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rhodeo

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FREE

NUSAS?

Streakers expelled

Two students, punished by the Law of the Land for streaking at the Bathurst Show, have now been acted against by Rhodes Authorities.

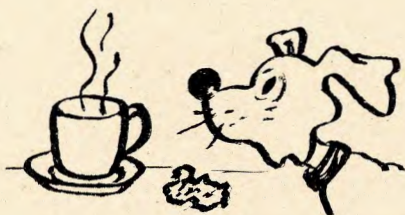
Mike Riding and Willie Welles formerly of Pringle House were sentenced to six strokes each by a Bathurst magistrate. This punishment which has been described by leading newspaper editors as 'archaic' and 'brutal', has apparently been considered not severe enough by the University Authorities.

Both streakers have been expelled from University Residence as a direct result of their behaviour at Bathurst.

Doggies for tea?

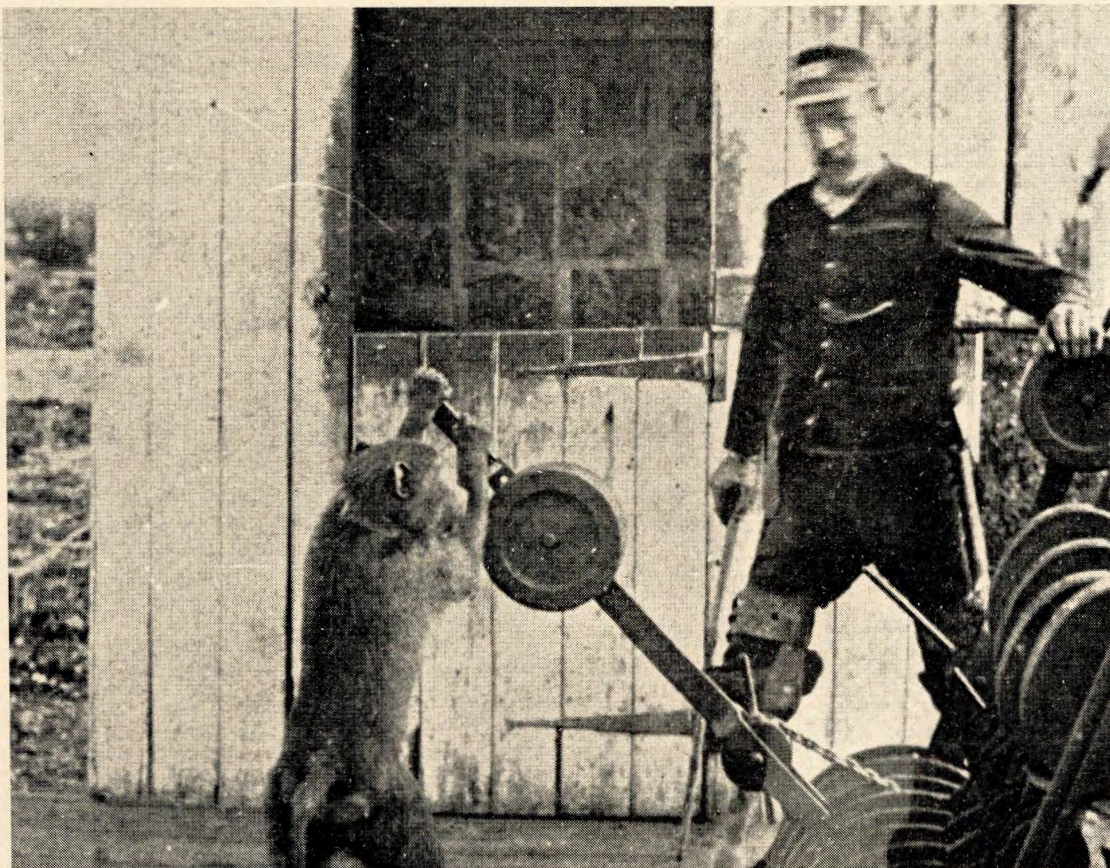
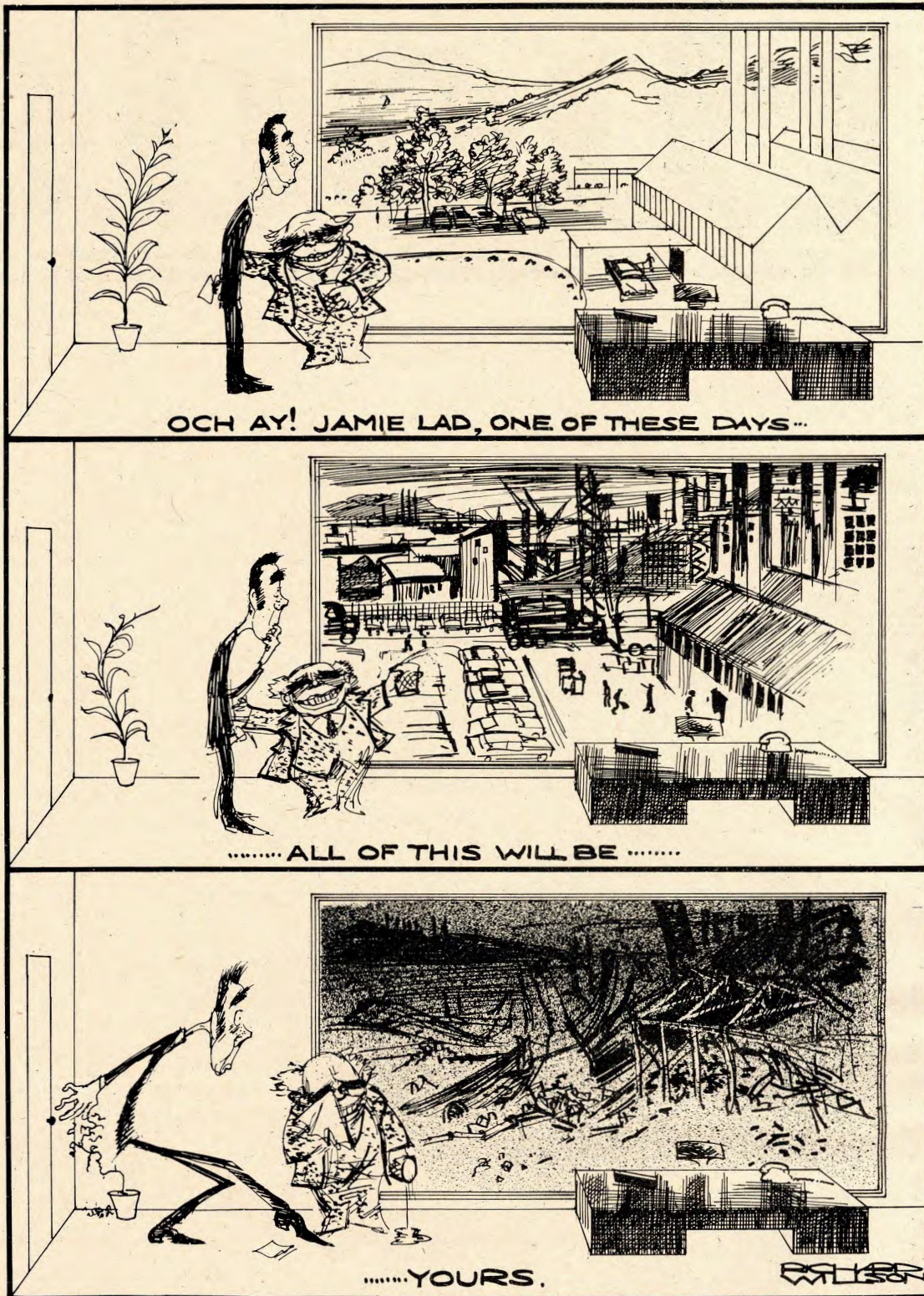
Do you find dry, tasteless stale rusks to your liking. Then go have a cuppa on one of the residence lawns at 10.30a.m. They have about as much appeal as the June Exams.

Hard-working students who emerge sleepy-eyed at 7.15 every morning to grope their way down to the dining room for a mouthful of breakfast before screaming off to Dawnies, need some sort of a substantial tea-time snack to fill that gap and to stimulate that exhausted brain. When faced with these few miserable 'Beskuitbolletjies' one has the same glorious sensation as that evoked by the Warden's tripping feet on one of her frequent nocturnal visits to haul out reluctant males from under an inkettes bed.



Surely the kitchens could provide something slightly more nutritious and appealing than these dog-biscuits. Even though the teeth do meet after the former have had a 15 minute soak in one's tea, most students don't have this sort of time to donate to the rusks.

Does the kitchen sympathy lie with jaws and stomachs, or with feeding stray dogs on campus? Any suggestions for a substitute or for some form of action will be gladly accepted by all hungry persons.



EDITORIAL

The thing to think about is what to do if NUSAS does go.

The majority of students at Durban recently voted for disaffiliation from the national body. They were ecstatic and followed up their 'victory' with a general sneering at a defeated NUSAS local committee.

But now that it is all over what happens?

The Durban reactionaries don't know what to do with themselves. And just so the same thing could happen all over the country if the anti-NUSAS elements score any more 'victories'. The thing is that NUSAS is open to any student in this country and any criticism from the students is not taken lightly.

For any criticism to be valid however it has to be constructive and ought to carry some alternative to the status quo. No matter how distant NUSAS has drifted from the majority of students it is still within the power of the majority with a concerted effort to play a decisive role in the formation of NUSAS policies and in their execution.

So it just isn't enough to criticize and write off, NUSAS is there, its infrastructure is sound and it should be used.

Spare the rod

The caning of two Rhodes students has already been lashed as 'brutal' in the daily press.

It is difficult to find adjectives to describe their summary expulsion from residence. Maybe 'pathetic' would do.

Did they bring so much shame on to this University as to have their lives so disrupted. Did they embarrass someone?

Not really. What they did was to get their names into the press as defendants in a court action. Maybe too many people read the report and won't be sending their kiddies to Rhodes next year. Rather Wits or Cape Town. God help the kiddies. And the parents.

letters to the editor

Lots of people have expressed dissatisfaction with Rhodéo, concerning the content of the paper.

Perhaps the question could be asked whether Rhodéo is a forum for differing viewpoints, or expressive of the opinions of one group. Many students regard the newspaper as an organ used by a minority interest group, and the reality of campus, society and South African life portrayed is considered false.

If there is some truth in this, then why is this so? Investigating the issue, it was seen that the major contributors to Rhodéo are inclined to 'the left'. In this light then, those who are tired of the subject matter of Rhodéo can easily remedy the situation. For example if somebody considers that student's true interest lie in fashion and sport, let them submit this sort of article. Conversely those who want to get students 'thinking' are just as justified to make their contribution.

People seem to overlook the fact that Rhodéo is a *student* newspaper, both for and by students.

It is by exposing oneself to contrary ideas that one achieves learning. A true image can only be obtained through a diversity of opinion and a wide coverage on relevant issues. If people are only into jawling and squash, well how about advocating your culture? But don't accept things as they are. Give things reasons why you ought not to be bugged if you feel that way.

Rhodéo symbolizes free expression. The alternative is a newspaper published by the Administration which would not represent interests of any students. Through Rhodéo people can change opinions, present new angles to an issue and at least through having expressed themselves, stimulated some consideration of their point of view.

If you consider Rhodéo one sided, even as a NUSAS newsletter, then do something about it.

You'll get a lot more out of it all.

Guy Berger.

The attitude of most of the people on this campus appalls me. Recently a notice was put up by me in our house with the following written on:

COMMITTEE'S DRIFT -
LABOUR POOL AND
DUMPING GROUND????

It was scoffed and torn down because of its connections with NUSAS. Committee's Drift wasn't important NUSAS was.

Who do they expect to put up these notices - NUSAS is the only student organisation on campus that has any feeling for what is being done to the Black people in South Africa and therefore in the long run to all South Africans and what White people are being made to do.

Something about Committee's Drift. It is 45km away - to travel the 19km between Mdantsane and East London costs nearly R6 per month by bus. It is dry out there - there is nothing! It is supposed to cost R 48 million to build - what will it cost in human tragedy, hatred, crime, bitterness depravity, with migratory labour, homosexuality, prostitution, disease, loneliness and death.

Government law says that anyone promoting racial friction can be prosecuted! Should be interesting.

Andre Joubert.

Rhodéo's last edition is OUT! I'm sure this is not what all of us wanted. Was this not supposed to be a 'focus' on Rhodes Black Workers? They only devote half the paper to this Subject, O.K. this problem does concern many of us as well as myself, but just a page would have been sufficient. What about other news, - there wasn't much of it. We don't want to read all about 'agonies', 'the awful truth' and the 'agitation thesis' of these poor Blacks. We can see it in our own daily lives and realise it (if we want to - some of us don't).

That was a pretty long letter to the editor on the back page wasn't it? That's just rubbish - there's no need for such long and boring stuff.

Hope your next issue will be more successful.

Kathy Day.

Rhodéo staff

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RHODES OPINION

166 interviewed—results as percentages

- | | | |
|--|----------------|----------|
| 1. Durban campus has disaffiliated from NUSAS. Do you see this as a good move? | Yes—35 | No—30 |
| | Don't Know—35 | |
| 2. Do you know that a branch of NUSAS exists on Rhodes campus? | Yes—76 | No—24 |
| 3. Do you know any members on the Rhodes NUSAS Local Committee? | Yes—39 | No—61 |
| 4. Should Rhodes ever gain an SRC, do you think they should disaffiliate from NUSAS? | Yes—49 | No—51 |
| 5. Does NUSAS mean anything to you as a student or to your future? | Yes—13 | No—87 |
| 6. Should an alternative to NUSAS be established? (1), or should representative student involvement in politics cease altogether?(2) | Alternative—49 | Cease—18 |
| | Don't Know—23 | |

impressions of a canvasser

To what extent does NUSAS represent the average students opinion?

In drawing up this survey 'Rhodeo' formulated a string of simple questions in a questionnaire merely to draw a few deductions on how aware the student is on the activities of policy of NUSAS. Secondly they hoped to gain a consensus of opinion on support or dissent in the student body.

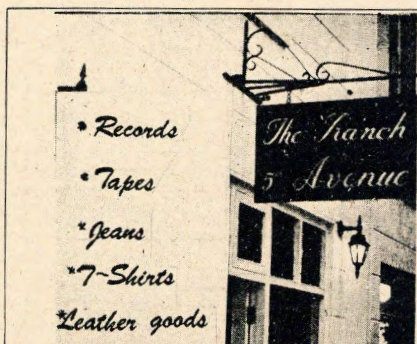
Most students interviewed were ignorant of the functions and general policy of the whole organisation. Many of those who had some small opinion to make on the organisation showed a distinct paranoia at the very name.

The 'Poster campaign' has made little impression on most students and left confusing ideas circulating. 'I don't know what they're getting at' said one puzzled interviewee. 'It's just headings to me.' 'Perhaps', I suggested, they're a bit vague.' 'Very vague', was the unahimous answer. Somehow they just haven't got through 'The Threat and Promise of Alternatives' is just too abstract. What are the alternatives? We are aware of the threats but without concrete solutions the parading of criticism meets an unreceptive ear.

General 'anti-NUSAS' feeling is not so predominate as some rumours have it. Most students are glad to forward an opinion and would gladly see NUSAS or an alternative existing on this campus.

'The present NUSAS is a load of rubbish. It's just a collection of pseudo-intlectuals playing their own games and doing it for their own satisfaction.'

The onus as far as I'm concerned is over to NUSAS. I was impressed by the general sincerity of each and every student: The questionnaire shows a fairly accurate consensus of opinion, which cannot be rejected after obtaining the co-operation of those who NUSAS is really aiming at. The students have shown that they are willing to give their opinion. Does NUSAS reflect this opinion?



Durban Disaffiliation— Nusas Reply

The disaffiliation of the University of Natal, Durban might weaken the National Union, both at Durban and at a national level.

However we have faced, fought and defeated attacks from enemies far more powerful than those at Durban who voted against the National Union.

It is a distressing but salutary lesson that this attack has come from within the student community itself. It indicates that the system which sows so much destruction in not only 'out there' beyond the university, but has crept in, has corrupted, and is rooted in the heart of the university itself.

So there are two consequences which we must meet and deal with: The short sighted action of the majority who voted at UND might have weakened national student unity in these times when the University Community is under sustained attack. That unity is the basis of the strength with which we can join with other sectors of the community in repulsing these attacks and forging ahead with our positive contribution to the future of South Africa.

So we must approach the task of strengthening the National student community with renewed vigour and determination. The National Union is the body best able to do this.

We must look inwards, at ourselves and at the university, and discover, expose and eradicate that which complies with and supports an evil system. We must look outwards and join with the majority in creating a peaceful and just future.

There is an old Chinese curse which says: 'May you live in interesting times' and like it or like it not, we live in interesting times. In difficult and confusing times - times that demand a clarity of vision, a directness of action and a unity of purpose.

We must make our stand, we must make it now.

We must be proud of our contributions to the history of South Africa.

We, the NUSAS executive, are certain of what we are doing. We invite the student body to support and affirm this, and to stand together in the struggle for our future in this country.

A PROBLEM ADEQUATELY STATED IS A PROBLEM WELL ON ITS WAY TO BEING SOLVED.

"What the hell is Nusas?"

"I don't know what Nusas is. I've never heard of it."

"If you ask me what Nusas is, I don't know."

"Nusas publicity is bad. At Wits they had this guy with a loudspeaker attracting everyone's attention."

"What's the use of writing when nothing can be done about the political situation?"

"I don't think it should be called Nusas as it doesn't represent the average student."

"I don't know anything about NUSAS, but I think it's bad."

"I know so goddam little about it. Nusas publicity is very bad - the posters are too complicated and refer too much to ecology."

"I don't know what the hell they're talking about. It's just headings to me."

"Nusas doesn't get through to the student. I don't know what the posters mean: they're too vague and I don't know what they're getting at."

"As soon as someone says Nusas I don't want to know about it. I don't know anything about Nusas but I think it's bad."

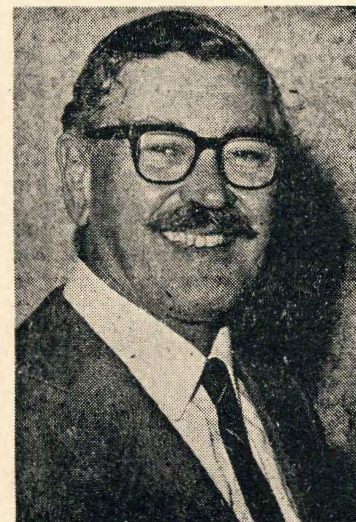
"Posters don't state their case clearly."

"Just don't ask me about Nusas. It gives me indigestion."

Quotes



Graaf speaks to Rhodeo



Rhodeo: What significance do you see in disaffiliation of the Durban campus from NUSAS?

Sir de Villiers: It could place NUSAS on a healthier basis. If all branches of NUSAS were individual and there was voluntary political support, it would be much better.

Rhodeo: To what extent do you think that the Schlebusch and the Van Wyk de Vries Commissions have brought about the political death of NUSAS?

Sir de Villiers: I really couldn't guess.

Rhodeo: In view of the undemocratic bannings which have resulted from Commissions of inquiry in the past, will the United Party still agree to serve on similar Commissions which may have similar results in the future? (March - 1973 - Sir de Villiers said this on United Party attitude - "We accept the findings of the Commission.") Fact - the United Party through involvement with the Schlebusch Commissions has collaborated with the National Government to punish students who have not faced trial in open courts.

Sir de Villiers: What a loaded question. My party never favoured restrictions without trial in which innocence was not assumed until proven otherwise. By 'similar' Commissions I take to mean the Schlebusch Commissions or such like. My party has suggested a permanent commission should be appointed that would only be acceptable if it could review the existing security conditions, examine the security under the present authorities. There has been no proposal of legislation that would satisfy these criteria.

Rhodeo: Should an alternative to NUSAS be established? If so what kind of institution should replace it?

Sir de Villiers: No alternative has ever been suggested. NUSAS, however, under proper management could be of immense use as a student body in S.A.

Rhodeo: Do you think that the banning of student political leaders is necessary and does it serve any purpose apart from eliminating opposition? (March 1973 - Sir de Villiers declared "We are totally opposed to arbitrary bannings without recourse to courts.")

Sir de Villiers: We are totally opposed to any restrictions on anyone's freedom without trial. Nobody should be banned unless they have been found guilty of a crime before the court.

Sir de Villiers Graaf.....
.....- Smuts sissies missed their busses after comemoration dinner.

Rhodeo: Rhodes University does not have and SRC at the moment. To what extent, in your opinion, have student bannings and government repression of student involvement in politics brought about the kind of student apathy that exists

Sir de Villiers: I cannot say - I'm not on the campus.

Rhodeo: Do you think that representative student involvement in politics should cease altogether?

Sir de Villiers: I am strongly in favour of students playing their part. It would be best played by encouraging the formation of branches of the existing political parties on the various campuses as has been done in many universities in the past. I remember from my days at Oxford that the Conservative Party had a branch and a political candidate, who was a student leader on the campus.

Rhodeo: Do you think that the gap between English and Afrikaans Universities is being widened or narrowed by political progress in South Africa?

Sir de Villiers: The problem in S.A. are so great and so pressing that people are tending to seek their past differences in their search for new solutions. Change will have to be fast and meaningful in the course of which this process will be expected. I believe that students should take part in 'live politics' and no just campus politics. In my opinion the students in S.A. are ready for it.

Rhodeo: Do you think that this weekend's NUSAS National Council meeting is as politically valid as the United Party meeting which is being held tonight?

Sir de Villiers: NO!

TIP ON NUSAS

ON THE DURBAN CAMPUS DISAFFILIATION FROM NUSAS

"NUSAS Durban branch has never been as strong as it is at present....I do not regard this as a sign of diminishing support for the national student body."

Tip explained that although NUSAS lost the referendum, their extensive pre-referendum campaign made more Durban students aware of NUSAS policy. Most NUSAS leaders have regarded this referendum as a 'seminar.'

Added Tip, "I am prepared to predict that the Durban branch will re-affiliate by the end of the year."

ON THE ABSENCE OF A SRC AT RHODES.

"I recommend that Rhodes re-establish a SRC but I must point out that SRC's are in no way obliged to affiliate with NUSAS. We are merely the national student body through which students can articulate their interests."

"NUSAS provides a forum for a wide range of activities such as seminars, tours, lectures and workshops in which any student can participate."

ON NUSAS AND POLITICS

"NUSAS is a political body in the sense that all aspects of society, such as art, culture and religion have political overtones

- it is not because of these overtones that NUSAS takes an interest in these fields."

ON ENGLISH AND AFRIKAANS STUDENT ATTITUDES TO NUSAS

"NUSAS is aware of the suspicion with which many English students regard it.... we can only combat this by promoting our awareness programmes."

Tip believes that many English students oppose Apartheid when they become aware of its implications.

"NUSAS Principles are in direct conflict with Afrikaans students beliefs. Afrikaans students see NUSAS as a purely political body opposed to Apartheid."

Tip has accepted an invitation for a debate with the Afrikaans Studente Bond (ASB) leader, in which each will defend the ideals of his organisation.

ON WHAT NUSAS CAN DO FOR THE STUDENT

Avenues for students to involve themselves in their future are supplied by NUSAS.

"A wide range of activities are organised such as seminars, lectures and staff-student workshops, in which any student can participate." Two of the programmes planned for this year are a staff/student workshop on 'University in S.A.' and a national seminar for women students.

The future success of NUSAS depends on the degree of government pressure exerted on the organisation.

Tip concluded 'I am confident that if the government pressure relaxed' support would increase rapidly.

Cedric de Beer.

The counter-culture had a deep rooted affect on many aspects of the societies in which it arose. It still reveals itself in a number of ways, and this is a matter of concern for all those with a serious interest in the social role of young people in general, and students in particular.

The time has come to settle accounts with this shaggy ghost from our past. It is necessary to look closely at the counter-culture, extract what positive elements it contains, discover its flaws, and to learn the numerous lessons that it can undoubtedly teach us.

There is little denying that the movement, at least in its earliest motivations, was a genuine social reaction to what was perceived to be a highly dehumanising society. A society embarked on a crazed search for money, power and status: sanctimonious and hypocritical in nature, neither the ideal place to grow up nor the ideal system to fit in.

But the critique was always inadequate, and the answers were non-answers. The two things are linked, and are inherent in the very nature of the movement.

Both the concept of a counter-culture, and the belief in the possibility of dropping out are self contradictory, and self-limiting. In a very real sense they define themselves in terms of what they reject. They say: 'I will not be this because you are. I will not do that because you do.' Instead of positively transcending what was regarded as evil, the counter-culture chained itself forever to what it rejected. It was fixed to what it would escape as a sha-

COUNTER CULTURE REVISED



dow is fixed to its object. It was doomed to a life of perpetual negativity.

Because of this, the movement was doomed to failure. It had no answers. Not everyone could drop out or the entire world would collapse in chaos. Yet dropping out was the most serious flaw in the whole movement: It was an option

for only a privileged few. To that three quarters of the world's population that live perpetually eyeball to eyeball with starvation, the whole concept of dropping out is a hollow and somewhat macabre joke. So the dropout becomes very much like the spoiled child who, finding things at home not entirely to his satisfaction, runs away in the full knowledge that should things not work out the indulgent and opulent parent is likely to take him in and celebrate his return by slaughtering the fattened cow. The movement, a mere fifteen years old, which started with high, albeit misguided ideals, has lapsed into a collection of self-indulgent and often parasitic splinter groups. There are lessons to be learnt here, and if we are to avoid making the mistakes which others have already made, it is worth learning them well.

The first is that opting out is not a solution, but an attempt to find instant gratification by those who are not prepared to work towards the society that they regard as desirable. As such it must inevitably fail. For those concerned with remedying the inadequacies that exist in society the failure of the counter-culture provides a vivid demonstration of fact of life; it is necessary to involve oneself in that society. It is necessary to subject it to rigorous scrutiny in order to discover precisely how it works.

This will prevent the repetition of the second great error perpetrated by the flower-children. They constantly focussed all

there scorn on the most superficial and obvious shortcomings of the society they chose to leave. They reviled the money grubbing, the materialism and the false values of the rat race. These are all symptoms. At no stage did they attempt to analyse the structure and dynamics of the social world that produced these things that they so hated. As such their rejection was stillborn, and could never move beyond the stage of negativity to the posing of real and constructive alternatives.

As a necessary companion to the counter-culture indiscriminate rejection of all things societal came a total suspicion of organisation, structured action and discipline. Yet without these three things, in a world constructed by man's social activity, failure was inevitable.

In conclusion then, the failure of the counter-culture has the following lessons for all groups which concern themselves with social injustice, with hollow and alienating nature of present day life, and with working towards a future where these things no longer exist. This article is written in the belief that these lessons have not been learnt, that traces of hippydom and freakiness still lurk in the student circles that could otherwise be more effective, and that it has become vital to rid ourselves of them forever.

This does not mean that we must return to old and strile worlds, accepting its values and institutions without question. What it does mean is that our questioning must be thorough. This will enable us to come to a total understanding of our society, and this is a prerequisite to changing it.

CAMPUS CONSULTATION CENTRE

Rhodes interviews Bruce Davies, who is in charge of the student counselling service

Rhodes: Could you tell us something about the Campus Consultation Centre?

Bruce Davies: The objective of the centre is to provide a confidential counselling and referral service to any student experiencing difficulties of any kind. Our hours are from 6p.m. to 11p.m. on Wednesdays, Fridays, Saturdays and Sundays. I must emphasise that we stress informality, so when a person calls at the centre she/he is likely to be welcomed and will be able to discuss whatever she/he wishes, with a counsellor over a cup of coffee.

Rhodes: What sort of problems do you expect to be dealing with?

Bruce: That's a difficult question - I suppose we will end up dealing with problems we never anticipated. I think however that the most common problems are depression, loneliness and anxiety. I'm sure that often people will just call with a momentary need - perhaps just to have someone with whom to share a hassle. On the other hand relationship problems, sex hassles,

and hassles related to drugs and alcohol might be common.

Rhodes: How great do you feel the need for a centre like this is on a university campus?

Bruce: Absolutely essential. About 10% of students in the U.S. are partially or completely immobilised as a result of personal problems which they have not been able to resolve. I see no real reason why South African students should differ greatly.

Rhodes: You mentioned confidentiality earlier on, could you enlarge on what you mean?

Bruce: This is absolutely vital to the counselling relationship. In short it means that on no account does a counsellor disclose to anyone information given to him by the person who comes to see him.

Rhodes: Could you elaborate on your referral system?

Bruce: Experts in various fields are available and a counsellor can contact them immediately if the need arises. Alternatively he may choose to refer the person who has come to see him to an expert. This panel include a psychologist, psychiatrist, an educationalist, a pharmacist, a legal advisor and ministers of religion from all major denominations.

Rhodes: Critics say that a student cannot offer psychological help to a co-student. How do you feel?

Bruce: That's simply not true. Thousands of counselling centres throughout the world rely upon trained lay members of the community to staff

them. I see no reason why we should not rely on people who are virtually 'professional' in the sense that they will be practising professionally in six months or a years time. What is important is that counsellors should have experts in the necessary fields on whom they can rely.

Rhodes: Do you think that students experiencing problems may find it difficult to pluck up the courage to visit the centre?

Bruce: Unfortunately this is often the case. I think that in the past society has often tended to regard the troubled person as something of a deviant. However are now acknowledging that problems are an part of life in the 70's. Furthermore everyone of us experience problems at times and our coping mechanisms are often inadequate and it becomes necessary to seek outside assistance.

I feel that in our case this problem is blunted by two factors. Firstly we have students as counsellors - there is not such thing as therapist meets problem, rather person meets person and together they work through the hassle. Secondly the centre is informal in its functioning. If counselling is best on the carpet over or cup of coffee, there is no reason why it shouldn't be so.

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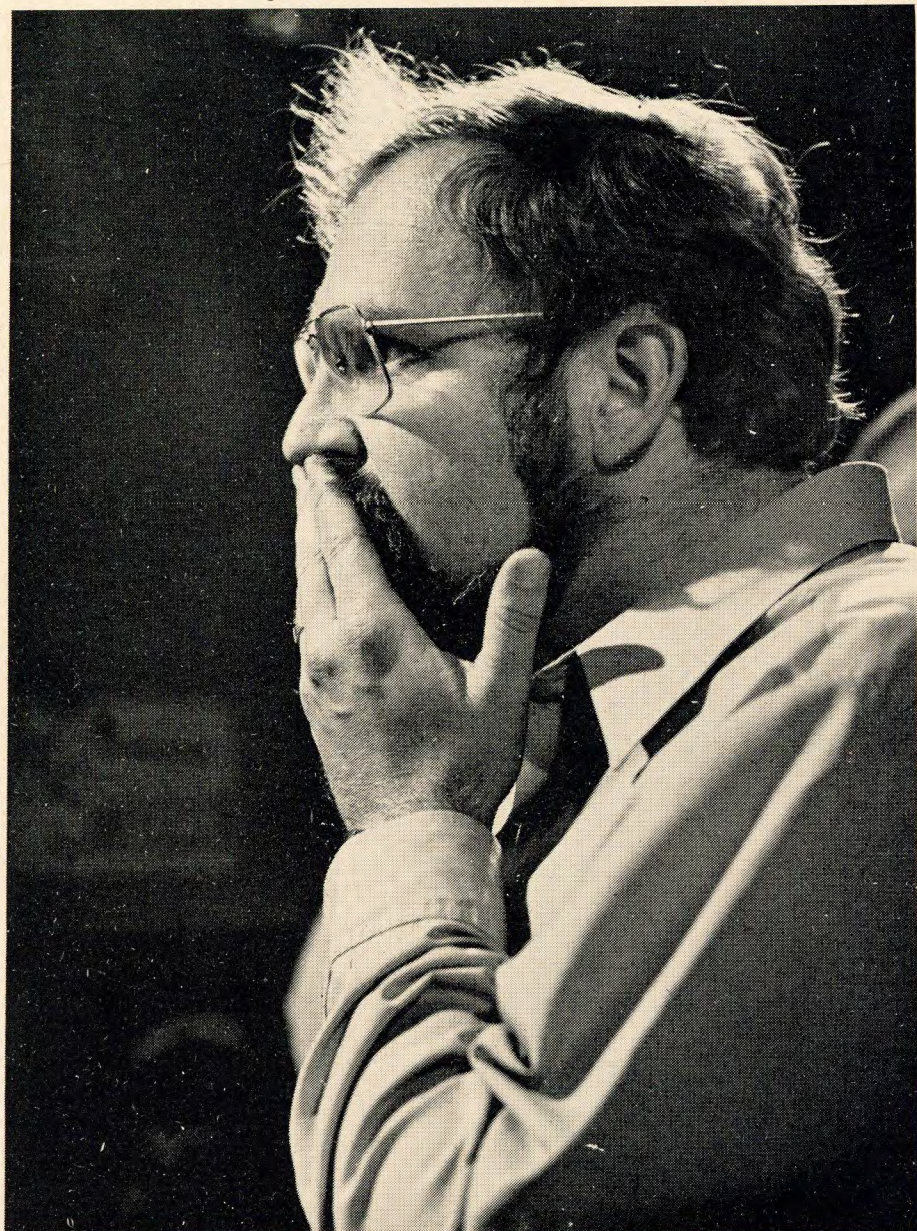
From now on Rhodes will be distributed free of charge.

Subscriptions will be refunded next term if requested.

KIDDIES AND WINNIE THE POOH



Kanga and baby Roo



The major Drama production of the year 'Romeo and Juliet', to be staged in the third term, will be directed by Roy Sargeant, Head of the Dept. Andrew Buckland and Alice Krige have been cast in the leading roles.

An adaptation of 'Winnie-the Pooh' staged last week evoked these responses from some children between three and nine years old.

Rhodeo: Had you heard stories about Pooh before you went to the play?

Children: YES!!!!

Rhodeo: Did you like the stories?

Children: YES!!!!

Rhodeo: Was the play like the stories that you had heard?

Children: (Puzzled frowns).
..... it was much better.

Rhodeo: What did you like best in the play?

Anna: The part where Pooh got stuck in Rabbit's hole.
Kathrine: When they caught baby Roo.

Rhodeo: Was there anything that you did not like?

Katherine: Yes, when they were lying around in the beginning and making funny noises - it scare me. Also when they all ran away at the end.

Anna: It was all nice.

Rhodeo: Who were the good people and the bad people in the story?

Children: No one was bad, but some were better than others. Pooh was the best, but it's not nice to have no brains like him.

Anna: I liked Rabbit best.

Lucy: I liked Kanga and Roo best.

Charlotte: I liked answering the questions that Pooh asked.

Rhodeo: Did you like the party?

Kathrine and Charlotte: YES!!
Anna: It was silly.

They then proceeded to show what they liked best. Kathrine played Ring-a-ring-a-rosies with Charlotte and Lucy described how they went through the tunnel. Kathrine ran out the room in the same way the actors said goodbye.

During a chat with the children they were all ecstatic remembering the performance. They acted out little scenes that they enjoyed and generally gave the impression of enjoying the production.

Our compliments must go to the four directors; Jane Osborne, Alice Krige; Paddy Lambert and Illana Kozlovits. They and the cast have provided a great deal of fun for the children of Grahams-town, not to mention the adults.

his majesty's

hill street

19 May - 21

19 - 21 May	The Long Dual
22 - 24 May	Ash Wednesday
26 - 27 May	Cesar and Rosalie
28 - 31 May	E' Lollipop
30 May (midnight show)	Love me, baby, love me.
2 - 3 June	Double Take
4 - 7 June	Murder on the Orient Express
9 - 11 June	Gypsy Girl
12 - 14 June	Intercine Project
16 - 21 June	Towering Inferno
23 - 25 June	Sonneblom uit Parys
26 - 28 June	S.P.Y.S.
30 June - 2 July	Best Pair of Legs in the Business
3 - 5 July	Don't look now.



PETE COLLINS'S 'WITS'

THE STORY OF A SOUTH AFRICAN UNIVERSITY

University of the Witwatersrand, Johannesburg

'White-hot Cinema, As Good As Anything Shot Anywhere In The World'

Percy Baneshik, The Star

A Living Pageant of South African History from 1866 to 1972

SEE ALL

South Africa's first diamond •
The Siege of Kimberley •
A Hundred years of Johannesburg
The Great Miners' strike of 1922
The first Wits Rag 1922 •
The Wits 'Peeping Tom' scandal
The Prince of Wales Hoax 1925 •
The Dramatic Wits Fire of 1931 •
The Role of Wits in World War II
Smuts and Hofmeyer 'Up North' 1942 •
The Incredible 'Stibbe Affair' •
1972's Nuclear Accelerator •

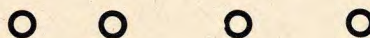
THE EVENTS AND PERSONALITIES THAT HAVE FORMED THE CHARACTER OF A COUNTRY AND A UNIVERSITY UP TO THE JUBILEE GRADUATION CEREMONY OF 1972.

AN EXCITING FEATURE-FILM FOR ALL AGES

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FRIDAY, 30th MAY, 1975

at 5.30 p.m.



other varsities

Varsity-UCT

"The campus is a government of professors, for professors, and by professors. Every campus has, of course, a parallel body known as 'Student Government', but clearly the term is a misnomer. Student Government is mickey mouse stuff, as any politically conscious student well knows."

WitsStudent

"The fact is that South Africans live on violence. Why worry if some lunatic decides to shoot a few people in order to make himself heard? At least he had the courage to commit his violence overtly and not covertly as the snivelling capitalists in Main Street manage to do."

"Students in this country have nearly as many principle as politicians on the national level. 'We have discovered the enemy', said Pogo, 'and it is us'."

Whats On-Rhodes

"With the Coronation Ball, a societies evening, Rag Queen elections and a Freshers' Camp as only a few of the high-lights....."

Irawa-OFS

Alle students moet krities selfondersoek loods. Afrikaanse studente kan en mag nie Engelssprekende students summier as "liberals" verwerp nie; net so moet die besef tot laasgenoemde deuring dat Afrikaanse students nie af te maak is as "rockspiders" nie.

Die uitgesproke anti-blanke houding van SASO lei bloot tot polarisering en hul vooroordele vertroebel die situasie en bied geen oplossing vir nypende probleme nie. Alle groepe moet besef dat beter wedersydse begrip gebiedende noodsaaklik is alvorens ons as students kan poog om ons deel by te dra tot die oplossing van die land se probleme."

"Kontak tussen die Suid-Afrikaanse universiteite is nie altyd wat dit behoort te wees nie en dikwels leef die students by mekaar verby."

Upen-UPE

"It is an accepted fact that students are privileged members of society. We are at university because of society and we have a responsibility towards those who are keeping us here."

It is time that we as students evaluate our positions as members of society and to become not only responsible students, but also responsible citizens."

This mini price index has been drawn up by Rhodoo in the students' interest. It shows up u.p.b. as being the prime rip-off in Grahamstown.

RIP OFF

	C.N.A.	U.P.B.	Grocotts	Modern Printers
Clipboard	85c	*95c	65c	80c
Ring Files	80c	*85c	65c	65c
Staidler	9c	10c	10c	9c



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