

APPENDIX B

COMMITTEE REPORTS

The following reports appear as presented to Congress :

CONTACT COMMITTEE Majority Report
CONTACT COMMITTEE Minority Report
STUDENT REPRESENTATION COMMITTEE Report
NEW PROJECTS COMMITTEE Report
PEACE PROGRAMME COMMITTEE Report
CULTURAL ACTION COMMITTEE Report
"THE NATIONAL STUDENT" COMMITTEE Report
SOCIAL ACTION COMMITTEE Report
CONSTITUTIONS COMMITTEE Minority Report
EDUCATION COMMITTEE Report
EDUCATION COMMITTEE Majority Report
EDUCATION COMMITTEE Minority Report
MEDIA COMMITTEE Report
FINANCE COMMITTEE Report

The following reports have not been included in this appendix :

SPORT COMMITTEE Report - the amended version of this report has been included in the Congress Minutes on p. 18.
CONSTITUTIONS COMMITTEE Majority Report - the suggestions included in this report have been included in APPENDIX A.

CONTACT COMMITTEE MAJORITY REPORT

1. Contact with students on affiliated campuses.

The committee felt that this topic was a function of the areas covered by other committees such as the Media and Constitutions committees.

2. Other Student Bodies in South Africa

The committee agreed that it is vitally important to make contact with non-NUSAS universities. The aim of such contact would be to work towards a common understanding among students and to further the objects of NUSAS as set out in 3(d) and 3(e) of the constitution.

It was noted that there exists at present a state of minimal communication between NUSAS and bodies like the A.S.B. and S.A.S.O. Possible reasons for this lack of communication were advanced, namely that there exists a degree of mistrust and suspicion on other campuses that must be broken down. It was advanced that because students on non-NUSAS campuses are misinformed about NUSAS, they are unwilling to associate with it.

The committee felt that contact with the A.S.B. and S.A.S.O. was necessary and desirable and that such contact should take place, not only between office-bearers of the respective bodies, but also at a grassroots level. A congress, convention or seminar at which students themselves could meet with students from these organisations was envisaged.

Different areas of possible contact with other student bodies were agreed on, such as education (something we all have in common), student exchange between universities, co-operation between student newspapers, projects which could be expanded to involve interested students at other universities, student benefits and sport. It was felt that SRC tours, especially should be strongly recommended and that inter-campus contact between faculties, clubs and societies as well as religious groups should be encouraged.

It was decided that although official contact between NUSAS and for instance, the A.S.B. and S.A.S.O. should be pursued as far as possible, the greatest possibilities lie in inter-SRC contact, and that a national convention of SRC's held independent of the larger student unions was desirable and that the prospects of such a venture were exciting. The possibility of SASTS approaching e.g. the A.S.B. independently was mentioned as well as the possibility of BUSAS office-bearers addressing students at other campuses. An ad-hoc committee to initiate contact with other universities was suggested.

Student Bodies outside South Africa

It was felt that contact with student bodies outside the Republic of South Africa was desirable. This however should occur on different levels: officially through our office-bearers, student exchange and the exchange of information, methods and ideas on education, countercourses, etc.

It was stressed that contact should occur with as broad a spectrum of student bodies as possible to prevent the national union from being associated with political stances which may differ from that of the students it represents.

Political Parties

The committee recognises the function of political parties in the South African society and the fact that they are the regulators of the society we live in. It was recognised

that because students have a duty to society as stated in the preamble to the constitution of the National Union they should strive to have influence in politics and that interaction with political parties is therefore desirable. Contact with political parties should be aimed at the education of students and at an understanding of the political parties. It was felt that while NUSAS should facilitate contact with political parties it should not necessarily associate itself with any one of them. The committee was divided on whether political parties should be allowed to function on campuses. It was felt that this is either a matter for the local SRC's to decide or alternatively that political parties should be allowed to participate on campus in propagating and debating points of view.

Press and Public

The committee agreed that where possible the press should be utilised as a public platform for expressing student ideas and that students should be encouraged to use newspapers as a channel for communication with the public by writing letters to the press, for instance.

Other Bodies outside South Africa

The committee felt that it was not sufficiently qualified or informed to come up with a recommendation concerning this topic to N.S.A.

There is a minority report by Mr. Heum. The rest of the members unanimously supported all the recommendations of this committee but for one (political parties).

CONTACT COMMITTEE MINORITY REPORT

During the deliberations of the Contact Committee I concurred on all decisions taken with the exception of the policy adopted under the heading of CONTACT WITH POLITICAL PARTIES. It is this section of the majority report with which I take issue.

In contrast with the other members of the Contact Committee, I do not accept as my basic premise the proposed new constitution of the National Union. This minority must be seen in the light of my rejection of Centre Affiliation. Furthermore, I do not believe that students and/or the National Union have "duties and obligations" to serve "society as a whole" as stated in the preamble of the new constitution. In the relationship between students and their National Union, society outside university has no part.

I propose that by mandate of NSA, the National Union may have contact with recognised, legal political parties in South Africa. This includes White, Black, Indian and Coloured political parties. I believe, however, that such contact does not involve close liaison or association with any party. I further suggest that contact should not only be reserved for particular political parties, but should be made with all parties. Under centre affiliation it must be remembered that these are students at the affiliated universities (and other institutes of higher learning) belonging to all the White parties. If all these students are to be represented, they must not be politically antagonised by the National Union only making contact with special political parties.

Finally, I believe that to facilitate contact of this nature, NSA should adopt a constitution embodying individual membership. Under such a scheme, the Union will be wholly representative of its members and will be able to make contact with any selected political parties it so chooses. If, however, Centre Affiliation is maintained, I believe contact with political parties should preferably be left to the individual student and for the National Union to avoid it.

G. HEMM.

STUDENT REPRESENTATION COMMITTEE

The discussion opened with the ideas that Student Representation began at the student base and proceeded through different channels; first from class representative through to the Student faculty councils, through faculty boards and their sub-committees. Then the link between faculty Councils and the Src's was considered (this system of representation is contained in the Wits SRC's president's report to Congress.) The committee agreed that the system of representation as contained in this report paved the way for an effective communication system.

This structure, though, is concerned purely with the affairs of the student as affects them within their faculties. A paper was then submitted by C.Sandes dealing principally with holding a student convention in order to gauge the views and opinions of students involved in a broad spectrum of areas.

Next, the Committee accepted de jure that SRC's are representative and then discussed their relationship to Senates and faculty councils. E.Pringle outlined a system of representation as concerns these bodies. He accepted a mandate to prepare a paper on the system as implemented at Pietermaritzburg which would contain the arguments for and against that were encountered when the system was first discussed. He will submit this paper to SRC Presidents in the future.

STUDENT CAMPUS CONVENTION

I wish to propose to the SRC that a student convention be set up to function as outlined below. If the rationale outlined in this respect is accepted, I would suggest that I be mandated to form a sub-committee to investigate this proposal in detail and to place a resolution detailing the composition, functions and duties of such a convention on the agenda for the next meeting.

MOTIVATION

I believe that the summoning of a student convention to discuss student problems would serve several purposes:

- i) It would allow a reasonably wide group representative of student opinion to participate more intimately in the decision-making processes of the SRC.
- ii) It would provide a forum for discussion of student problems and grievances.
- iii) It would give the SRC a useful body from which to seek opinions representative of average student thinking.
- iv) If the initial meeting is successful it will provide a body to which the SRC can go for advice or to gauge student reaction to proposals before they are decided upon by the SRC.

MECHANICS

I suggest that the convention take the form of a one day congress to be held early in the next academic year. (Preferably during 1st Vacation Fresher's Week). All constituted bodies at UCT such as Faculty Councils, Residences, Societies and Sports Clubs will be represented at the convention. A formula for delegation sizes will have to be worked out with possible weighting in favour of the elected bodies on campus i.e. SRC, Faculty Councils, Residence House Committees,

B. 6

Other Societies, Sports Union, Sports Clubs, Rag Committee, SHAWCO, NUSAS Local, UCT newspapers would be eligible to send delegates.

The total number of students involved would be approximately 200.

Observer status (with full speaking rights but not voting rights) would be given to interested parties.

Resolutions dealing with aspects relating to universities may be submitted by any delegate in the name of the body which he/she represented. Resolutions would have to be submitted at least 3 weeks in advance so that a detailed agenda can be printed. A panel consisting of representatives from Administration, the Sports Secretariat, etc. will be set up beforehand to act purely as sources of information to the Congress. They will have no participating rights at Congress but may answer questions put to them.

Resolutions adopted by the convention will only be in the form of recommendations to the SRC.

If the convention proves to be successful and worthwhile, the delegates must decide whether this body should hold more powers in the future.

C. R. SANDES

P.S. Should anyone wish to contact me in order to discuss these proposals they should either leave a note at the SRC or phone me at 555848 (evenings).

NEW PROJECTS COMMITTEE REPORTPress CampaignA. Motivation

The primary function of this campaign is to present the activities and views to students to the public, and generate public interest in the universities. In view of the alienation of students from the rest of society and vice versa, there is a need to present student attitudes and beliefs and especially, the reasons underlying these. Students and NUSAS need to improve their image, for grave misunderstandings have arisen in the past. Also, there has been no formulation of "student opinion" as such in the South African press for a very long time.

Such a campaign also means that press interviews and articles are motivated by the student body and the situation is avoided where the Press chooses to relate what it thinks is important.

B. Responsibility for the Press Campaign

In view of the new Constitution, this project becomes an SRC concern. The SRC caters for the editing which must be done before the material gets to the newspapers, in view of the fact that we will not get a completely free and open platform and because there will be a need to handle certain replies to views expressed on certain issues.

If this becomes an SRC project, then automatically, a sub-committee for press liaison is formed under a member of SRC.

At the initial stages, the SRC must encourage participation from the general student body.

C. Basic Structure

It was suggested that, where possible, we obtain a column in different newspapers, to present the news, views and opinions of students.

The column can comprise of letters and take the form of a continual dialogue with the world outside the university, so that scope is made for well-articulated replies from non-academics.

D. Suggested areas of Activity

- i) The Press should be invited to cover student activities which possess "news value".
- ii) Since education is the primary reason for the existence of universities, the campaign should question the relevance, function and scope of our education.
- iii) A comment on our society and its institutions - for example - media, especially newspapers, television, radio, advertising and the inconsistencies of the censorship system.
- iv) Taking up local, national and international matters and conveying student opinion on these.
- v) Familiarising people generally with all the activities opened to them at universities.
- vi) Involving the staff in all the above-mentioned areas of activity.

Legal Commission

The committee decided that there were several reasons why a Legal Commission could be a very important project of NUSAS.

/Firstly law students.....

Firstly law students would become involved in a project of social relevance in areas not adequately dealt with in law faculties. On the other hand they would be able to disseminate information usually confined to legal types amongst students and, to some extent South African society.

Secondly, several very important areas of the law in South Africa have not been properly examined (e.g. industrial legislation, black urban legislation etc.) and a better knowledge of these areas could be very useful for students, workers, lawyers and politicians.

Several areas were isolated to be tabled.

1. Research into such areas as civil liberties, rights of women in S.A., industrial law etc. Into the research programme should be incorporated seminars, debates and discussion. The products of completed research, where significant, should be published.
2. Resource Centre Information - from the research projects, from relevant articles and work done in law departments should be kept in a resource centre to be distributed on demand.
3. Tours to courts handling Bantu Administration cases would have a very important educative effect for all students.
4. Legal Aid: The Legal Commission would tie some of its activities to Legal Aid Bodies existing at several campuses. Where legal aid bodies do not exist the feasibility of their establishment should be examined and should act on the results of these examinations.

We suggest the commissions be sub-committees of the SRC's at the various campuses. The chairperson, however, should be an ex-officio member of the NUSAS Local Committee and strong ties with the Law Students Councils should be established.

Report on the Feasibility of Rural Development and Intermediate Technology Projects

The sub-committee considered in some depth the proposals outlined on these two projects, in the ENVIRAC Director's report. These should be considered as the main body of this report, and are not reproduced here.

It was felt that these projects are particularly relevant to the field workers presently active in rural communities. In addition, it was felt that there was considerable student interest from groups like SAVS, ENVIRAC and Engineering Councils.

There is also a good possibility that these projects will provide avenues for alternative employment for graduates in the near future.

Financially, there is almost no commitment by the National Union to these projects. The costs of the rural development publications and the National seminar have already been met by a grant of R650. The costs of the Technology Resource Centre will almost certainly be covered completely by another grant. NUSAS will not be expected to provide financial assistance.

It was agreed that in the light of the above, the committee should recommend to NSA that both of the projects be endorsed as proposed in the ENVIRAC Director's report.

PEACE PROGRAMME COMMITTEE REPORT

1. Introduction

The Committee noted the adoption by the 52nd Congress of the Peace Programme and its subsequent endorsement by September National Council, 1975

The Committee agreed that the campaign had the following general objectives:

- a) the projection of a positive image of the National Union as concerned, inter alia, with the establishment of a truly peaceful society;
- b) to provide educational opportunities for students located around the theme of peace;
- c) to participate in the education of the public or sections of it around the theme of peace.

2. Events in the Peace Programme

The Committee agreed on the following outline of a programme. Obviously this requires establishment at campus level.

At the last moment the Committee agreed that it would be a good idea to have a number of different perspectives on peace brought out into the open right at the beginning. Thus a questionnaire on what students understand by peace, and what constitutes a peaceful society could be circulated, with the results published in student papers and quotes published on notice boards. In addition, speakers forum or whatever could invite a number of on and off campus groups, such as religious groups and political parties to explain what they understand by peace. These groups could also be invited to join in the planning and the running of the peace programme as a whole.

A. Day of Prayer

The Committee agreed that a short programme leading up to and including this day (March 23rd) called by the Labour Party should be run.

- a) Lead up including talks on the history of the Coloured people, the present situation with the CRC, drawing upon the views of participants in the conflict, and the strategy of the Labour Party.
- b) It was agreed that NUSAS invite a member of the Labour Party Executive to tour the country.
- c) For the Day of Prayer it was agreed that SRC's and Local Committees should approach religious groups to organise prayer meetings on campus and that wherever possible students be encouraged to participate in activities organised by the Labour Party.
- d) This part should last a week including the Day of Prayer

B. Focus on War

The second part of this programme should focus on war:

- a) this should be launched by films emphasising the human aspect of war, e.g. "War Games", Canadian Film Board, "To Die in Madrid".

- b) a number of talks and debates were suggested:
 - i) war in an international perspective - this would consider the structural aspects of war.
 - ii) the effect of the war on Angola emphasising the social disruption.
 - iii) the re-organisation of South Africa onto a war footing, on an organisational and a psychological/cultural level.
- c) the Committee felt that, in general, the programme of talks should move from the general to the particular African and Southern African context.
- d) the Committee felt that, considerable use should be made of visual media. Groups should be established to prepare slide/tape shows. "anti-war" music broadcasts over campus radio could assist in creating interest in the campaign. Guerilla theatre could also be very effective.
- e) the history of NUSAS's commitment to passive resistance should be emphasised - i.e. use of John Berger saga.
- f) this part of the programme should last a week.

C. Transkei "Independence"

In general, the Committee felt that this issue would be most adequately handled outside of the Peace Programme. However, there are instances where specific issues relating to the Transkei can be included - these emerge in the next section.

D. Structural Violence

The Committee suggested that this be the third major part of the programme.

This part should begin by juxtaposing the violence of the Angolan War with South African Institutional violence

- i) migrant labour
- ii) social aspects in urban areas - housing, township violence, etc.
- iii) the violence of "security" legislation and the history of opposition in South Africa.

Again visual media is of prime importance.

E. General

- a) Folk show, inviting local folk-singers to sing songs relevant to Peace.
- b) Arrange talks or debates on the present state of American/Russian detente and arms race.

3. Public Relations

- a) Students - the Committee felt that media should relate to the issues involved. If every media production was concerned with peace in general, it would have little impact. The Committee did, however, feel that a symbol and slogan could be included on all productions to relate the event to NUSAS, its commitment to peace and to remind students of the programme itself. In addition, stickers should be produced with the symbol and slogan, as per the Campaign for Justice.
- b) Public - we are largely dependent upon good relations with the press, interesting events for them to publish etc.

CULTURAL ACTION COMMITTEE REPORT

This committee notes the spirit and theoretical framework of the July Congress Committee and endorses its objection to the commodification of art and the former role of Aquarius as campus impresarios.

The following proposals are made in the realisation that they cannot and must not define the role of Cultural Action groups. These we feel should be determined on campuses, not nationally.

The Cultural Action Media Officer must act as a co-ordinator rather than an initiator, must ensure contact between campuses and respond to needs articulated by groups on each campus.

The committee sees the following roles for cultural action groups:

- 1) To foster an awareness of the role of culture in society and the implication thereof in the South African context. This to be done through talks, seminars, guerilla theatre groups.
- 2) To stimulate such an awareness in other project groups and to work with them in action areas. For example, doing slide/tape shows in co-operation with a squatters project and involving students with diverse interests (medicine architecture, etc.) in resource compiling and publishing information on such a project.
- 3) To work in the field of education especially in "Arts" departments, to provide alternatives to existing methods and frameworks of study and make available a forum for student creativity.
- 4) To initiate cultural action programmes during the Peace campaign, for example, folk concerts, poetry readings etc.

Realising that NUSAS is in a somewhat precarious financial strait, Cultural Action Groups will attempt to be self-sufficient.

The committee wishes to express our thanks and love to Barry Guilder

We wish ourselves the very best this year.

"THE NATIONAL STUDENT" COMMITTEE REPORT

The committee adopted the report of the ad hoc committee which reported to December National Council as a working paper and dealt with those issues which were still not finalized or needed clarification.

FINANCE

This was considered to be the most vital problem area and after meeting with the editorial board and the financial manager of the Daily Dispatch, a sub-committee brought forward the following estimations and recommendations:

Cost per issue, (including printing, paper, typesetting, layout and bulk distributions to the various centres)

: R 300

Note:

It has been decided that the newspaper must have a limited size of 16 pages tabloid.

Peter Bruce estimated that with an optimum coverage of 50% advertising the newspaper could expect about R800 advertising revenue per issue.

The newspaper will be sold at 10c a copy. Thus if 10,000 copies are sold revenue of R1000 could be expected from this source. However, to be realistic, a total of R500 should be expected.

Thus - Cost per issue	: R1,300
Income per issue	.
sales	: R 500
advertising:	R. 800
	<u>R1,300</u>

This estimation makes the newspaper appear financially viable. However, the committee noted that no advertising had yet been canvassed for the paper. It further noted that the Daily Dispatch required a deposit of R1,500 before the first issue is printed. The original budget also allows for R3,400 administrative costs as well as R1,000 for a half-time production editor.

Therefore the committee recommends that:

1. The first scheduled issue (23 February) be cancelled and that the 15 March issue be the first. This would also allow for more editorial organization and for all universities to be past their orientation weeks, allowing for a pre-issue publicity campaign.
2. A minimum capital of R6,000 should be raised through donations and grants to supplement this paper's income during the year. A large proportion (i.e. a minimum of R3,000) of this subsidy should be raised by 1 March.
3. The editorial board should do its utmost to canvass for advertising during February.

The Daily Dispatch has been requested to manage the financial affairs of the newspaper by "servicing" advertisements, sending invoices and keeping accounts. The business address of the newspaper will be c/o The Daily Dispatch, East London.

LEGALITY

Written legal opinion had been obtained regarding the necessity or otherwise of registering as a newspaper. As long as the newspaper is sold only on the campuses it appears as though registration, and the expense that this would involve, is unnecessary.

Extract from legal opinion: "as long as the newspaper is sold only on university campuses and not sold in any other way no offence will be committed by the failure to register the publication as a newspaper."

However, there was an original intention to sell to members of convocation, possibly by postal subscriptions. Therefore it is necessary to clarify this point with the lawyer. There was also a suggestion to register with the post office to obtain postal reductions. The possibility of this must be investigated.

RELATIONSHIP WITH LOCAL CAMPUS NEWSPAPERS

Representatives of some local newspapers expressed misgivings about the effect that the "National Student" would have on their circulation and personnel. Peter Bruce emphasised the fact that the "National Student" would supplement rather than compete with, the local newspapers. It could never hope to contain the current local news which promotes sales of the local newspapers. News would be more analysis and in-depth oriented and would seek to cover national student news adequately.

The editorial board gave its undertaking to make no attempts to "poach" staff from the local papers and to keep in close contact with the local editors to promote co-operation and prevent unnecessary competitiveness.

It was suggested that local newspaper staffs could provide contacts to canvas advertising but subsequently the editorial board has decided to work through advertising agencies.

DISTRIBUTION

The National Student is working on an initial print order of 10,000 copies. The following distribution figures have been estimated: Wits 3,000; UCT 2,000; PMB 700; Durban 800; Rhodes 700. This means a total of 7,200. Head Office will distribute about 400 copies to friends of NUSAS with a covering letter asking for subscriptions. The remainder will be distributed to university staff members asking for subscriptions. The 10,000 print order will be maintained until a realistic circulation figure is set.

ORGANISATION

A "National Student" -working group should be established on each campus and would include correspondents working for the paper as well as others, possibly members of the media group to handle distribution and keep in touch with the editorial board. These groups would be responsible for:

1. Collecting the air-freighted copies of the newspaper.
2. Organising and manning distribution points for the sale of the newspaper.
3. Organising publicity for the newspaper.
4. Ensuring that the sales money for the paper be deposited in the newspaper's account.
5. Posting whatever postal subscriptions there are in the particular centre. NOTE Money that is needed by the local group for postage should be taken from sales money and the balance sent to the newspaper's account. The group would be entitled to retain a "float" for expenses incurred.

CONTENT

Peter Bruce and Sean Moroney gave an outline of the type of articles to be used in the paper. News would be related to student affairs but would also relate to general national events where it would be of value. There would be an emphasis on background and "behind the scenes" items. Features would seek to develop the news items brought up in the newspapers and in the national press. The committee expressed the desirability of opinion and analysis articles being clearly identified as such.

There would be an emphasis on African and Third World news and analysis. Hopefully this would include news on student and university affairs.

There would be between 1 and 2 pages of sport which would not merely give coverage of specific games but would comment on trends and run feature articles on teams and individual players.

Members of the Editorial Board are mandated with the following duties in preparation for the first issue:

Peter Bruce will consult with Daily Dispatch about financial management. He will also draw up a detailed prospectus of the newspaper to use in canvassing for advertisements. He must also make final arrangements for editorial staff and correspondents on all campuses

Sean Moroney will approach further agencies to canvass for advertisements. In consultation with the NUSAS executive he will approach various people for grants and donations. He will organise the printing of letterheads of the National Student. He must also organise a pre-issue publicity campaign.

THE SOCIAL ACTION COMMITTEE REPORT

Chair: N. Haysom.

1. INTRODUCTION

We were faced with the following problems :

- a) Owing to the constitutional focus of the congress and the concurrent meeting of the constitutional committee, there was a diverse range of students with differing amounts of commitment or interest in the NUSAS social action.
- b) For the same reasons, while there was a diverse range of students, many social action projects were not represented.

The result was that the committee struggled to find a modus operandi. Furthermore, as there is no social action officer, nor was a chair elected prior to the meeting, there was no preparation. Eventually, the committee decided to firstly have a general report-back and discussion. Secondly, to break into 2 committees covering the two main areas - Wages Commission and tutoring. And finally to meet again and to discuss the reports recommendations and projects in plenary.

What follows is by no means an exhaustive list of student social action projects. This follows from the nature of the committee, its lack of support, and the existence of a new projects committee. We confined ourselves to discussing new projects for existing areas of activity. Two examples of social action projects that were noted but were left to the new projects committee, were the Rural Development project and Intermediate Technology unit which were described in the Envirac Director's report.

Because of the difficulties facing wages commissions and high proportion of people on the committee involved in these commissions, the report reflects a bias towards wages commissions.

2. REPORTS OF WAGES COMMISSIONSWits :

1. No contact with worker organisations exists.
2. 2 editions of "Basebetsi" worker's newspaper have appeared in the last six months.
3. The Campus Workers' project is underway.
4. The Transkei research project was motivated at Wits. and is being worked on very enthusiastically.

Rhodes :

1. The social action group is non-existent.
2. No industry exists in this area.

Durban :

There is virtually no Wages Comm. and attempts to establish one will have to start almost from scratch.

PMB :

1. The workers' newspaper, "Iswebenzi" has appeared regularly.
2. An Agricultural Survey has just been completed.
3. A Campus Workers' project has just been started.
4. A seminar and self-education programme is planned for 1976.

/UCT.....

UCT :

1. Abasabenzi has appeared regularly.
2. The coloured workers' project was recently started.
3. Relations with WAP are informal.
4. There has also been a seminar programme and "Focus on Labour" week.

3. WAGES COMMISSIONS

GENERAL - to draw out the main points :

- i) No worker publication at Rhodes, UND or Wits.
- ii) The above centres are also suffering as regards internal cohesion and/or support.
- iii) Only at UNP is there active co-operation with a worker organisation.
- iv) There is a need to re-define projects for Wages Comm. and to redefine the commissions themselves (see point 3c).

PRINCIPAL AREAS OF ACTIVITY

The Committee sees four principal areas of wages commission activity : campus awareness, labour, research and a campus worker project.

1. Campus Awareness and Education Reform

The involvement of students in Wages Commission activities should be encouraged by an efficient program to keep students informed of the aims and progress of projects. An atmosphere of awareness of labour and social issues should be created through ongoing seminars and lunch-time talks. Wages Commissions should also attempt to institute changes in university courses where economic or labour issues are dealt with inadequately. This should be done in co-operation with other groups on campus concerned with education reform.

2. Labour

- a) The vast majority of workers in South Africa are confronted with poor working conditions and appallingly low wages.
- b) There is a serious lack of organisations capable of protecting the rights of the workers.
- c) The deficiencies of the existing educational system result in workers being ill-equipped with those skills necessary for effective action in protecting their rights.

The committee therefore recommends that the following guidelines for Wages Comm. activities in labour be adopted for the coming year.

- i) To provide workers and worker organisations with the skills and facilities at their disposal.
- ii) To maintain contact with existing worker organisations where ever possible.
- iii) To provide workers with information on conditions prevailing in South Africa and the methods of organisation available to them.
- iv) To submit evidence to the wage board in co-operation with workers and worker organisations.
- v) To undertake the research necessary to back up these aims.
- vi) To organise a series of talks focussing on labour for the purpose of recruiting students for the commissions and bringing to the attention of students and the public, the deep-rooted economic inequalities in South Africa.

3. Research

Research projects should preferably be of a short term nature and should be designed to be of educative value as well as practical relevance. Research could be aimed at developing analyses of South Africa political and economic structure.

The Transkei study project should provide a fruitful area for Wages Commission involvement. An outline of the project (attached) submitted to the committee was approved.

4. University Workers' Project

Although most campuses have black staff associations which are supposed to look after the interests of black workers on campus, it nevertheless appears that the wages, conditions of service of many workers are far from satisfactory. Surveys of workers at Rhodes and Wits have indicated that there are virtually no fringe benefits for black workers and wages are not at a level which allows workers anything approaching a 'decent' standard of living. Universities (like all other employers in South Africa) take advantage of the lack of trade unions and political rights for blacks to pay low wages. As fees contribute to paying the running costs of the universities, the issue of higher wages for workers is obviously a concern of students - higher wages will probably require an increase in fees.

A university workers' project would aim to mobilise student concern over the labour practises of the university and to involve students in assisting workers to improve their bargaining position. Such a project could include :

1. A survey of the wages and opinions of workers;
2. The examination of the structures currently available to workers for the effective promotion of their interests.
3. The gathering of information from university administrations to ascertain how workers' wages and fringe benefits might be improved;
4. The production of a campus-worker newspaper to carry articles and information of interest to workers;
5. A literacy programme.

4. COMMUNITIES COMMISSIONS

Only UCT and UND have these Commissions. UND had no representative and their commission was at the time attempting to find a project area. The UCT COM COM report as tabled, indicated that in fact there is room for activity by such commissions.

Examples of the projects that could be undertaken by Com Com:

1. Literacy
2. Community newspapers
3. Involvement of students in various disciplines to engage in the examination of deprived communities. This would be tied to both a course re-orientation emphasis for the students, and the regeneration of the community itself.

5. TUTORING

With regard to the tutoring schemes in NUSAS Social Action the proposal was made that we examine the problem of the reinforcement of "Bantu Education" which such tutoring involves.

The meeting agreed unanimously to move away from this standpoint (while agreeing that this was in part correct) since it was felt that even that sort of education creates more opportunity for equality. Another point was the valuable direct contact which is created between student and tutor, both on the personal level and in a collaborative sense.

Thus it was decided that we should concentrate on problems in the student-tutor relationship. The seminars being undertaken by Wits (See appendix E of President's report) to help tutors in assessing their role and function were thought to be valuable, as well as the election of some black/other student representatives to ensure a system of feedback.

What became obvious was a general lack of knowledge about the technical means for the organisation of tutoring schemes, with which to facilitate both the involvement of members

/and the continuation.....

and the continuation of interaction between students and tutors. In the residential universities, a close working group of tutors could in fact be initiated.

The Wits booklet on tutoring (aimed at both student and tutor) and which aims to promote a momentum for continuity in tutoring schemes is to be sent to all universities, and the need was expressed to keep up a meaningful correspondence on all sides.

NOTE :

1. The SPASEC report is contained in the PMB centre report.
2. The Wits NUSED tutoring scheme is contained in Wits President's report - See Appendix E.
3. Ms. Fick reported verbally regarding the possibilities of this project in Grahamstown.

Rapporteur : Isabel Delvare

6. OTHER SOCIAL ACTION GROUPS OFF AND ON CAMPUS

It was unanimously agreed in plenary that the trend that began last year must be continued - that is, that NUSAS Social Action groups on campus and the social action officer make efforts to liaise closely, assist where possible, and take part in joint seminar programmes, and other programmes.

7. NEWSLETTER

The committee noting the lack of contact between NUSAS Social Action groups on different campuses and the same lack between NUSAS and other social action groups on the same campuses, recommend that a Social Action Newsletter be set up. This would facilitate a cross-flow of ideas between campuses and further make other groups aware of what activities are being done and why. The details of such a newsletter, which would be monthly, can only be worked out once there is clarity regarding the Social Action portfolio.

It was decided to broaden the scope and range of duties of this officer (see points 6,7 addendum). The duties are outlined in the motion at the end of this report.

ADDENDUM

OUTLINE OF TRANSKEI STUDY PROJECT

OBJECT

To consider the implications of independence for the Transkei. This will involve its assessment of its economic and political viability as an independent state, of its economic potential and of its relationship with South Africa.

Aspects to be covered

CONSTITUTION

Development to the present and form at date of independence in particular, laws relating to migrant labour, investment, non-Xhosa citizenship, land ownership, national security and individual freedom.

Political parties, their policies and leadership.

Powers of the South African Parliament to legislate for the Transkei after independence e.g. with respect to defence, foreign affairs, etc.

EDUCATION

Availability and standards attained
Content of courses - relevance
Administration
Extent of technical training
Over-qualification and alienation.

AGRICULTURE

Traditional structure and development to the present
Farming methods and efficiency
Land tenure system and effects on productivity
Suitability of land use to geographic and climatic conditions
Population/land ratios and income levels
Soil conservation and irrigation and extension works
Scope for land reform and modernisation of farming methods.

INDUSTRY

Development to the present
Decentralisation policy - Border industries
Growth points
Xhosa Development Corporation - a critical look at its work and success
Infrastructure e.g. transport, power, housing
Financial sector and investment, both local and foreign
Income levels in industry
Potential growth - incentive to attract industry
The relationship between the Transkei and South Africa - the periphery - core structure and its effects on industry
Potential for mining
Potential for tourism
Migrant labour system and its consequences.

HEALTH AND SOCIAL SERVICES

The occurrence of diseases, both social and other - links with migratory labour system.

INTERNATIONAL ACCEPTABILITY

Probability of acceptance
Consequences of rejection - e.g. on trade, foreign investment and foreign aid.

A number of other factors do not seem to fit neatly into any of the above sections but will be looked at perhaps in an analysis of the general structural relationship of the Transkei to South Africa, e.g. the comparison with Botswana, Lesotho and Swaziland; the whole question of land allocation to the homelands and consolidation - the position of Xhosa migrants in South Africa, the realities of the political relationship, the rationale behind homeland creation, the choice of a commonwealth of states as opposed to a federation

Duties of the Social Action Officer

The duties of the Social Action Officer should be as follows :

- a) Initiation and co-ordination of projects undertaken by Communities and Wages Commissions;
- b) Co-ordinating resource flows for Community and labour publications;
- c) Maintaining contact with non-NUSAS social action groups on campus;
- d) Co-ordinating the publication of a national Social Action Newsletter;
- e) Maintaining contact with off-campus social action groups;
- f) The arranging of a national social action seminar;
- g) The arranging of a national NUSAS social action seminar (if desired)
- h) Co-ordinating and initiating contact with student groups interested in the reform of the content of university courses as they relate to social action;
- i) Undertaking and co-ordination of research on issues related to social action, and dissemination of the results of such research;
- j) Co-operation with other members of the Executive in areas affecting, inter alia, social action programmes.

MINORITY REPORT OF CONSTITUTIONS COMMITTEE TO NSA

1. REJECTION OF BASIC PREMISE :

The minority group on the Constitutions Committee make the following statement regarding the premise of centre affiliation.

"The committee is of the opinion that to perform validly the function of a student union or federation such union or federation must be based solely on a system of individual student suffrage. In order to protect the rights of any student who does not wish to fall under the mantle of such union or federation there shall be a requirement of a positive act of subscription to the articles of association of such union or federation by any student wishing to participate in the organisation or benefit from the facilities of such an organisation."

2. MINORITY PARTICIPATION IN THE FURTHER DELIBERATION OF THE CONSTITUTIONS COMMITTEE :

Regarding the continued participation of the minority group on the committee after its rejection of the majority premise, the minority make the following statement.

"Given our rejection of centre affiliation and our postulation of individual suffrage as the only valid foundation, we were prepared to make a positive contribution to the deliberations of the committee and our proposals and criticisms of the majority view of centre affiliation must be seen within the context of this overall rejection."

3. THE MINORITY VIEW ON CENTRE AFFILIATION :

The following points constitute a summary of our view on centre affiliation and given that we consider centre affiliation to be substantially inferior to individual suffrage we consider that any form of centre affiliation not substantially in accordance with these points must be considered to be wholly unacceptable as being a falsification of the true principle of centre affiliation.

Summary of principles

1. SRCs shall be the sole sovereign centres capable of sustaining rights of suffrage within a federation or union. In the absence of an affiliated SRC no body of students under the jurisdiction of such an SRC shall be competent to sustain rights of suffrage. Proviso: Such non sovereign federal groups should be entitled to attend assemblies with observer status only. It shall be in the sole discretion of the SRC
 - a) whether or not to permit alternate persons to attend assemblies in the stead of SRC members who renounce their right to attend such assemblies, such SRC members having an absolute preferential right,
 - b) to decide whom they shall appoint in the stead of SRC members who renounce their rights under a) above.
2. The SRC Presidents or members appointed by resolution of the SRCs in their stead shall constitute the National Executive. The President of the union or federation shall be considered to be an Executive member, who at the date of his election must be a bona fide student at an affiliated centre.
3. There shall be no paid office-bearers of such union or federation. Proviso: Should an office-bearer take up the position of a paid official (i.e. administration) he shall automatically and immediately forfeit his right of suffrage.
4. Given a state of centre affiliation there shall be an absolute individual right of disassociation from the union or federation by a positive act of disassociation (i.e. a request to the SRC by any student to cancel subscription to the union or federation).

/5. There shall be no.....

5. There shall be no separate head office for office-bearers.
Proviso: There is no objection to the establishment of a purely administrative office on one of the affiliated campuses.
6. There shall be a clear and unambiguous statement on the extent to which minority rights shall be catered for in such union or federation.

Guidelines :

- a) In the absence of centre affiliation only individual suffrage shall apply
 - b) Individually participating members shall be only persons whose subscription fees have been paid to and received by the union or federation.
7. In accordance with the spirit of the type of organisation being postulated, we support the recommendation that name of the organisation should be changed to either:
CONSAS or (Confederation of South African Students)
NAFSAS or (National Federation of South African Students)
 8. Regarding the entrenchment of the constitution we recommend that the constitution be capable of being changed only by a two-thirds majority at the annual assembly of affiliated centres.
 9. Disaffiliation from the union or federation shall only be possible by a resolution of an affiliated centre which enjoys a simple majority of persons properly entitled to vote at such affiliated centre.
 10. Dissolution shall only be affected if a resolution enjoying an absolute two-thirds majority of all members present and voting at any annual assembly is passed.
 11. Any reference to compulsory attendance fines for non attendance or any other forms of coercion are considered wholly unacceptable.
 12. Any reference to a) the National Directorate
b) Campus Co-ordinators
must be deleted from the constitution.
 13. Any reference to National Council shall be deemed to be a reference to the national Executive as defined in clause 2. above.
 14. The national Executive shall for the purposes of contracting be deemed to be the 'servants' of the union or federation and as such capable of validly concluding contracts within the scope of their office and in the interests of the policies of the national union or federation as correlated by such union or federation.
 15. CONCLUSION: The minority are of the opinion that noting paragraphs one and two in the above report - if NUSAS continues to accept centre affiliation as its basis of incorporation such centre affiliation shall conform to the principles and guidelines contained above and is of the firm resolve that any substantial deviation from this outline is unacceptable as being in conflict with the valid principles of centre affiliation.

Signed: P. Sarbutt (Wits)
I. Smuts (Rhodes)
R. Midgley (Rhodes)
R. Roxo (Wits)
G. Hemm (Wits)

EDUCATION COMMITTEE REPORT

1. The Education Committee decided to evaluate the existing NUSAS policy on Education and the argument which emerged around this issue, occupied a considerable part of the time allotted to the Committee. A majority and minority Policy emerged after considerable effort to draft a policy to which all could agree. NSA should adopt either one or the other.
2. A sub-committee considered the orientation of our terms of reference and submitted the following report :

All persons agreed that orientation of some sort is desirable. However, doubts were expressed as to the viability of an orientation programme on campus.

Two views of orientation appeared: the one was that orientation should be primarily directed towards education within the university context; the other was that orientation should be primarily concerned with society.

The point was made that orientation deals with the basic attitudes, beliefs and motivation of students, and that the first essential is to generate critical awareness in these students.

General suggestions for an orientation programme were as follows:

That it must begin immediately students start their university careers, at all universities.

That it must involve as many student organisations as possible.

That it must gain the confidence and co-operation of the staff.

Some concrete proposals were put:

That prospective students receive a paper on orientation, education and their university.

That new students be given an opportunity to academic staff on an informal basis, near the beginning of the academic year.

The Committee felt that the objectives and methods of orientation programmes had been insufficiently considered. It suggested that the person in Head Office handling educational matters should accumulate information regarding current and past orientation programmes on different campuses so that they can be effectively evaluated. This information and evaluation should be distributed to all campuses.

3. The Committee considered various counter courses and study group proposals as contained in the working paper for the Committee. These projects were considered worthwhile but were not elaborated in very much detail. They are the following:

a) STUDY GROUPS

At Wits African Studies and Philosophy Seminars have been established. The African Study Seminar works on an inter-disciplinary basis. Papers are presented by participants, relating to a wide variety of topics. The papers, which are duplicated and read before the Seminar meets, form a basis of discussion and further explanation rather than the main substance of the seminar. It is intended that the Seminar group should work in conjunction with the journal "AFRICA PERSPECTIVE". The Wits seminar could form a model for the establishment of similar groups on other campuses, where they don't exist already. Once established they could benefit from interchange of ideas and papers between campuses, through NUSAS central. Hopefully "AFRICA PERSPECTIVE" could become more of a national student journal.

/Many other study groups.....

Many other study groups could be established either working on an interdisciplinary basis or concentrating on neglected areas of study in a particular discipline. Comparative Literature, Sociology Literature, Low Income Housing, Sociology for Engineers are some of the areas suggested.

b) COUNTER COURSES

The concept of Counter Courses has become very popular over the past few years but very few have actually been put into operation and even less have been successful. Generally, they should be established only where there is a core group of people willing and enthusiastic enough to take part (actively). Senior students and lecturers are most obvious resource people. From experience, lecturers are loathe to take part in a series of lunch-time "mini-lectures" and justifiably require more commitment from participants. Evening meetings provide for sufficient time. The Philosophy society at Wits is starting a series of counter courses this year. Head Office could play a valuable role in compiling information on the running of the organisation of counter courses to get to all centres.

c) SOCIAL SCIENCES AND AFRICAN STUDIES RESOURCE CENTRE

Much of the valuable material in many areas of study is to be found in articles and papers, many of which have a limited circulation and are not readily available. The resource centre which would collect and systematise copies of these papers would be available. A detailed index could then be made available to students and lecturers who could then request copies of the papers. Applications could be made to SSPT for photocopying and postage expenses.

d) POST-GRADUATE COMMUNITY

NUSAS should play a role in fostering contact and interchange between post-graduates, within and between campuses. Head Office should explore possibilities in this area. NUSAS could stimulate moves for the establishment of more post-graduate courses dealing with many neglected areas of Africa Studies.

4. Report of the Subcommittee Considering the Role of Local EDCOMS :

The Committee began its deliberations by discussing the establishment of Education Committees.

It was found that at Cape Town, Wits and Pietermaritzburg, sub-committees of the SRC had been established under the name of EDUCATION COMMITTEE (EDCOM).

After general discussions concerning Education Committees at different centres, it was found these committees have recently been established and are in the process of defining their role. Suggestions were offered, however the committee found that as this was its first and last meeting it would not be possible for guidelines for Edcom policy to be formulated.

However, the committee recommends to SRC Presidents at NSA to send delegates to a seminar to be held over the Easter week-end at Grahamstown. (Mandate given to Albert Heydenreich to organise venue). Further, the committee expressed the desire that all universities in Southern Africa be invited to send delegates. The whole focus of the seminar would be on "Education". Further, that this project should emanate at SRC level and not through Head Office.

NOTE: Mandate was given to E. Pringle to disseminate the findings of the project concerning EXAMS SYSTEM at Pietermaritzburg to all other centres.

EDUCATION COMMITTEE MAJORITY REPORT

1. We take as our premise that South Africa is a society characterised by control of the minority over the majority.
2. The dominant group has certain requirements to ensure the maintenance of this control. Institutions in society come to fulfil and to perpetuate these requirements. The university is one of these.
3. South African universities, as a result, train people in the technical, managerial and theoretical skills necessary to maintain this control. Further, society has both subtle and overt means of enforcing the continued participation of the university in the maintenance of the status quo. These means include financial control and legislation such as that which determines who shall study and what shall be studied.
4. At present the university tends to consolidate a spirit of competitiveness and the inculcation of financial gain as a PRIMARY value, to the detriment of self education and service to the community. It often instils techniques of manipulation rather than the study of people in their totality as creative social beings.
5. In an authoritarian society marked by censorship and a limitation on what can be taught, claims to value freedom and neutrality are often used to justify the acceptance of a status quo that needs to be challenged.
6. These factors all inhibit and limit our education, and will only be removed in the context of a free and equal society. However, we believe it is our duty to strive for the positive development of academic freedom and the quality of our education, as vital in themselves and as a contribution to the betterment of society.
7. The university, its constituent elements and its individual members should at all times remain vigilant against attempts by ruling groups to curtail academic and human freedom or to manipulate the university into actions unquestioningly supportive of national policies or any other political programmes.
8. The social effects of what is being studied should be a prime concern of the student. Thus the underlying assumptions and values of what is being taught and the uses to which it is put should be critically examined at all times.
9. The University should become a community centre whose responsibility and pleasure it is to engender a creative and critical ability in people, to the benefit of the person and the society as a whole.
10. The prevailing distinction between learning and other forms of social activity should fall away and the University as a whole should participate in the full life of society. The University should become responsible for the continuing education of all members of society, irrespective of age.
11. The University must not concern itself primarily with measures of achievement and status such as degrees and diplomas, but rather with the quality and value of what is taught, learnt and researched.
12. The unnecessary divisions that have developed between disciplines are detrimental to a full education and the emphasis should be upon person-centred problem-solving.
13. In short, the orientation of education should be towards the continuing process of development in the individual of a critical ability, and skills which are personally and socially valuable. To this end the alternative solutions to a problem must be presented, an understanding of the social context within which the learning process occurs must be encouraged and the assumptions upon which a discipline is based must be subject to regular scrutiny. This process, embracing all members of society, fosters creative personal and social existence.

EDUCATION COMMITTEE MINORITY REPORT

We dissent from the majority report in that we found ourselves unable to accept as a basis the present NUSAS correlated policy on Education. We feel further that it would be a fatal mistake to try and amend the present policy - such a step will destroy its intellectual coherence. We think it should remain in its present form as the obvious alternative to the policy which the National Union should actually adopt. Our objections to the present correlated education policy are as follows :

1. It is based on a framework of thinking and of analysis which we believe no longer enjoys overwhelming support in the fora of the National Union and which never enjoyed overwhelming support on the campuses. As a result of being so based it is expressed in language unique to that framework of analysis.
2. Incidentally, it expresses a belief in the impossibility of academic neutrality, and a consequent belief that the pursuit of academic neutrality is futile. This stands in contradiction to earlier "correlated" (standing) resolution no.9 Article 1(c), which expresses a desire to achieve academic neutrality in education.

We feel that the alternative policy which we propose, should be taken with a point of departure which notes the difficulty the university has in answering the radical critique of it, and the fact that academic neutrality is often used as a subterfuge to disguise support for the assumptions of existing social conditions.

In such a form it could accommodate a larger spectrum of student opinion without in any way diluting our commitment to the principles of NUSAS. We do not deny that there is an ideological framework on which our alternative rests, one which is best described as liberal rather than radical or conservative. However, we believe it is a more inclusive and unifying one, true to the principles of the National Union, and incorporating the bulk of the concrete proposals contained in existing policy.

The policy we advocate is as follows :

- A. We recognise that the existing university structure and system is extremely vulnerable to a radical critique of the manner in which it performs its functions, and the subtle role it may play in maintaining existing social, political and economic structures.
- B. We believe however that the radical critique itself, tends to overstep the mark in that the view of education built on it, tends too often to assert collective needs and interests above the needs of individual needs and students.

Accordingly we express our commitment to the following principles :

1. The University should be a community centre whose responsibility and pleasure it is to engender a creative and critical ability in people to the benefit of both the individual, and the society as a whole.
2. The orientation of a University in a free and open society should be towards the continuing process of development in an individual of a critical ability which is personally and socially valuable. To this end, the alternative solutions to a problem must be presented, and understanding of the social situation in which the learning process occurs must be encouraged, and the assumptions upon which a discipline is based must be subject to regular scrutiny. This process, embracing all members of society, fosters creative personal and social existence.
3. That the professed aim of University education to pursue truth in a totally value-free and politically unbiased manner may be unattainable, yet nonetheless one that should be sought and striven for as far as possible.

/4. That education.....

4. That education cannot be separated from the social context in which it exists, and that academic freedom, which is essential to a university, is only possible in a free and open society.
5. That the University, its constituent elements, and its individual members should at all times remain vigilant against attempts by ruling groups to curtail academic or human freedom, or to manipulate the University into actions directly supportive of national policies or any other political programmes.
6. That within the University, authoritarian practices and arbitrary rulings on academic or administrative issues be strenuously opposed and resisted.
7. That the present compartmentalisation of faculties and departments is unjustified and that every possible step to promote interaction between departments and interdisciplinary study programmes should be made.
8. That the present emphasis of knowledge and ability like tests and examinations is unjustified, and should be replaced by a greater emphasis on essays, projects, theses and seminars.
9. That where the University itself, without a clear indication of student preferences, uses public financial aid to sponsor research, or to create specialised fields of study, greater care should be exercised to choose such research areas or specialist fields as are relevant to the human needs of South African society, insofar as the University is able to perceive such needs.
10. That as far as is possible, the University should make greater efforts to make the knowledge and skills at its disposal available to all members of the public.

MEDIA COMMITTEE REPORT

The Committee made the following evaluation of the operation of Media during 1975 :

The Poster/Pamphlet campaign on the Threat and Promise Alternatives had been badly co-ordinated from campus to campus. There was very little follow-through in the form of seminars and talks or activities after the posters and pamphlets had made their impact on campuses. The co-ordination of posters, pamphlets and lectures was insufficient. The posters were too complex in some cases and insufficiently clear, nor were they attuned to the local student audiences. In some instances they were alienating (a minority opinion). Many felt that continual gluts of NUSAS publicity material reduces its effectiveness.

VARIOUS POINTS EMERGED :

1. Because Head Office is in many cases out of touch with campus feelings it should supply ideas, outlines (and resource materials) to the local media groups who then conduct specific campaigns.
2. Lack of finance in Head Office will limit output during the coming year, therefore local groups should provide their own materials wherever possible.
3. The actual process of devising materials and media at the local level is in itself advantageous and educative.

Evaluation of Media during the time of Detentions : Although a great amount of media was used during the detention crisis, there was very little follow-up with media such as a newsletter to clarify the outcome of the trial, etc.

In crisis situations it is valuable to have people on the media groups with technical printing skills.

OPERATION OF MEDIA DURING 1976

LOCAL MEDIA GROUPS :

1. The local groups would continue providing publicity for NUSAS events and projects through Notice Boards, Speakers Forum, Posters, Pamphlets, Loudhailers, etc.
2. Assistance would be provided with the distribution of "The National Student".
3. Distribution of Head Office Newsletters to local student leaders.
4. Distribution and sale of other NUSAS publications.
5. Weekly or fortnightly report or summary of campus events to Head Office, minutes/papers of committees, etc.
6. Assistance to Media person in Head Office with organising and broadcasting video-tapes
7. Tape recording important speeches/seminars/talks to be submitted to Head Office for use on other campuses.
8. If the SRCs should adopt a telex communicating system, media groups could see to the effective operation and use of machines, relaying of messages, etc.
9. Providing articles and information for local student newspapers and the daily press.
10. Informing Head Office of news items, affecting and of interest to NUSAS.

The Committee recommends further that a media and cultural action seminar should be held early in the year at which delegates could explore the theoretical and practical aspects of these two project areas. It was felt that a combined cultural action/media workshop would be viable because at campuses there is extensive common membership in the project areas.

FINANCE COMMITTEE REPORT

1. This report will be brief and I will answer questions on any details which are necessary. The following areas were covered.

2. TRAVEL

The Committee decided in principle that it is desirable for NUSAS to directly run Student Travel on the campuses. In addition the Committee decided to recommend the establishment of a student travel committee within NUSAS in terms of clause 12. a) i) of the proposed Constitution, which committee should be comprised of the Executive members concerned with implementation of student travel as well as National Council members from each centre.

It was felt that such a committee would ensure efficient administration of the travel programme both at head-office and locally and could meet at the same time as National Council.

The Committee decided that NSA should be requested to agree to the establishment of a NUSAS travel project in principle and that the President should be empowered to enter the necessary contracts after consultation with National Council.

3. BUDGET

The Committee recommend that NSA should adopt as financial policy the principle that no income should be budgeted for unless this is real as opposed to projected income.

The Committee recommends that NSA should adopt the draft budget as proposed overleaf. It should be noted in particular that under this budget no funds will be available for Campus Directors after 30/4/76. However, should funds become available for such a purpose during the current financial year, either by campus fundraising or by other grants the position should be reviewed by National Council. After 30/4/76 some R3 600 would be necessary to pay for 3 Campus Directors until the end of the current financial year.

4. FUNDRAISING

The Committee would like to point out once again the importance of the local voluntary levies and the efficient organisation thereof. This is the responsibility of the SRC President.

It should also be ensured that students whose parents refuse to pay the levy on the fee account should be enabled to do so personally. A record should be kept of all voluntary payments to NUSAS in order to establish the support for the organisation.

The Committee felt that the local committee should set themselves a target for Head Office fundraising and that they should bear this in mind when applying for SRC budgets as well as when planning expenditure on local projects.

Finally the Committee decided that the NUSAS Executive and the SRC President of constituent centres should make a concerted official fundraising effort.

5. PROJECTS

The Committee recommend to NSA that no specific projects should be undertaken unless they are not dependent on income from the NUSAS general budget. In addition detailed budgets should be approved by NSA or National Council in order to avoid deficits on non-budgeted expenditure.

6. The Committee considered the audited statements and found these unsatisfactory. It is recommended that those ex-officio bearers and staff who are reflected as debtors under loans be approached on the matter. The Committee feels that any of these accounts which prove irrecoverable for any reason should be written off as bad debts or book-keeping errors, whichever the case may be.

C. Williamson
CHAIRMAN

PROPOSED BUDGETNUSAS 1976

<u>Income</u>	R
Affiliation fees	17 000
SSPT grant	10 000
Donations	1 000
SASTS	2 000
Levys	2 000
	<hr/>
	32 000
	<hr/>
 <u>Expenditure</u>	
Repayment of loan	5 000
Depreciation	1 000
Salaries	13 200
Exec. Expenses and Travel	3 500
Rent	2 800
Telephones & Telegrams	1 600
Printing & Stationery	1 500
Publications	500
Congress & National Council	700
Postage	600
Audit	600
Repairs and Maintenance	500
Bank Charges	100
Subscriptions	200
Office teas and Cleaning	100
UIF	80
Equipment Insurance	80
Transport Levy	20
Workmens Compensation	20
	<hr/>
	32 100
	<hr/>