGELEY, N DE HAVILLAND, J DOBSON, C WILLIAMSON, T EMSLIE, W SKILTON, K HENDRY, R CHRISTIE

ne con, 5 abst

King, Henson

Res 4 - Tabling of reports

THAT THIS NATIONAL STUDENT ASSEMBLY TABLE THE REPORTS OF THE PRESIDENT, THE MEMBERS OF EXECUTIVE AND THE SRC PRESIDENTS

unan

Ainslie, Klein

Res 5 - Ratification of Committee chairmen

THAT THIS NATIONAL STUDENT ASSEMBLY RATIFIES THE APPOINTMENT OF ADAM KLEIN AS CHAIRMAN OF THE STEERING COMMITTEE AND MIKE KING AS CHAIRMAN OF THE CONTINGENCY COMMITTEE

nem con, 2 abst

Ainslie, Dunne

The following are the reasons given by Draper for voting against Res 1 - appointing the Steering Committee

"I see the functions of a steering committee (and this has been the past practice at NUSAS congresses) as largely bureaucratic and administrative, and a steering committee of more than 8 people is totally unworkable from this point of view.

"The motion seeks to place nearly all the SRC Presidents on the steering committee, and it thus threatens to become a mini-congress in itself. It is evident that the function of this steering committee seems to be considered more to discuss the functions of congress, than to try and give all business (even if there is only a small minority of support for the opinion that some business ought to be transacted) a time in the congress schedule. Hence the steering committee seems to be regarded as a policy making body, rather than an administrative one, as has been the case in the past.

"The function of a steering committee is to steer the ship (ie the congress) over the paths set out (by the decision making body, ie NSA or National Council), as far as is feasible traversing all of them, and finally reaching the given destination. The function is not to decide where the ship ought to go, and how it should get there, thus usurping the functions of a body like NSA or National Council, rendering the opinions of numerous delegates to NUSAS congress totally ineffective and superfluous. The steering committee is a helmsman not a captain.

"We talk about 'grassroots level' and 'decentralisation' but this proposed steering committee achieves precisely the opposite - sheer hypocrisy!"

Res 6 - Press Liaison Officers

THAT THIS NATIONAL STUDENT ASSEMBLY APPOINTS ROY AINSLIE AND DANNY COHEN AS PRESS LIAISON OFFICERS FOR THE DURATION OF CONGRESS

unan

Klein, Nupen

Res 7 - Winterschool committee

THAT THIS NATIONAL STUDENT ASSEMBLY APPOINT A COMMITTEE CONSISTING OF TWO MEMBERS OF EACH OF THE AFFILIATES TO INVESTIGATE (1) CHANGING THE TOPIC OF THE 1973 WINTERSCHOOL (2) COOPERATION BETWEEN THE WINTERSCHOOL AND NUSED EDUCATION CONFERENCE (3) A DETAILED WINTERSCHOOL PROGRAM FOR PRESENTATION TO AND RATIFICATION BY THIS CONGRESS

unan

Le Roux, Ainslie

Res 8

THAT THIS STUDENT ASSEMBLY APPOINT THE FOLLOWING PEOPLE TO THE WINTERSCHOOL COMMITTEE

R MCCANN, R AINSLIE, G LEVY, P LE ROUX, G YOUNG, P ENSOR

nam con, 6 abst

Jooste, Walwyn

The Steering Committee program for November 30 was presented to and adopted by the assembly floor

The first report from the contingency committee was presented (This is attached together with the second report)

The general and assessment reports from the centres were tabled and questioned in the following order -

Johannesburg College of Education, Witwatersrand University, Natal Training College, University of Natal Durban, University of Natal Pietermaritzburg, University of Cape Town and Rhodes University.

The Report from Paul Pretorius Chairman of the Board of the South African Students Travel Service was presented by Martin Morgan, manager of the South African Students Travel Service and questions on this report were then taken.

Delegations then met to allocate members from their delegations to the various commissions and the meeting broke into the seven commissions.

The reports from these 7 commissions were then presented to the floor and these follow.

COMMITTEE NO 1 FINANCE, ADMINISTRATION AND EMPLOYMENT RESOURCES

On finance, administration and employment, there was some discussion of relevant points and difficulties. The sharing of ideas was useful but not requiring of a report to NSA. It seems that there is little scope for cooperation.

On indexing of resources the committee felt that the following plan could be adopted:

- (1) Head Office send out its list of subjects under which press cuttings are presently filed. These should be numbered individually, but arranged under broad interest titles. Where one single cutting category has a number of files these should be numbered 108A, 108B, etc etc.....

- (2) Centres examine whether they have resources (people, organisations, publications) which fall outside these categories. If so, these new categories are titled and a list of them sent to Head Office where they in turn are fitted into the broad interest titles. They list also all resources available to them and send these to Head Office for inclusion in the first set, under the already specified section.
- (3) Head Office now compiles a system of master and auxiliary cards which are arranged under 3 categories (people, organisations, publications) in five colours. Five are required since under publications, books, periodicals and cutting files will each have their own colour.
- (4) Each SRC will receive a set of the index cards. As more resources come to hand they should be adequately specified and sent to Head Office who will handle the inclusion and deletion processes specified later.
- (5) Head Office and Affiliates will be able to compile more index cards, as resources come to hand, and the system could be updated either on a regular basis or as situations demand.
- (6) It is envisaged that all cards can be produced by roneoing processes, and that if demand is found sets could be sold to organisations and individuals, with renewal covered by subscription. For the SRCs sets may be charged to their accounts, or provided as a NUSAS service.

THE CARD SYSTEM:

- (1) There should be 2 systems, masters and auxiliaries for the 3 categories already specified, but one only, within the master system, for equipment and services.
- (2) The master system shall comprise 4 sections arranged in alphabetical order under the coding word in the top left hand corner of each card, each section having its own colour.
eg
PEOPLE : YELLOW
ORGANISATIONS : PINK
PUBLICATIONS : A. Books : BLUE
 B. Periodicals. : GREEN
 C. Cutting files : GREY
EQUIPMENT AND SERVICES : WHITE
- (3) The auxiliary system consists of the auxiliary cards only (c.f. diagrams) filed behind grey subject key cards. Auxiliary cards are also arranged in alphabetical order of the coding word, under the relative subjects.
- (4) Changes: Additions and Deletions. Here the technicalities will probably be important so we outline a possible way of handling both.

Additions

- (a) When a particular master card becomes irrelevant to subject where it was not important before, an auxiliary card is simply added to the relevant section of the particular category. For example, Fred Bloggs, suddenly starts working for a Worker's Organisation, so we add a yellow auxiliary card under Bloggs in the "Worker's organisations" section of the auxiliary cards. If Fred writes a book on Wages after this, we add a blue auxiliary card with code words Bloggs in the "Wages" section of the auxiliary cards. This assumes Bloggs has been in the filing system before.
- (b) If he has not been, a master card is made for him and set in the correct group, eg in the yellow people's section or blue books' section. After this, the relevant auxiliary cards are added as described before in section (a)

- (c) Additions to the Equipment and Services section go straight to the master group set of white cards

Deletions

These will probably be few: even when people die or become fascists the information concerning them is likely to be valuable afterwards. The same is likely to be true of organisations. Books and periodicals are unlikely to require deletion.

Partial deletion

Simply remove an auxiliary card from a specified section or sections.

Complete deletion

Remove the master card and all its auxiliary cards in the different topic categories. (For this purpose, the Head Office master cards should have on their reverse side, a list of the sections in which it has been given auxiliary cards. When necessary, Head Office instructs the removal of the master card and the auxiliary cards which apply to it, specifying all the latter appearances.

5. General: all cards, master and auxiliary, should be printed and distributed through head office. However, SRCs and knowledgeable individuals should be encouraged to contribute draft master cards to Head Office for processing.

PRACTICAL RECOMMENDATIONS

- | | | |
|---------------------|---|---|
| (1) TO HEAD OFFICE | : | to follow the recommendations as generally set out in this report. |
| (2) TO AFFILIATES : | : | (See Secretary Generals and Local Committees) : to compile their own resource master cards and send them to Head Office |
| (3) TO SRCS | : | to compile cards on generally useful information and the like, in particular for equipment and services. |

to keep their filing systems up to date

MASTER CARDS

1. PEOPLE

Coding word

BLOGGS F.F.	ADDRESS	TOWN & PHONE NOS.
BIOGRAPHICAL DETAILS RELEVANT TO US, AS SUPPLIED BY SRC's and/or H.O.		

YELLOW

2. ORGANIZATIONS

Coding words

YOUNG TURDS	ADDRESS	TOWNS & PHONE NOS.
RELEVANT INFO.		

PINK

3. PUBLICATIONS

Coding word

A. BOOKS

JUDAH R	ADDRESS WHERE FOUND
A HISTORY OF THE D. INNES TROPHY	
USEFUL INFO.	

BLUE

B. PERIODICALS

GREEN BONK, THE	PUBLISHER'S ADDRESS
	ADDRESSES WHERE FOUND

GREEN

C. CUTTING FILES

LABOUR DISPUTES
FILES 58A JAN 53 - APRIL 58 58B MAY 58 - AUG 70 58C SEPT 70 -
at HEAD OFFICE

GREY

4. EQUIPMENT & SERVICES

serves as code word

FUNCTION
THE EQUIPMENT OR SERVICE
ADDRESSES
OTHER USEFUL INFO.

WHITE

MASTER SYSTEMS : simply the four systems, each in correct alphabetical order.

AUXILIARY CARDS.

1. PEOPLE

BLOGGS

coding word alone,
on yellow card

2. ORGANIZATIONS

YOUNG TURDS

coding word alone,
on pink card

3. PUBLICATIONS

A. BOOKS

JUDAH R

A HISTORY OF THE D. INNES TROPHY

WAGES p.21 - 24

LABOUR p.39 - 67

DISPUTES p.408 - 502

Blue

B. PERIODICALS

GREEN BONK, THE

Vol 2 No. 7

"D. INNES DISPUTES"

Aug. 72

Green

C. CUTTING FILES

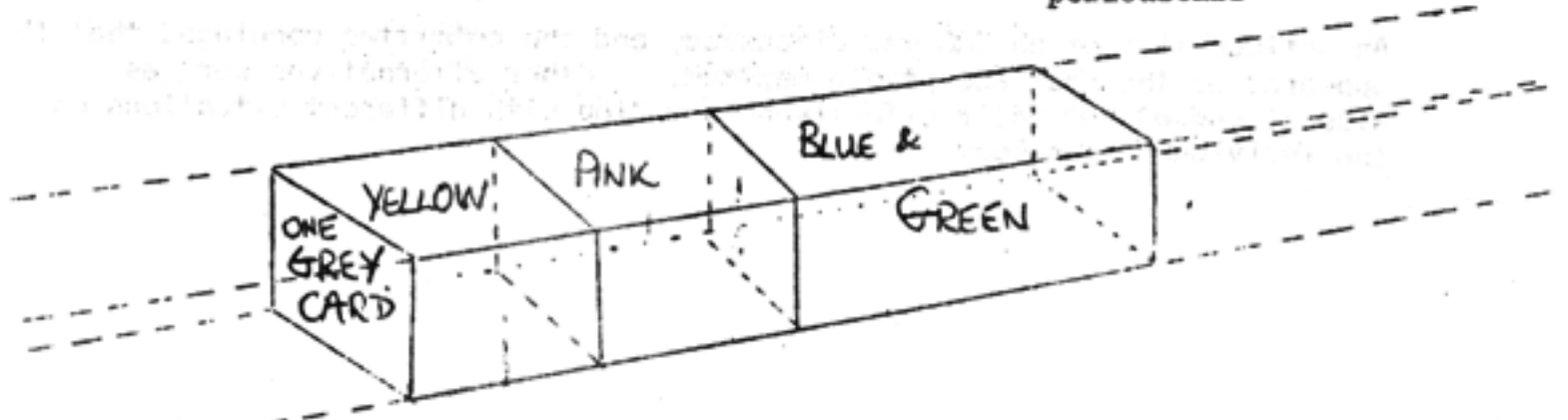
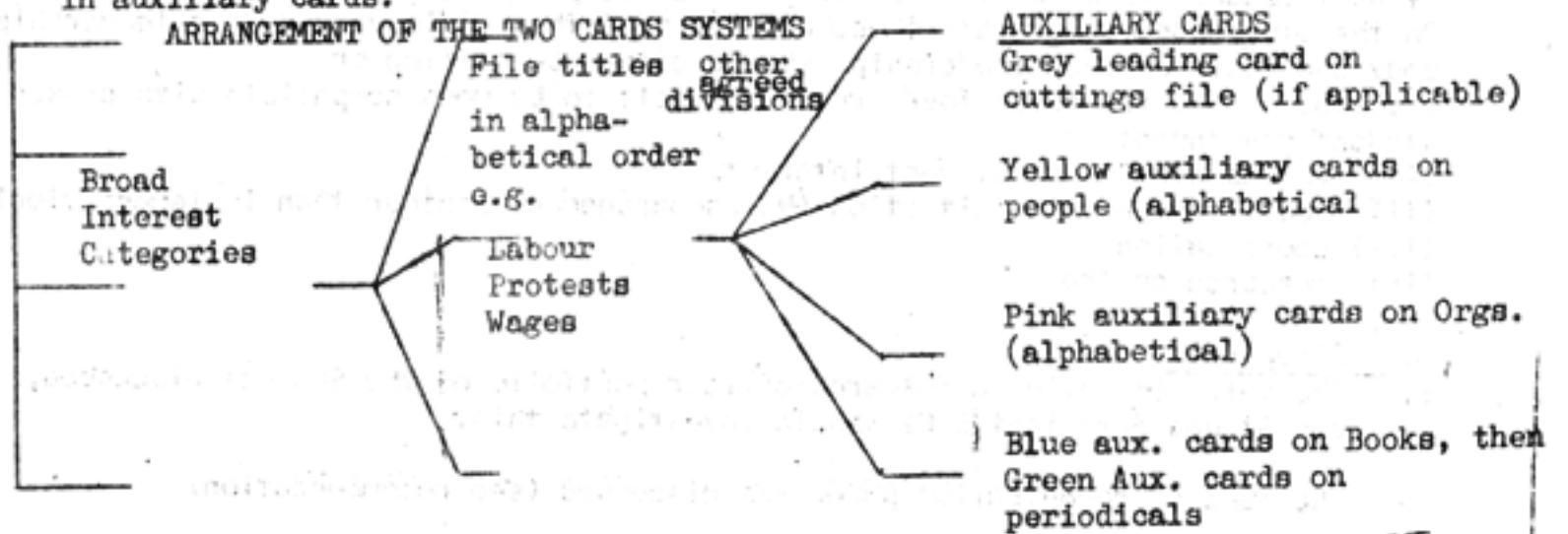
WAGES

HEAD OFFICE FILES

NO. 2

Grey

doubling as
lead card
for subject,
in auxiliary cards.



COMMITTEE NC 2 : SRC REPRESENTATION OF GOVERNING BODIES OF THE UNIVERSITY
SRC FACULTY REPRESENTATION AND FACULTY COUNCILS TOGETHER
WITH GENERAL REASSESSMENT OF STUDENT GOVERNMENT

The following were discussed:

- A. Comparative survey of the situations on different campuses
- B. Representation on governing bodies of the university
- C. Structure of SRCs and reassessment of student government

Representation on governing bodies of the university

1. Negotiations for representation on Councils should not be emphasised at the expense of representation on lesser bodies - ie student participation should begin at a departmental level
2. The academic sphere should not be neglected - ie Faculty Councils must push for representation on Faculty Boards. It was felt that SRCs must encourage the establishment of Faculty Councils with strong student backing, and must recognise the need to concede a certain amount of power to Faculty Councils.
3. In practice the real decisions are usually taken by smaller executive bodies at universities - eg the executive committee of Council formulates the recommendations which are seldom, if ever, ~~upset~~ by the larger body. A student voice at this level of decision making would therefore be far more effective than representation on Council only.

This committee also discussed technical difficulties involved in getting representation and possible strategies which could be employed. These were found to vary according to the different campus situations.

Reassessment and Restructuring

The following were discussed:

- a. role and expectations of an SRC
- b. Structure of student government
- c. Lack of student interest in SRC
- d. elections

a. Role of an SRC

Opinions differ on the role of an SRC, and there are two schools of thought with the true situation lying somewhere in the middle. On the one side there are those who regard an SRC as a purely administrative body playing no part in student leadership which is then left to ad hoc pressure groups on the campus. On the other hand, there are those who say that the SRC is very much a leadership body and that non SRC leadership should either be stifled or diverted. The following four areas were felt to be most compatible with present student government

- (i) representation of student interests
- (ii) mobilisation and initiation (NB encouragement rather than implementation)
- (iii) coordination
- (iv) resource centre

b. Structure

1. The value of having a research officer portfolio on the SRC was discussed, and it was felt that SRCs should investigate this.
2. The need to decentralise power was discussed (see recommendation)
3. An optimum size of an SRC was discussed, and the committee concluded that 15 appeared as the most acceptable maximum. Other alternatives were also discussed but their effectiveness varied with different situations on the individual campuses.

c. Lack of interest in student government

The committee discussed why there was lack of participation in student government. The following areas were isolated:

1. Doesn't affect them directly
2. Participation cannot effect change
3. Moral incentives are inadequate
4. Information bottle-neck ie only a few students receive information, therefore only a few students are motivated

Further to (4) ie information bottle-neck, communications and publicity were discussed. A move away from stereotyped media was felt to be essential (see recommendations)

d. Elections

1. It must not be assumed that students are unconcerned. The fault may possibly lie in a lack of adequate communication
2. Full use should be made of the campus newspaper and other media of publicity
3. Campaigns should be characterised by an element of "aggression"

RECOMMENDATIONS

TO: SRCS

1. Instead of concentrating only on the upper echelons of university government, SRCs and Faculty Councils should apply their energies in an attempt to gain an effective student voice at the very lowest level - ie in the academic sphere, an attempt should be made for increased student participation at departmental and Faculty Board level
 2. Decentralisation
 - (a) SRCs should decentralise their activities into specialised groups
 - (b) SRCs should act as overall coordinating bodies providing support, financial backing and general direction for these groups
 - (c) In general terms, they should not, where possible, attempt to control output of these groups, except to ensure that any output is accurate and within the law
 3. SRCs should investigate the value/possibility of establishing a "research officer" portfolio
 4. Lack of interest in student government

SRCs should be more sensitive to the information bottle-neck that appears to exist on all campuses; and to this end, new means of communication so should be investigated.

 - (a) Pamphlets in their present form are of limited value
 - (b) SRCs should speak to students in residences, lecture halls, at film shows, and on other suitable occasions
 - (c) SRCs should undertake as a matter of urgency, a detailed research program into communications media
-

**COMMITTEE 3 : SPECIAL DIFFICULTIES AND PROBLEMS EXPERIENCED BY SRCS
TOGETHER WITH CAMPUS AWARENESS AND INVOLVEMENT OF CONSERVATIVE
STUDENTS IN NUSAS**

The committee considered the subjects for discussion and listed those areas which they considered most important. These were:

- (1) Campus awareness, or the lack of it
- (2) Involvement of students
- (3) SRC elections problems (a) lack of interest
(b) representative nature of SRCs
- (4) Awareness on campus of relationship SRC/NUSAS
- (5) Support from Staff
- (6) relationships with the government, especially on personal level (This is with special relevance to Training Colleges)

These points were discussed in turn)

(1) Campus Awareness

The problem exists on two levels. (a) political awareness
(b) SRC programs etc

On the political level, the committee was unhappy about party activity on campus except in debates and discussions between persons from different political parties. Objections mooted included aspects such as the polarisation that would result from the introduction of parties, the fact that parties are restricted to whites only, the fact that party ideology would dull the critical outlook on society that is supposed to be characteristic of students

However, on the positive side, the idea of a national campaign on this matter - an awareness week of political discussions from all shades of party colour was strongly advocated. Also mooted was the idea of series of specialised seminars to raise knowledge on particular political subjects eg social action as a political tool etc

(b) SRC level.

(1) Newspapers. Discussion revealed that for the most part these are not good propaganda agents for SRC activities

(2) Supplements to student diaries, listing societies, clubs etc and student handbooks were seen as useful but restricted by the fact that big activities such as Rag require less publicity as these are largely self perpetuating. The problem was with the smaller societies, which presented too diversified activities which in turn makes publicity very difficult. Other methods were then examined.

(A) The use of megaphones

(B) Shock tactics - the soft sell, the mysterious poster that is only explained at a later stage etc, (this is generally only useful to the smaller residential campuses)

(C) Sandwich Boards

(3) Tactics. There is a clear need for tight control, and a concerted program of publicity. However all media must be used systematically, and to reinforce each other

(A) Pick your target and aim your publicity selectively at it.

(B) Canvassing people on a personal level

- use groups and group interests

- use relevant people to do the canvassing ie engineers to speak to engineers etc

- dont hesitate to spoonfeed in the beginning

- use groups that have in the past tended to be ignored. These generally have a good internal structure, and a strong sense of identity.

(?) Involvement of students

This is linked largely with the preceding point because if the people have a high level of awareness then to one they will be involved. However at the beginning there should be an effective campaign, and interest should be roused by a striking Freshers orientation campaign. This must be followed up with action programs, projects to their involvements more than just signing their names at registration. Once involved they must be kept occupied.

- (3) SRC Problems
- (a) Lack of Interest
- (b) Representative nature of the SRCs

Election procedures need to be re-examined. In some cases they appear not to be able to cope with the volume of votes that should be incoming. It is also apparent that the number of people involved in the election campaigns should be increased. Ideas were exchanged and the different systems of each campus were discussed. It would be a good idea if a formal exchange of this information took place. Head Office could help in this. Above all, it must be made very easy to vote.

(b) It was felt that for the most part, students were not taking part in the full democratic process, and as long as there were some people 'representing' them, there was no real need to take part in the process, as long as too stringent demands were made on the electorate. However, the ideal situation of participator democracy was also mentioned.

However the SRCs must become 'enabling bodies' rather than specialists in all sorts of fields. The dual function of the SRCs as both bureaucrats as well as initiators was stressed. (Student resource council, as opposed to Students Representative Council).

4. SRC/NUSAS relationship

Remember that the best public relations work is efficiency. The importance of telling the campuses and the public, where possible, the true nature of NUSAS and its activities to counteract reaction to the commissions was stressed. It is important to improve the image of NUSAS to get more people acting in the NUSAS framework. Also show where possible what students will lose out on as a result of NUSAS possibly being banned.

5. Support from Staff

Try to get staff in at the planning stages. Attempts should also be made to increase staff support beyond these people who do already support us, to widen the circle of our active supporters. Despite the fact that the initiative always seems to have come from the students, it is important to get the people used to the idea of cooperation between staff and students. Student Participation in council and senate will also reap rewards in this field.

6. Relationships with the Government

The problem here was the possible intimidation of bursary holders, loan holders, people who are in any way contracted to the government. This was a particular problem in the Training Colleges where the idea is concentrated, and is always too present. As far as the committee could determine, there has as yet been no large scale action against bursary holders, although this is not an impossible contingency. However, it was felt that Training Colleges should concentrate on constructive action rather than on public demonstrations etc. NUSAS could also gear a program to teaching, but not to interfere with the STECO plans.

It was felt that every effort should be made for an orientation program in the new year for both old and new students, not to separate conceptually, NUSAS and the SRCs.

RECOMMENDATIONS - This report must be read in conjunction with the first part

- (1) These reports must be taken home to SRCs and studied
- (2) Seminars should be held on this material, and congress reports should be made.
- (3) With reference to the preceding report
 - (a) for attention NSA National campaign on political awareness
 - (b) SRC Specialised seminars Refer 1a
 - HO } {Coordinate ideas on feasibility or otherwise of
 - SRCs } {Party political activity on campuses

- (c) SRCs Refer 1b in toto. Also the need for cooperation with student editor. Produce handbooks and distribute widely.
- (d) FRCs Refer point 2 in toto. Take to heart
SRCs
Affiliates
Local Comms
- (e) SRCs See 3. Reexamine electoral procedure. Head Office
HO to facilitate cross-flow of information
- (f) SRCs See 3b as is
- (g) SRC Initiate soft sell campaign to sell NUSAS
Remember need to coordinate all media
- (h) SRCs Make contact with staff on both informal and at
Local committees committee level Especially with regard to
senior students contingencies
- (i) TCs Refer 6

(4) It was felt that a library of techniques should be created, i.e. each time a program is operated with success, and especially on the bureaucratic program and general techniques of efficiency, a full report listing methods, aims, results, with disadvantages as well as advantages of said program should be circulated to all campuses, through Head Office. This information should be compiled into a library and should be used to good effect. This idea of compounding information on technique is ve / important.

COMMITTEE 4 : CONTACT AND COMMUNICATION (BETWEEN SRCs AND BETWEEN SRCs AND OUTSIDE ORGANISATIONS) TOGETHER WITH CONTACT WITH AFRIKAANS UNIVERSITIES AND CITIZENS ACTION COMMITTEES

A. Communication between English speaking SRCs (Universities and Training Colleges)

- (1) Training colleges felt that they had good contact on a personal level with the nearest university centres but that their more national efforts at communication by way of newsletters tended to be overlooked
- (2) National contact between NUSAS local committees was seen to be nonexistent. It was agreed that this was not important on a national level but that it was on a regional basis.
- (3) The Universities felt that there were 3 types of communication between English speaking SRCs
 - (a) Newsletter - internal news of current projects - ideally only sent out when necessary
 - (b) Emergency - a June type situation where everyone rings up everyone else and news spreads rapidly
 - (c) Presidential communication - usually telephonic, the problem being that very little of this communication spreads from the President to the rest of the SRC.

It was felt that one person on each SRC should be mandated to take charge of communication with other centres and also to ensure that such communications reached the relevant people on the SRC

- (4) Contingency communication. It was felt to be impossible to lay down a definite basis for communications in the indefinite situation of there not being a NUSAS Head Office or any SRCs. It was felt that communication in this situation would occur naturally between such structures as remain.

- (5) Head Office/SRC communication. The complaints were (from the SRC side) that in the past Head Office had shown a lack of concern and understanding and had tended to impose ideas on bodies of students.

From this arose the following expectations of the SRCs of Head Office : -

- (a) Advance warning of tours and people to be contacted (7 - 10 days)
- (b) More involvement of Secretaries general in individual campus projects.
- (c) Head office should disseminate more news information between the various campuses concerning their internal events

A tour involves a two way process of personal trust which should be bolstered by reports after tours and agenda being prepared beforehand. Congress must decide when and how long the tours must be.

Head Office expectations of SRCs

- (a) Must get resource people together to meet the Secretary General. This minimises the strain which the Secretary General who has to liaise between various bodies on any one campus
- (b) The tour should be advertised in the local papers so that people know that the Secretary General is there
- (c) SRCs must promote local contact for the Secretary General, arrange introductions with residence student leaders etc
- (d) Correspondence must be replied to
- (e) Mandates must be carried out

Head Office people feel they are most useful at organising seminars, but the SRCs must organise these in advance.

Functions of Secretary Generals tours

The Secretary General is available as a resource person. Secondly he/she can correct inaccurate postal information. Thirdly he/she can do specialised work on campus projects, Fourthly he/she can build up the trust relationship between the centre and Head Office

Congress must decide when and how long the tours must be. The affiliates must decide who the Secretary General should see. The Secretary Generals must make clear the relevance of their visits to various people to centres concerned.

B. Communication with Afrikaans and Black Universities

- (a) Contact with Afrikaans Universities with special reference to USCO. Contact here must be meaningful. Early organisation of the Agenda is important. Informal regional meetings between English and Afrikaans Universities should lead up to the finalisation of the Agenda. Future USCO conferences must not retrogress from the point already reached. Emotionalism must be avoided. Continuity between SRCs is seen as a problem here. Minority pressure groups on the Afrikaans campuses must not be interfered with too much in their work of liberalising attitudes.

USCO must be orientated more towards common projects and areas of cooperation. Problems arising as to ways of handling the projects can be discussed at USCO. Afrikaans universities will probably accept this approach. Plain language should be used and emotive terms avoided, as should excess 'labelling'. In communicating with Afrikaans universities in Afrikaans care should be taken over the standard of Afrikaans used. Delegates to USCO should be bilingual, understanding Afrikaans even if not necessarily speaking it. Pietermaritzburg feels that the Conference should revolve around a central theme.

NUSAS pamphlets to Afrikaans Universities should be in Afrikaans and under names other than NUSAS where this is felt to be more effective. Pamphlets should be in the language of the group one is appealing to and should be couched in the most effective way. It is felt that the line is more important than the name of the organisation.

C. Communication between SRCs and Non-University organisations

1. Organisations concerned
Liberal church organisations
Christian Institute
Spro-Cas 2
Church and Society
SAIRR
Black Sash
Rotary
Lions

2. Problems

- (a) Mobilising groups and promoting awareness of current crises
(b) Secondary necessity of constant information to be fed to these groups

3. Annual turnover of the SRC personnel and administrative inefficiency

General

Thus efficiency, communications, the hammering of issues and intensive membership drives amongst students after Freshers' reception should be initiated

RECOMMENDATIONS OF THE COMMITTEE ON COMMUNICATIONS TO NSA

1. That this NSA recognise that it is impossible to lay down a definite basis for communications between campuses in the event of there not being either NUSAS Head Office nor any SRCs communication in such a situation will naturally take place between such structures as exist on an opposite number to opposite number basis
2. That this NSA decide when and how long executive tours (especially those of the Secretary General) should be.
3. That this NSA mandate the Secretaries General
 - (i) to make clear to the SRC at a constituent centre the relevance of any particular official visit or visits to persons in that area
 - (ii) to give at least ten days' warning to a centre of their projected arrival on such a tour, such warning being in the form of an agenda

- (iii) to involve themselves more in individual campus projects, noting the valuable national perspective which they can bring to such projects
 - (iv) to compile and distribute reports of tours to centres after they have taken place
4. That this NSA instruct the Head Office staff to endeavour to make more everyday news of internal events of interest on campuses where they occur, available to other NUSAS affiliated campuses
 5. That this NSA mandate individual SRCs to make the following arrangements to facilitate the tasks of the Secretaries General when on tour
 - (i) to ensure that the resource people for particular projects are available while the Secretary General is at the centres
 - (ii) to advertise the tour in the local newspapers and other media so that interested people may know when the Secretary General will be at that centre
 - (iii) to promote local contacts for the Secretary General, such as arranging introductions to leaders of various 'interest groups' on the campus
 - (iv) to reply to Head Office correspondence
 - (v) to carry out NSA and other official and lawful mandates
 - (vi) to organise seminars during the Secretary General's visit, this being a form of activity to which Secretaries-General are well-suited.
 6. That this NSA call upon individual centres and Head Office to note the following essentials insofar as communication with outside organisations is concerned
 - (i) efficiency in correspondence and administration
 - (ii) consistent communication and the pushing of relevant issues through these bodies
 - (iii) the necessity for intensive membership drives amongst students after Freshers' Reception with a continuation of interest being maintained thereafter.
 7. That this NSA make no change in NUSAS policy regarding contact with the black campuses

RECOMMENDATIONS OF THE COMMITTEE ON COMMUNICATIONS TO SRCs

1. That Presidents and Deputies be encouraged to be more open with the rest of the SRC with respect to communications which they receive from other centres
2. That it be the duty of one specific person on an SRC to be in charge of inter-branch communications and that he ensure that such communication reaches the relevant people on the SRC
3. That SRCs be more conscientious about their communications with training colleges
4. That SRCs note the following functions of Secretaries-General on tour
 - (a) He/She is available as a resource person
 - (b) He/She can correct inaccurate postal information
 - (c) He/She can do specialised work on campus projects
 - (d) He/She can build up the all important personal trust relationship between the centres and Head Office
5. That the SRCs note the following with regards to USCO and the Afrikaans Universities
 - (i) Contact here must be meaningful and not merely social or administrative
 - (ii) Sound relationships between English and Afrikaans centres in the regions should be built up as a prelude to finalising the USCO agenda
 - (iii) USCO should concentrate on areas of cooperation and common work projects rather than emotional wrangling. Care must be taken that bilingual delegates be sent, who can at least understand Afrikaans even if they don't necessarily speak it
 - (iv) Pietermaritzburg has decided that the conference should hinge around a central theme.

6. SRCs should note the following organisations and contact problems
- (a) Liberal church organisations
 - Christian Institute
 - Sprocas
 - Church and Society
 - SAIPP
 - Black Sash
 - Rotary
 - Lions
 - (b) Problems
 - (i) Mobilising groups and promoting awareness of current crises
 - (ii) Necessity of feeding such groups with constant and relevant information
 - (iii) The annual turnover of SRC personnel and administrative efficiency

RECOMMENDATIONS OF THE COMMITTEE ON COMMUNICATION TO ALL AFFILIATES

1. That this affiliate decide who the Secretaries-General should see officially on their official tours
2. That this affiliate acknowledge that the line is more important than the name in approaching various groups in society when deciding under what heading and in what language to couch a pamphlet. It should also be remembered that simple language should be used and emotive 'labelling' avoided
3. That this affiliate recommend to its local branches that regional contact between them and other bodies is important, although noting that this appears to be less important on a national scale.

COMMITTEE 5: FIRST YEAR ORIENTATION

1. Introduction (specific relation to NUSAS)
2. What campuses are doing
3. Contingency
4. Publication
5. Fundraising

1. Introduction

It is difficult to give a generally applicable program which applies to all the different campuses. The various campuses each have different structures of their freshers reception committee - with varying influences of SRCs, campus authorities, NUSAS, Rag, residences and other societies.

UCT and Wits have the strongest NUSAS influences with UNP and UND the least. It was pointed out that this is largely due to the varying influences of NUSAS local committees on the campuses themselves.

All the programs incorporate to a lesser or greater extent, SRC projects, administrative requirements, Rag, NUSAS, Residences and societies' requirements. The points listed below cover only the aspects of particular reference to NUSAS of the affiliates. There are many other aspects of the programs which are not covered.

It is important for affiliates to recognise when they discuss their Freshers Reception programs tomorrow, that while these requirements may be met at Wits and UCT, it is virtually impossible for them to be accommodated by the Freshers Reception committees, at, say, UNP and UNP. The specific capabilities of each centre must be taken into account and it is very difficult to generalise on a national level.

2. What campuses are doing

Pietermaritzburg

- (i) Information bureau which also tries to involve students in NUSAS activities
- (ii) Administration, envelopes posted to first years containing, among other things information on NUSAS
- (iii) Debate between NUSAS President and RAU President with Kaufman as chairman
- (iv) Projects involving first years
 - (a) Sport (multiracial)
 - (b) Welfare afternoon
 - (c) Environmental townsweeping

Durban

See report of SRC President last page. Not very NUSAS oriented

UCT

- (i) Political awareness (involvement of first year)
- (ii) Practical involvement in projects
- (iii) Introduction to NUSAS - inciting awareness of objectives and ideals of NUSAS as an organisation
- (iv) Benefits

The objective of this reception will be to concentrate on the political involvement of the university in society. Conflict of interests and discontent within the campus will be accentuated eg

- (1) campus wages
- (2) protest films
- (3) pamphlets
- (4) cultural awareness
- (5) seminars

WITS

- (i) Head office booklet to be circulated in administration envelopes to students before orientation week
- (ii) Signing up students outside all orientation speeches and involving them immediately with follow-up programs
- (iii) Politicise students as a whole, not just those who sign up.
- (iv) General anti-authoritarian campaign
- (v) Substitution of the phrase 'Freshers week for Orientation week.'

Orientation week is geared to relieve apathy and must be seen against the background of an 'Education Year' campaign backed by the SRCs

- (A) Wits Student will run features on education and give book prize details
- (B) Education forum is planned to introduce students to courses and provide background for them
- (C) ~~Secretaries~~ General are requested to put in an appearance during Freshers Week
- (D) Splash the name of NUSAS all over the campus (including loo wall). Advertise past and future of NUSAS and location of local committee
- (E) Multiracial cricket matches etc aimed at reaching other sections of the student body

RHODES

- Advertise NUSAS
- 1) Policy
 - 2) Benefits
 - 3) Scholarships and loans
 - 4) SASTS
 - 5) Projects
 - 6) Theory behind projects and policy

The attack against Residences rules and authoritarian attitudes should contain main impetus of campaign

NTC

General aim is to create awareness of NUSAS benefits.

- (1) Aquarius is the media for communicating to the students on a political level, ie addresses, media input and entertainment
- (2) NUSED only applicable as far as SASTS is concerned
- 3) NUSWEL operates through WUS

JCE

- (1) NUSAS pamphlet essential by February 5
- (2) Publicity concerning policy information, past and future projects finance explanations. A special emphasis will be placed on benefits such as travel. These must be advertised as early as possible

(3) Recommendations to affiliates

(a) Pietermaritzburg

None

(b) Durban

(i) Political slant alienates students. Affiliates cannot afford this as they are very weak

(c) UCT

- NUSWEL:
- (i) Wages speaker
 - (ii) Involvement in community development projects
 - (iii) Introduction via handouts
 - (iv) Seminar

NUSED Pass Courts
Education analysis

AQUARIUS: Cross-cultural festival
Emphasis on alternate life styles

(d) Wits

NUSWEL Tours to communities

NUSED Pass court visits

Education forum

AQUARIUS: Pop Concerts

Live in

Drama

Guerilla Theatre

Poetry

Music (folk)

Movies

AQUARIUS should provide background for all political action

(Wits made a further recommendation that Paul should be available to more students when he tours. He must involve himself in action committees).

(e) Rhodes to four

AQUARIUS: (i) Plays

(ii) Peoples

(iii) Anti-capitalist exploitation propaganda

(iv) Life style emphasis

NUSED

(i) residence reform

(ii) Education reform a. how to study

b. DP system

c. Tutoring scheme

d. why study

e. evaluation of lectures, lecturers

f. reform symposium

(f) NTC

Not applicable

(g) JC

General seminar for first years

NUSED: there is large scope for education campaigns

AQUARIUS: a. emphasis on stimulating programs rather than meetings

b. assimilation games

NUSWEI: tours of townships not from luxury buses but on foot

SASTS: information as early as possible

4. Reccomendations for Freshers pamphlets

The Freshers Pamphlet is the document outlining NUSAS activities and policy sent out from Head Office to all first years. In addition to this document, it is recommended that local committees put out additional information giving a detailed breakdown of local projects, what has been done in the past, what is offered that year, theoretical background to the projects and who are running the projects on that campus

The Freshers' pamphlet should contain:

(i) Excerpts from NUSAS policy

(ii) Message from Paul on NUSAS

(iii) Breakdown of affiliates - what they are, what they have done and what they do

(iv) Benefits/Travel service

(v) Diagrammatical presentation of NUSAS structure

(vi) Preamble to NUSAS constitution

(vii) Statement from this Congress?

(viii) Section on each campus, names of people involved, photograph of each President, list of local projects

It is recommended that the pamphlet has a 12 page booklet (Cost approximately R300 for 8 000 copies). Finance and Organisation committee asked to look into finances: either (i) drawing finance from elsewhere in NUSAS budget

(ii) asking SRCs to increase their contribution towards payment for the Fresher pamphlet

SRCs are asked to supply

(i) Local campus details required for the pamphlet

(ii) Numbers of pamphlets required

(iii) Date by which pamphlet is required

5. Contingency Plans

It was felt that Freshers Reception Committees and SRCs should be alive to the possibility of action against NUSAS and the universities early in the year in which case provision should be made for a 'crash program' of educating and informing the first years of the background, the implications and effects of government action.

UNP has already drawn up a contingency alternative Freshers Reception Program incorporating an SRC address, student body meeting, formation of action committee, pamphleteering, general assembly, assessment groups and church services.

It was felt that First years could not be thrown out into the brunt of confrontation politics without an intensive education campaign during the week.

It is recommended that the June protest movies be screened, that teaches-ins/lectures/discussion groups/talks be arranged.

(6) Fundraising

The different campuses each have different policy on fundraising during Freshers Reception.

On UNP, there is no fundraising, the first years paying R10 to the SRC for all the social functions during the program. This R10 is divided between the societies' which organise the functions on a nonprofit basis.

At UCT, Rag has the monopoly and on other campuses proportions of all fundraising must go to Rag.

Nevertheless, it was recognised that this is an important opportunity for fundraising and that this should be done whenever possible.

In terms of Contingency fundraising plans, it was suggested that, in addition to the sale of affiliate membership cards, NUSAS membership cards be sold at a cost of R1,00 each in the event of centre affiliation being prevented by Government Action. This individual membership drive must be accompanied by a concerted publicity campaign

COMMITTEE: 6: MEDICAL AID, BOOKSHOPS AND BENEFITS
STUDENT BENEFITS

The committee isolated 11 areas of student benefits

- (1) Student Health Service
- (2) Student bookshops
- (3) Student discounts
- (4) Student vacation jobs
- (5) Student Insurance
- (6) Student trust funds
- (7) Student vacation residences
- (8) Student legal aid
- (9) Student tutoring scheme
- (10) Student Babysitting scheme
- (11) Student Travel Service

Thereupon the committee decided to table what is being planned and done in these fields on the various campuses

(1) STUDENT HEALTH SERVICE

UCT and Wits both run this type of service. UCT has a veritable mini hospital with fulltime staff while Wits runs a part time clinic. These render their services to students free of charge. Both these ways of administering the service seem to be efficient and suit individual campuses concerned.

(2) STUDENT BOOKSHOPS

It appears that the only tolerably efficient bookshop runs at Wits. There research is being done into the feasibility of importing books and obtaining books direct from publishers. This could allow cuts in book price of between 35% and 50%. An example is the Wits Engineering bookshop which offers books at prices of up to 50% less than commercial book prices.

(3) STUDENT DISCOUNTS

Most centres seem to have some activity in this scheme. The only possible way of working it will be for each centre to compile a directory of establishments willing to participate in the scheme. These lists could then be nationally correlated and a directory printed

It would seem that the most efficient means of establishing student eligibility in the scheme would be through the possession of an ISTC

(4) STUDENT VACATION JOBS

Most centres have some type of 'Job book'. However it would be beneficial for there to be national cooperation on student jobs. This would allow students to be able to take jobs in any centre they should so wish.

(5) STUDENT TRUST FUNDS

These exist and function efficiently as SAMST and SASET. There are also general scholarships

(6) STUDENT INSURANCE

The planned national scheme seems to have proved impractical. Natal and UCT have insurance schemes running. Wits is in the throes of organising student coverage and this should be instituted in the near future. On the same line Wits is organising an Ambulance/First aid service to be present at all sports events.

(7) STUDENT VACATION RESIDENCE

This scheme would entail student places of residence in various centres being open to students from other centres during the vacation. This is being investigated at Wits.

(8) STUDENT LEGAL AID

The only scheme of this type operative is at Wits. This is called the Utility Fund and provide for bail and other legal expenses if merited.

(9) STUDENT TUTORING SCHEME

UCT and WITS have schemes of this kind. The basic idea is to advertise a student tutoring scheme for school children - basic charge for this service could be approximately R3,00 per hour.

(10) STUDENT BABYSITTING SCHEME

The idea of this scheme is to advertise the above service. The students who take part should be paid approximately R1,00 per hour. A scheme of this type is run at Wits.

(11) STUDENT TRAVEL SERVICE

This is an established service.

GENERAL

It seems then that the only benefits that can be presently initiated on a national level are Student Trust Funds, student travel services which are already functioning and the Student Discount scheme, vacation jobs and residences.

THE END

COMMITTEE 7 : SEMINARS

The first recommendation decided on by the committee was that less emphasis be placed on seminars in the traditional form, concentrating more on workshops to allocate definite responsibility and to ensure follow up.

We discussed two levels on which seminars could be held, local, which would include a Freshers and Freshettes seminar, affiliates and SRC seminars including April seminar, Wages commission, NUSED, NUSWEL and AQUARIUS conferences. Each of these were discussed.

FRESHERS AND FRESHETTES

The need for extensive publicity and planning committees in conjunction with SRCs was mentioned. The seminar would last 2 days combining SRC commissions and affiliate activity.

The first phase of the seminar would be devoted to a general introduction of the nature of South African society to induce student awareness. To give focus this could be related to the National Campaign. The Secretary Generals would report on NUSED, NUSWEL and AQUARIUS. The second phase would be the breaking down of the seminar into affiliate and SRC committee workshops for specialisation.

RECOMMENDATIONS TO AFFILIATES

- (1) That the affiliates be notified to produce reports for the Freshers and Freshettes seminar
- (2) That affiliates attempt to introduce nurses, teachers etc into specific projects and to utilize engineers architects in more areas where they can contribute
- (3) That SRCs recommend to commissions to also have regular seminars
- (4) That resources on seminars be distributed to other campuses.

NATIONAL SEMINAR

(the date should coincide with the April vacation)

The function of this seminar would be to benefit those students not actively involved and to establish critical awareness. The content it was decided should be a concentration on general approach (ie theoretical in depth study of aspects of society) rather than concentration on a particular topic. As many points of view as possible should be incorporated.

Four injunctions were suggested in preparation for the seminar

- (a) dissemination of papers to all campuses before the seminar
- (b) the length of the seminar would be four days (in disagreement with the committee report of June)
- (c) the applications should be sent out by SRCs in conjunction with local committees
- (d) delegation arrangements should be performed on a campus basis rather than restricting it to local affiliate committees

We decided to abolish the regional seminar for two reasons, firstly because the expansive local seminars would incorporate bodies not associated with the university and secondly because April seminar would remove the necessity of a regional seminar as far as contact was concerned.

General recommendations were suggested

- (1) That the new SRCs be advised by the outgoing SRCs on planning and that they provide information for the establishment of plans for the oncoming year.
- (2) That local affiliates and committees hold seminars at the end of each year (or in the third term) to direct plans for the following year to ensure continuity and definite direction.
- (3) That a one day seminar dealing with three internal university affairs and the role of the University be held, incorporating university students, staff and perhaps council. (This could be on the same lines as the November seminar held this year in Cape Town).

- (4) That SVLTF send to Head Office lists of visiting lecturers for circulation on other campuses
- (5) That interest be stimulated in local, municipal politics, eg social activities, transport, pollution, bus services and civil services (Ivor Shapiro in Cape Town should be contacted in Johannesburg to arrange circulation of papers concerning these seminars to all campuses)

The exact time and more intensive planning for these seminars will be arranged at the end of Congress when affiliates have formulated their plans.

Resolutions arising from the above reports

Res 9

THAT THIS NATIONAL STUDENT ASSEMBLY ADOPT THE REPORT OF THE COMMITTEE ON FINANCE, ADMINISTRATION AND EMPLOYMENT, INDEXING OF RESOURCES AND THEIR PROVISION TO AFFILIATED CENTRES
COMMITTEE AND ADOPT THE RESOURCE INDEX SYSTEM AS PROPOSED BY THE MANDATE TIM DUNNE AND GLYNNIS PENDLEBURY TO COOPERATE WITH HEAD OFFICE AS COORDINATORS OF THE COMPILATION OF THE RESOURCES IN THE VARIOUS REGIONS

unan

Dunne, Roman

Res 10

THAT THIS NATIONAL STUDENT ASSEMBLY ACCEPT THE REPORT OF THE COMMITTEE ON COMMUNICATIONS AND URGES THE RELEVANT BODIES TO ACCEPT THEM AND ACT ON THE RECOMMENDATIONS CONTAINED THEREIN

unan

Nupen, Henson

Res 11

THAT THIS NATIONAL STUDENT ASSEMBLY ACCEPT THE REPORT OF THE COMMITTEE ON SPECIAL PROBLEMS OF THE SRCS AND URGE THE RELEVANT BODIES TO ACCEPT AND ACT ON THE RECOMMENDATIONS THEREIN

unan

King, Cook

Res 12

THAT THIS NATIONAL STUDENT ASSEMBLY ACCEPT THE REPORT OF THE COMMITTEE ON SRC REPRESENTATION ON GOVERNING BODIES OF THE UNIVERSITY, SRC FACULTY REPRESENTATION AND FACULTY COUNCILS AND GENERAL REASSESSMENT OF STUDENT GOVERNMENT

unan

Franklin, Harris

CURRENT AFFAIRS SESSION

At the current affairs session the site committee was asked to provide ashtrays, dustbins and microphones.

The president was questioned on an article in the Daily Dispatch which referred to a report which had been presented to the congress and had been taken from one of the working papers. Pretorius pointed out that this was mentioned as a suggestion in his report and that it was not in fact policy which of course would only be determined by NSA. The policy on which this suggestion was based was that taken at congress in July. Pretorius suggested that he discuss this matter with the reporter concerned.

A discussion took place on the problem of mutually exclusive committees.

The report of the Steering Committee outlining the program for Friday, December 1 was accepted.

The reports of the NUSAS Executive were then tabled and questions were put

During the tabling of the NUSAS Administrative report the microfilming of the archives was discussed, and the President informed the meeting that arrangements were going ahead for the last six years of congress documents to be microfilmed so that these would then link up with the last batch of microfilming which was done in 1966. The major portion of the newspaper files and the rest of NUSAS documentation would be done in early January. The possibility of ceding the files had also been discussed.

The assembly was informed that all the documents besides the personal files and general prison education files had been returned by the Security Police.

The disaffiliation of the Federal Theological Seminary was discussed.

The three Secretary Generals reports- NUSED, NUSWEL and AQUARIUS were then tabled and questions were then put.

The regional directors reports were then tabled and questions were put.

Eastern Cape - It was mentioned that Derek Williamson had resigned to go overseas, and it was decided then that the election of his successor would take place immediately.

Pretorius called for nominations for this post.

Taylor was nominated King and seconded Henson
Christie was nominated by Friedman
Christie withdrew, leaving TAYLOR ELECTED UNOPPOSED

Res 13

THAT THIS NATIONAL STUDENT ASSEMBLY

NOTING (1) THE FAILURE OF THE CURRENT AFFAIRS SESSIONS TO PROVIDE ANY MEANINGFUL DEBATE OR DISCUSSION

(2) THAT IT IS UNNECESSARY TO ALLOT SPECIAL TIME ON NSA FLOOR FOR SUCH DISCUSSION

RESOLVES TO RESCIND JULY CONGRESS RESOLUTION 102

52 - 1, 15 abst

Ms Ensor took the chair

The floor ratified the steering committee program for December 2 and then broke into affiliate meetings.

Mr Pretorius took the chair

FINANCE AND ORGANISATION COMMITTEE

The following reports were presented by the finance and organisation committee

- (1) The budget figures have been amended and the amended budget is attached to this report
- (2) Provision has been made for an extra R168,00 to go towards increasing newsletter content and circularising it to all members of affiliated SRCs
- 3) A new system of financial control has been prepared by Renfrew Christie and this is attached to the report in motion form. The motion comes forward to NSA as a recommendation by Finance and Organisation with slight alterations
- (4) The Finance and Organisation committee recommends that NSA mandate the Secretary General of AQUARIUS to investigate whether all monies owing from campus sales of Disseñt have been received.
- (5) Finance and Organisation noted that legal costs incurred by Select Committee would exceed the amounts raised for same. Recommended that when full accounts are received, SRCs be asked to contribute to excess costs. National Council would decide on fuller information how the costs would be distributed between SRCs.
- (6) Finance and Organisation discussed the fact that affiliation fees remained static while general costs increased regularly. A system was proposed and discussed whereby fees would increase on a regular basis but as many SRCs incomes were also static, it was felt that the proposals should be reconsidered after the universities were aware of their financial future in terms of the Van Wyk de Vries commission report.

- (7) The finance for the Meyer - To the Point defamation trials was discussed. Although there was inadequate finance for both trials it was felt that the mandate to Head Office should remain an open one
- (8) It was recommended by Finance and Organisation that some seminar monies be transferred to the NSA account when congress accounts for June and December had been finalised in order to finance these
- (9) A new item was included in the budget to cover purchase of new office equipment when Head Office moves to its new premises. Further income of R200 must be found for this purpose
- (10) It was felt by Finance and Organisation that the budgeting practice of the National Union could in many ways be improved. Advice and criticism on the present method of budgeting tendered by a member of the financial advisory panel was considered.

In principle it was agreed that the budget should as soon as possible be split into two sections: an administrative section and a project and program section. This would benefit us in two ways. Firstly one could then easily develop a system whereby the general running expenses of Head Office could be financed out of stable income (eg affiliation fees) and projects only undertaken when and if finance becomes available.

Secondly, project money could be clearly seen to be used for the purposes that it was raised.

A subcommittee of finance and organisation attempted to draw up a preliminary budget to present to NSA but insufficient information was available for the purpose.

- (11) Finance and organisation recommended that where large sums of money were involved and regular payments made from these sums the use of building society or credit corporation facilities be further investigated. Such practice would reduce bank charges and provide interest on unused monies.

Res 14 - Rules for administering finance

THAT THIS NATIONAL STUDENT ASSEMBLY LAYS DOWN RULES FOR THE ADMINISTRATION OF THE FINANCES OF THE NATIONAL UNION AND ITS AFFILIATES TO TAKE EFFECT FROM JANUARY 1, 1973 AS FOLLOWS :-

1. REPORTS

- (a) ANNUAL AUDITED ACCOUNTS FOR THE YEAR ENDED APRIL 30 EACH YEAR SHALL BE PRESENTED TO THE JULY MEETING OF NSA FOR CONSIDERATION AND ADOPTION
- (b) (i) INTERIM REPORTS ON THE CASH AND INVESTMENT OF THE NATIONAL UNION AND ITS AFFILIATES SHALL BE PREPARED AS AT THE END OF EVERY SECOND MONTH FROM APRIL 30th, THAT IS, JUNE 30, AUGUST 31, OCTOBER 31, DECEMBER 31 AND FEBRUARY 28
- (ii) THESE INTERIM REPORTS SHALL BE PRESENTED TO THE FOLLOWING MEETING OF NATIONAL COUNCIL OR OF THE NATIONAL STUDENT ASSEMBLY, FOR CONSIDERATION AND ADOPTION AND SHALL BE CIRCULATED BY POST TO SRC PRESIDENTS, SRC TREASURERS AND NATIONAL EXECUTIVE MEMBERS

2. INVESTMENTS

AT LEAST ONCE PER MONTH THE PRESIDENT SHALL REPORT TO THE SRCS AND TO THE NATIONAL EXECUTIVE THE POSITION OF ANY INVESTMENT OF THE NATIONAL UNION OR ITS AFFILIATES WHOSE VALUE IS OF A FLUCTUATING NATURE

3. CASH RECEIVED

- (A) THE PERSON ENTRUSTED WITH THE RECEIPT OF MONEYS HEREAFTER REFERRED TO AS THE CASHIER, WHO SHALL NOT BE THE BOOKKEEPER, SHALL FOLLOW THE FOLLOWING PROCEDURE
- (i) ALL CHEQUES AND POSTAL ORDERS RECEIVED SHALL BE CROSSED AND MARKED FOR PAYMENT TO THE RELEVANT BANKING ACCOUNT
- (ii) CASH RECEIVED SHALL BE COUNTED AND KEPT IN A SAFE PLACE UNTIL BANKED

- (iii) A NUMBERED RECEIPT FOR EVERY PAYMENT SHALL BE PREPARED AND ISSUED PROMPTLY TO THE PERSON MAKING THE PAYMENT. THERE SHALL BE SEPARATE RECEIPT BOOKS FOR EACH BANKING ACCOUNT MAINTAINED
- (iv) ALL MONEYS RECEIVED SHALL BE BANKED PROMPTLY AND INTACT
- (B) THE BOOKKEEPER SHALL PREPARE THE CASH BOOK FROM THE RECEIPT COUNTERFOILS WITH THE AID OF THE BANK DEPOSIT SLIPS. ANY DISCREPANCY BETWEEN THE AMOUNTS RECEIVED AND THE AMOUNTS BANKED SHALL BE REPORTED TO THE PRESIDENT FOR INVESTIGATION
- (C) (i) AT INTERVALS THE PRESIDENT SHALL SATISFY HIMSELF THAT THE PROCEDURES OUTLINED IN 3(A) AND 3(B) ARE BEING ADHERED TO
- (ii) IN PARTICULAR THE PRESIDENT SHALL VERIFY WHETHER
 - (a) ALL MONEYS RECEIVED ARE RECEIPTED AND BANKED
 - (b) THE RECEIPT COUNTERFOIL TOTALS CORRESPOND TO THE BANK DEPOSIT SLIP TOTALS
 - (c) THE CASH BOOK ENTRIES CORRESPOND TO THE RECEIPT COUNTERFOILS
- (iii) AT INTERVALS THE PRESIDENT SHALL SCRUTINISE THE CASH BOOKS TO ENSURE THAT MONEYS RECEIVED ARE BEING CORRECTLY ALLOCATED

4. PAYMENTS

- A (i) THE BOOKKEEPER SHALL BE RESPONSIBLE FOR THE PREPARATION OF CHEQUES
 - (ii) NO CHEQUE SHALL BE DRAWN OR SIGNED UNLESS A CORRESPONDING CHEQUE REQUISITION FORM HAS BEEN COMPLETED, AND AUTHORITY FOR PAYMENT HAS BEEN OBTAINED BY MEANS OF ANY TWO EXECUTIVE MEMBERS OF THE NATIONAL UNION SIGNING OR INITIALLING THE FORM
 - (iii) THE CHEQUE REQUISITION FORM SHALL INCLUDE THE NAME OF THE BANK ACCOUNT FROM WHICH THE PAYMENT IS TO BE MADE, THE NAME OF THE PERSON TO WHOM PAYMENT IS DUE, THE AMOUNT OF THE PAYMENT, THE REASON FOR PAYMENT, THE CASH BOOK ALLOCATION, THE CHEQUE NUMBER AND THE AUTHORITY FOR PAYMENT
 - (iv) ALL STATEMENTS, INVOICES, DELIVERY NOTES AND OTHER SUPPORTING VOUCHERS SHALL BE AFFIXED TO THE BACK OF THE RELEVANT CHEQUE REQUISITION FORM
 - (v) CHEQUE REQUISITION FORMS, WITH SUPPORTING VOUCHERS, SHALL BE FILED BY THE BOOKKEEPER IN NUMERICAL ORDER WITH THE RETURNED PAID CHEQUES
- B (i) WHEREVER POSSIBLE, SUPPORTING VOUCHERS SHOULD BE OBTAINED BEFORE A PAYMENT IS MADE.
- (ii) WHERE NO VOUCHER IS AVAILABLE, ADDITIONAL CARE SHOULD BE EXERCISED BY EXECUTIVE MEMBERS BEFORE AUTHORIZING PAYMENT, AND ANY NECESSARY ADDITIONAL INFORMATION SHOULD BE ENTERED ON THE CHEQUE REQUISITION FORM
- (iii) WHEREVER POSSIBLE PAYMENTS SHALL BE MADE BY MEANS OF CROSSED CHEQUES, DRAWN TO THE ORDER OF THE RELEVANT CREDITOR. WHERE THIS IS NOT POSSIBLE, ADDITIONAL CARE SHOULD BE EXERCISED BY THE BOOKKEEPER AND MEMBERS OF THE EXECUTIVE TO ENSURE PROPER PAYMENT
- (iv) AT THE END OF EACH MONTH THE BOOKKEEPER SHALL PREPARE IN THE CASH BOOKS A BANK RECONCILIATION STATEMENT FOR EACH BANKING ACCOUNT ADMINISTERED BY THE NATIONAL UNION OR ITS AFFILIATES. THE CASHIER SHALL SCRUTINISE EACH RECONCILIATION STATEMENT AND, ON BEING SATISFIED, BOTH THE CASHIER AND THE BOOKKEEPER SHALL SIGN EACH STATEMENT IN THE CASH BOOK
- (v) AT INTERVALS THE PRESIDENT SHALL, BY EXAMINATION OF THE RELEVANT DOCUMENTS AND BOOKS OF ACCOUNTS, SATISFY HIMSELF THAT THESE RULES REGARDING THE PAYMENTS ARE BEING ADHERED TO, THAT THE CASH BOOKS ARE BEING CORRECTLY PREPARED AND THAT THE ALLOCATION OF ITEMS OF EXPENSE IN THE CASH BOOKS IS CORRECT

5. PETTY CASH

- (a) A PETTY CASH FLOAT SHALL BE KEPT AT THE HEAD OFFICE BY A PETTY CASHIER WHO SHALL KEEP A PETTY CASH BOOK
- (b) NEITHER THE CASHIER, NOR THE BOOKKEEPER, NOR THE PRESIDENT SHALL ACT AS PETTY CASHIER
- (c) WHEREVER POSSIBLE, PAYMENTS SHALL BE MADE BY CHEQUE AND DISBURSEMENTS FROM PETTY CASH SHALL BE KEPT TO A MINIMUM
- (d) NO CASH RECEIVED SHALL BE UTILISED DIRECTLY FOR PETTY CASH. ALL CASH RECEIVED SHALL BE BANKED IN TERMS OF (3) ABOVE

- (e) A PETTY CASH VOUCHER SHALL BE PREPARED AND AUTHORISATION OBTAINED, BEFORE ANY PAYMENT IS MADE FROM PETTY CASH
- (f) ALL PETTY CASH PAYMENTS SHALL BE AUTHORISED BY MEANS OF ANY ONE EXECUTIVE MEMBER OF THE NATIONAL UNION SIGNING THE PETTY CASH VOUCHER
- (g) PETTY CASH VOUCHERS SHALL BE FILED IN CHRONOLOGICAL ORDER WITH RELEVANT SUPPORTING VOUCHERS AFFIXED TO THEM
- (h) AT THE END OF EACH MONTH THE PETTY CASHIER SHALL TOTAL THE PETTY CASH BOOK
- (i) AT THE END OF EACH MONTH THE PETTY CASHIER AND THE CASHIER SHALL COUNT THE PETTY CASH ON HAND, AND SHALL ENTER THE AMOUNT ON HAND WITH THE DATE AND BOTH THEIR SIGNATURES, IN THE PETTY CASH BOOK
- (j) ANY SHORTFALL OR SURPLUS WHICH IS DISCOVERED IN THE PETTY CASH SHALL BE REPORTED TO THE PRESIDENT IMMEDIATELY FOR THE NECESSARY INVESTIGATION
- (k) THE PRESIDENT SHALL SATISFY HIMSELF FROM TIME TO TIME THAT THE ABOVE PROCEDURES ARE BEING COMPLIED WITH, AND THAT THE ALLOCATION OF EXPENSE ITEMS IN THE PETTY BOOK IS CORRECT

6. LOANS

- (a) NO LOANS EXCEEDING TEN RAND SHALL BE MADE TO ANY MEMBER OF THE NATIONAL EXECUTIVE, NOR TO ANY EMPLOYEE OF THE NATIONAL UNION, EXCEPT FOR SPECIAL PURPOSES (SUCH AS THE PURCHASE OF A MOTOR VEHICLE TO BE USED PARTLY FOR THE BUSINESS OF THE NATIONAL UNION) WITH THE EXPRESS PRIOR PERMISSION OF THE NATIONAL COUNCIL
- (b) NO LOANS SHALL BE MADE FROM PETTY CASH
- (c) LOANS NOT EXCEEDING TEN RAND, FOR A PERIOD NOT EXCEEDING TWO WEEKS, MAY BE MADE TO ANY OFFICE BEARER OR EMPLOYEE OF THE NATIONAL UNION PROVIDED THAT SUCH LOANS SHALL NOT BE MADE FROM ANY SPECIAL FUNDS ADMINISTERED BY THE NATIONAL UNION
- (d) COLLATERAL SECURITY SHALL BE OBTAINED BEFORE ANY LOAN EXCEEDING TEN RAND IS MADE
- (e) THE PRESIDENT SHALL REPORT TO EACH ORDINARY NATIONAL COUNCIL MEETING AND TO THE NATIONAL STUDENT ASSEMBLY THE DETAILS OF ALL OUTSTANDING LOANS EXCEEDING TEN RAND MADE TO PRESENT AND PAST OFFICE BEARERS OR EMPLOYEES OF THE NATIONAL UNION
- (f) NOTWITHSTANDING THE ABOVE, OFFICE BEARERS AND EMPLOYEES MAY PURCHASE GOODS ON NUSAS ACCOUNTS WITH SUPPLIERS, PROVIDED THAT NUSAS SHALL BE REPAID WITHIN THIRTY DAYS

7. GENERAL

- (a) IN MATTERS OF URGENCY ANY TWO EXECUTIVE MEMBERS MAY DISREGARD THE PROVISIONS CONTAINED IN SECTIONS ONE, TWO, THREE, FOUR OR FIVE OF THESE RULES, PROVIDED THAT THEY RECTIFY THE MATTER AS SOON AS POSSIBLE THEREAFTER AND PROVIDED THAT THEY REPORT THEIR ACTIONS TO THE NEXT MEETING OF THE NATIONAL COUNCIL
- (b) ALL MATERIAL DEPARTURES FROM THESE RULES SHALL BE REPORTED TO THE NATIONAL COUNCIL
- (c) NATIONAL COUNCIL IN ITS DISCRETION SHALL HAVE THE POWER OF RATIFICATION, EITHER PRIOR OR SUBSEQUENT, OF ANY DEPARTURE FROM RULES PROVIDED THAT IT SHALL REPORT ON SUCH MATTERS TO THE NATIONAL STUDENT ASSEMBLY

60-11, 1 abst

Jooste, Walwyn

The resolution was reviewed and then correlated as the required 2/3 majority was obtained

Res 15

THAT THIS NATIONAL STUDENT ASSEMBLY NOTING AND APPROVING THE RECOMMENDATIONS OF THE FINANCE AND ORGANISATION COMMITTEE MANDATE THE PRESIDENT TO APPOINT A FOUR MAN COMMITTEE IN CAPE TOWN WHO SHALL AS SOON AS POSSIBLE

- (a) PRESENT A BUDGET TO NATIONAL COUNCIL IN WHICH ADMINISTRATIVE FINANCES AND PROJECT FINANCES ARE SEPARATED
- (b) PRESENT AN ALTERNATIVE BUDGET TO NATIONAL COUNCIL TO CATER FOR OVERSEAS FINANCES BEING CUT OFF AND FOR COMPLETE FINANCIAL DECENTRALISATION SHOULD HEAD OFFICE BECOME INOPERATIVE
- (c) DRAFT AND PRESENT PROPOSALS TO NATIONAL COUNCIL WITH A VIEW TO MAKING USE OF BUILDING SOCIETY OR CREDIT ACCOUNTS WHEREVER POSSIBLE AND PRACTICAL.
- (d) TO RECOMMEND TO NATIONAL COUNCIL ANY ACTION THAT WOULD SERVE TO COMPLEMENT THE ABOVE

AND FURTHER MANDATES THE PRESIDENT (1) TO CIRCULATE TO THE SRCS AND EXECUTIVE ANY SUCH PROPOSALS AS SOON AS THESE ARE FORTHCOMING
(2) TO INVESTIGATE THE POSSIBILITY OF EMPLOYING ONE MEMBER OF THE COMMITTEE ON FINANCE FOR A PERIOD NOT EXCEEDING SIX WEEKS

nam con, l abst

Midgeley, Klein

NUSAS AN AFFILIATES CONSOLIDATED BUDGET FOR 72/73

COMPARISON INCOME

	<u>ACTUAL INCOME</u>	<u>BUDGET</u>	<u>BALANCE</u>
	R	R	R
AFFILIATION FEES	1 495,00	8 500,00	
TOURS AND CHARTERS	-	-	-2 000,00
ASSOCIATE MEMBERSHIP	27,00	100,00	- 400,00
INTEREST AND DIVIDENDS	305,00	1 200,00	
ADMIN COMMISSION	7 533,00	8 000,00	+2 000,00
SUNDRY DONATIONS - LEGAL	8 553,00	8 553,00	+ 353,00
- GENERAL	5 485,00	5 537,00	
ADMIN OF LOAN FUND	-	360,00	
PUBLICATIONS	3 668,00	3 500,00 ⁺	
MEMBERSHIP FEES	20,00	100,00	
SEMINARS	2 928,00	2 400,00	
TRANSFER OF PE GRANT TO GENERAL	9 000,00	9 000,00	
FUNDA	102,00	200,00	- 40,00
PASS LAW BOOKLETS	26,00	500,00	
WAGES AND ECONOMICS	3 700,00	3 700,00	
INCOME FROM MEDICAL SCHOLARSHIPS AND LOAN FUND	50,00	50,00	
			<u>- 7,00</u>

+SEE PUBLICATIONS APPENDIX

+NOTE

THE COMPARISONS OF EXPENDITURE AND INCOME, FOR THE SIX MONTHS WITH THE BUDGET ARE APPROXIMATE, AND DO NOT INCLUDE NUMEROUS ADJUSTMENTS AND CHARGES MADE AT THE YEAR END (eg DEPRECIATION)

NOTE: IN THE ABOVE FIGURES THERE ARE TWO SURPLUSES, UNDER PUBS, THE SURPLUS OF R168,00 WILL BE TRANSFERRED TO A GENERAL OR A SEPARATE ACCOUNT TO COVER THE COSTS OF EXTRA NEWSLETTER CONTENT AND/OR CIRCULATION. UNDER SEMINAR R528,00 WILL BE USED TO COVER ENVISAGED CONGRESS COSTS (JULY, DECEMBER 1972)

NUSAS AND AFFILIATES CONSOLIDATED BUDGET 72/73
COMPARISON - EXPENDITURE

	<u>ACTUAL EXPENDITURE</u> R	<u>BUDGET</u> R	<u>BALANCE</u> R
DEFICITS FROM PREVIOUS YEAR	6 845,00	6 845,00	
STUDENT ASSEMBLY	4 306,00	750,00	
SAIRR	21,00	21,00	
SEMINARS	307,00	2 000,00	
WAGES AND ECONOMICS	229,00	3 200,00	
AUDIT	500,00	500,00	
BANK CHARGES	138,00	300,00	
SUNDRY	-	200,00	
<u>GENERAL OFFICE EXPENSES</u>			
RENT	681,00	1 670,00	+ 320,00
INSURANCE	20,00	20,00	+ 5,00
UIF	44,00	75,00	
WORKMENS COMPENSATION	32,00	32,00	+ 10,00
DEPRECIATION	-	165,00	
TELEPHONES	982,00	1 400,00	
CLEANING	-	10,00	
REPAIRS AND MAINTENANCE			
(i) GENERAL	20,00	100,00	
(ii) EQUIPMENT	15,00	160,00	
POSTAGE	10068,00	3 500,00	- 500,00
INTEREST ON OVERDRAFT	10,00	50,00	
STATIONERY	1 165,00	3 300,00	
LEGAL	3 555,00	8 553,00	
OFFICE EQUIPMENT	37,00	250,00	+ 250,00
SALARIES:			
(i) PRESIDENT	720,00	1 440,00	
(ii) DEPUTY PRESIDENT	720,00	848,00	
(iii) NUSED	720,00	1 440,00	
(iv) NUSWEL	720,00	1 440,00	
(v) AQUARIUS	720,00	1 440,00	
(vi) BOOKKEEPER	129,00	480,00	
(vii) GENERAL SECRETARY	1 050,00	2 100,00	
(viii) ASSISTANT SECRETARY	720,00	1 440,00	
(ix) CLERK	750,00	1 500,00	
(x) ASSISTANT CLERK	885,00	1 440,00	
(xi) ORGANISING SECRETARY	215,00	1 080,00	
EXECUTIVE EXPENSES	241,00	1 500,00	
PASS LAW BOOKLETS	2 839,00	2 839,00	
PUBLICATIONS	386,00	1 000,00	
			85,00

NOTE: There is an apparent discrepancy between the budgetted expenditure on National Student Assembly and actual expenditure. However, money will be recovered from SRCs in the near future.

APPENDIX

PUBLICATIONS

EXPECTED INCOME	FUNDS RAISED	BUDGETTED EXPENDITURE	ACTUAL EXPENDITURE	BALANCE
3 500,00	3 668,00			
TRANSFERRED TO AQUARIUS FOR NEWSLETTER		500,00		
TRANSFERRED TO NUSED FOR FUNDA		500,00		
SUB TOTAL		1 000,00	386,00	
TRANSFERRED FOR SALARIES AND STATIONERY AND POSTAGE		1 300,00		
TRANSFERRED FOR PASS LAW BOOKLET		1 200,00		
SUB TOTOAL		2 500,00		
TOTAL		3 500,00		168,00

NOTE RECOMMENDED THAT THE BALANCE OF RI'68,00 BE TRANSFERRED TO A MISCELLANEOUS ACCOUNT TO FINANCE INCREASED CIRCULATION OF NEWSLETTER

NOTE: SUBSCRIPTION FOR FUNDA AND SANSPA FIGURES ARE NOT INCLUDED IN THE ABOVE

Res 16 - Ratification of amended budget

THAT THIS NATIONAL STUDENT ASSEMBLY RATIFY THE AMENDMENTS TO THE 1972/73 BUDGET

unan

Klein, Midgeley

The Finance and Organisation Committee also discussed in detail the following

- (1) Constitutional amendments as advised by the NUSAS lawyers
- (2) Medical Aid schemes and transport expenses for Head Office

Res 17 - office bearers and employees loans

THAT THIS NATIONAL STUDENT ASSEMBLY

RESOLVES THAT ALL LOANS AT PRESENT OUTSTANDING AND OWED BY OFFICE BEARERS OF EMPLOYEES PAST OR PRESENT, OF THE NATIONAL UNION, TO THE LOAN FUND BE IMMEDIATELY PAID FROM THE NUSAS GENERAL ACCOUNT TO THE SOUTH AFRICAN STUDENTS EDUCATIONAL TRUST FUND AND THAT THESE MONIES THEN BECOME OWING TO THE NUSAS GENERAL ACCOUNT

nom con, 1 abst

Klein, Walwyn

The above resolution was reviewed and then correlated having obtained the required 2/3 majority

Res 18 - Constitutional amendment

THAT THIS NATIONAL STUDENT ASSEMBLY AMEND THE NUSAS CONSTITUTION AS FOLLOWS:

CLAUSE 3 OF THE NUSAS CONSTITUTION - OBJECTS OF NUSAS.

SUB PARAGRAPH (h) BECOMES SUB PARAGRAPH (i)

NEW SUB PARAGRAPHS (h), (i), (j) AND (k) AND THEN (i) AS ABOVE

- (h) TO BUY, SELL, EXCHANGE, LET, HIRE, MORTGAGE OR OTHERWISE ACQUIRE OR DISPOSE OF PROPERTY OF EVERY NATURE WHETHER MOVABLE OR IMMOVABLE
- (i) TO BORROW MONEY IN SUCH MANNER AND ON SUCH TERMS AS THE NATIONAL COUNCIL IN ITS SOLE DISCRETION SHALL THINK FIT AND TO PLEDGE, CEDE OR MORTGAGE ANY OF THE NATIONAL UNIONS ASSETS AS SECURITY FOR ANY SUCH LOAN
- (j) TO LEND MONEY TO ANY STUDENT, OFFICE BEARER OR EMPLOYEE OF THE NATIONAL UNION WITH OR WITHOUT SECURITY SUBJECT TO SUCH RULES AS MAY BE LAID DOWN BY NSA
- (k) TO DONATE UPON TRUST TO ANY PERSON OR PERSONS (WHETHER NATURAL OR ARTIFICIAL) OR ANY ASSOCIATION OF PERSONS ALL OR ANY OF THE MONIES OR ASSETS OF WHATSOEVER KIND OF THE NATIONAL UNION FOR ANY PURPOSE THAT THE EXECUTIVE IN ITS SOLE DISCRETION CONSIDERS LIKELY TO BE BENEFICIAL FOR STUDENTS IN THE REPUBLIC OF SOUTH AFRICA
- (i) AS PER OLD SUB PARAGRAPH (h)

CLAUSE 10 (DEALING WITH THE EXECUTIVE)

UNDER SUB PARAGRAPH (k) POWERS AND FUNCTIONS - PRESENTLY FROM (i) TO (x) ADD:

- (xi) THE EXECUTIVE SHALL BE ENTITLED TO EXERCISE ANY POWERS IN TERMS OF THE OBJECTS OF THE NATIONAL UNION AS SET OUT IN CLAUSE 3 HEREOF AS IT IN ITS SOLE DISCRETION CONSIDERS TO BE IN THE INTERESTS OF THE NATIONAL UNION; PROVIDED, HOWEVER, THAT THE CIRCUMSTANCES PREVAILING AT SUCH TIME ARE SUCH THAT IT IS IMPOSSIBLE OR IMPRACTICAL TO CONVENE A MEETING OF THE NATIONAL COUNCIL AND PROVIDED ALSO THAT IN THE EVENT OF IT EXERCISING ANY SUCH POWER IT SHALL REPORT FULLY THEREON AT THE NEXT ENSUING MEETING OF EITHER NSA OR THE NATIONAL COUNCIL AS THE CASE MAY BE.
- (xii) NOTWITHSTANDING ANY PROVISION TO THE CONTRARY CONTAINED IN ANY OTHER CLAUSE IN THIS CONSTITUTION, SHOULD ANY CONTINGENCY ARISE WHICH IN THE PRESIDENT'S SOLE DISCRETION IS LIKELY TO AFFECT THE NATIONAL UNION OR ANY OF ITS ACTIVITIES THEN HE SHALL BE FULLY ENTITLED TO ACT IN ANY WAY WHATSOEVER AS HE SEES FIT ON BEHALF OF THE NATIONAL UNION TO PROTECT OR PROMOTE ITS INTERESTS OR OBJECTS IF THE CIRCUMSTANCES PREVAILING AT SUCH TIME ARE SUCH THAT IT IS IMPOSSIBLE OR IMPRACTICAL TO CONVENE A MEETING OF THE NATIONAL COUNCIL OR EXECUTIVE; PROVIDED HOWEVER THAT THE PRESIDENT SHALL AS SOON AS PRACTICABLE AFTER TAKING ACTION IN TERMS OF THIS CLAUSE CONVENE MEETING OF THE NATIONAL COUNCIL AND REPORT TO IT FOR RATIFICATION ALL ACTION TAKEN ON BEHALF OF THE NATIONAL UNION IN TERMS OF THIS CLAUSE

(xiii) SHOULD ANY EMERGENCY ARISE WHILE THE OFFICE OF PRESIDENT IS VACANT OR AT A TIME WHEN THE PRESIDENT FOR ANY REASON WHATSOEVER IS UNABLE TO ACT HIMSELF THEN ALL THE POWERS OF THE PRESIDENT SHALL VEST IN THE VICE PRESIDENT WHO IS THE SECRETARY GENERAL OF NUSWEL

IN THE EVENT OF SUCH VICE PRESIDENT BEING UNABLE TO ACT FOR ANY REASON WHATSOEVER THE POWERS OF THE PRESIDENT SHALL VEST IN THE VICE PRESIDENT WHO IS THE SECRETARY GENERAL OF NUSED

IN THE EVENT OF THIS VICE PRESIDENT ALSO BEING UNABLE TO ACT FOR ANY REASON WHATSOEVER THEN THE POWERS OF THE PRESIDENT SHALL VEST IN THE VICE PRESIDENT WHO IS THE SECRETARY GENERAL OF AQUARIUS

(xiv) IN THE EVENT OF ALL OF THE PERSONS REFERRED TO IN CLAUSE (xiii) ABOVE BEING UNABLE TO ACT FOR ANY REASON WHATSOEVER, THEN THE POWERS OF THE PRESIDENT SHALL VEST IN ANY REMAINING MEMBER OF THE NATIONAL COUNCIL ELECTED AT A MEETING OF SUCH REMAINING MEMBERS OF THE NATIONAL COUNCIL, WHICH MEETING SHALL BE HELD AS SOON AS POSSIBLE AFTER THE OCCURENCES DESCRIBED HEREIN

(xv) IN THE EVENT OF CLAUSE (xiv) ABOVE BECOMING INOPERATIVE THE PROVISIONS OF SECTION 11(e) (iii) (QUORUM OF NATIONAL COUNCIL) SHALL BE SUSPENDED AND THE FULL POWERS AND RESPONSIBILITIES OF THE NATIONAL COUNCIL SHALL VEST IN THE REMAINING MEMBERS OF THE NATIONAL COUNCIL REFERRED TO IN CLAUSE (xiv) ABOVE IRRESPECTIVE OF THE NUMBER OF OFFICES OF SUCH MEMBERS

nem con, 1 abst

Harrism, Walwyn

The required 2/3 majority for constitutional amendments was obtained

Res 17 - Donation of monies to trust funds

THAT THIS NATIONAL STUDENT ASSEMBLY NOTES WITH APPROVAL AND RATIFIES AND CONFIRMS THE ACTION TAKEN PURSUANT TO RESOLUTIONS NUMBER 38 AND 40 PASSED AT A MEETING OF THE NATIONAL STUDENT ASSEMBLY HELD AT CAPE TOWN ON THE 17TH JULY 1972 BY MR BARRY STREEK IN HIS CAPACITY AS VICE PRESIDENT IN ESTABLISHING THE SOUTH AFRICAN STUDENT EDUCATION TRUST AND THE SOUTH AFRICAN MEDICAL SCHOLARSHIPS TRUST AND DONATING TO SUCH TRUSTS AN INITIAL AMOUNT OF R2,000.00 (TWO THOUSAND RAND) EACH AND FURTHER RESOLVES

(a) THAT ALL SUMS OF MONEY PRESENTLY HELD BY NUSAS (WHETHER IN ITS NAME OR THAT OF NUSED) IN RESPECT OF THE LOAN FUND AND GENERAL SCHOLARSHIPS FOR STUDENTS AND ALSO ALL AMOUNTS OWING TO NUSAS IN RESPECT OF LOANS ALREADY MADE (AND PRESENTLY OR AT SOME FUTURE TIME REPAYABLE) BE AND ARE HEREBY DONATED TO THE SOUTH AFRICAN STUDENTS EDUCATION TRUST, AND THAT SUCH SUMS BE IMMEDIATELY PAID OUT TO THE TRUST AND THAT EITHER ROY AINSLIE OR PAUL PRETORIUS IN THEIR CAPACITY AS VICE PRESIDENT AND PRESIDENT OF NUSAS BE AND THEY HEREBY ARE AUTHORISED TO SIGN ANY DEEDS OR OTHER DOCUMENTS THEY MAY CONSIDER NECESSARY OR EXPEDIENT FOR THE PURPOSE OF CEDING, ASSIGNING AND TRANSFERRING TO THE TRUST ALL THE AFORESAID AMOUNTS OWING TO NUSAS

RESOLVED FURTHER

THAT ANY DONATIONS WHICH MAY HEREAFTER BE RECEIVED BY NUSAS IN RESPECT OF THE LOAN FUND AND GENERAL SCHOLARSHIPS FOR STUDENTS BE IMMEDIATELY DONATED TO AND PAID OVER TO THE TRUST

(b) THAT ALL SUMS OF MONEY PRESENTLY HELD BY NUSAS (WHETHER IN ITS NAME OR THAT OF NUSED) IN RESPECT OF THE MEDICAL SCHOLARSHIPS FUND AND ALSO ALL AMOUNTS OWING TO NUSAS IN RESPECT OF LOANS ALREADY MADE (AND PRESENTLY OR AT SOME FUTURE TIME REPAYABLE) BE AND ARE HEREBY DONATED TO THE SOUTH AFRICAN MEDICAL SCHOLARSHIPS TRUST, AND THAT SUCH SUMS BE IMMEDIATELY PAID OUT TO THE TRUST AND THAT EITHER ROY AINSLIE OR PAUL PRETORIUS IN THEIR CAPACITY AS VICE PRESIDENT AND PRESIDENT OF NUSAS BE AND THEY HEREBY ARE AUTHORISED TO SIGN ANY DEED OR OTHER DOCUMENTS THEY MAY CONSIDER NECESSARY OR EXPEDIENT FOR THE PURPOSE OF CEDING, ASSIGNING AND TRANSFERRING TO THE TRUST ALL THE AFORESAID AMOUNTS OWING TO NUSAS

RESOLVED FURTHER: THAT ANY DONATIONS WHICH MAY THEREAFTER BE RECEIVED BY NUSAS IN RESPECT OF THE MEDICAL SCHOLARSHIPS TRUST BE IMMEDIATELY DONATED TO AND PAID OVER THE TRUST

unan

Harris, Klein

The above resolution was reviewed and then correlated having obtained the required 2/3 majority

Res 18 - Appointment of SAMST Trustee

THAT THIS NATIONAL STUDENT ASSEMBLY APPOINTS ROY AINSLIE AS A TRUSTEE OF THE SOUTH AFRICAN MEDICAL SCHOLARSHIPS TRUST (SAMST)

unan

Harris, Walwyn

Res 19 - Medical Aid schemes

THAT THIS NATIONAL STUDENT ASSEMBLY MANDATES THE PRESIDENT TO INVESTIGATE THE FEASIBILITY OF OBTAINING MEDICAL AID BENEFITS FOR MEMBERS OF HEAD OFFICE STAFF AND FOR FULL TIME OFFICE BEARERS OF THE NATIONAL UNION AND TO REPORT TO THE FOLLOWING MEETING OF NATIONAL COUNCIL

unan

Klein, Judah

Res 20 - Retrospective Validation

THAT THIS NATIONAL STUDENT ASSEMBLY RETROSPECTIVELY VALIDATES AND RATIFIES ANY ACTION TAKEN BY THE PRESIDENT AND/OR EXECUTIVE PROVIDED THAT SUCH ACTIONS FALL WITHIN THE AMBIT EITHER OF SECTION (IO) (k) (xi) OR SECTION IO (k) (xii) OF THE NUSAS CONSTITUTION

unan

Harris, Henson

The above resolution was reviewed and correlated obtaining the required 2/3 majority

Res 21 - Transport expenses

THAT THIS NATIONAL STUDENT ASSEMBLY RATIFIES THE FOLLOWING RULES IN RESPECT OF MOTOR TRANSPORT FOR EXECUTIVE MEMBERS IN THE COURSE OF THEIR DUTIES

- (1) EXECUTIVE MEMBERS SHALL BE REIMBURSED FOR ALL PETROL AND OIL ON PRODUCTION OF THE RELEVANT RECEIPTS
- (2) EXECUTIVE MEMBERS SHALL BE PAID A FIXED ALLOWANCE OF 1 CENT/KILOMETER IN RESPECT OF SUCH TRAVEL IN ORDER TO COVER CONTINGENCIES SUCH AS SERVICING

THE PROVISIONS OF THIS RESOLUTION SHALL ONLY BE OPERATIVE ON CONDITION THAT THE EXECUTIVE AT ALL TIMES ENSURES THAT AS MANY MEMBERS OF THE EXECUTIVE AS POSSIBLE TRAVEL IN SUCH MOTOR TRANSPORT

unan

Walwyn, Roman

The above resolution was reviewed and correlated obtaining the required 2/3 majority

NUSED MEETING

Mr Ainslie presented the report of the NUSED meeting. This follows -

Introduction

Framework

What has been lacking in NUSED in the past has been the framework within which the organisation can operate. It is my belief that this NUSED congress has managed to establish such a framework, as can be seen from the reports which are attached. Past congresses have tended to establish specific projects which have been handed down to NUSED centres - without much success. Now that we have this framework, specific planning can be done by campuses according to the conditions pertaining there.

Focal point

The focal point of NUSED activities this year will be the Education Conference to be held at JCE for five days before the NUSAS Congress at Wits. The tentative theme will be along the lines of "positive alternatives to the existing education system in South Africa as well as a clear analysis of the role education should be playing in change in South Africa". Both AQUARIUS and NUSWEL will participate in the overall administration of the conference with NUSED spearheading planning. An Advisory Panel consisting of both students and educationalists is to be established to assist with planning. It will meet in January in Johannesburg.

Training Colleges

A feature of this congress has been the active involvement of the training colleges (JCE and NTC). It has only to be recognised now the important role that the training colleges can play within NUSED.

Communication

I believe that this congress has laid the foundations for closer cooperation between head office and the local committees. This will facilitate the role of the local committees within the organisation. It was felt that too much emphasis was being played by head office within NUSED at present. It is important that NUSED finally establish itself on the affiliated campuses.

Planning

If NUSED is to establish itself on the campuses it is imperative that specific projects are planned before the new academic year. The NUSED Executive will have to work far closer in the new year. It is my belief that closer co-operation between head office and the rest of the executive would have resulted in an even more productive congress. If NUSED is to become a truly national body, then the head office will have to be less isolated from the campuses.

Thanks

I would like to thank Barry and the other delegates for a successful congress and for making my job easier. I would also like to thank Sheila and Laurine for taking minutes.

REPORT FROM NUSED

TEACHER TRAINING COLLEGES

We have based all our proposals on the fundamental belief that a system should be established which will allow for continuous and progressive change. We felt that the suggestion that courses be changed to suit out peculiar South African situation was contradictory to progressive trends in education and that it would create a sterile situation in that it would prepare students to adapt only to the present South African context rather than to an international and progressive context. We believe that a change in method will automatically effect a change in context.

We suggest therefore that NUSED local operates as a workshop allowing for observation, experimentation and discussion in the following areas.

(1) Flexibility within the departmental structure

Although we are limited content-wise by Provincial syllabi and the overall examination system, we do have a tremendous amount of freedom in teaching and lecturing methods which allows for NUSED activities both on and off campus. In this area NUSED could operate directly in the context of education awareness, by informing student teachers through seminars, publications, movies etc how they best could implement a positive change in the traditional teaching methods within these limitations.

(2) Our professional prerogative to experiment and implement change

NUSED would provide an education workshop on campus which would experiment with different educational concepts and philosophies, followed up by a seminar where the consequent results could be discussed. This type of workshop would naturally dwell to a very large extent on our own education philosophies such as that contained in Chapter 14 of the Document on Differentiated Education, a chapter on Christian National Education policy, published by the Transvaal Education Department and other such documents.

(3) Teaching Practice

NUSED might organise pre-teaching prac seminars where a synthesis of experimental teaching methods could be made. Teaching prac could then operate as a type of experimental education workshop, followed by a NUSED post-teaching prac seminar where the results of the workshop would be discussed and compared.

(4) Inservice Trainees

A workshop run on similar lines to the teaching prac workshop would also be organised for inservice training.

(5) Clubs and Societies

NUSED could try to persuade clubs and societies which are vaguely parallel to academic course to run workshops offering alternatives and open methods to compliment these courses.

(6) Interpretation of CNE syllabi etc

An awareness campaign could be run by NUSED to point out the fact that students and student teachers are free to interpret these regulations as they wish and that they can, therefore, operate within a fairly free structure

(7) Overseas contact

We would like Head office to keep us in touch with modern, overseas trends in education by means of publications, movies, visiting lecturers tours etc. It might be an idea to build up a fund to bring prominent lecturers in their field out to South Africa or to organise educational tours overseas.

Head Office could probably offer a resource index for this purpose

(8) Transvaal Teachers Association and other education institutions

NUSED should make contact with organisations such as these and cooperate where feasible

(10) Schools

NUSED could indirectly be instrumental in setting up, possibly through something like the Junior City Council, an education advisory council for the benefit of school pupils. This would help pupils to oppose independently rigid educational structures or to prevent the abuse of a liberal structure.

REPORT OF THE COMMITTEE ON COURSE CONTENT

The committee started with a basic assumption that they were to make recommendations on how to improve "course relevance" with reference to South Africa and Africa.

- (1) Research into courses as they exist now, and into how they could be improved
- (2) Tactical implementation of ideals established by this research.

RESOURCES must be sought for (1) and (2)

SUGGESTED RESOURCES

Interested students and staff members faculty councils and existing structures within the universities. Outside organisations such as Spro-cas. Graduates who have discovered that their degrees did not fully equip them. Head Office. There is a great need for an Information Index on all research that has and is being done and all useful resources.

RESEARCH was basically divided into three areas.

- (a) Research into course orientation at present
- (b) Research into course orientation at other universities both in and out of South Africa, and research into how courses could best suit the required needs
- (c) An investigation into the University as a cog in white society. How it allocates its money for research into how courses could best suit the required needs.

The problem now arises on how to implement these ideas and how to convince or force the universities to accept these ideas.

TACTICS AND STRATEGY

- (1) It is generally better to run campaigns revolving around the issues rather than the principles. Hence general student interest in universities and education can be aroused by making issues of DPs, examination systems, rise in fees etc
- (2) General student interest can be aroused by questionnaires and seminars on course content. These could also be useful in research.
- (3) Students in individual departments could bring out publications criticising course content and suggesting improvements
- (4) Ideas could be fed to lecturers on an informal level
- (5) Declaration of "Education Year". Preferably by administration but also by SRC
- (6) Persuading departments to spend a certain amount of time evaluating course during seminars and tutorials
- (7) Arousing student interest by means of lectures, seminars etc taking place outside the formal university structure in order to demonstrate what is lacking
- (8) Requests to departments to assist in specific projects such as wages commissions or specific SAVS projects

Note 1 : All these suggestions have a dual role:

(a) Provide the incentive and possibility for Universities to change by a natural process of osmosis of new ideas. Persuasion and pressure must constantly be used through recognised channels.

(b) Arousal of student interest so that should (1) fall possibility of mass pressure need not be discounted

Note 2 : More real representation on senate, council and their subcommittees should be sought in order to provide a more effective base for exercising legislative pressure

Note 3: The above are merely guide lines for action and must be adapted to needs of individual campuses

Specific Recommendations

(1) Education conference in June could include a further study of theory and planning of course evaluation

(2) NUSED Chairmen should start working on these projects immediately, and should submit monthly reports on what has been done and index cards to all campuses and to Head office.

(3) This whole sphere is huge and in order for enthusiasm to be maintained some quick progress should be made. Therefore campuses should choose one specific department to work in, and attempt to make quick progress. This would keep enthusiasm going, and have a snowball effect in other departments.

Counter course is an on-going semi-structured alternative to the curriculum. It is initiated spontaneously by individuals to fulfil their own needs for information or in-depth analysis.

It operates when an individual calls upon a small number of one, some or all of the following groups:

interested but similarly uninformed fellows
knowledge fellows
acknowledged resource-people (eg lecturers)
some form of discussion and/or challenge session takes place, with extra sessions where necessary, being arranged.

The ethos is personal and aimed at self-education as an alternative to the imposed white structure education. It seems to generate itself on the grounds of interest and relevance, and is semi-structured in the sense that, while it occasionally just happens, it is deliberately sought - but only for issues thought to be relevant to the participants.

The idea is of course essentially a limited small-scale program, not so much a national project. But the process felt that it was relevant to NUSED, since it seeks directly to provide an alternative to the curriculum.

The idea is readily extended to the more structured situation of large group seminar, simply by, for instance, putting up posters or large numbers of personal invitations to people, and holding the discussion outside of the envisaged residence room or professor's home.

The group tried to relate its approach to education (the provisions of alternatives) to that of the group who aimed at shifting the focus of education at Universities to South Africa (using reforms as a method and sub-goal system).

Accordingly we offer the suggestion that the small groups would be useful to getting professors and staff to a realisation of one particular focus requirements. It is not too idealistic or simplistic to think that participating staff in the small groups, will be influenced to alter in some ways in their approach and content

Free University is again an "alternative" program. This is more easily a NUSED project and is also directly related to education reform. Its value and operation in itself are well known, and we envisage the resource index as giving ideas for further scope.

We feared that the particular ethos of the reform group might be too much a confrontational philosophy. Accordingly we see the possibility and indeed necessity of the Free University being used or directed towards the needs of that group (reform, new focus). This can be done by expressly approaching the sinning departments in Economics, Medicine, Arts etc etc. in the person of people responsible for the deficient course. He is asked to prepare and deliver a paper on the particular relevant topic(s) in South African terms for his discipline.

Then a follow-up group taking that course is asked to go and speak to him, or to arrange on the small group discussions involving him, with at some stage suggestions as to its replacing of certain other sections. It must be accepted that suggestions for change should be delayed till a lot of thought has been allowed to take place as far as the staff are concerned.

It is felt that much of our general objectives can be put across simply (ie without engineered confrontations), by approaching those lecturers and departments who are known to be effective and interested, and thought to have relevant courses.

Effective work will necessarily involve a limitation of the number of departments in which we try to operate, It can be made in the department's interest, to operate lecturer and course assessment programs starting at first in departments which will accept these, giving them wide publicity and especially publishing the names of departments which refuse to participate

NUSED CONGRESS MANDATES

December 1972

(1) Graduate Employment

Secretary General mandated to establish with SAVS at Wits and Derek Kotze to promote the Graduate Employment scheme. RATIFIED BY NSA

(2) Prison Education

Secretary General mandated to circulate information on prison education, as contained in the fundraising document to a wide spectrum of students on the campuses. RATIFIED BY NSA

(3) Communication

Both Secretary General and the local NUSED chairmen were mandated to send monthly reports to each other as from the end of January. RATIFIED BY NSA

(4) Funda Editorial Board

NUSED congress nominated the following people to the editorial board of Funda

Wits : Steve Hulbert

John Cook

UND : William Dutton

Rhodes: Ben Parker/Terry Taylor

UCT : Chris Dark/Geoff Budlender

JCE : Rob Childs

NTC : Roger Shepherd

RATIFIED BY NSA

(5) Resource Index

Secretary General was mandated to establish an index of material relating to NUSED and education. Once established the Secretary General was mandated to circulate the index to campuses. RATIFIED BY NSA

(6) Teaching document

Glynnis Pendelbury was mandated to send a Transvaal Education Department document on teaching to the Secretary General. RATIFIED BY NSA

(7) Relations with other education bodies

Local Committee Chairmen were mandated to explore the possibility and desirability of setting up student branches of teachers associations for those students who are studying to be teachers. RATIFIED BY NSA

(8) University teachers association

Trevor Emslie and Tim Dunne were mandated to establish contact with Robin Lee of the Education Technology Unit at Wits and Professor Keen of the University of Natal Medical School in connection with next year's UTASA conference at Wits, and report to the Secretary General. RATIFIED BY NSA

(9) Visiting Lecturers

Secretary General was mandated to promote the coordination of the exchange of visiting lecturers through SVLO's. RATIFIED BY NSA

(10) Course content

NUSED Chairmen were mandated to liaise with class representatives and other education bodies on campuses; and to stimulate publications such as the "New Perspective" at the Wits medical school. RATIFIED BY NSA

(11) State of English Education in South Africa

Rob McCann mandated to research in the State of English Education in South Africa; local chairmen mandated to assist him wherever necessary. RATIFIED BY NSA

(12) Pass law booklets

NUSED chairmen were mandated to organise the handing out of the remainder of the pass law booklets as soon as practicable. RATIFIED BY NSA

(13) Free University

Secretary General was mandated to research into the Free University idea and to circulate a report before first year orientation. RATIFIED BY NSA

"SHADOW VARSITY"

with lectures on

Simple strategies

DISSEMINATION OF INFORMATION ON DEPARTMENTS TO STUDENTS AND STAFF

on-going research into the nature of S A Universities & lecturers & course assessment.

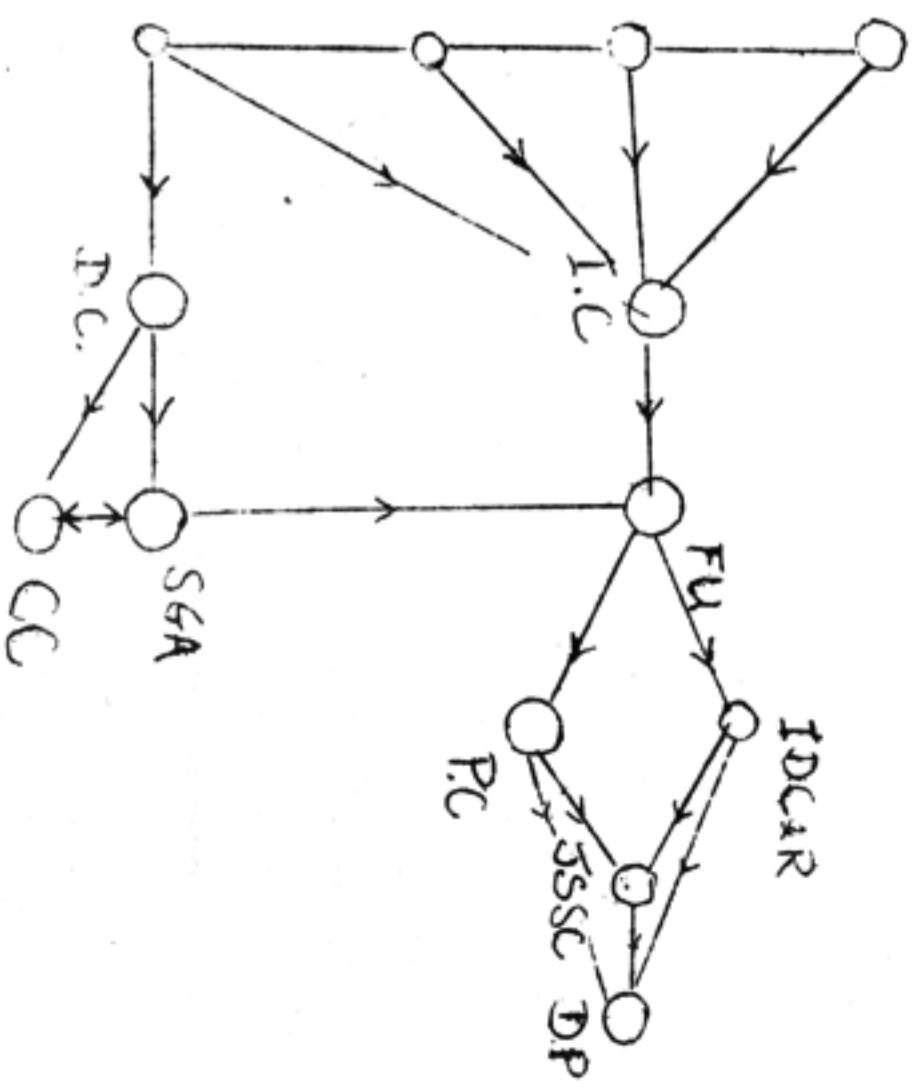
1. Why certain topics or research are in the course

course

2. Why certain ones are not.

3. The direction within discipline or course

4. Some aspect of the SA scene relevant to the course but not (yet) part of it



- I.C Immediate challenge
- D.C Delayed challenge
- F.U Follow-up
- SGA Student Group Approach
- CC Counter-course

- IDC * R Intra Departmental Committees & Reform
- SSSC Joint Student/Senate Committee
- P.C Power House Confrontation
- D.P Direct Participation

(14) Long term goals

Cedric de Beer, Debbie Dison and Jon Cook were mandated to prepare a report on the long-term goals of the alternative education aims outlined in the Ree University report and to circulate this report by the end of January.

RATIFIED BY NSA

(15) Education Conference

NUSED Congress agreed that the three secretary generals, Rob McCann, Steve Hulbert and Gordon Young should be responsible for the overall organisation of the Education conference

RATIFIED BY NSA

(16) Education Conference

The congress appointed the following to serve as an Advisory Board for the Education Conference

Roy Ainslie
Clive Nettleton
Tim Dunne
Ian Thompsen
Geoff Budlender
Rob McCann
Vic Rodseth
Dr van Zyl Slabbert
Mornice Nussey
Horst Kleinschmidt

The first meeting of this Advisory Board would be held during the South African Institute of Race Relations conference between 13th and 19th of January. The exact time and place will be arranged by Roy Ainslie

RATIFIED BY NSA

(17) Education Conference

The congress decided that the Education Conference should be held at the Johannesburg College of Education over a period of five days before the NUSAS Congress in July

RATIFIED BY NSA

(18) Fundraising

The Secretary General was mandated to circulate full details of the medical scholarship and loan fund programs before the beginning of the academic year, as well as an updated version of Glenn Moss's "bible" on fundraising and local organisation.

RATIFIED BY NSA

(19) Fundraising

The following quotas were set for the campuses to be raised by the end of the 1973 academic year

UCT R 200
Wits R 200
JCE R 200
NTC R 150
UND R 500
UMP R 500
Rhodes R 500

SEE RESOLUTION TAKEN

(20) Charter of Student Rights

The Secretary General was mandated to write to SRCs to ascertain any specific objections to the Charter before the July Congress when these objections could be considered for amendment

(This congress rejected a request from the UCT SRC to incorporate a preamble to the Charter explaining that no special rights were claimed for students above other people in society as it was felt that this was unnecessary.

RATIFIED BY NSA

Res 22 - Fundraising quotas

THAT THIS NATIONAL STUDENT ASSEMBLY

SET THE FOLLOWING QUOTAS FOR THE CAMPUSES TO BE RAISED BY THE END OF THE 1973 ACADEMIC YEAR

UCT R 500
WITS RI 000
JCE R 300
NTC R 150
UND R 350
UNP R 500
RHODES R 250

nem con, 1 abst

de Beer, Roman

AQUARIUS MEETING

Mr le Roux presented the report of the AQUARIUS meeting

The following attended the congress

Dirk Kemp	UCT
Wally Skilton	UCT
Chris Spicer	UCT
Wendy Spiers	PMB
Roger Roman	PMB
Vaughan Weber	WITS
Gail Levy	WITS
Jonny Bagg	WITS
Nick Taylor	RHODES
Karl Edwards	RHODES
Tony Daniel	NTC
Robin Archer	NTC
Lawrence Kuny	UND
Peter Meanley	UND
John Frankish	H/O
Philippe le Roux	H/O
Janet MacRobert	H/O
Observers	

I must begin by thanking delegates for a very interesting and productive seminar, and especially Janet and John for their work in preparing these minutes

Once again AQUARIUS congress showed the almost non-existence of AQUARIUS on the smaller campuses. There was also a disparity in the priorities of the smaller and larger campuses.

We began by attempting, yet again, to obtain clarity on our aims and owing to a position paper by Chris Spicer were able to reach some consensus on difficult issues. There was more depth in our analysis than in July and this has been clearly translated into our projects.

Our contingency consists of decentralising the workload initiating projects on local campuses and of trying to create a climate on the campuses from which protest can emanate.

1. Reportback from AQUARIUS local committees

1) Rhodes

- (a) A civil rights week was held
- (b) An arts and science week was also organised
- (c) One of the most successful activities was a pop festival with Hawk and Jericho performing
- (d) Sports films were shown
- (e) Poetry workshops were organised with poetry from these printed in the AQUARIUS magazine, Forum
- (f) An ecology ball was also planned, but it had to be postponed due to the illness of the organiser

(2) Pietermaritzburg

AQUARIUS on this campus is still in the organisational stage, but by October sufficient people were available to form a useful committee. There is the problem of general apathy on the campus, and NUSAS has a bad name. To help overcome this, projects are to be carefully selected, and people are to be asked to join these projects and in this way, become generally involved. It is hoped that by this time next year, AQUARIUS will be well established.

(3) Natal Training College

As there are only 300 students AQUARIUS works through the existing 8 societies, including 3 religious, a dramatic, an arts and a photographic society. There is a 16 man committee consisting of representatives from each, and a 4 man executive

The first six months were organisational with planning after July. The only project was inviting guest speakers to the campus. Alan Paton gave a talk in September, and Anthony Barker, Chief Buthelezi, and possibly Theo Gardener will speak next year.

They are trying to create an interest in culture on the campuses, and hope that with more co-operation with Pietermaritzburg in 1973, they will (a) learn from their problems, and (b) encourage students to participate in university activities

(4) Johannesburg College of Education

No representative was present at the meeting

(5) Wits

AQUARIUS at Wits in the past was purely a cultural organisation, with no cultural-political threads. It was seen by students as a film showing group (not part of NUSAS) Many outside groups used the name of AQUARIUS to present their activities

There were some projects which included

Publications

Poetry Workshop

Theatre Workshop

Anti-censorship

Film showing

(6) UCT

The projects included

(a) a folk workshop (once every 2 to 3 weeks)

(b) a national student publication, Chris Spicer requests help from local chairmen

In its distribution

(c) Local tribal dancing displays

(d) Movies on Saturday nights, and free movies Wednesday lunch hour

(e) Publication of the magazine 'Spud' in conjunction with the editors

(f) Distribution of leaflets

(g) Contact with the UCT television unit, with the aim of eventually making one's own video-cassettes

(h) Serpent Players' production of 'Sizwe Banzi Is dead' shown on campus.

(i) A folk concert with Hawk and Jericho

(j) The Voice of AQUARIUS through the Union PA system. Records are given by record companies, but the sound system is bad and this has to be rectified

(k) Environment week in conjunction with the science faculty, but this was badly coordinated

(l) A war newspaper of poetry developed in NUSAS local

(m) Contact with two womens lib organisations, one off the campus and one on.

(n) Guerilla theatre projects

(o) A drugs week was planned, but never materialised because of intimidation. There is however background work which can be used.

(p) A book on communes has been written and is to appear next year

There have been battles with the SRC over SRC approval of (a) publications and (b) financing of projects. The suggested way of overcoming this is decentralised communities off the campus

(7) Durban

- (a) There have been a few poetry readings
- (b) The Phoenix players performed in September
- (c) Production of the publication 'Carrots' - another copy is ready for printing. There was also a carrot cracking campaign - throwing carrots with fire-crackers inside, to make people aware of relevant issues.
- (d) The SRC is to establish a coffee bar on the campus, which AQUARIUS is to use for its activities

On the whole, AQUARIUS has done little on the campus

Financial breakdown

Pietermaritzburg has R110 left

Wits : The treasurer has given a more or less free reign for their activities

NTC : The entire SRC has been allocated only R700 in the past. Now they are to be allocated just over R1000. Each society therefore receives very little.

UND : AQUARIUS expenditure was about R70

UCT : Has R150 left

Rhodes : No figures available

Head Office also presented the report of John Frankish, AQUARIUS Secretary General

2. AIMS AND BROAD STRATEGIES OF AQUARIUS (NATIONAL) AND OF INDIVIDUAL LOCAL COMMITTEES

There was much discussion on the broad aims and strategies of AQUARIUS, the main discussion centred around the black/white question as regards general direction of AQUARIUS

Two broad alternatives were presented - the one being presented by Chris Spicer (UCT) and the other by Gail Levy (Wits) with the other campuses adopting sections of each proposal. The alternatives were:

- (i) As presented in Chris Spicer's 'Position Paper' to congress. Briefly this proposal was:-
 - (a) The setting up of workshops in the different communities (eg campus/White urban/African urban/Coloured/Indian/African rural/White rural). The aim here is the preservation and cultural growth of the community, through promotion of individual awareness of its cultural background. The workshop would experiment in the different cultural fields of that community. It was envisaged that the workshop in each community would operate on a similar level to the present AQUARIUS level on the Campuses).
 - (b) Research into the various cultures to examine the forces on these cultures and the interrelationship between them. This research would not necessarily be conducted by students and would encompass past research/publications/information drawn from the Workshops.
 - (c) Coordination. Here the various groups coordinate their information on a local/regional/national level.
 - (d) Dissemination. The presentation of work from the workshop and of research material to the public at large (eg via the AQUARIUS national arts festival)

The program is therefore a cross-cultural project with interaction and dissemination of information between the different groups and committees

- (2) Program presented by Gail Levy (Wits)
Gail saw three basic aims to AQUARIUS:-

- a) The examination and undercutting of the rigid societal structure in South Africa - as epitomised by Christian National Education
- b) A "counter-culture" movement - ie an awareness of the limitations imposed on us by society and promotion of methods of defeating these limitations
- c) Promotion of a unified student identity

Essentially this program operates within the white (English?) student world, with expansion and radiation to white youth. It does however, incorporate the use of other cultures and other racial groups in order to promote the awareness of the students

Objections were lodged to both proposals

Objections to (1) Too ambitious. It would involve an expansion of about 5-fold of present AQUARIUS activities.
In principle, working with black communities might retard the development of black consciousness which was essential before any integration could be considered.
Problems of handling community workshops - paternalism and its related problems

Objections to (2) It is impossible to operate within the "vacuum" of white students
The response of white students must take place in the knowledge of the cultures of other communities

On the white/black questions, Horst Kleinschmidt (the SPRO CAS observer) asked to outline the Sprocas response to white consciousness/liberation.

The white liberation project arose from the historic situation of whites in South Africa and the withdrawal of blacks from the situation. Previously, the white/black interaction had mainly been a "giving" relationship on the part of the whites - with a resultant lack of freedom on both sides. Only when both sides are "liberated" can there be meaningful contact. The needs of both are different and each must provide for its needs - whites must be made aware of their controlling and manipulative position.

No general agreement could be reached on this analysis of white consciousness with regard to AQUARIUS. It was felt that it is difficult to speak in theoretical terms of "paternalism" - and delegates reacted differently to the analysis depending on the degree and type of contact each had had with the different communities. It was further agreed that the aesthetics of art and culture can be independent from race and colour and that interaction on a cultural level can take place without a Give/take situation developing

In order to resolve the situation, it was proposed that AQUARIUS look at the following 3 choices:

- (1) Do we regard culture in its socio-political context or in its artistic-entertainment context?
- (2) Do we operate on or off the campus or both?
- (3) Do we direct ourselves at all sections of South Africa or only the whites?

It was agreed that the role of AQUARIUS present "culture" in its socio-political context and that our operations be directed towards socio-political ends

It was generally agreed that AQUARIUS concentrate with on-campus activities drawing in off campus people and radiating off-campus where possible. It was generally regarded as essential that AQUARIUS move off campus (in terms of off campus involvement) wherever possible

It was generally agreed that AQUARIUS direct its operations mainly at the white section of South Africa.

With regards to Chris' proposals, the other centres (with the exception of Wits) felt that they had too little manpower to implement the program at this stage at any case. It was agreed that AQUARIUS (national) would not dictate to campuses their fields of operation in respect of the two proposals. Some would follow one proposal, some the other and some drawing ideas from both (within the ambit of the 3 agreements listed above). UCT will attempt to implement their program over the next 6 months for evaluations by the other centres at July Congress (1973)

It was suggested that seminars to discuss clearly the aims and strategies of AQUARIUS be organised in each centre and, if possible, on a national level.

(3) Relations with Head Office, expectations of Head Office, executive tours, Secretary General's role on the campus

(1) Expectations of Head Office

There was not much discussion on this, and very few suggestions or complaints from the delegates. It was suggested that an index of microfilm contents be sent to each campus. Head office also requested campuses to specify their requirements when requesting information from Head Office

(2) Secretary General's role on campus

Philippe le Roux expressed the conflict which the Secretary General faces on the campuses in that he must not dominate the proceedings, but at the same time must provide guide-lines. He asked delegates to give their expectations of executive tours.

The following are some of the recommendations

- (a) He should spend at least one week on each campus
- (b) He should come on an informal basis, discuss whichever projects come up, and advise
- (c) He should help give direction, especially to the smaller campuses
- (d) He should encourage communication between campuses, so that there is a cross pollination of ideas on the campuses
- (e) He should act as coordinator of national activity
- (f) When the Secretary General is on the campus it would be a good time to recruit people through various publicity stunts etc

(3) Executive tours

Philippe will be at Wits during Fresher week till the end of February and then at Rhodes until the end of March. He will be back in Cape Town by April 1 to organise the Arts Festival. He will go to Durban and Pietermaritzburg at the end of April for 2 or 3 weeks and to Wits from May 20 until June 7. He will then go to Rhodes before returning to Cape Town. He will be up at Wits for the Winterschool.

(4) Contingency Planning

The report of the Contingencies committee proved very useful in discussing this topic. We isolated two areas to which we devoted our attention.

(1) Creating a climate for political action

Wits and UCT proposed "live-ins" on the campus which, if the crunch comes, may be turned into protest input seminars

- i) on civil disobedience; Andre du Toit, Alex Boraine
- ii) Posters, guerilla theatre and slogans, pamphlets
- iii) Tea shirts with rights when under arrest
- iv) Legal rights, pocket booklets
- v) singers/protest songs at meetings
- vi) Pop concerts
- vii) Preparation should be made for the above during the vacation

(2) Decentralisation

Decentralisation can only be reflected in projects. They are dealt with below. Those projects that cannot be decentralised will obviously, in time, fall away.

However it is agreed that the AQUARIUS local committees will submit their minutes to the SRCs to be circulated with the SRC minutes to other campuses once a fortnight

5A) Local Projects

1) Pietermaritzburg

- (a) Pollution campaign involving Rotary clubs, Jaycees, Boy Scouts, the City Council, students and townspeople, Black Schools and White schools

- (b) Film showings of setworks at the local Black and White schools
- (c) An anti-litter campaign by not cleaning the Union for two weeks
- (d) The showing of UNP plays and other productions at Black schools, White schools, Black varsities and White varsities
- (e) A Fresher campaign, with the pollution drive as the conclusion to maintain and promote the interest gained during the Fresher Reception campaign
- (f) Exhibition of black artists' work at UNP a Black school and Varsity productions as well.
- (g) We will be having a film program throughout the year, This will be arranged in such a way as to change the racial attitudes for some of the campuses. Spro-Cas 2 have a publication "The Use of Films in changing attitudes" which is of great help in this field.
- (h) AQUARIUS will issue a weekly fact sheet which is merely a calendar of the week's social events on campus
- (i) The distribution of the NUSAS newsletters and Dissent
- (j) An advertising and publicity campaign for the PMB liberal and radical journal Reality edited by Alan Paton
- (k) Greater cooperation between the campuses could be engendered by
 - (i) reports being circulated to all AQUARIUS locals after projects on the campuses. In other words after an AQUARIUS local has completed a project it should write a report stating how successful the project was, where and why it fell short, recommendations to the other campuses concerning it etc. This will give other campuses new ideas and help them to implement these ideas, and how to learn from experience.
 - (ii) All local student publications such as the newspapers etc should be circulated around the country. This would not have to involve head office, but would be circulated from campus to campus
 - (iii) Contribution to NUSAS newsletter and Dissent etc

Implementation of projects:

- (a) First week of March
- (b) 2nd term
- (c) April approximately 1st to 21st
- (d) End of February
- (e) Throughout the year
- (f) 3rd term
- (g) Throughout the year
- (h) Throughout the year
- (i) Throughout the year
- (j) 1st term during March
- (k) Throughout the year

(2) Durban and Natal Training College will work in conjunction with Pietermaritzburg on the projects outlined above

(3) Rhodes

An ecology campaign is planned
During fresher week, handing out of pamphlets, talks and a pop festival

(4) UCT

- (a) During fresher week, an information centre
- (b) During second week, a live-in week of happenings
- (c) 'Scan' a booklet to give out to freshers
- (d) A communications centre to track down all resources available to individual students
- (e) A contact service to first year students
- (f) A sub committee concentrating on films on Friday, Saturday and Sunday evenings. It is proposed to buy a projector from profits and show films around the Peninsula, and to organise video-tape scheme to send around the campuses.
- (g) Guerilla theatre

B. NATIONAL PROJECTS

Ratified by NSA

1). Newsletter

Newsletter was seen as a publication catering for diverse needs. Perhaps too diverse. It aims at providing information for:

- i) Campus publications and thus to the average student
- ii) SRC's and local committees as help for projects
- iii) South African Liberals
- iv) Overseas contact

People were happy with the contact in view of the wide interests of its readers.

Recommendations:

1. It should only appear in one edition once a week because of finance and work-load of travelling Sec-Gen.
2. Its circulation should be increased to include all SRC members of affiliated centres to involve them in the affairs of NUSAS. Extra cost approx. R300 p.a.
3. Features should be short
4. Lists of relevant banned books should be included.
5. P.M.B. suggested the possibility of reproducing them at a local level for general campus consumption.

2) Freshers Reception

Ratified by NSA

The object of this publication is to sell NUSAS to i) First years
ii) Other students
iii) Public

The expansion of our target area was considered necessary because of possible Government action in March next year.

Recommendations:

1. It should contain similar information to last year and replace last year's SRC presidents and NUSAS exec. statement with a statement on NUSAS' position now and the prospects facing NUSAS.
2. It should include photos of affiliated SRC presidents and information of next year's NUSAS projects on that particular campus. This was suggested in order to emphasise the close relation between NUSAS and local campuses.
3. This additional information should be supplied to head office by the 10th January '72.
4. As far as possible the booklet should be posted to students with other general information before they arrive on campus.
5. It could also include a short history of NUSAS.
6. Some felt quality of the paper should be improved.
7. Additional expenditure was reckoned at R200. A further 1c per copy should be placed on the SRC's.
8. It should be an image-building publication emphasising 'the facts' of NUSAS and the direct relationship between the student and NUSAS.

3). DISSENT

Ratified by NSA

The purpose of Dissent is:

- i) To create awareness among students on affiliated centres
- ii) To link liberal and left wing students to a national level through NUSAS publications
- iii) to provide a basis for action on campuses next year and to articulate
- iv) to promote a national student consciousness and a climate for radical action
- v) to keep people overseas informed of the true situation in South Africa.

Recommendations:

1. Dissent should come out on the first of the month every month from March to June next year as a trial period.
2. It will be the responsibility of the Sec-Gen in conjunction with the campus he is visiting to produce this publication:
 - A) March - UCT
 - B) April - Rhodes
 - C) May - WTC/PMB/UND
 - D) June - Wits JCE

Thus there will be greater decentralisation of workload and local committees will be given experience in newspaper work which will enable this project to become relatively independent of head office.

3. It has been suggested that the issues are based on the following topics:-
 - i) Alt. life-styles and political relevance
 - ii) Artistic revolution and change in society
 - iii) Labour
 - iv) Education

The first topic is suggested because of the painful cultural revaluation that inevitably places student involvement in radical action, e.g. Sit-in 1968 and Protests June 1972. The second will provide a background to the Aquarius Arts festival on the same topic. It will also stimulate interest in the project. It will also help Campus 'Cultural weeks'. The third edition, it is hoped, will give a history of trade unionism in south Africa and recent and possible movement in this area. Hopefully, with close co-operation with NUSWEL we will be able to analyse the influence of work in this area on social change.

The fourth edition will deal specifically with alternative education and the role of the University in society. This edition will link with Wits "Education Year" and the proposed July Winterschool.

4. An allocation of money should be made to Aquarius for these four issues based on cost of first edition.
5. Arrangements should be made with local committees and campus editors for the sale of this publication. Where possible it should not clash with the campus publication.
6. An outline of required content of Dissent should be circulated well in advance to all campus editors, local committees and SRCs. The first such request sheet is attached to this report and it is hoped that delegates, friends of delegates and others will contribute.
7. All copy for the first issue should be sent to head office by 7th February. This deadline is the latest possible. People willing to contribute should indicate this to head office as soon as possible.
8. A questionnaire of the first copy of Dissent is attached to this report.
9. Links should be made between Dissent and other liberal publications, e.g. Renoster publications.
10. Bulk copies could, depending on cost, be sent for sale on overseas campuses. This should be investigated.
11. Humour should be added and articles shortened.
12. Campuses have not sent money for the last Dissent. Wits region have deducted it from money owed them by head office.

4) Other Publications

1. Students should be made aware of liberal publications on South Africa. Subscription drives should be started.
2. Campus publications should be circulated to other campuses, both English and Afrikaans, regularly. Larger numbers should be sent to other campuses.

Ratified by NSA

- 3) Aquarius should interest itself in underground publications.
- 4) The proposed UCT booklet on co-ops and life-styles should be continued with in Dissent.

5). Legal Rights Booklet

Ratified by NSA.

The draft copy of the proposed legal rights booklet was presented with requests for additions, omissions and comments.

Suggested additions were:

- a) Fingerprinting: Does one have to be charged first? If found not guilty, do the fingerprints have to be destroyed?
- B) Wrongful arrest: The right to sue for wrongful arrest; what constitutes wrongful arrest.
- c) A section on the position of Training college students with respect to their authorities if involved in protests.
- d) A section on bail provisions, and one's right to bail.
- e) A section on laws concerning the possession of banned literature.

The Secretary-General was mandated to produce the Legal Rights Booklet during the vacation as presented in the draft copy with the above additions.

It was proposed that a manual be produced at Head Office for circulation to SRC's, Local Committees and NUSAS Executive, the manual to contain:

- i) Detailed information on procedures of arrest
- ii) Detailed information on procedures of questioning
- iii) Detailed information on procedures of entry and search
- iv) Excerpts of relevant sections of the following Acts:
 - a) Criminal Law Amendment Act, 1953
 - b) Terrorism Act, 1967
 - c) Suppression of Communism Act, 1950 as amended
 - d) Riotous Assemblies Act
 - e) Unlawful Organisations Act
 - f) Sabotage Act (General Law Amendment Act, 1962).
 - g) Prohibition of Political Interference Act
 - h) Native Administration Act, 1927
 - i) Trespass Act, 1959
 - j) Prevention of Illegal Squatting Act, 1951
 - k) Publications and Entertainments Act, 1963 as amended
 - l) Section 215 of the Criminal Procedure Act, 1955 (180 Day Law)
 - m) Section 17 of the General Law Amendment Act, 1963 (90 Day Law)
 - n) Drugs Act, 1971
 - o) The usual provisions of City By-Laws in relation to meetings, pickets, marches, pamphleteering etc.
 - p) Group Areas Act and Proclamation R26
- v) Procedures for suing for wrongful arrest
- vi) List of unlawful/banned organisations
- vii) Legal opinions obtained by NUSAS and SRC's from time to time
- viii) Riotous Assemblies judgement of Mr. Justice van Zyl of the Cape Supreme Court.

The manual duplicated by UNP and circulated to this Congress would form the basis of this manual, with additional material collected by the Secretary-General and by SRC's.

The Secretary-General was mandated to investigate the national or local production and distribution of Legal Rights T-shirts. The T-shirts should be produced on a non-profit basis.

John Frankish was congratulated for his work on the Legal Rights Booklet.

6). Winterschool Ratified by NSA

The final winterschool programme will be worked out by the committee of the 3 affiliates appointed at this Congress. It was decided that NUSED would be concentrating on alternatives and innovations in the educational system, while NUSWEL and AQUARIUS would attempt to place education in its societal context.

It was recommended that the Winterschool be held over a period of 5 days with 3 days devoted to the NUSED Education Conference and the remaining 2 days being taken up by NUSWEL and AQUARIUS. It was felt that as the NUSED conference was likely to be highly academic, Aquarius should try to balance this with more tangible projects.

The aim of the Winterschool is to provide a learning situation for students, with input to delegates at Congress, to schools, to university staff and public. Delegates at Congress must learn techniques from the Winterschool to take back to their campuses for implementation; our views of the universities' role in society must be conveyed to university staff who can effect changes; and the public must be made aware of the university's function in society.

It was felt that one of the major functions of the university should be to examine and propose alternative life-styles and that Aquarius could present examples of these at the Winterschool.

The general overall plan for the Winterschool as proposed by Geoff Budlender in his paper to this Congress was agreed to.

Specific Aquarius contributions to the Winterschool were suggested.

- i) Focus on an 'ecological society'
To make people aware of the environment and its political, social and economic importance; and to examine how a university promotes a technological society with very little consideration of its environmental effects.
- ii) Aliatoric Music, with audience participation
- iii) Drama - experimental plays with audience participation
- iv) Poetry - Integrate South African poetry with that of Africa
- v) Art - as for poetry
- vi) Simulation Games - star power.

Generally it was agreed that the aims of the cultural sphere of the Winterschool are:

- a) to break down the attitudes of people towards authority
- b) to break down traditional responses.

It was extremely difficult to come up with any more definite proposals without the proposals of the NUSED Education Conference being known. It was therefore decided to leave the final detailed programme up to the Winterschool Committee (within the above general guide-lines).

7) Drama Workshop Ratified by NSA

(We have just been informed by Prof. Bozzoli that Frankenwold cannot be used due to problems of multi-racial accommodation and municipal by-laws. Philippe will be going to Wits after this Congress to sort things out).

The workshop is geared towards experimental work - to encourage students to experiment with and participate in different dramatic techniques. The aim is to get students from the campuses and provide instruction so that they may go back to the campuses and produce dramatic work for presentation at the Arts Festival.

Unfortunately, student attendance at the workshop will be very poor (only about 18). The importance of this type of workshop was stressed to campuses.

8) Arts Festival

Ratified by NSA

The programme as outlined in the Sec-Gen's report to Congress was adopted.

Some possible resource people were suggested, to be contacted by the Arts Festival committee:-

Rob McLaren (Wits - Drama)
Neville Henington (UND - DRAMA)
June Schneider (Wits - music)
Tim Cousins (Wits - African literature)
Alan Paton (Literature)
Welcome Msomi (Drama)
Johan Potgieter (UCT - movies)
Jim Phelps (UNP - literature)
Mike Kirkwood (UND - Literature)
Rick Turner

It was decided that the proposed programme be circulated to all English, Drama, Music and Art Departments in the country for their information and possible assistance.

The Wits delegation also suggested that Michael Fridjhon, Taffy Adler and Laurence Tudin might be roped in to help.

In the field of practical exhibition at the Festival, the following suggestions were proposed:-

Static arts: practical difficulties with moving around country - might have to rely on Cape Town-based art.
Movies: John van Zyl's programme on movies, supplemented by local campus movies (UNP, Wits, UCT).
Music: Roger Roman has a contact with good ideas on music - he will contact him and pass on information to Kally Forrest and H/O.
Drama: i) Wits could present Antigone.
ii) Neville Henington at UND. (Ulster of the Southern Cross).
iii) Other centres (Rhodes, NTC, JCE, UCT and UNP) will attempt to produce student-based plays for presentation at the festival.

Directors

Roger Roman was elected as Literature Director for the Festival to replace Patti Corazza.

Richard Wake will handle the Static Arts.

The Sec-Gen was mandated to appoint an Arts Festival Director from UCT. In the event of contingency, UCT Aquarius local will take over the running of the festival.

The vast scope of the Festival was stressed. Work by all the Directors must begin in January, co-ordinated by the Sec-Gen from Cape Town.

9) National Campaigns

Ratified by NSA

i) Conscientious objection - it was agreed that Aquarius would continue to disseminate information on conscientious objection and one's rights in respect of this through the media of literature, talks and seminars. It was agreed to circularise the NCFS/ASF pamphlet to all centres (except UNP and NTC) early next year for distribution to schools. The Sec-Gen was mandated to coordinate the project.

ii) Cultural Boycott

Motion:

That this Aquarius Congress

Believing (1) that culture should not be restricted by arbitrary limitations based on race

(2) that because of Government censorship restrictions, performers who are allowed into South Africa will not have any significant effect on changing peoples' values,

Registers its opposition to segregated cultural functions and therefore resolves:

- (1) To express its opposition to overseas performers appearing before segregated audiences
- (2) To recommend to SRC's that overseas performers who appear before segregated audiences be not allowed onto campuses
- (3) To call on overseas performers and artistic unions to boycott South Africa unless performers are before integrated audiences only.

Aquarius already has policy on the Cultural Boycott very similar to the above motion. We are therefore not recommending it for debate. However we will record an amendment to the motion and the main issues raised by both the motion and the amendment.

Points:

1. We began by trying to determine whether proponents of the cultural boycott had an 'in principle' objection to outside people coming into South Africa or is one seeking a positive effect of cutting people off from overseas. Does the appearance of overseas artists retard or stimulate change?
2. The second question that was raised was why does the motion condemn only overseas artists for performing before segregated audiences? Why not include local artists as well?
3. We then tried to ascertain if we had any right to dictate to other people what they should attend in the cultural sphere.
4. We also tried to ascertain how we came to effect such a policy.

Responses:

1. We agreed that we had an "in principle" objection to outside people coming to South Africa to perform before segregated audiences. This is secondary to the fact that they retard change and we felt our isolationist policy could have the effect of pressurising concessions. It would also stimulate internal art.

They retard change because 1) people accept existing restrictions without questioning restrictions of apartheid

'non-controversial.' 2) The type of artist invited is 3) They come to make money and "see the South African problem".

2. We excluded south African artists because we felt that in order to live in South Africa they were compelled to perform to segregated audiences. Overseas groups were able to choose whether to come to South Africa or stay away.
3. The point of dictating to others was shot down because South Africans living in apartheid society must comment on and condemn all aspects of it.

4. We proposed to implement our policy
 - i) By not allowing them onto the campus under Aquarius
 - ii) By urging the SRC's not to allow them onto the campus at all. (We felt that a few token integrated performances gave them justification for performing before segregated audiences).
 - iii) By urging boycotts of overseas artists
 - iv) by demonstrations
 - v) by informing managements and actors of our policy, reason and intentions
 - vi) by forging international links with groups opposed to apartheid.
 - vii) we would investigate the possibility of organising integrated tours by local and overseas performers of campuses and other integrated venues.

An amendment was added which read:

- 4) And resolves to call on overseas film stars and film companies to refuse to allow their films into South Africa unless
 - i) they were not censored
 - ii) they are only screened before integrated audiences.

This was rejected because this would exclude all movies. It was also felt that censored movies often retain their political relevance.

It was pointed out that if one did not allow overseas artists onto campuses because of their segregated performances one should not allow movies.

This inconsistency was partly justified by a distinction between cultural luxuries and cultural necessities. From the type of artist that appears in South Africa from overseas this distinction seemed okay. This type of inconsistency is difficult to obviate in South Africa.

People condemned pop groups, especially those who identified with political causes, youth and students in particular and supported apartheid by coming out and performing before segregated audiences.

iii) Ecology and Pollution

Karl Edwards from Rhodes presented a good paper which has been circulated to delegates.

We decided to hold a national campaign:

- 1) Highlighting public issues
- 2) Encouraging articles
- 3) Organising the circulation of environmental films.

We appointed Karl Edwards as co-ordinator of the campaign and he was mandated to draw up a programme for 1973 to be implemented on a local level culminating in a national seminar. The campaign would emphasise the political nature of ecology, dealing with the causes as well as the symptoms of pollution.

A number of symbolic acts were suggested:

- 1) Gas masks
- 2) Bicycles
- 3) Dumping bottles at firms
- 4) Taking samples from pipes flowing from factories into rivers and returning to the firm
- 5) Selling trees cheaply on campus.

There are many others.

iv) Republic Day Pop Festival

It was suggested that this occur at (1) Wits (2) UCT (3) Rhodes (4) UND.

They would have a protest orientation with political songs, poetry and short stories. It was suggested that the entire programme of the festival be staged on the basis of a script for a musical.

v) Culture Week

This will only occur on UND. The other campuses felt they would be too busy and that their year's programme would be geared to such a programme. It also seemed to duplicate with the Arts Festival.

However, it was suggested that local chairmen submit report-backs to head office before 5th February 1973 outlining their opinions of the nature of culture and the role of Aquarius on their campuses. These would be circulated.

vi) Anti-censorship campaign.

Vaughan Weber from Wits was appointed national director. He will circulate a fifteen point programme for the campaign and an analysis of the effect of censorship in South Africa. (Garth Verdal of the Natal Mercury has written a paper on the subject).

This campaign will come into operation as response to the new censorship legislation.

10). Seminars

Ratified by NSA

We have a number of seminars arranged on a national level in our programme. The idea of regional seminars was well accepted with the exception of Wits. The Sec-Gen is mandated to prepare some ideas for local seminars as people felt that there were not enough concrete proposals.

11) Schools

Ratified by NSA

It was felt that this was a very fruitful area for politicisation and that schools should be invited to as many of our projects as possible. The following projects would aim at schools:

- (1) Ecology
- (2) Conscientious objection
- (3) Plays - school set-books with innovation and experimentation
- (4) Talks at schools
- (5) Pop festivals

The Sec-Gen should circulate ideas and reminders on this area.

12) Fundraising

Ratified by NSA

Aquarius is mandated to raise R1 000 by the end of April 1973.

Wits	R 300
UCT	R 300
UND	R 150
UNP	R 100
Rhodes	R 100
NTC	R 50
JCE	R 50

Total: R1050

Methods of raising money:

- (1) Friday/Sunday Movies
- (2) Pop concerts
- (3) Selling food at pop concerts
- (4) Lunch time concerts and plays
- (5) Plays
- (6) T-shirts
- (7) Posters

During the presentation of the report there was some discussion on the relationship between the Secretary General and the SRCs, and the AQUARIUS local committees and the Secretary General.

On Dissent it was mentioned that the layout of the first Dissent was heavy and should be changed, and it was also decided that when the labour campaign was on, the Dissent would be on that topic.

At the conclusion of his report, Philippe tendered his resignation and left the floor. This resignation was not accepted by the President

Res 23

THAT THIS NATIONAL STUDENT ASSEMBLY EXPRESS ITS CONFIDENCE IN PHILIPPE LE ROUX AS SECRETARY GENERAL OF AQUARIUS AND VICE PRESIDENT OF NUSAS

unan with acclaim

Spicer, Jooste

The assembly floor accepted the steering committee program for December 3.

NUSWEL MEETING

The report was presented by Graham de Smidt and the mandates were ratified by NSA.

REPORT OF NUSWEL CONFERENCE TO N.S.A. December, 1972.

The NUSWEL conference was fairly successful, and a number of specific recommendations have come up for completion next year. The conference was run informally and on a consensus basis.

The subject matter covered during the conference encompasses only a half of NUSWEL's current activities. It was decided, in view of lack of time and insufficient wages commission representatives, and because a special wages and economics conference has been organised for next week, that only non-wages and economics business would be discussed at NUSWEL conference.

The agenda of the congress was structured as follows:-

.) ADMINISTRATIVE REPORTS

The secretary-general's administration report and the centre reports from the respective NUSWEL local committees were taken heading by heading and subjected to comment and discussion.

Wages Commission reports were taken as read.

(ii) EVALUATION REPORT

(Sec-gen's assessment and planning report)

The report was taken as above, and problem areas were identified.

(iii) PLANNING

The conference decided to break up into two broad groups to consider specific campus problems with respect to NUSWEL, and to plan for the New Year - the "big" campuses (Wits and UCT) and the small campuses (the rest). The motivation behind this decision lies in the fact that problems and immediate priorities often differ between the two groups, and special consideration had to be given to the smaller campuses where NUSWEL local committees are either very weak or non-existent. Whereas the large campuses busy themselves in evaluation of already existing projects, and planning on the basis of these, the smaller campuses had to discuss the basics of project initiation and organization. Thus, although guidelines for discussion were laid down, they were considered very differently by both groups. These guidelines were based on some specific problems arising from the Sec-Gen's assessment report, centre reports, and from reports of the special commissions set up by NSA.

Report back by "big" universities group.

(report back by Paul Jordaan, with certain amendments).

I. EVALUATION OF PROJECTS AND PROBLEMS ARISING

A. LITERACY

(i) WITS - the programme is run by one student who personally uses the functional method but who has trained 20 other students in the Bureau of Literacy method. Teaching took place for African campus staff, although on a small scale. The problem here is that skills are centralized within too small a group of people.

(ii) UCT - Ann Hope conducted a seminar, and 35 students have been trained in her method and that of the Bureau of Literacy. After several months in Druiweviel, it was found that there were only 5 or 6 genuine illiterates, so night school arrangements were made for semi-literates and a cultural programme arranged.

Research had indicated that there isn't much scope in the field of literacy for the Ann Hope method, but that it can be used for semi-literates. Hanover Park has been isolated as a prospective area for operation. Use of drama students, etc. would be made in this type of programme. A literacy seminar is being considered in conjunction with the education faculty and other interested organisations.

Both Wits and UCT decided that semi-literates were the main target areas. A tentative programme was drawn up for literacy at both UCT and Wits.

- a) research of possible area, in order to determine the degree of community organisation etc.
- b) use of a core group of students for operating in the decided area. Continual feedback and good organization is essential to ensure continued involvement. This programme could be used as the basis for building a larger community development programme.

B. COMMUNITY DEVELOPMENT

(i) UCT

Druivevlei - an initial draw week and door-to-door survey were used to determine the nature of the community, its interests, and to publicise the programme.

The original plan was for a student to act as a resource person for the specific community groups, but the community was not ready to take on leadership at that stage. There was an inspection by the community of welfare handouts, to which they had become accustomed. Ballroom dancing was the only group to survive the initial stages, and this eventually failed.

The need now is for more detailed research. It is necessary to ascertain who the informal and formal leaders in the community are, who would possibly involve themselves in leadership training seminars with ourselves and other members of the community.

One of the problems with this type of programme is that it is a gradual process, which might cause students and the community members to lose interest.

(ii) WITS

The Wits NUSWEL Local has contact with a section of the coloured community but the problem here is that the community displays the traditional welfare attitude towards students and expects "hand-outs".

C. FEEDING SCHEME

(i) UCT Involved in KUPEGANI

(a) MANNENBURG

Church women soon took over the scheme from students but ran into financial problems due to bad management. This could indicate that a small degree of students involvement is still required on the financial side.

(b) KRAAIFONTEIN.

The actual scheme is still operating, but this project failed from

the point of view of gaining community involvement. This was due to the fact that the area was not suitable for a "takeover" by the community i.e. there was insufficient research done before students went in.

D. SMALLER PROJECTS

Prevention medicine, legal aid schemes, specific research (e.g. Housing).

(i) WITS

Did not want to engage in this type of project at present, but rather consolidate existing schemes.

(ii) UCT

Want to use this type of scheme to incorporate students with specialised knowledge, thereby involving specific faculties as resources e.g. medicine, law, engineering, commerce. NUSWEL Local Committee could be used as a basis for the organization of these students.

2. RESOURCES AND OTHER ORGANIZATIONS

^{Ratified by NSA}
The relationship between WITSCO and SHAWCO was discussed. See under mandates and recommendations.

3. CONSOLIDATION AND EXPANSION OF NUSWEL

^{Ratified by NSA}
(i) general publicity to increase the general image of NUSAS/NUSWEL.

(ii) publicity to make students aware of the ideology of self-help through publicizing specific projects. Wits tentatively decided to create a publicity officer on the lines of the UCT portfolio.

(iii) constant use of student press for communicating aims of NUSWEL projects, etc.

(iv) recruitment of students and staff with specific skills for involvement in NUSWEL projects.

4. STUDENT SEMINARS

^{Ratified by NSA}
a) FRESHERS SEMINAR

Phase 1 - general input

Phase 2 - workshop type groups to ensure continued involvement.

The idea of "adopting" 10 freshers/ettes and ensuring their commitment was proposed.

b) NUSWEL LOCAL SEMINAR

(i) workcamp cum seminar type

(ii) reassessment and planning type.

c) NUSWEL LOCAL COMMITTEE SEMINAR

Mainly for reassessment and planning on leadership level.

d) COMMUNITY SEMINARS

e.g. for leadership training, for identifying needs of a community etc.

e) GENERAL WELFARE SEMINARS

To engage organizations/persons such as SHAWCO, WITSCO, NUSWEL, Social workers etc. in discussion and debate on their respective roles in social change. (see mandate on seminars).

f) NUSWEL/SRC RELATIONSHIP

Ratified by NSA

- (i) Wits - there is an SRC co-ordinator for all welfare organizations.
- (ii) UCT - NUSWEL has a representative on the SRC - the vice-chairman of NUSWEL who is on the SHAWCO board.

g) NUSAS/NUSWEL "STIGMA"

(see recommendations to affiliates by committee on communications).

It was decided that no direct policy should be taken here, but that discretion should be used with respect to the use of a name i.e. there is a need to be sensitive to the situation in relation to the implementation of projects.

7. Role of Head Office

Ratified by NSA

(i) Head Office and local committees

Problems with postage. See mandate.

(ii) Role of head office (NUSWEL)

- (a) research, compiling resource lists and bibliographies and papers on specific subjects.
- (b) circulation of information.

(iii) Role of NUSWEL Secretary

- (a) dissemination of important information when Sec. Gen. on tour and Dep. Sec. Gen. not available.
- (b) NUSWEL typing and general NUSAS typing.

(iv) Role of Sec. Gen.

Most points raised in this discussion were included in mandates.

(v) Role of Dep. Sec. Gen.

As above.

8. Regional co-operation

Ratified by NSA

Need to integrate campuses on specific projects. See mandate.

9. Fundraising

See mandates and recommendations.

B. Report back by small campuses group

Ratified by NSA

(report back by Jeanette Curtis)

The aim of the group meeting on small campuses was (a) to establish the basis for a programme of action next year.

(b) to evaluate and assess difficulties experienced in the past year.

(c) to examine in the light of these difficulties, solutions.

resources.

(d) to evaluate

(e) to establish certain organisational principles to ensure continuity, effectiveness and sound "leadership".

1. The problems that the small campuses have experienced in the past may be summarised as follows:
 - (1) lack of support from SRCs, coupled with ineffectual NUSAS local committees;
 - (2) lack of direction and cohesiveness owing to the inadequate leadership, absence of criticism and evaluation of projects;
 - (3) little manpower and credibility stemming from the above but intensified by the NUSAS/NUSWEL stigma.
 - (4) failure to use Head Office adequately
 - (5) duplication of work being done by other organisations owing to little or no co-operation and co-ordination with other organisations.

These problems were examined in relation to specific projects. Without going into detail about how these projects were assessed, it became clear that many projects had been undertaken which did not provide a basis for consolidation and expansion of the project into a wider programme and that they had largely relied on one or two people operating without any organisational backing, resulting in lack of continuity and a lowering of morale amongst the individuals concerned.

2. In relation to planning for next year, we examined the following areas:

- (a) the aims of such projects
 - (b) the planning of projects
 - (c) the development of support
 - (d) development of leadership and continuity
 - (e) development of organisational backing.
- (a) Projects should be constructed with the following in mind:
- (1) that one should be able to identify goals of specific projects with the broad aims of NUSWEL.
 - (2) that they provide a basis for student involvement and student conscientiousization.

Again, in order to develop a reasonably detailed critique (and this is necessary in NUSWEL), we evaluated one or two projects at each centre. Again, we have not gone into detail about each project for the purpose of this report. The following were assessed:

UNP:

A school building project

JCE:

The existing literacy project and the long-term planning involved in this in terms of extending the literacy programme into the field of the provision of worker amenities and the establishment of a worker group to pursue particular interests.

RHODES:

Wages Commission
Makana's Kop project

NTC

Co-operation with UNP wages committee
conscientiousization programme for students.

(b) Planning projects

The techniques of developing 'core' groups both at a student level and at a community level was largely discussed here as an essential preliminary to the inauguration of projects and the wider involvement

of students and, in particular, other social action/welfare groups.

We acknowledged that a three phase operation is involved.

- (1) establishing contact with groups/individuals who are likely to be informed about particular channels of activity and possible members of a 'core' group.
- (2) establishing channels of communication with particular authorities whose help and support could facilitate the implementation of a project (viz. UBC's, Bantu Advisory Boards, advisory bureaux etc). In brief the gaining of support from internal and external groups on and off campus and the building up of specific information are necessary in order to develop a core group.

The second stage in the establishing of a programme relates to:

- (1) the involvement of students in specific areas in the operation of the project following some initial training.
- (2) the publicising of the project where this is advisable and tactful.
- (3) the maintenance of an efficient communications network between resource groups/individuals, students involved, the core group and NUSWEL members.
- (4) constant reassessment (1) between students and (2) between the core group.

(c) THE DEVELOPMENT OF SUPPORT:

Ratified by NSA

Since most small campuses are residence campuses (in the sense that a majority or a large number of students stay in residences), support for particular projects can be mobilized through using residence channels of communication and working largely on a personal basis. Further, the support of other welfare/social action organisations (particularly the religious organisations) was needed and this should be solicited on a personal basis.

On a broader level, NUSWEL had a role to play in the transmission of NUSWEL's principles at operations to other groups.

(d) DEVELOPMENT OF LEADERSHIP AND CONTINUITY

Ratified by NSA

An absence of leadership and continuity had been largely derived from the problems noted elsewhere. A good orientation programme carefully planned seminar campaign catering for different groups, communication with NUSWEL members about projects, and the compilation of information about specific programmes in order to facilitate training were noted as being possible solutions. The development of a strong campus base would obviously facilitate the maintenance of inside leadership. Planning in terms of broadening campus support and implementing projects is obviously a priority.

(e) DEVELOPMENT OF AN ORGANIZATIONAL BACKING

Ratified by NSA

Responsible and reliable organization allowing for efficient communication with NUSWEL members, with the campus and with outside groups vital. Dissemination of information, the imitation of a year programme for training students, and implementation of projects depend on the clear division and delegation of work. Regular meetings, assessment and the development of a close working group, working amicably with the SRC and other groups on campus as essential.

3. RESOURCES:

Ratified by NSA

- 1) wages commissions, SRC's existing organizations,
- 2) easy communication with student body or large sections of it,
- 3) external organisations,
- 4) good relationships with some staff members,
- 5) finance

- 6) H.O. resources and secretary-general
- 7) sympathetic SRC's
- 8) personal contacts

4. FRESHERS' RECEPTION

Ratified by NSA

Largely, our programme is identical with that put out by the group meeting on the larger campuses.

In particular, however, the necessity for discussion groups was noted. A discussion group could potentially cover the following areas:

- 1) Evaluation at what sort of social action desired in terms of S.A. situation
- 2) What kind of change do we need?
- 3) With reference to the above, what does self-help mean?
- 4) evaluation of present projects and assessment of working methods and techniques of communication,
- 5) planning for ongoing and/or future projects.

SPECIFIC MANDATES AND RECOMMENDATIONS ARISING:

1. Contingency situation

Ratified by NSA

We considered the report of the contingency commission and attempted to outline possible implications for NUSWEL. In terms of the possibility of accelerated Government activity against NUSAS, the principles of decentralisation of activity and resources, and the need to expedite the process of student participation in NUSWEL/NUSAS activities if NUSAS is effectively crippled, projects would continue, by working through existing organisations. Should student involvement in projects fall off during protests, communities should be informed of the reasons for this. Should action be taken against the NUSAS personnel, it was agreed that the burden of co-ordination and communication between local campuses could be shared by WITS and UCT.

2. Communication and co-operation

Ratified by NSA

(i) Head Office - local committees. Certain problems have arisen with postal communication between campuses and Head Office, as a result of interception. Communications between local committees has not been regular. It was recommended that the Secretary-General investigate the possibility of publishing a monthly communique for circulation to campuses and other welfare organisations, comprising evaluations by local committees of local projects in order to communicate common problems. Information would be compiled by local committees and centralised by Head Office. Specific research of relevance to NUSWEL projects would also be incorporated.

Local committees were urged to send out regular minutes.

(ii) Regional co-operation. In order to facilitate intra-regional contact, individual local committees are encouraged to incorporate students from other campuses where the local committees are weak. This was raised particularly with regard to literacy and community development seminars.

(iii) Tours by Secretary-General. Certain principles were agreed on with respect to Sec-Gen tours.

- (a) that she should spend a considerable amount of time on each campus, becoming involved in local planning and projects.
- (b) small centres are to be treated as big campuses "in their own right" i.e. JCE is not to be considered "little brother/sister" to Wits.
- (c) During the tour, the Sec-Gen should spend as much time as possible on campus, and when resource people are met, she should be

accompanied by the local Chairman and/or specific project directors so as to expand the "availability" of such persons and resources.

- (d) The principles for exec. tours as laid down by the commission were accepted, with the added proviso that at the end of the tour, a meeting of the SRC President, Regional Director, local committee chairman and other key students e.g. project directors, to go through aspects of the tour and identify what areas should be followed up.
- (e) local committee chairmen will be meeting on Sunday to draw up a broad year plan which will provide a guideline to the Sec-Gen as to when and for how long she will be required to be on individual campuses.

(iv) Inter-organisational co-operation.

It was recommended that local committee chairmen at Wits and UCT endeavour to establish specific areas of co-operation between NUSWEL local and WITSCO and SHAWCO respectively, and that seminars should be held to question the roles of each organisation in social change. The NUSWEL Sec. Gen. should be present at these seminars, should distribute the monthly communique to the respective organisations and should visit them on tours.

Other campuses should endeavour to engage similar welfare organisations in their area in the same process. It was further recommended that liaison be established by local committees with special interest groups for involvement in specific areas e.g. engineering, architectural students.

(v) Inter-project integration

At present, there is little co-operation on an operational level between wages and economics commissions, community development programmes and literacy projects, on campuses. The Secretary-General was mandated to investigate broad areas of common interest between these spheres of activity and to work out with each local committee the practical implications with a view to enlarging student participation in the whole range of NUSWEL activities. This aspect is particularly important on campuses where no NUSWEL local exists, insofar as the initial organisation of a local committee can be linked with the activities of the wages commissions. This aspect will be raised at the Wages and Economics Conference next week.

3. Material to be circulated

Ratified by NSA

(i) resource organisations

Local Committees are to compile a list of resource organisations and people relevant to NUSWEL projects which the Sec-Gen will co-ordinate and distribute.

(ii) Resources in Head Office

The Sec-Gen was mandated to itemise and draw up a resource list of material in head office. One or two resource lists have been compiled (e.g. foreign investment and library index) - the need is to communicate to local committees details of periodicals, etc. relevant to NUSWEL projects.

(iii) bibliography and handbook on community development

Insufficient documentation exists on community development at the moment, which is essential for handling some of the problems of running community development projects. The Sec-Gen and Dep. Sec-Gen were mandated to co-ordinate the production of a research hand-book

on community development, which would synthesize present and past research, consider the meaning of problems confronted in and possible solutions to problems in community development programmes.

(iv) Mission stations

By July, 1973, the Sec-Gen is to have compiled a list of all mission stations in the country where students may work during long vacations. Practical experience gained through working at these stations should be shared with other students through the organisation of seminars, and in this way build up a core of skilled people, and promote continuity and expansion of manpower.

(v) Seminars

Seminars are a crucial aspect of training and skill acquisition. The Sec-Gen was mandated to circularise information on the organisation of:

- (a) Freshers seminars
- (b) community development seminars
- (c) NUSWEL seminars
- (d) Inter-organisational seminars (NUSWEL/WITSCO, SHAWCO, etc)

(vi) Publicity

The Sec-Gen was mandated by the small campus group to investigate the preparation and distribution of posters relating to social action, on a national level, in order to publicise NUSWEL's aims and activities.

4. LITERACY

Ratified by NSA

The Sec-Gen was mandated to organise a national tour by Ann Hope of the Christian Institute to administer literacy training seminar in all regions.

5. Legal Aid Clinics

Ratified by NSA

During the course of the NUSWEL Conference, Michael Harris (UCT) and Nigel Henson (Rhodes) expanded on the activities of legal aid clinics at their respective campuses. It was decided that the Sec-Gen in collaboration with these two people, should circularise detailed information on the scope, need for, and organisation of legal aid clinics to all campuses with law faculties.

6. Medical Students

Ratified by NSA

Danny Cohen elaborated on a commission set up at Wits to investigate possibilities for medical student involvement in the social aspects of medical cares. He agreed to prepare for Head Office more detailed information on the project for circulation to other Medical Students' Councils and Local committees.

7. Administrative

Ratified by NSA

(i) Allocation of work between Sec-Gen and Dep. Sec-Gen

It was originally suggested that the Sec-Gen concentrate on wages and economics, while the Dep. Sec-Gen should devote his attention to community development. Since the Sec-Gen will be spending extended periods away from head office on tours, such demarcation would be unreasonable. NUSWEL Conference thus left it to the Sec-Gen and Dep. Sec-Gen to evolve a modus operandi between themselves.

(ii) Fundraising

It was decided that it would be impossible to set quotas NUSWEL

Conference before considering the plans of Finance and Organisation committee. Once quotas have been set by the latter, they will be communicated to the centres for ratification.

It was suggested that some of the money obtained from membership cards be sent to head office, and that the Sec-Gen should circulate ideas for fundraising projects.

8. Freshers/ettes Reception

Ratified by NSA

Most campuses have fairly detailed First Year orientation programmes drawn up. The Sec-Gen was mandated to circulate ideas to campuses on how to "sell" NUSWEL during this time, particularly to the smaller campuses. Cognisance was taken of the report of the first year orientation committee in this regard.

9. Education Conference

Ratified by NSA

Some consideration was given to the conference to be held in July next year and NUSWEL's perspective on the conference. Ideas that arose were as follows:-

- (a) role of university/colleges in maintaining economic inequality internally (e.g. campus wages) and externally (e.g. university investments, etc.).
- (b) the university government's role in maintaining inequality within the university through e.g. lack of representation of all sectors of the university on decision-making bodies.
- (c) the manner in which academic courses are oriented towards a consumer-oriented, unequal society.
- (d) the manner in which academic research is tailored to meet the needs of which society, particularly in the fields of social and economic research.
- (e) consideration of how the universities/colleges, with their resources, can become dynamically involved in social action for change e.g. use of law faculties (legal aid) medical faculties (community development) educational faculties (literacy) and economics and sociology (wages and economics campaigns) and architecture, urban and regional planning and engineering.
- (f) relationship of the university/colleges to big business. This ties up with (a).
- (g) a questioning of the concept of academic freedom, in terms of the basic thesis that academic freedom can only approach a reality when economic barriers to entrance are eliminated, and not only racial barriers.

N.S.A. elected Gordon Young to the co-ordinating committee of the Education Conference. It was felt by NUSWEL Conference and by Mr. Young himself that someone from Wits, and with a less "wages and economics commission bias" should be elected in his stead. NUSWEL Conference thus recommends that Steven Hulbert replace Gordon Young on this committee.

10. National Campaign

Ratified by NSA

General discussion took place on the National Campaign and the implications for NUSWEL. It was felt that NUSWEL as a whole had no particular and specific perspective on the campaign, but that a labour campaign would tie in very closely with wages and economics commission programmes.

GENERAL

1. Thanks

Sincere thanks were conveyed to Jen Curtis for her dedicated hard work as NUSWEL Sec-Gen, and particularly for the support given to the new Sec-Gen in the organisation of this conference.

2. Sec-Gen's personal evaluation

Jeanette Curtis can be credited with having "founded" NUSWEL. She has established this affiliate on a firm organisational basis and has set up the essential lines of communication between head office, local committees and key resource people/organisations. My task, as I see it, is to expand and consolidate this organisational base. NUSWEL local committees need to re-establish on many of the small campuses, where time needs to be spent on project initiation, etc. These projects will start on a small scale - mainly as supportive schemes, around which a firm core of activity can be built. On both small and large campuses, activities need to be expanded, and student involvement increased. This process becomes more vital in the context of a contingency situation. I am fortunate to have an extremely competent and efficient Deputy Secretary General, who has indicated his preparedness to share the great work load that promises to face NUSWEL head office over the next year. He has been a great help during this Congress. I am fortunate also in that I and the NUSWEL Local Chairmen are at present operating with sympathetic SRCs and SRC Presidents, which will allow for our increased expansion with greater ease.

According to the evaluation of NUSWEL conference by delegates the NUSWEL Conference was regarded as generally successful. My Immediate predecessor had the following cheerful words to say:-

" A reasonably good meeting, marred by levels of different activity on campuses which made common discussion difficult at points. But, NUSWEL is growing without a shadow of doubt and the tackling of problems in small and big campus groups was immensely useful.

Shit, you are going to have work!

PAULA ENSOR
SEC. GENERAL

GRAHAM DE SCHMIDT
DEP. SEC. GENERAL

Res 24 - Workers committees and assistance to them
THAT THIS NATIONAL STUDENT ASSEMBLY
EXPRESS SOLIDARITY WITH WORKERS ORGANISATIONS ON THE VARIOUS CAMPUSES
IN THEIR STRUGGLE FOR A LIVING WAGE, AND
RESOLVES TO RECOMMEND TO SRCS TO PROVIDE ASSISTANCE THROUGH THE APPROPRIATE
CHANNELS ON THE CAMPUSES IF NEEDED

unan

Nupen, Friedman

Contingencies committee report

The following are the reports of the meetings of the Contingencies committee

First report of the Contingencies committee

There was originally some doubt as to how detailed an investigation we could make at this stage. We decided that only the broadest possible contingencies should be discussed.

The two commissions were discussed, and it was felt that the Schelbush commission would concern itself more with individual students and student organisations, whereas the van Wyk de Vries commission would be concerned with the university as a whole. Obviously our response will be different in each case.

It was then felt that it would be better to discuss action that we could take, rather than reaction - action in terms of what the SRCs would use as alternative means of operation in the event of NUSAS being so severely crippled that Head Office becomes inoperative. The other question which this committee will discuss later is the reaction of the university as a whole to the Van Wyk de Vries commission report.

The meeting then attempted to examine some of the essential activities of Head Office and how these could be replaced by alternative action by the campuses. The final agreement that was reached was that the SRCs will have to take over the core of the project, decentralising them further so that SRC elitism could be avoided, and so that many students could be involved as possible. Specialised commissions should operate autonomously, but under the ceiling protection and financial support of the SRCs. For this, the SRCs would need to reassess their roles to cope with these added responsibilities. The point was made that even if NUSAS is banned, the activities that NUSAS promoted must not be allowed to go under with it, that our effort must be centred on keeping as many of NUSAS' programs and projects going as possible. Our support should be for the activities and not for NUSAS as an emblem.

To sum up, on a local level, the NUSAS functions should be incorporated into the SRC structure and the SRCs should be prepared and adjust for this.

Problems that result from this which are to be discussed further are these:

- (1) Head Office as an Information Centre
- (2) Inter varsity contact
- (3) Defence mechanism against a too conservative SRC.

Second report of the Contingencies committee

The work of the committee during the day had ironed out the three problems listed at the end of the previous report. See recommendations to NSA

Second level response to Van Wyk de Vries report

(1) Head Office role preparatory to action

- (i) Climatisation
 - (a) SRCs address to Freshers and to their parents
 - (b) Slide shows, film shows etc
 - (c) General theoretical and motivational preparation
Head office to help with providing information etc
 - (d) See Index system

(2) Supportive resources

Key people both on and off the campus to be contacted. Build up support. Possible sources

Alumni Clubs

Convocation

Press/Student Press

University councils

Senates

Academic staff associations

Law Societies to speak at meetings etc

Off campus groups

Christian Institute, South African Institute of Race Relations, Churches, Black Sash, Parents

Some senates and staff associations setting up ad hoc committees to consider the reports as they appear

Public Relations activities (December/January/February)

- (1) Fresher booklet
- (2) Letters to students - pre-registration. (Contents to include NUSAS activities since 1924). This to get in before a possible smear campaign. These letters to be available for registration.
- (3) Press - interviews, articles, in-depth studies

NB affiliates: Information on projects into the booklet

Public Relations activities (after start of term)

On campus (1) Student seminars

(2) Theoretical background on Civil disobedience etc

Off campus - continue with press etc. Refer point 2. The Freshers program to have national scope

(Problem: value of Public Relations work might be negated by illegal action in protest
Possible solution: long campaign might make people realise the importance of possible action, and the urgency of the whole position)

Aims generally (1) to talk to public about NUSAS to counteract a possible smear campaign
(2) to make people sorry when and if NUSAS goes

Res 25

THAT THIS NATIONAL STUDENT ASSEMBLY
RECOMMENDS TO ALL SRCS AND TO HEAD OFFICE THAT THEY ACT ON THE RECOMMENDATIONS AS CONTAINED
IN THE SECOND REPORT OF THE CONTINGENCIES COMMITTEE

unan

Hulbert, Kemp

Res 26 Fundraising information

THAT THIS NATIONAL STUDENT ASSEMBLY
MANDATES HEAD OFFICE TO DRAW UP A RESUME OF FUNDRAISING ACTIVITIES, THIS INFORMATION TO
BEDISSEMINATED IN THE PUBLIC RELATIONS CAMPAIGN, EXPLAINING SPECIFICALLY THE LINKS
BETWEEN NUSAS AND SAMST, SASET AND SASTS

unan

Judah, Kemp

Res 27 Decentralisation

THAT THIS NATIONAL STUDENT ASSEMBLY
NOTING WITH APPROVAL THE POLICY OF DECENTRALISATION FOLLOWED BY NUSAS DURING 1972
RECOMMENDS TO AFFILIATED SRCS THAT THEY CONTINUE A POLICY OF DECENTRALISATION AND
DEVOLUTION OF NUSAS AND SRC PROGRAMS AND OTHER ACTIVITIES ESPECIALLY IN THE EVENT
OF NUSAS BEING SO SEVERELY CRIPPLED THAT HEAD OFFICE BECOMES INOPERATIVE
RECOMMENDS TO THE SRCS THAT THEY REASSESS THEIR POSITION IN TERMS OF THIS POSSIBLE
ACTION AND PREPARE FOR IT

unan

King, Cook

During debate Hulbert took the chair and Pretorius took the chair

Correlation was proposed and the required 2/3 majority was obtained

National Campaign

Pretorius's paper on the 1973 campaign was tabled and the assembly broke into the following four groups to plan a campaign for 1973

- (1) "Hands Off Universities"
- (2) Labour
- (3) Cultural
- (4) Proposed Education campaign

The groups then reported back and these reports follow:

"HANDS OFF UNIVERSITIES" CAMPAIGN

This report should be read in conjunction with Paul Pretorius' campaign on the same subject

A. GENERAL

1. The campaign should not become too introspective, but should be placed in the context of society as a whole
2. A priority is to improve the image of NUSAS by getting the correct facts over to the public
3. A commitment to remain positive is essential - ie peaceful protest is justified
4. It is essential to educate the public as to the ramifications of making inroads into the autonomy of the university
5. It should be emphasised that the state not the Nationalist Party is paying for our education
6. The accent should be on universities in general rather than English-speaking universities in particular

B. LEADING UP TO THE CAMPAIGN

1. Research (Mandate to Head office)

- a. into the dependency of the country on universities - eg number of graduates 'produced', service to the society etc
- b. into aspects of the commissions which might serve to discredit them - eg 'exposing individuals'.
- c. into acceptance of degrees from South African universities overseas
- d. into circumstances in the forties with regard to the ASB
- e. into similar circumstances overseas emphasising qualifying facts and effects - eg government appointment of principals largely conform with the university's recommendations

2. Contact

SRCs and Head Office should start making contact now with the following

- a. newspaper editors
- b. prominent citizens
- c. organisations eg Black Sash, SAIRR etc
- d. Citizens Action committees
- e. bodies within the universities: council, academic staff association, convocation etc
- f. those students who can be contacted during the vacation
- g. Individuals on Afrikaans speaking campuses (largely on a personal level)
- h. bar associations, law faculties
- i. parents of students
- j. church leaders

3. Publicity

- a. Negotiation should be made by SRC Presidents and Head Office to publish background information on NUSAS and projects undertaken by NUSAS.
- b. Information which should be well publicised, especially as a build up to a campaign:
 - i) research as indicated in B (1)
 - ii) the build up of the campaign against universities
 - iii) information on NUSAS and NUSAS projects

C. AREAS OF NATIONAL CO-ORDINATION

1. Following publication of the commissions' reports, it is recommended that, for maximum effectiveness, activities such as student body meetings, Citizens' meetings, pamphleteering, etc be held simultaneously on all campuses.
2. Recommended national slogan: "Hands off the Universities"
Recommended national symbol: Z
3. Posters: Request to Wits to work on a standard poster for all campuses.
4. Stickers: With slogan and symbol

It was stressed that close contact should be kept at all times with Head Office who would act as the coordinating body.

D. ACTIVITIES

1. Freshettes and Freshers Reception - SRC Presidents address, dissemination of background information, publications etc
2. Statement as a start to the campaign
 - i) Content - basically "hands off universities"
 - ii) Signatories - university principals, chairmen of council, chairmen/women of convocation, prominent citizens, church leaders etc
 - iii) Time - as universities open, ie February 25 (but flexible according to future events)
3. Special publications with the theme "Hands off Universities": campus newspaper, Dissent
Recommendation to AQUARIUS: that they consider this theme for the first edition of Dissent
4. Debates, plays, movies etc etc etc
5. Aerial publicity - ie use local flying clubs - light aircraft and banner

2. LABOUR CAMPAIGN

Aim:

- (1) to promote a general awareness amongst students of the fundamental relationship between educational and economic inequality and oppression and the role of 'big business' and institutions of higher education in maintaining this inequality
- (2) to postulate certain models of change and examine these with reference to the above
- (3) to enable wages commissions and other groups to 'plug' into labour issues
- (4) to train students for participation in wages commissions
- (5) to convey to students that we have a right to operate in socio-economic fields
- (6) to promote some form of activity for students (ie whilst wages commissions are highly specialised, a need was recognised to provide avenues of action for other students)
- (7) to promote worker organisations

Note: (1) need to establish exactly when first term ends and second term begins so that a date for the campaign can be established. We request SRC Presidents to make this information available to Paula Ensor before the end of this congress so that Wages commission conference may have something reasonably concrete to work on.

(2) The date for the campaign must be set so as to allow for maximum consolidation and follow up by Wages commissions

Creation of an atmosphere conducive to the labour campaign

Our particular concern here was that the labour campaign should form an integral part of the preceding and following campaigns. We saw a need to establish an overall framework of analysis which would allow for a logical and coherent development in the campaigns. Suggested framework is broadly conveyed in (1) under aim

We would suggest that during the Freshers' week and the "Hands off our Universities" campaign that this 'framework' be incorporated and that the reasons for the attack on NUC and students be seen as an aspect of this overall need to maintain political and economic control.

In particular, if through the various communication media established during Freshers week, some of them could be used for this, the problem of integrating the campaigns would be partially solved.

Possible areas were noted: Fresher's Pamphlet; SRC and NUSAS Presidents speeches NUSWEL and Wages commissions orientation programs, freshers seminars, etc. On relation to JCE the idea was mooted that the tour to the locations could be followed by some discussion on the relationships between political and economic powerlessness.

The "Hand of our Universities" campaign must not be too inward looking, ie it must incorporate the broader issues of general oppression in South Africa and must not be purely an academic freedom issue

A further general point we noted : the "hands off the Universities" campaign was seen as touching in broad detail upon the issues outlined in (i) of the aims. The labour campaign would focus in more detail upon this whilst the education conference would focus in on particular aspects of this. The education thrust for the last six months would be possible general with specific areas of action emerging. Given this possible program, we saw much of the programming work for the campaign taking place during January and February. (ie the labour campaign).

Labour campaign

We did not postulate specific areas of action for individual campuses. We listed possible areas of action according to certain selected target groups in terms of the priorities that we thought these target groups should be assigned.

Workers

A key aim of the campaign would be to promote worker organisations. We would recommend that the wages commissions establish year plans so that the labour campaign would become part of an overall strategy facilitating worker organisation. Pamphletting and the organisation of worker seminars (wages commissions) should be given some thought.

Secondly, the possibility of organising a workers' rally was mooted. It would be necessary to promote contact with relevant organisations however. The Wages Commission conference will consider this.

Students

The following possibilities were noted

- (1) the need for a slogan for the campaign
- (2) the selective and careful use of the student press
- (3) the initiation of a newsboard, carefully programmed to link up with the campus program of talks and seminars and posters, tracing out certain developments in South Africa's economic history
- (4) the presentation of slide and tape shows, showing the development of the labour movement and the South African economy. (A possibility here is the use of the tape and slide show which Clive Nettleton has prepared : refer to Adam Klein).
- (5) the issue of Dissent, dealing with relevant topics (AQUARIUS)
- (6) Speeches, talks, discussion groups, pamphlets, posters etc - to be discussed and programmed by the Wages Commission conference
- (7) challenging staff departments on certain areas. (viz the establishment of heart research units as opposed to more extensive research into malnutrition)
- (8) action against specific firms : the Wages commission conference will have to examine what research and in what areas should be done
- (9) the preparation of papers on specific topics for distribution to specific interest groups on the campus : economic students etc
- (10) training seminars for students who could potentially be involved. (Wages commission in conjunction with the NUSWEL secretary general)
- (11) fundraising for wages commissions through getting sympathetic staff members to contribute money to the wages commissions on a stop order basis.
- (12) (Also meeting is some way the possibility of all funds being cut off) guerilla theatre (AQUARIUS locals)
- (13) exhibitions relating to the amount of food than can be bought on a PDL wage

The organisation of this particular aspect of the campaign is noted elsewhere

White business men

See Gordon's report for the possible institutions and groups here

The main aim here would be to challenge business men on the rationales.

- (1) press campaign : particularly noted here was the Financial Mail. Wages commission conference should examine what kind of press is desired and liaison should be through the SRC Presidents, NUSWEL Secretary General, Regional Directors and Wages commission chairmen/women
- (2) the organising of seminars on social responsibility (church organisations, SAIRR, Sprocas)
- (3) research into particular industries and firms with a view to challenging their methods of operation, payment etc. Wages commission conference must consider strategic areas
- (4) challenging the progressives and others to organise meetings on the PDL and the particular role their members play in maintaining the PDL.

- (5) Offering speakers for the monthly meetings of organisations like Lions, Jaycees, and Rotary
- (6) Enlisting support of the liberal organisations in holding meetings
- (7) Questions in Parliament
- (8) Statement challenging industries to be issued by National Council

School-children

Here it was considered that those campuses that have the resources in this area might be able to operate a program of pamphleteering(?), seminars, meetings with school children etc. The assistance of SPROCAS, NYA and NUSED would be invaluable. We did not feel we could lay down any guidelines as to the distribution of pamphlets. The individual campuses would make their arrangements.

Suggested that input be on a very basic level of PDL arguments and basic economic facts

Afrikaans Universities

Where possible. Regional directors could help in designing strategy

Contingencies

~~Pre-planning~~ and preparation to be completed by the end of January if possible. In the event of total shambles due to crisis, it would be impossible to undertake the campaign. Hopefully the year campaign of wages commissions would continue to function.

Organisation

Should be largely shared between wages commission and SRC action group composed of different representatives of campus interest groups. Should cater for the following areas:

general maintenance and administration of the program
publicity - coordination of
representatives from the target groups : business
students
school children
afrikaans contact
workers

This is important as each target group would require different strategies and would fulfil different functions

This action group would also hopefully include sympathetic staff members and representatives from the workers associations should some interest be expressed in the campaign by staff members.

Planning must be done by the individual wages commissions, in conjunction with the SRCs and more particularly welfare coordinators where they exist.

3. CULTURAL INPUT

We tried to produce ways in which students could be motivated both to involve themselves in national campaigns, being planned and to develop within their lines a commitment to the ideals of the National Union. We experienced difficulty translating ideals into concrete recommendations and in finding structural means for eliciting personal and therefore extrastructural responses from students. A large factor in the attainment of some of these aims in this report will depend on the individuals on this congress adopting an attitude of commitment on their own campuses.

We discussed under three distinct headings

- (1) affirmation of intent
- (2) structural means of arousing student involvement
- (3) a nonstructural movement for realising the power within individuals (based on a paper by Jan Cooke)

(1) Affirmation of Intent

A motion will be tabled. This will be an affirmation by the National Union stating our resolve to stand by our principles in the face of attack, and allowing for individual dictates of conscience

(2) Structural means

Here was had difficulty in not duplicating the work done at AQUARIUS. This section should be seen as supplementary to the AQUARIUS report

- (1) Pop festivals could be used together with recordings of speeches evolving an international student identity
- (2) We recommend that a commentary be prepared for protest slide show
- (3) We recommend that the Secretary General of AQUARIUS be mandated to prepare an index of protest movies available at centres
- (4) Live ins : two types were discussed
 - (a) the first could be held during orientation week or any time during the year with the aim of creating an atmosphere of identification with the campus and student identity, ie it could form part of preparation for expected crises.
 - (b) the second type is a response to crisis and would concentrate on being a 24 hour action group
- (5) Residences should be able to provide the same atmosphere as live ins, but manifestly do not. They could feature in ultra long term planning
- (6) Publications should be clearly relevant to South Africa. It was suggested that the subject of the first issue of Dissent could be changed from that decided at AQUARIUS (alternative lifestyles) to correspond with the "Hands Off" campaign scheduled for that time.
- (7) Things like slogans, posters, stickers, films etc should all be aimed in one direction according to the current campaign and should be constructive rather than hate producing
- (8) A pop festival is already being planned for Republic Day.
- (9) The May issue of Dissent is to be on labour and will coincide with the labour campaign

(3) The non structural movement

The paper circulated by Jon Cook was endorsed by the committee (it has been circulated)

It was felt that the National Union "lacks a soul" There is a wealth of latent power within each individual member that needs to be realised if the ideals of NUSAS are to be effectively proclaimed, and if they are to survive in the event of the death of structures.

Numerous other concepts were discussed such as individual freedoms, Gandhi's example, the strength of unity, the need of inner serenity, the danger of intellectualising, etc. It was hoped that individuals would go back to the campuses and stimulate interest. The essence of the scheme is that people cannot be organised into personal commitment. It must be spontaneous

Therefore the only recommendations we can make is that NSA accept the principle of the report, that members here take it very seriously, and the names of at least one committed person from each campus be circulated

(4) EDUCATION ACAMPAIGN

(1) Aim of campaign

Two special areas were isolated, one involving the other. The suggested theme is Education and its role in maintaining the "status quo". This ties up with all areas of concern - ie course methods, course contents and authoritarian teaching methods in schools - the three main issues. A second suggestion for off campus effectiveness is an emphasis on the fact that education and society are inextricably linked. Practical implementation will be dealt with below. The general emphasis should at all times be on the campus as a base for an evaluation of the entire role of education in society

(2) Specific Foci

Two specific foci are suggested - one in the first weeks of the first term and one in the first weeks of the second term. The first focus would use the concepts and ideas which we already have and would be directed towards stimulating interest in and awareness of the issues involved in the campaign. A subsidiary effect of the first focus would be to attempt to interest students in research projects. The second focus, which would follow on a concentrated research program would involve the dissemination of information to students, through the medium of slides, pamphlets, posters, seminars, meetings etc. Both of these intensive campaigns would probably span about two weeks.

(3) Contents of foci

The first focus would involve publicity for the campaign, via SRC Presidents and local committees addressed to first year, posters and two questionnaires. The first of these would involve a publicity campaign in itself similar to that successful one held at Wits over NUAS reassessment in 1970) and would attempt to encourage students to articulate their own frustration with their education. A second questionnaire should be handed to first years, only, and could not only provide valuable information regarding the expectations of students arriving at University for the first time, but also provide a valuable store of information on the effects of school, army, home, etc. Other methods and projects to be considered as regards this focus are Sprocas-type protest films, seminars, guerrilla theatre etc. A few comments on some of these ideas follow.

(a) Posters - these can be very effective, particularly in the very lecture halls which are at the root of the problem. For example, a poster in a lecture hall, reading "DO YOU NEED THIS TYPE OF EDUCATION?" could be extremely effective. It is worth bearing in mind that college students are allowed to circulate posters in schools.

(b) Films - these could deal with educational topics (Summerhill, If etc) and discussion afterwards should be stimulated, with a view to crystallising frustrations, ie what do the film say about our education? Should our education be the way it is. What are the alternatives etc?

(c) Guerrilla Theatre - no specific ideas have been suggested but a related idea which has been tried before is the idea of setting up groups of students who could go into lectures and question lecturers on issues such as lack of course relevance or student participation in courses,

The second would involve putting the results of 4 months research to students in the hope of stimulating student action, both on a short term pressure campaign (confrontation within the University, and on a long-term basis. It is not possible or desirable to plan or forecast what action will come out of this at this stage.

NB: It was suggested that in between the two intensive foci, various of the above suggestions could be implemented in order to maintain an awareness of the Education campaign.

(4) Contents of Research

Research would focus on those areas articulated at NUSED Congress, ie content of courses, teaching methods, Training Colleges plus a good deal of research into where the University's money comes from, pumping out of graduates into industry etc. An important aspect of the research program is the setting up of alternatives - research groups on the counter-course model (NUSED congress report) which would conduct detailed research into the relationship between education and society, and its relevance. This, together with general articles on education can be printed in the press (external) in order to communicate with people off campus (the Star has already agreed to do this in Johannesburg. This should form a vital aspect of the second focus.

(5) Relationships with lecturers, administration

(a) As Wits are intending doing the university authorities should be approached to cooperate. It should be made quite clear however that the campaign must take place, even if they are not prepared to cooperate.

(2) Lecturers could be approached to lecture on a specific topic not included in the syllabus as part of the Education program.

Lecturers could be persuaded to set aside one lecture, tutorial, seminar etc for the purpose of discussing the content and structure of the course. This is done already by the UCT Sociology department.

As at JCE lecturers could be asked, as part of Education Year, to allow students to take over one lecture every so often to attempt to implement this kind of education which students desire.

(6) Relationship with other campus bodies

Although the campaign will be initiated by SRCs and NUSED local committees, every attempt must be made to involve other campus groups involved in Education.

(7) Resources-

Post graduate students in research could be invaluable, as could groups such as Spro-Cas SAIRR etc. Graduates, Head Office publications, Funda etc.

(8) General

It must be stressed that this is only a skeleton framework for the campaign, together with a number of ideas. The rest is up to individual campuses.

(9) Modus Operandi

Some suggestions by Glenn Moss are attached. These could provide a useful guide to individual centres.

Annex A to report on educational thrust

MODUS OPERANDI FOR INTERNAL EDUCATION CAMPAIGN

In general terms, it is possible to isolate three distinct phases in a campaign of this nature, although for practical purposes, the phases may well converge at various points. Each phase roughly corresponds with a focus point as defined by the committee, doing an intensive period of the campaign.

PHASE ONE:

The articulation of dissatisfaction on campus, and the crystallisation of frustration. Although such disenchantment of the students exists on most campuses, it may need incidents to crystallise it.

Practical suggestions:

- a) Circulation of questionnaires both for research and awareness purposes. In particular a carefully worded questionnaire to freshers/ettes to ascertain the attitudes which are brought to campus from the schools would be of value.
- b) In any university, there are certain appalling lecturers and departments. Individual students should attend such lectures, questioning and confusing the lecturer, and ensuring plenty of post-publicity.
- c) Offering alternate ideas (involving research) is an essential part of this phase. This would co-incide with the first focus point.

PHASE TWO:

Direction, ie what should the nature of change be (and this would encompass research, assessment of resources etc) In general, this phase should be prepared before and during Phase I by the directors of the campaign, but only implemented after Phase I.

This phase would coincide with the second major focus point (the results of research, the education congress)

Seminars, shadow varsity and similar type groups are essential to this phase and information on alternative structures should go out to as many students as possible in as many varied ways. It is most important that the ideas cater for the various major interest groups on campus, which should have been isolated and assessed during resource identification.

PHASE THREE:

Implementation involving strategy, tactics, new structures and utilising as many diverse resources as possible. Ideas on practical implementation of this phase are contained in various reports emanating from NUSED Congress and from committee number 7.

Res 28 - Adoption of reports

THAT THIS NATIONAL STUDENT ASSEMBLY

ACCEPT THE RECOMMENDATIONS AS SUBMITTED AND AMENDED BY THE FOUR AD HOC COMMITTEES ESTABLISHED TO PREPARE CONTINGENCY PLANNING FOR 1973 AND

MANDATES THE NUSAS PRESIDENT TO COLLATE THESE REPORTS AND TO CIRCULATE A CONCRETE NATIONAL CAMPAIGN PLANNING REPORT BY THE END OF DECEMBER TO ALL CONSTITUENT SRCS AND OTHER RELEVANT BODIES

unan

Klein, Roman

Motion A

That the previous resolution be reviewed

withdrawn

Harris, Draper

Motion B

That this National Student Assembly

Noting (1) that NUSAS will be again in the public eye when the two government appointed commissions of enquiry present their reports

(2) in particular that there were threats during 1972 by members of the National Party, even Ministers, to further curtail rights of free association, free speech and publication

(3) that serious violence which was not vindicated by the findings of the courts was used against peaceful student protests in June

(4) that threats have been made of further action by members of the government, to prevent students from co-operating and acting on a national level

noting further that at some time in the future we as students who purport to uphold and defend our rights may have to decide whether to use our consciences or the written law

therefore resolves as the National Union of South African students to uphold these rights through positive and public action at all times expressly and intentionally peaceful in the event of further restrictions

We express our hope however that the law may remain such that we can continue to operate within it.

And we further resolve that in the event of the removal of the fundamental and lawful right of the National Union to meet together to discuss and decide on issues and to take what prior to the removal was lawful, action in terms of those decisions in the service of both students and society we shall ignore such removal and take the consequences of such stand

Dunne, le Roux

Amendment I

That this national student assembly

amend the motion before the floor as follows:

(1) by replacing the words "use our consciences or the written law" in the noting further clause by the words "defend them in practice"

(2) by replacing the words "any further restriction" in the resolving clause by the words "attacks on our rights"

(3) by replacing the words "ignore such restrictions" in the further resolving clause by the words "defend their rights against all attacks".

Henson, King

Dunne and le Roux accepted clause (1) and (2) of the amendments and the substantive motion then became

That this National Student Assembly

Noting (1) that NUSAS will be again in the public eye when the two government appointed commissions of enquiry present their reports

(2) in particular that there were threats during 1972 by members of the National Party, even Ministers, to further curtail rights of free association, free speech and publication

(3) that serious violence which was not vindicated by the findings of the courts was used against the peaceful student protests in June

(4) that threats have been made of further action by members of the government, to prevent students from co-operating and acting on a national level

noting further that at some time in the future we as students who purport to uphold and defend our rights will have to decide to defend them in practice

Therefore resolves as the National Union of South African Students to uphold these rights through positive and public action at all times expressly and intentionally peaceful in the event of attacks on our rights

And we further resolve that in the event of the removal of the fundamental & lawful right of the National Union to meet together to discuss and decide on issues and to take what prior to the removal was lawful, action in terms of these decisions in the service of both students and society we shall ignore such removal and take the consequences of such stand

Dunne, Le Roux

The amendment therefore became

That this National Student Assembly amend the motion before the floor as follows - by replacing the words "Ignore such restriction" in the further resolving clause by the words "defend their rights against all attacks"

amendment lost 50 - 7, 8 abst

Res 29

THAT THIS NATIONAL STUDENT ASSEMBLY

NOTING (1) THAT NUSAS WILL BE AGAIN IN THE PUBLIC EYE WHEN THE TWO GOVERNMENT APPOINTED COMMISSIONS OF ENQUIRY PRESENT THEIR REPORTS

(2) IN PARTICULAR THAT THERE WERE THREATS DURING 1972 BY MEMBERS OF THE NATIONAL PARTY, EVEN MINISTERS, TO FURTHER CURTAIL RIGHTS OF FREE ASSOCIATION, FREE SPEECH AND PUBLICATIONS

(3) THAT SERIOUS VIOLENCE, WHICH WAS NOT VINDICATED BY THE FINDINGS OF THE COURTS WAS USED AGAINST PEACEFUL STUDENT PROTEST IN JUNE

(4) THAT THREATS HAVE BEEN MADE OF FURTHER ACTION BY MEMBERS OF THE GOVERNMENT, TO PREVENT STUDENTS FROM COOPERATING AND ACTING ON A NATIONAL LEVEL

NOTING FURTHER

THAT AT SOME TIME IN THE FUTURE WE AS STUDENTS WHO PURPORT TO UPHOLD AND DEFEND OUR RIGHTS, MAY HAVE TO DECIDE WHETHER TO DEFEND THESE IN PRACTICE

THEREFORE RESOLVE

AS THE NATIONAL UNION OF SOUTH AFRICAN STUDENTS, TO UPHOLD THESE RIGHTS THROUGH POSITIVE AND PUBLIC ACTION, AT ALL TIMES EXPRESSLY AND INTENTIONALLY PEACEFUL IN THE EVENT OF ATTACKS ON OUR RIGHTS

WE EXPRESS OUR HOPE HOWEVER THAT THE LAW MAY REMAIN SUCH THAT WE CAN CONTINUE TO OPERATE WITHIN IT

AND WE FURTHER RESOLVE

THAT IN THE EVENT OF THE REMOVAL OF THE FUNDAMENTAL AND LAWFUL RIGHT OF THE NATIONAL UNION TO MEET TOGETHER TO DISCUSS AND DECIDE ON ISSUES AND TO TAKE, WHAT PRIOR TO THE REMOVAL WAS LAWFUL, ACTION IN TERMS OF THESE DECISIONS IN THE SERVICE OF BOTH STUDENTS AND SOCIETY WE SHALL IGNORE SUCH REMOVAL AND TAKE THE CONSEQUENCES OF SUCH STAND

47 - 6, 10 abst

Dunne, Le Roux

During the debate closure was accepted

Corroboration was proposed and accepted by the required 2/3 majority

Draper, King, Henson, Taylor (Terry) voted against the motion.

Harris - "While I endorse wholeheartedly the sentiments in this motion and while I shall try as an individual to govern myself according to its terms, I am unable to vote for it as it purports to speak in general terms for an organisation of thousands of people and as such is quite meaningless"

Friedman, Walwyn, Parker, McMillan, Mawby, Spiers, Roman, Barbour, Dobson voted in favour

JCE, Shepherd abstained

JCE were given leave by the chairman to explain verbally their reasons for abstaining on the motion.

GENERAL

-81-

Res 30

THAT THIS NATIONAL STUDENT ASSEMBLY

NOTING (1) THE DEATH LAST WEEK OF SIR BASIL SCHONLAND, CHANCELLOR OF RHODES UNIVERSITY FROM 1947 TO 1963 AND A STAUNCH AND COURAGEOUS OPPONENT OF UNIVERSITY APARTHEID

(2) THE DEATH EARLIER THIS YEAR OF PROFESSOR RJK ANTONISSEN, PROFESSOR OF AFRIKAANSE NEDERLANDS AND VICE PRINCIPAL OF RHODES UNIVERSITY AND HONORARY VICE PRESIDENT OF NUSAS PAYS TRIBUTE TO THESE TWO MEN WHO FOUGHT WITH VALOUR FOR ACADEMIC FREEDOM AND THE RIGHTS OF STUDENTS

AND MANDATES THE PRESIDENT TO COMMUNICATE THIS ASSEMBLY'S CONDOLENCES TO THE FAMILIES OF THESE GREAT MEN

unan

King, Henson

THANKS

Res 31

THAT THIS NATIONAL STUDENT ASSEMBLY

NOTING THAT PROFESSOR HOLMES, RETIRING RECTOR OF THE JOHANNESBURG COLLEGE OF EDUCATION HAS ACTIVELY FOUGHT FOR THE CAUSE OF PROGRESSIVE EDUCATION OVER THE PAST 40 YEARS SUPPORTED FULLY THE NATIONAL UNION AND ITS PRINCIPLES IN THE FACE OF PRESSURE FROM MOST OF HIS COLLEAGUES

HAS BEEN AN HONORARY VICE PRESIDENT OF THE UNION FOR A NUMBER OF YEARS

EXTENDS ITS SINCERE THANKS FOR HIS VALUABLE CONTRIBUTION TO A MORE LIBERAL SYSTEM OF EDUCATION IN SOUTH AFRICA

AND WISHES HIM AND MRS HOLMES WELL IN THEIR RETIREMENT

unan with acclaim

Pretorius, Childs

Res 32

THAT THIS NATIONAL STUDENT ASSEMBLY

PLACES ON RECORD ITS APPRECIATION OF THE CONSIDERATION OF THE RHODES UNIVERSITY ADMINISTRATION AND RESIDENCE STAFF IN MAKING THIS UNIVERSITY AVAILABLE AS A VENUE FOR THIS CONGRESS AND INSTRUCTS THE PRESIDENT TO CONVEY THE CONTENTS OF THIS MOTION TO THE VICE CHANCELLOR AND RELEVANT HOUSE WARDENS

unan with acclaim

Harris, Ainslie

Res 33

THAT THIS NATIONAL STUDENT ASSEMBLY

THANKS MS ELISE DE VILLIERS MOST SINCERELY FOR THE HIGHLY EFFICIENT WAY IN WHICH SHE HAS HELPED TO ENSURE THE SMOOTH RUNNING OF THIS CONGRESS

AND NOTED WITH GRATITUDE HER WILLINGNESS TO ASSIST DELEGATIONS WITH ALL AND ANY PROBLEMS AT ALL TIMES

unan with acclaim

Klein, Ainslie

Res 34

THAT THIS NATIONAL STUDENT ASSEMBLY

EXPRESSES ITS APPRECIATION OF AND THANKS FOR, ALL THE WORK PUT INTO THIS CONGRESS BY SHEILA LAPINSKY, JANET MACROBERT, JUDY DAVIES AND GEORGE VENTER

AND NOTES THAT WITHOUT THIS WORK THE RUNNING OF THE CONGRESS WOULD ASSUREDLY HAVE BEEN IMPOSSIBLE

unan with acclaim

King, Walwyn

Res 35

THAT THIS NATIONAL STUDENT ASSEMBLY

PLACES ON RECORD ITS GREAT APPRECIATION OF THE ENORMOUS PART PLAYED IN THIS CONGRESS BY PAUL PRETORIUS ESPECIALLY INASMUCH AS THIS ASSEMBLY BELIEVES THAT THE SUCCESS ACHIEVED BY THE CONGRESS WAS TO A LARGE EXTENT A RESULT OF THE DIRECTION GIVEN TO DELIBERATIONS BY PAUL PRETORIUS

nem con with acclaim

Jooste, Nupen

Res 36

THAT THIS NATIONAL STUDENT ASSEMBLY
NOTING RENFREW CHRISTIE'S LONG AND DEDICATED SERVICE TO THE NATIONAL UNION AND HIS
CONSTANT AND UNCOMPROMISING SUPPORT FOR THE IDEALS FOR WHICH THE NATIONAL UNION STANDS
THEREFORE THANKS HIM FOR HIS SERVICES
AND ELECTS HIM AN HONORARY LIFE MEMBER

unan with acclaim

Pretorius, Jooste

Res 37

THAT THIS NATIONAL STUDENT ASSEMBLY
NOTING THE AMOUNT OF WORK AND THE DEDICATION TO THE NATIONAL UNION OF THE THREE SECRETARY
GENERALS
THANKS THEM FOR THIS AND
WISHES THEM WELL IN THE FUTURE

unan with acclaim

Klein, Jooste

Res 38

THAT THIS NATIONAL STUDENT ASSEMBLY
NOTING THE LONG AND DEDICATED SERVICE GIVEN TO THE NATIONAL UNION BY JEANETTE CURTIS AND
JOHN FRANKISH
THEREFORE ELECTS THEM AS HONORARY LIFE MEMBERS OF THE NATIONAL UNION

unan with acclaim

Klein, Dunne

Res 39

THAT THIS NATIONAL STUDENT ASSEMBLY
NOTING THAT BARRY STREEK WAS ELECTED AN HONORARY LIFE MEMBER AT THE CONGRESS IN JULY
NOTING THE DEDICATION AND COMMITMENT WHICH HE HAS ALWAYS DISPLAYED IN HIS WORK IN
THE NATIONAL UNION
PLACES ON RECORD ITS DEEP GRATITUDE FOR THIS AND
WISHES HIM WELL IN THE FUTURE

unan with acclaim

Harris, Walwyn

There being no further business, the chairman closed the 49th NUSAS congress

Minuted by Sheila Iapinsky
202 Film Centre
17 Jamieson Street
CAPE TOWN

27831/29715

19/12/72

Working paper on campaigns to be presented to NUSAS Congress, December 1972
by Paul Pretorius.

By mandate of National Council, the President was instructed to prepare for congress some suggestions as regards campaigns to be held on a national basis for 1973.

The following are all possibilities and while they are not all mutually exclusive, some priorities will have to be determined by congress as a basis for detailed planning at congress:

- 1) A campaign focussing on the 1973 Springbok tour to New Zealand
- 2) A labour campaign
- 3) An extension of the 'free university' campaign
- 4) A 'hands off universities' campaign

1) 1973 Springbok tour to New Zealand

(a) Background

NUSAS has a long history of opposition to racial sport and existing policy, specifically on the New Zealand tour, as follows:

Res129

THAT THIS NATIONAL STUDENT ASSEMBLY CALLS UPON THE GOVERNMENT AND PEOPLE OF NEW ZEALAND TO CANCEL THE FORTHCOMING RUGBY TOUR BY THE SOUTH AFRICAN RUGBY TEAM OF THEIR COUNTRY UNTIL SUCH TIME AS RUGBY AND ALL OTHER SPORTS IN SOUTH AFRICA ARE CONTROLLED BY NON-RACIAL UNIONS RECOGNIZED BY INTERNATIONAL BODIES AS THIS IS THE ONLY MANNER IN WHICH TEAMS CAN BE SELECTED ON AN IMPARTIAL BASIS FURTHERMORE WE CALL UPON THE NEW ZEALAND UNIVERSITY STUDENTS ASSOCIATION TO CONTINUE TO SUPPORT OUR STAND

This policy has been communicated to the New Zealand University students Association and to the New Zealand Prime Minister. A reply has been received from Mr Marshall saying basically that his position on the tour remains unchanged and that as far as he is concerned the tour will continue. However, large sections of the New Zealand population remain opposed to the tour. These are students, church groups and trade unions. Many of these groups are committed to the cancellation of the tour.

NUSAS has thus far not held any campaigns on segregated sports tours, but has restricted its activities to the promotion and playing of non-racial sport on the campuses.

(b) Focus of campaign

There are two possible focusses for such a campaign: firstly, the stand could be taken on the tour as a specific target and actions directed openly at the immediate cancellation of the proposed tour, i.e. a "cancel the '73 tour" campaign.

A second possibility is to focus the campaign on the survival of South African sport, i.e. a "save our sport" campaign. This would entail forcing concessions in government policy on sport in order to have all sport played on a non-segregated basis.

(c) Aim of campaign

The aim of the campaign, whatever the focus, would be to achieve the stated purpose of the campaign, i.e. cancel the tour or abolish segregated sport. Realistically, however, given the power at our disposal, the aim would be to mobilize existing opposition in South Africa to the tour and to racial sport and to educate the public on the merits of our stand.

(d) Actions in the campaign

There are many ways of mobilizing and expressing publicly existing opposition to an issue such as the one that we are dealing with at present. These include statements by prominent people (collectively or individually), meetings affirming a particular standpoint, pamphleteering, and public

protest. A petition might also gain widespread support; a support that has never been expressed in South Africa before.

There are also possibilities for more imaginative actions in such a campaign, but such actions would have to be very carefully considered as this might prove a very delicate issue in the public eye.

(e) Strategies

A choice will have to be made between a long campaign and several short or a short sharp expression in public lasting say week only.

One could start by committing prominent figures as well as prominent sportsmen to take a stand, possibly organise some sports boycott of trials for the tour. Then one would have to extend support on the basis of this start through the means of meetings, protests, or a nationwide petition.

Prominent organisations and representative bodies could also be persuaded to make some sort of stand on the issue.

For obvious reasons the campaign would have to be independent of any similar campaign held overseas, and this point should be made clear in any such campaign from the start.

Our standpoint could then be hammered home through various means to be decided by participants in the campaign.

(f) Conclusion

These are some loose, briefly stated ideas to be used as a basis for decision and if necessary planning by the December Congress.

2) A National Labour Campaign

(a) Background and motivation

Over the past eighteen months, Wages and Economics Commissions on the various campuses have successfully focussed on issues within the South African labour situation and foci such as trade unions, increased wages, foreign investment, migratory labour, working conditions, have led to various actions in these fields.

In addition, there has been generated both nationally and internally a greater awareness on these problems and it has been felt that a campaign on one or more of the issues above would serve as a useful catalyst in promoting policy that NUSAS has on labour.

(b) Aims of the campaign

The specific aims of the campaign would to a large extent depend on the size and focus of the campaign. Generally, however, the aim of such a campaign would be, through public action and public pressure, to bring about an improvement in the South African labour situation, in terms of existing NUSAS policy.

The campaign would probably operate on two levels. Firstly to create in the minds of those who exercise power an awareness of the need for change, and to create those pressures amongst the general public to motivate such change (i.e. employers). Secondly to act as an aid and a resource for those in the labour situation who wish to make moves towards change on their own behalf (i.e. employees).

(c) Size and focus of the campaign

Again we are faced with two broad options, the choice of which will be largely determined by those priorities laid down by the congress as a whole.

The first option is to pool all our resources and make a concerted effort over a period of several months on the labour campaign. The second option

is to operate only in terms of proposals and actions undertaken by the wages commission of the various campuses over a shorter period of time.

As regards the first option, NUSAS would work in conjunction with the many other organisations and groups at present involved with the same issue, and would mobilise all its own resources in this field. In such a case the focus need not be a single focus, but could include under an umbrella campaign all or some of the relevant issues involved. The campaign would then involve tighter co-operation on present labour activities and the extension of these to constitute a national campaign.

Some work has already been done by the Wages and Economics Commission at UCT in conjunction with the Muswelo Secretary-General, and some proposals are attached as an appendix in the UCT Wages and Economics report. This report should prove in itself a useful document in planning a campaign of this nature.

In addition it should be noted that a special conference of Wages and Economics Commissions at the NUSAS affiliated campuses is being held in Johannesburg immediately after this congress to lay plans and strategies for 1973.

The idea has also been mooted that 1973 should be declared a labour year and that throughout the year a series of action campaigns would focus on various aspects of the labour campaign.

3) An extension of the 'free education'.

Background

Delegates are fully aware of the free education campaign held in June this year, its results and consequences.

By means of the campaign there was a very definite and positive public focus on various aspects of South African education. Tentative proposals have been made to capitalise on the obvious public awareness and concern and to continue the campaign this year, i.e. to follow on from the focus on education this year.

Aims and foci

Again, as with the labour campaign, education in itself is such a broad issue that the immediate aims of the campaign would be determined largely by the focus and nature of the campaign. Possible issues to focus on are School education and indoctrination, the role of the university and its education system, free and compulsory education, university freedom and others.

Depending thus on the focus of the campaign the aims could be:

- to draw attention to the inadequacies of our present education system
- to pressure for and make changes where it is within our power to do so; e.g. alternate education, university education, content and structure, student and staff representation, etc.
- to focus on government education policy and the education policy of our own institutions.

Actions

These should be determined in conjunction with existing proposals of the SRC's and NUSED. It should be noted that a major education conference is being planned for July immediately to precede the 50th NUSAS Congress in Johannesburg.

Below is a report prepared by the Secretary-General of NUSED on a focus on education campaign which was presented to a National Council meeting earlier this year. This would prove a useful working document in any planning that may be undertaken by the Congress.

FOCUS ON EDUCATION

PROPOSAL

Over a two year period (1972/73) an intensive focus on education should be organised by students so that people, particularly young people, begin to appreciate the purpose, role and function of education in South Africa.

SPECIFIC AIMS

While a broad understanding of education is necessary, the focus on education will highlight the following aspects:

- (i) INDOCTRINATION
- (ii) AUTHORITY AND DISCIPLINE
- (iii) THE FUNCTION OF EDUCATION IN SOUTH AFRICA
- (iv) PRIVILEGE IN WHITE EDUCATION
- (v) THE ROLE OF EDUCATION IN SOCIAL CHANGE IN SOUTH AFRICA

INDOCTRINATION

Ten or more years ago, a number of organisations, particularly the League, were continually highlighting the aims of Christian National Education in South Africa, notably the declared aim to subvert education to the furtherance of the apartheid ideology in all levels of South African life. By segregating the universities, manipulating the syllabi and history books, and a variety of other methods, Christian National Education is systematically achieving its goals. Yet today few young people know this. The focus on education must remedy this. In the universities, self-censorship as induced by society as well as deliberate censorship by both academics and the government, the standards of education are being lowered. The focus on education must make people realize the extent to which indoctrination is taking place in South African education.

AUTHORITY AND DISCIPLINE

The authoritarian nature of the South African society is obvious, but the effects of this authoritarianism in our education is hardly realized let alone understood and challenged. The teacher/prefect/lecturer/professor/SRC/ etc. are accepted because they are in a position of authority. Students must be encouraged to question unjustified authority in their education and in their society and they must push for alternative authority systems. Until such time as attention is placed on the nature of authority in their education, the present system will continue unchallenged - and warping the unknowing minds and consciousness of young people.

FUNCTION OF EDUCATION

Even for active students, there is little appreciation of the function of education in the apartheid capitalist society. The government has continued to pour thousands into the 'liberal' universities in spite of its antagonism to NUSAS, students and liberal academics. It has done so because the system needs graduates: doctors, engineers, teachers, and what-have-you. The functional role of education for the preservation of the status quo must be questioned and discussed. In this way, education will be put in its place in the overall South African society.

PRIVILEGE IN WHITE EDUCATION

It is obvious that the government spends more on white pupils and students than it does on black students. But young people do not always appreciate the extent of white privilege in South African education. Certainly, white students should both appreciate the extent of their privilege in education by virtue of their race, and be doing something about these discrepancies.

THE ROLE OF EDUCATION IN SOCIAL CHANGE IN SOUTH AFRICA

Although this aspect is ironically related to the function role of education it has often been stated that education is a fundamental goal for promotion of social change in South Africa. This is frequently stated in relation to black education. But is this in fact so? And if it is, why is it? Far greater emphasis and discussion must be promoted over this question in the universities and schools. Should financial support be received, the proposed NUSED organised conference on the role of education in social change will be important in this respect.

OTHER REASONS

It seems clear that from government/ministerial/nationalist warnings and speeches, from Senator Horwood and the Rhodes University Council's 'conspiracies', and from the tenor of the government commission of inquiry into the universities that increased pressure on students is likely to take place during 1972 and 1973. For this reason it is imperative that students fully appreciate what their education is about.

In addition, if there is to be any chance of South African education developing along with the trends in education elsewhere, far greater pressure for change from within the educational institutions must take place. With the proposed focus on education, this is much more likely.

ORGANISATIONS

Numerous organisations can be involved in the focus, which should be spear-headed by NUSED and the SRC's. SPROCAS 2 are likely to establish an education action group and this will facilitate things. In addition, there are groups such as the education Reform Association in Durban, teachers organisations, school bodies, parents' associations, convocations, education faculties and so on, which can be actively involved in the whole process.

LONG TERM AIMS

It is envisaged that 1972 will be the year in which the main area of the focus on education will be discussed. This will develop an awareness and consciousness amongst those involved in the education process, and it will also give direction to the whole focus on education in both practical and theoretical terms. Then, in 1973, the focus on education will move on to greater action in the sphere of education. This action will develop from this year's activities.

WHAT TO DO

Numerous steps should be taken this year. The following are suggested -- and I suggest National Council discuss each one:

- (i) the MUSAS seminar and leadership training program - local SRC, regional and national seminars - be directed towards the specific aims listed
- (ii) constant publicity in student and other newspapers be encouraged
- (iii) A clear statement of National Council's concern with the state of education in South Africa be adopted at this meeting
- (iv) NUSED be mandated to publish a five-weekly journal on education. This journal, it is suggested, should be duplicated until such time as financial backing for it can be found. In addition, subscriptions and advertisements can be canvassed.
- (v) SRCs bring the educational sub-committees actively into the focus. These committees would decide what to do on their own campuses, within the general framework of the focus.
- (vi) Study groups on education and related issues be formed on the campuses so that discussion about educational issues can be promoted.
- (vii) Both Platform and the Educational Reform Association be promoted in other areas. Both these organisations function actively in Durban. Nicky Franklin is preparing a circular on them for national distribution (See (i))

- 28-
- (viii) Education faculty councils/education students must be involved in the focus.
 - (ix) Films on education such as Summerhill and IF must be shown as frequently as possible. Discussion can then take place afterwards.
 - (x) Feedback sessions between practising teachers and teaching students SHOULD be promoted.
 - (xi) A questionnaire for first year students concerning their gripes and attitudes towards education has been suggested.
 - (xii) SRCs should send as many representatives to the April conference of the Wits Edcom. It is vital that further discussions on the focus are held at that conference or after it has finished.
 - (xiv) Liason with teachers/schools/school organisations should be promoted as much as possible.
 - (xv) The JCE proposal for a teaching student conference be endorsed. Education students at the universities should be encouraged to attend.

4 'HANDS OFF UNIVERSITIES' CAMPAIGN

a) BACKGROUND AND MOTIVATION

Delegates are well aware of the impending reports of the select commission of inquiry into MUSAS and three other organisations and the van Wyk de Vries commission into universities as well as ministerial utterings of extended legislation as a result of the June protests.

It seems fairly certain on informed speculation that action will be taken as a result of these three factors sometime towards the beginning of the forthcoming parliamentary session. It seems certain that the action will be of such a widesweeping nature that reaction from students and the public will be inevitable.

In order to maximise this opposition to attacks on the universities and on students and their organisations, it can be argued that it is vital that students take the initiative right now in the form of some campaign and mobilise as much support for our cause as is possible in the circumstances.

This would ensure maximum planning organisation and co-ordination for a crisis situation that to all intents and purposes is bound to occur.

It is proposed too to set up a contingency planning committee at this Congress which will present its report to congress as well as to the commission that is involved in campaign planning.

b) TIMING

As action seems fairly likely before the start of the university terms it might be necessary to begin the campaign early in January working in co-operation with groups of students in the cities and various other organisations that are willing to co-operate. The campaign would then extend through the period of First Year reception and into the first university term.

c) FOCUS OF CAMPAIGN AND LIKELY ACTION

While not wishing to anticipate the feelings of any commission of inquiry that has not yet made its report public, the following are the major areas in which action can be expected.

- (1) Action against student organisations and individual student leaders e.g. bannings, curtailment of projects and activities, cutting off of finance.
- (2) Legislation on university control and subsidies from the state, i.e. the appointment of rectors, control of student admissions through direct state subsidies to students, prevention of students or university employees partaking in certain named activities or the activities of certain named organisations.

- (3) Legislation on the right to public protest, e.g. extension of the riotous assemblies act

Public statements have been made at all levels of government on all the above three areas, which tend to confirm the likelihood of such action being taken.

It would be obvious that the campaign would operate in two stages. Firstly before the actions outlined above are taken and secondly, after they have been taken.

The focus of the campaign in the first phase would have to be general enough so as to cover all contingencies and hence the proposed focus 'hands off universities'. The campaign would then move into its second stage after government action has been taken. The focus would obviously alter in terms of known facts, i.e. specifically the action taken against the universities and students.

ACTIVITIES

During the period of the vacation action committees consisting of members of the universities and co-ordination committees consisting of student groups and 'liberal organisations' should work constantly, co-ordinating on a national level through head office.

It is essential for the smooth running of this sort of campaign that sometime is given to before the start of the campaign in setting up channels of communication and decision making processes on both a local and a national level. Use should also be made of NUSAS international contacts.

From the lessons of the June protests too it is clear that during any national protest campaign there should be far greater degree of timed co-ordination of activities.

If Congress decides to implement this particular proposal this should be a major priority in planning.

Specific activities can only be decided upon at congress and while many ideas have been put forward already it seems wiser to put these to congress or its commissions directly.

STRATEGY

Very much depends on the attitude of congress delegates to the nature and import of the coming crises. It would seem obvious, however, that all our energies and resources should be tapped to the full in a campaign of this nature. It also seems obvious that there is a definite need to stand our ground more firmly than we have done in the past and virtually make it an all or nothing venture'. The extent to which we can afford to go in a possible confrontation surrounding the above issues is a major factor.

The first strategy would be to educate (A) students
(B) the media at our disposal
(C) the general public
(D) the supportive groups and individuals
as to the issues involved and their seriousness in the context of South Africa

The next step must be one of gathering support for our stand from where that support can be got (English language newspapers, university groups, students, liberal organisations, prominent individuals, etc.)

and from there the clear expression of this support.

This would be a broad strategy to follow before the actual crisis. Decisions as to after the crisis are obviously more difficult but clear channels for action and communication and co-operation should be set up during the first phase of the campaign.