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SR

ON DIT

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INSIDE:
DUNCAN & ABBEY
ON THE ACT

8 JUL 1969

**WHETHER YOU LIKE IT
OR NOT
THIS UNIVERSITY
IS IN THE PROCESS
OF BEING CHANGED.**

***HOW IT IS CHANGED
DEPENDS ON YOU.***

**HOW MUCH
DO YOU CARE?**

SHOWDOWN LIKELY?



Last Friday between 200 and 300 students met at a General Meeting called by the SRC, and voted almost to a man (one opposing) to hold another meeting next Friday, to discuss further action against the objectionable clauses of the draft University Act, mainly those relating to student and staff representation on the University Council.

STUDENTS UNANIMOUS ON FRIDAY'S MEETING

The Act provoked immediate student concern when it was circulated last week, both because of the paltry representation it provides for students (and staff), and because it was drawn up without student consent. This remains true although SRC President (Bill Manos) did present an unauthorised "SRC Submission" to the Council sub-committee preparing the changes. Further, Manos' action was contrary to the directions of a general student meeting last year.

Last Friday's meeting, chaired by Manos, began with the Vice-Chancellor (Prof. Badger) outlining the major changes in the draft, and speaking as a member of the committee, although he said he considered the draft a "debating document"; he said he wished to hear the student voice, that they would be considered along with other "sections" of the university, and members of the university. He said that already the sub-committee had received submissions from the Union, the SRC, the Staff Association, the graduates, the Education Committee, and other bodies.

On the composition of the council, Badger argued that it was useful to have lawyers, doctors, businessmen, academics and so on, on the Council because of their experience, liaison with various areas of society,

and "good public relations" for the University.

He then detailed the changes in Council composition, adding, somewhat as an afterthought, two students, who were to be "representatives". The committee, he thought, had to achieve a "consensus"; it had to consider what the Government would do if it had room to.

BADGER EVADES

The meeting was then opened for questions.

It was asked why MPs and graduates should be members of the Council; Badger replied that there was "a general body of opinion..." which wanted these. When asked who these were, he said he would rephrase his answer "... I think..." When questioned on the provision of the draft Act which makes it inadmissible for the student and staff representatives to consider themselves delegates from their electorates, he said that this was "controversial". He felt there were problems in allowing the electorate to make decisions; they may not be well informed, for example. He then attempted to divert the matter by saying that the Council didn't matter anyway, that it was the academic structure of the university and the new "curriculum committees" which were the "natural" place for student energies.

He was then asked whether the basic principles of the matter were staff-student control, based upon the conception of the University as a community, as a community of interests. Then he was asked why people who do not live and work at university should have a say in decisions that affected staff and students only. Badger conceded that this was a point of view, but that still, other people were good to have around, and that if they were consulted on Council business, then they should have voting power.

THREE MOTIONS PUT

All three motions put were overwhelmingly carried; only one person opposed them all. The first motion provides for a call to the Council not to make recommendations to the Government until students could have enough time to make up their minds. The second motion arranged for another student meeting on Friday, at which the sub-committee will be present. Further, that all classes be suspended for Friday afternoon, so that the student meeting cannot be interrupted.

SUSPENSION OF CLASSES UNLIKELY

The Education Committee of the Council is believed not to have agreed to a suspension of classes on Friday, in its meeting last Friday afternoon.

The final motion condemned the practice of Council holding closed meetings and affirmed the right of students and staff to be present at Council meetings.

BADGER RETREATED BEFORE UNANIMITY

The meeting last Friday was remarkable for two reasons: first, it showed that the Vice-Chancellor offers little argument for the sub-committee proposals, that he could not meet the issue on its own terms — he could only evade, and refuse to commit himself. Secondly, the students present were unanimous; both the SDA group and the "moderates" agreed on basic issues in the meeting: that the Act was a retrograde step, and that this is a unique opportunity to open up mass student discussion of the underlying issues — issues of the nature and function of the university.

THIS WEEK

A large group of students feels sufficiently strongly about this issue that they are prepared to work for a very large attendance on Friday. There is a general feeling amongst these students that if there is not a mood of crises in the air, there is certainly a tremendous opportunity to basically change the nature of the community at this moment.

Therefore, in the history of Adelaide, this is very significant.

REVOLUTION

These are extracts from an interview on Radio Luxemburg during the May crisis in France last year, which was precipitated largely by student revolts within their universities. Those being interviewed are Alain Geismar, of the left-wing teachers' union SNESup, Jacques Sauvageot of the French student union (UNEF) and O. Castro, of the militant 22nd March Movement. These extracts relate to university reform and autonomy, and therefore have some heightened interest for us at present.

What ideal University would you like to see replace the one you want to 'Break'?

O.C.: We don't think it possible to define an ideal university. By criticizing what is, we shall finally define the themes of the ideal university. We know that the university is not an entity bearing no relationship to the society in which we live; on the contrary, it is part of it. The university cannot be changed without changing the society which it is adjusted to. Better functioning forms of university in society are realizable; they would be better adjusted universities, not ideal ones.

J.S.: The expression 'ideal university' is a bad one. Extremely concrete proposals on the most varied issues have emerged from the present discussions: on examinations, for example, or, more important, on the structure of the grandes ecoles. So the problem is not one of reasoning on a utopian basis, but of reasoning as a function of a practical situation; it is a question of a critical analysis, and of proposals related to this situation.

The students make two kinds of proposal: those regarding the results at the end of the year; the examinations and the admissions. These problems must be resolved concretely. And then there are those touching on more general problems without ideal solutions at present: what should be the aim of education? What should be the content of studies? The students are trying to lay the foundations for a new university in their current meetings. But you cannot ask them for ready answers, for we are only at the beginning of the constructive phase (what has not been done in ten years can't be done in a few days) and above all because all the basic solutions to academic problems bring the university environment into question.

A.G.: We made a critical analysis of the university situation a long time ago and the theme of our last congress was an attempt to alter a particular university practice. We advanced a number of topics that seemed likely to produce solutions: a critique of the compartmentalization induced by the old

faculty structures, from which arose the proposal of interdisciplinary departments; the problem of the lack of outlets for students eliminated during their studies, whence the proposal of diversified structures enabling us to give a professional training; the demand for greater autonomy for establishments of higher education, for a change in staff recruitment in higher education, and for student-teacher commissions. This happened two years ago, and we have still had no response.

We found our way barred by a double wall: a few mandarins rejected any change in the university, while the government sought to rationalize the system without altering it. We regard the present wide debate as very important, and we shall bring up all these discussions again in the battle. But we go further: our graduates find themselves in an impossible situation today, without outlets in the society. On the other hand, we have observed that once students have left the university and become cadres — those of them who can find employment — they are

integrated into the social system to the point of no longer offering it any challenge.

O.C.: We are not a union movement. We are not preoccupied solely with problems specific to the university. Rather, with those of society. Only as a result of a calm, reasoned political analysis have we reached the conclusion that the only interesting change is a revolutionary change, one affecting society as a whole. As we are in universities, we fight there, but we know that everything is interconnected. Our critique of the university can only result in a critique of society, hence the necessity to extend our action beyond the university context.

The Examination Problem

A.G.: There are two problems regarding the examinations. The long-term problem of radically questioning the examination system: examinations don't correspond to the real value of the candidates, they falsify a university system based solely on preparation for these examinations, and not on the acquisition of knowledge or methods of thought. On the other hand there is a much more immediate problem, that of bringing the present university year to an end so that everyone does not just for-

feit it. We are asking for a postponement.

J.S.: Our position on examinations is a position of principle and it has always been clear: we are against the examination system and we regard it as a means of selection and social segregation. Our commissions at present envisage transformations in the mode of assessment of knowledge, in its content and in the methods for its acquisition. As to this year, militants in the movement must not be discriminated against as compared with the rest. The students themselves in the various disciplines should work out the way the examinations can take place.

We also regard as positive the declarations of autonomy currently issued by the universities, even though they might constitute a chance for the government to install what it wants: a system of competing universities. We want to avoid this, so we shall set out our aims in this matter. We are interested in autonomy in so far as it ensures a real promulgation of the decisions taken by teachers and students. We demand: (1) that students should discuss the procedure and award system for degrees; (2) that the content of the tests be changed: no more essay, rather discussion-work in groups; (3) that students should participate in marking and in the final decisions.



EDITORIAL

The administration (that current bogey 'they') never tires of pointing out that students rarely go further than the student body and staff when considering issues concerned with the University community. 'They' at least, consider this a narrow view.

'They' would add the Senate, or graduates of three years' standing who elect the members of the University Council at present, and the administration (predictably). Some of them would even go so far as to say that the University community should incorporate the tax payer by the inclusion of parliamentary delegates, and judiciously-elected representatives of the world of commerce and vested interests.

On the other hand, it would seem that there are those who would consider that the staff-student complex is the major constituency of the University. It has been argued that only those immediately involved in the life that is peculiar to the University, of either teaching or studying in some discipline, are full members of that University. Administrators and bureaucrats then become the hired help, who put into effective practice the working of the system as outlined by those immediately affected by it.

In this view, the position of graduates is a comparatively simple one. Graduates are not part of the University. They once were, and because of this, it is hoped that they will follow with interest what is happening there, and provision is made for their being able to keep in touch without too much effort. Nevertheless, they are not members of the University. As such, there is no good reason for their having any say in the governing of it.

These are the issues which must be discussed now. The outcome of these discussions, or the lack of them, will directly influence the final draft of the amended Act which will be put before Parliament.

This affects not only those at the University now, but given the rate of change in the past, those members of this scholarly community as yet unborn.

It may well be that neither of these views is particularly relevant. It is possible, that, given the demands of society, the intensity of mechanisation and specialisation, and the concurrent demand for "trained" graduates, the University must inevitably become a technological institute, and that the only place for that unicorn, a community of scholars, is within the confines of a "Free U". In effect, we start from scratch.

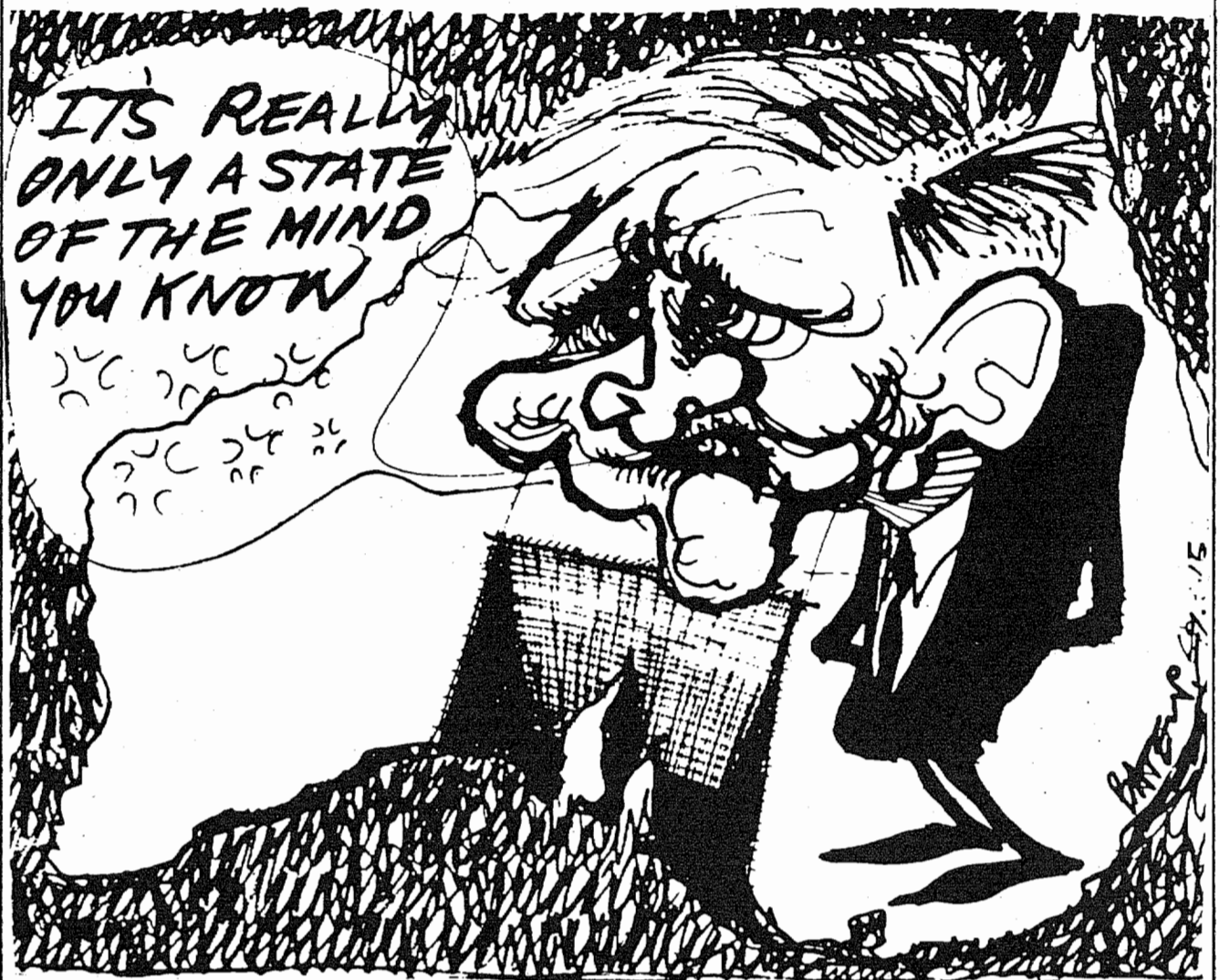
In such a case, the question, 'What is a University?' or, more particularly, 'What should a University be?' demands an entirely different kind of approach in the answer.

The debate in this case centres on the question of who should elect, if indeed they are to be elected, those who are to run such a technological college. If we are to pay more than lip service to the idea of democracy, then the answer must include those being trained.

The number of students on the Council, is a very unimportant question. In any contentious issue, students on the council would be very easily outvoted. The point is that students have no electing voice. A case can be made against letting Freshers vote, and perhaps, even, against second year. Those who have been here for three years are more likely to have had the opportunity to understanding the mechanics of this Council, if not the philosophy behind its *raison d'être*.

Given that we are part of an institution which is in a state of transition or consolidation, these are lines of thought along which we ought to be moving. At the very least, the issue must be thought through. It must be widely considered throughout the University before the draft is submitted to Parliament.

For these reasons ON DIT has brought out this special Minor Edition on "The Act." The debate on Campus continues. Ideally every student should contribute to it.



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TWO EARS OF CORN

"... whoever could make two ears of corn or two blades of grass to grow upon a spot of ground where only one grew before, would deserve better of mankind and do more essential service to his country than the whole race of politicians put together."

— Jonathan Swift —
from Gulliver's Travels, Book II.

This article was written for ON DIT by a member of the Pacifist Society.

The odds are against you. You're born into a country where the one day of the year of national importance celebrates an Australian battle of 50 years ago as the day on which the nation came of age. A primitive bloodying ceremony.

On TV the child rarely if ever sees the 'other side', John Wayne always kills the barbaric treacherous Indians: Steve McQueen always kills the morally inferior Germans.

In Primary school the child salutes the flag, sings the national anthem and learns about the Kokoda trail in Social Studies, from an entirely partisan point of view.

Anzac day ceremonies around the local cross of sacrifice tend to be emotionally charged and pride in Dad's and Grandad's exploits is reinforced by essay competitions which ask the 10 year old to relate, "What I did or saw on Anzac Day," or "A Brave Deed" (invariably "Simpson's Donkey").

He is not told of the acts of heroism behind German or Japanese lines; the possibilities of such occurrences is not even mentioned.

One wonders what migrant children feel.

Even is such an opposing view were taught at the local level, it would never be allowed on a large scale.

RSL JINGOISM

This was the case last year, when the higher echelons of the Queensland RSL forbade the laying of a wreath on "the day" by an ex-German soldier, so overriding the wishes of the local branch.

Contrary to popular belief, Anzac Day ceremonies in the capital cities do not celebrate "All suffering, in all wars" One

only has to listen to the Dawn Service, the later services, the radio commentators or note the absence of German or Italian participation, in the 'March' to realise this Anzac Day, remembers the Australian and New Zealand Army Corps, and in being an exclusively national commemoration, fosters militarism and nationalism.

Secondary school tends to confirm and reinforce in most students the prejudices of primary school. There are more ceremonies, and the school cadet system and heavier and more sustained pressures to become 'acceptable', 'in' or 'with it.'

There may be 'current affairs' classes but these by their very nature are set lessons for discussion of world politics — there is hardly ever any attempt to relate the decisions reached in these classes to the students other studies or interests.

BIASED SYLLABUS

History syllabuses in South Australia do not go beyond 1940 and very few students study history at matric level. There is always the pressure of study and the importance of doing well to discourage the student from thinking outside his syllabus.

Perhaps one teacher, or more rarely a cleric, may provide a cool oasis of reason in contrast to the wilderness of chauvinism. However, most teachers are the product of the system and the penalties for non-conformity and inde-

pendant thinking in the teaching profession, are comparable to those in the public service.

So it can be seen that in Australia today, all the odds are against the production of questioning, independent and rational thinking, of the kind that leads young men to challenge and disobey their government over the National Service Act.

THE NUREMBERG LESSON

Cast your mind back to the Nuremberg trials where German officers were found guilty because they had NOT disobeyed their government. These men were the product of a system far more authoritarian than the Australian.

They had odds against them which included a personal oath of loyalty to the Fuhrer, death as a punishment for disobeying an order or refusing to be conscripted, and they grew up in an era which for indoctrination, repression and unquestioning obedience has virtually no comparison with the Australian system.

It seems to me vitally important that we accept the Nuremberg judgements as valid, not only for twenty years ago but for today in Australia, where young men have a duty to disobey their government over conscription for the Vietnam War.

If we regard as guilty the Germans who did not disobey their government then we must regard Australians who obey the National Service Act as also guilty.

ON DIT is on the lookout for any student who is interested in any aspect of student journalism. Leave your name at the SRC Office with details of the work you would be interested in doing.

ON DIT is particularly looking for people who would like to help with distribution.

POOR COW
Village Cinema
Glenelg.
Night: 80c, \$1.20

Directed by Kenneth Coach ("Up The Junction" and "Cathy Come Home" for television) "POOR COW" is a story by Nell Dunn about London "Working-class" life among the garbage tins of Ruislip.

The poor cow of the title is a young married blonde (Carol White) whose husband is habitually in and out of prison. She consoles herself with a series of casual affairs and gradually drifts into a dream-world based on six months happiness with a mate of her husband's (Terence Stamp). He in turn gets a 12 year sentence.

It is a course, outspoken view of the world on the frayed edges of society, as disjointed as the narrative and lacking real hope. The film is not quite creditable and is slightly patronising and superficial in its characterisation. In such a grim setting one is subconsciously continually looking for a message which the film initially seems to promise.

Its failure to take a sentimental stand leaves one with the feeling that perhaps this was really an extravagant production for the domestic screen.

Keneally: HALLOLAN'S LITTLE BOAT
Sheridan, North Adelaide
\$1.00; 60c AUDS concession

Thomas Keneally's adaptation of his famous novel "Bring Larks and Heroes" is dramatically

brought to life under the direction of Jean Marshall, and makes a successful opening of the Adelaide Theatre Group's 1969 Season.

Halloran's Little Boat, set amid the open cruelties of a late 19th century penal colony, is a moving story of love between the young soldier Halloran and his "bride," Ann.

The acting is impressive, as is the atmosphere created by most effective staging.

The performance of every member of the cast was praiseworthy. Roger Marshman as Halloran, in his best role to date, appeared relaxed and confident. Adrienne Hicks, as Ann, gives a deeper, more sensitive characterisation.

It is to be hoped that Keneally's next play, commissioned for the 1970 Adelaide Festival of Arts, is as appealing.

Chris White

MADELAINE

MAGNIFICO



JOHN MARSTON reports on **THE SURPRISE** NAPIER LECTURE THEATRE 5 May 2nd and 6th A.U.L.S.

Shaken drama critics have been left for dead on the wet kerb by the Adelaide University Literary Society, which is to give the World Premiere production of "The Surprise" on Friday, May 2 and Tuesday May 6 in Napier Theatre 5.

IMPARTIAL PRODUCER

The playwright, Richard Madelaine, will produce, with a cast hand-picked from the tree of life, while the dew was yet upon them. In a clandestine interview with Mr. Madelaine, our reporter was assured by the author that his production would be impartial.

"I have collated my manuscripts carefully, to ensure a definitive text," he said, with raised eyebrows, "but I will have to see to it that the actors depart from it as much as possible."

"The Surprise" is a nostalgic satire, which makes passing reference to Ethiopian burial practices, a recent university drama production, and a well known South Australian politician.

Madelaine allows "The Surprise" to be referred to as an anti-play (but more play, than anti).

It promises to be the Dramatic, if not the social, event of the year.

Bearded ballerinas anyone?

BIRD OF THE WEEK

We were on the same bus together, quite by accident.

She came and sat down next to me. Yes, I did know who she was. She was Candy Gray, first year Arts student, and our Fresher Bird of the Week. She was pleased that I knew her. I was pleased that she sat next to me.

We talked.

Actually I talked. About student power and the idea of revolution and the necessity for education to start all over again and the problem of communication. I was aware of a bald-headed black tie and white shirt behind me listening.

The bus rolled on.

Candy was quiet and unassuming, but pleasant and happy, I thought. Not quite sure whether what I was saying (if it made any sense anyway) was really relevant or not, but ready to listen and to comment and to smile which she did often.

We got off the bus together and walked through the city to the gates. There we went our own ways, she to a lecture, with briefcase full and swinging, filled no doubt with blank pages waiting for wisdom and knowledge. I forgot where I was headed.

But who can deny that Candy Gray is set for a year of University life and all (or whatever) that means? Nor can a solitary soul dispute the fact that Candy will receive a small token, courtesy of ON DIT, for being our third bird.

Photo: Ken McClay



STAR CROSSED SHAKESPEARE

We all sat there on Saturday, each on our own plot of student concession grass in the intense cold, all of us trying to muster enough intellectual prowess to be able to handle the Cherryian extension of the immortal bard.

The stage brandished large sticks into the air; hexagonals, circles and even squares adorned the back canvas; scaffolding was laid bare.

Finally, suddenly, on loud speakers we were charmingly welcomed to Flinders University. Everything monstrously suggested that we were in for an avant-garde Shakespeare somewhere precariously pitched between Brecht and Ionesco. Yet the very fact that this did not happen made the play a successful performance.

THE BARD EXPANDED

But the big question for us of the University of Adelaide, is how did Professor Cherry manage to expand the bard, restraining himself within the dimensions of the play and what did he come up with?

It is here that he has something in common with Zeffirelli — both cheat. Zeffirelli on the one hand put the play into a film, thus creating entirely new dimensions. Professor Cherry, on the other, put the play into the open air in a windy gully at the beginning of winter.

VERFREMDUNGSEFFEKT

Most of us heard the play over loud speakers from microphones stationed in front of the stage. This had the effect of distancing the actors from us so that we found ourselves looking onto a world instead of into it. — Actions were emphasised in semi-mime, where the words became detached from the lips of the characters. — Thus "Bert" Brecht was given a spiritual touch to his *verfremdungseffekt*; also, it had the effect of involving the audience, by surrounding them with sound.

SENSUAL

Here Professor Cherry used all our senses to create a vital idea of pace, time, inevitability and rounded youthful love. The huge sticks

held by servants et al reached up higher than the scaffolding. Juliet gripped the scaffolding in anger as if it were a subtle substructure of chartered civilisation, and Romeo threw his dagger at the shapes on the back canvas. Music clashed in conflict. The drums, "inevitably drumming a march forward," became more frequent as an open love tune, softened and yet sometimes revived. The sticks combined with the pace and complimented and contrasted the rhythmic natural dance at Romeo and Juliet's first meeting. This enhanced the poetry without letting it become a recital of sonnets.

These techniques were united in visionary spectacle where the actors frolicked and wept. The light world of love and merriment was centred in light on the stage proper but with Mercutio's death most of the conflict was then transported to an upper balcony.

The voices echoed off the glossy Flinders buildings, and Juliet's "shroud" fluttered in the breeze.

Out of all this labyrinth of effect, performances are not really relevant, because Professor Cherry gave the impression that by injecting rhythm, and imposing dynamic synthesis on the play, it was, in a sense, merging characters into worlds and wholes within the universe in which the audience were also involved.

TRAGEDY OF TIME

The play has been criticised for lacking true tragedy. It is perhaps instead, as Cherry seems to suggest, a dynamic play of pace and the tragedy of time where reality experienced, and reality hoped for, do not coincide; where youth cannot mature fast enough, and strife is begun and healed with sacrifice.

Into this world of many facets the director brought many differ-

ent characters. Ross Thompson's Romeo and Edwin Hodgeman's Mercutio were sensitively and deeply acted, and Gail Clymer, although at times, perhaps, with a slightly wrongly pitched voice (fitted into the play with ease. There were in fact no real worries about performances, and all aided the production by not stealing the show from the nurse to Escalus himself.

CONTEMPORARY APPLICATION

It was a stimulating performance which suggested application to the contemporary world, with the least implication. The play, without any straining, was given modern and, if one might dare to use the word, emergent qualities.

Many might have disagreed with certain effects where microphones, or actors, were badly placed, and certain very small scenes seemed ridiculous in the more restless, moving, universal quality of the play.

What is most important, is that it was an attempt at "experimental" theatre using an outdoor theatre, as if it were an outdoor theatre and not a well ventilated Adelaide centre of indoor culture. It was unfortunate that some of the audience still found it necessary to laugh even at "the height of tragedy"

Zeffirelli's production of "Romeo and Juliet" may not please the purist who demands that Shakespeare be treated seriously, but almost certainly it will please most other people. What Zeffirelli has done is to stretch the fun and stress the spectacle.

The action and the tragedy are determined, in the film, by capricious circumstance, rather than by the malevolent fate which is always present in Shakespeare's play. Instead of emphasising the helplessness of the two lovers, Zeffirelli stresses the vagaries of chance, and a less than adequate messenger service.

For this reason, enjoyment of the film comes, not from an appreciation of the lyrical portrayal of the lovers' plight, as from the comic situation engendered by their unrestrained puppy-like passion.

The sacrifice of the poetry for comedy and spectacle is successful, judging from the 'oohs and 'ahs' from the jaffa-rattling, krisp-krunching audience. While scenes of physical action are extended, much of the clever verbal interplay is condensed, or omitted altogether.

It is unfortunate, that in simplifying Shakespeare's plot, tone and atmosphere by omitting much of the witty repartee and lyrical dialogue, Zeffirelli creates for himself the problems of transition from the light and comic to the sombre and tragic conclusion

which the plot necessitates. This transition is not smoothly executed, being too sudden, and only thinly disguised by Juliet's whimpering, and somewhat irritating hysterics.

A more disappointing factor, is that such poetry as remains is not always delivered well. Leonard Whiting (Romeo) and Olivia Hussey (Juliet) are most at fault in this regard. They are not bad, so much as inconsistent, and their lack of breath control finds them out.

PANDER TO THE LIBIDINOUS

A notable exception to this is the balcony scene, to which Miss Hussey lends a fresh and vital air. But in pandering to the libidinous masses, and in his search for the comic, Zeffirelli allows this to be overshadowed for he has Romeo swinging ape-like in a tree, and Juliet displaying her bosom in a way which would have been more appropriate in "Tom Jones". It is more than coincidence that the only low cut gown in which the heroine leans forward consistently?

There are one or two such flaws, such as the sometime inappropriate correlation of music to lines or action. The lovers' first kiss, for example, is taken to the accompaniment of an almost melodramatic crescendo to violins.

FLAWS REDEEMED

But on the whole, these flaws are redeemed by the colour and beauty of the settings, and the sheer exuberance of the production. Zeffirelli also makes imaginative use of repetition of certain movements in concert, which has a dramatically unifying role.

One can thus appreciate the visual thematic link between the circular movements of the Prince of Verona, as he admonishes the Mon-

taques and the Capulets in the opening scene, and the playful, anticipatory game of circular hide and seek, in which Romeo and Juliet engage at the Ball.

The same revolving movement of the dancers is recalled by the ring of men around the duellists in the fight sequence.

A similar link exists between Juliet's lament for the dead Romeo from behind the pillar in the vault, and the earlier scene, where she takes refuge, from her father's wrath, behind her nurse's robes. Such repetition of movement, with imaginative control of light and colour, are most effective, and are appropriate to the varying moods of the film.

OUTSTANDING MERCUTIO

Of the performances John McEnery's Mercutio was outstanding particularly during the Queen Mab speech, where he speaks from behind the flaming torch. His comic movements are not balanced by the more serious exchanges, where one senses his deep affection for Romeo.

One feels Zeffirelli's personal preference for Mercutio, as he makes his rival, Tybalt, into a petulant and spiteful character. This seems a dubious interpretation, since it deviates from Shakespeare's intention, that both young men should seem driven to their deaths by the same blind sense of honour.

In the duel between the two, however, Zeffirelli suddenly creates the feeling that there is little more than playful rivalry between the two, there being none of the urgent desire for revenge which is present in Romeo's fight with Tybalt.

NO DENIGRATION

This is not to denigrate the production, for it has not made the play any the less enjoyable. The colour, action, and spectacle of the film have made it outstanding in a different way, and for a wider audience.

Zeffirelli has in no way abused or misused Shakespeare. He has merely stressed the comic possibilities and coincidences latent in the play.

GRANT ELLIOTT
reviews
ZEFFIRELLI
JONATHAN GILLIS
reviews
CHERRY

ON DIT SPORT

JUDO

The Adelaide University Judo Club is undoubtedly the strongest contest club in South Australia. With such players as Hugh Williams (second Dan and club coach) and Ken Coates (First Dan and assistant coach) in the club, the reasons are clear.

Both these players have impressive contest records, having been State champions in their weight divisions for the last three years. They are potential members of the Australian team to be selected later this year.

With only a limited time available, all training over the last few years has been hard and rough in order to produce contest players. With more training time than in previous years,

the club has decided to cater for both contest players and people who wish to play Judo for fun, to keep fit, or to learn the gentle art of self-defence.

Coupled with a full social calendar this should satisfy everyone.

A course for beginners (both ladies and gentlemen) is commencing this week in the upstairs University Gymnasium. Anyone interested is welcome to attend any of the training sessions or contact the Sports Association Office. Training for beginners is on Mondays at 7.15 p.m. and free Saturdays at 8.30 a.m. or Sundays at 1 p.m. Contest sessions for higher grades are on Wednesdays at 7.15 p.m. and Sundays at 8.30 a.m.

BASKETBALL

Basketball is one of the few sports whose scores are not published in *The Sunday Mail* each week. For this reason ON DIT will print the results of basketball matches each week as a service to its readers.

Week ending March 22:

A lost to C.Y. 25-32; B lost to North 32-37; C lost to United Church 20-28; D lost to West 40-43; E defeated Richmond Ales 38-32; F lost to Pauldings 25-32; G lost to Coldstream 27-30; H lost to Eagles 11-41. Div I defeated ATC II 61-9; Div II defeated Magpies 20-12; Div III defeated SAIT 40-10.

GOLF

On Sunday, March 16, in the afternoon, the matches were much closer. They were played off handicaps. Adelaide had to give their opponents up to nine strokes. However, with Perks (3 and 2) and Edwards (7 and 6) winning convincingly, and Cherry and Taplin scrambling home on the 18th green (Parsonage again only managing to square his match), the team ran out comfortable winners.

Events such as these should be arranged more often. They give valuable competition to both sides.

ATHLETICS

The State Club Athletics Final began last week at Kensington on Saturday March 15. The A Grade premiership clash between combined Teachers' Colleges, Adelaide University, and Western Districts was expected to be the closest Final for several years.

Early tipping slightly favored Teachers over University. On the day itself both clubs were suffering from absence and injury. Happened on the scene Dark — horse Westerns (there's a gun there somewhere we're sure) to challenge University's 1967/68 premiership.

University began well. Tim Anderson and Peter Griffin took first and second in the 110 m hurdles. Brian Horton finished an unexpected second in the Walk. Alan Bradshaw and David Stokes gave University another 1-2 sweep in the 100 m, but Western gained top points in the walk and followed this with a first and second in the Javelin.

They had then drawn level on points with University Teachers were already dropping back noticeably. They certainly missed the all-round strength of decathlon champion John Hamann.

A good win by Peter Griffin in the 400 m helped University gain a one-point lead which was unaffected by Teachers' 150 m win. University's Ross Woithe and Phil Henschke gained the same points as Western.

Without its two leading competitors in the Shot, and despite a first to Bill Gould, University's lead remained slight, and after the High Jump Western

able to gain a lead. They consolidated their position in the Triple Jump. At this stage, Teachers were struggling to keep in touch.

Western's three-point lead over University remained unaltered by the Steeplechase won by Teachers. In his first competitive run for some months, Jeff Pentelow ran a good second.

The unbeaten University 4 x 100 metres Relay combination of Bradshaw, Stokes, Anderson and Griffin put University back in the lead.

A win by some 15 yards enabled University to end the first day with a two-point lead. Unfortunately, the relay win was clouded by the negligence of Officials who forgot to remove starting blocks from the track. As a result of this thoughtlessness Peter Griffin tripped as he crossed the line.

His loss from the second day of the competition, if his ankle is badly injured, could well result in the club's defeat. That such a possibility should arise is lamentable: The negligence of the State Track Officials is disgraceful.

INTERCLUB FINALS
Score after the first day:
University: 88
Western Districts: 86
Combined Teachers: 60.

Basketball

In a very even competition in B grade, University, in losing last week, fell from equal third to eighth place.

That's what they call 'being dropped.'

FAIR GAME PRIORITY

The big Lindy award for the Australian Sportsman of the Year was presented to Michael Wendon in Port Moresby last week. Wendon won from such distinguished sportsmen as Ian Chappell, Lyn McClements and Lionel Rose, for his great achievement of two gold medals at the Mexico Olympics.

But did it make page one? Not quite. In fact it only rated three column inches in the sports section below such obviously more important articles as the mid-week country race meeting and the first inter-club football trial.

We may have read Wendon's story before, but surely this great honor warranted a better article than it received.



HOCKEY



Come on, you feminine little things. Join the feminine people with a new set of values. Learn how (learn better if you think you already know how) to wield a hockey stick with elegance, finesse and plain old muscular strength.

No muscular? Develop one by coming out to the training sessions on Tuesday, Wednesday, and Thursday (plus any other days if you wish) at 5 p.m. (or before or after).

Don't be scared. Think how well you will be able to defend yourself with a hockey stick later on (that's if you want to defend yourself). It really is the perfect way to get fit and to build up lovely flattering muscles in all the right places (REALLY???)

Come out on Saturday afternoon, March 29 and have a bash. Incidentally, Intersity is at Monash, August 18-22, this year (hint).



SPORTSMAN OF THE WEEK ROBERT O'SHANNASSY

With only two and a half seasons of district cricket behind him, Robert O'Shannassy has become one of the outstanding future prospects for State representation.

He moved straight from High school to district cricket, beginning with Prospect in the last half of the 1965-66 season. He capped off this meteoric rise by taking 5/26 in the season's Grand Final, a performance which he considers his best individual effort.

Switching to University in 1966-67, Robert took 47 wickets at an average of 12.1 runs each. He was awarded a Blue in his first season with the club. He continued in the same form this season, capturing 39 wickets at an average of 13.0.

O'Shannassy has also been a member of the State Practice Squad for the whole season, and represented the State against Western Australia in the Under Twenty-Three team, where he took 5/30. Describing himself as 'a bit of a basher' he is nonetheless a useful batsman and has the makings of a fine all-rounder.

Robert was further honored last week when he was named District Cricketer of the Year, an award based both on demeanor on and off the field and general approach to game, as well as on ability.

A second-year pharmacy student, his ambitions are to make the State and, if possible the Australian teams.



Medical Undergraduates!

There are unrivalled professional career opportunities as Medical Officers in the modern

 **Navy Army**
 **and Air Force**

with all the benefits of Commissioned Rank, generous pay and allowances, and study costs paid.

If you are accepted to complete your degree studies in the Undergraduate scheme, you will have your University tuition and examination fees paid, all necessary text books provided, meals and accommodation provided — or receive an allowance to cover them. You will receive free medical and dental attention and hospitalisation. A generous salary will be paid while you are studying, plus a clothing maintenance allowance and, if applicable, a marriage allowance.

Upon graduation you are guaranteed a professional appointment with status, appropriate salary and retirement benefits.

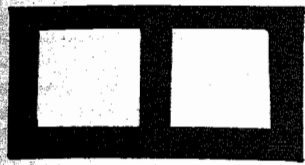
The life of a Medical Officer in the Navy, Army or Air Force, is a rewarding one, with opportunities for travel,

Issued by the Director General of Recruiting, Department of Defence.

diversity of experience, advanced specialised training and promotion. There is plenty of sport and recreation, Officers' Mess life, social activity and wonderful friendships to be made.

If you have successfully completed the first three or more years of your medical course, you are eligible for acceptance under the **Undergraduate Scheme**. Applicants must be Australian Citizens or British Subjects ordinarily resident in Australia.

Full details and conditions for acceptance are available to you now. Visit the Services Career Officers at: Recruiting House, 125-127 Pirie St., Adelaide, S.A., 5000, telephone 23 2891.



**GRAEME
DUNCAN**

**BRIAN
ABBAY**

THE ACT: IMPLICATIONS

The student radicalism of the past few years has thrown into prominence many matters of wide social and political interest, one of the most important of which is the question of the governance of universities. The present move to amend the University Act must be viewed against this back-drop of increasing concern and rapidly changing ideas about university government.

The rather conservative proposals put forward by the Council's five-member sub-committee a fortnight ago have already attracted a good deal of criticism from students and, to a lesser extent, from academic staff.

In this article we discuss the implications of the suggested amendments, some specific criticisms, and the basic assumptions underlying the views of the sub-committee and its critics.

We are certainly not attempting an analysis of the real University power structure — that would entail a detailed investigation of those pockets and niches in which power accumulates whatever the wording of constitutions and formal statutes.

ADELAIDE NAME

At present Adelaide has a name among Australian universities for being relatively democratic in its structure and conduct. Of course that is absolutely no warrant for refusing or neglecting this opportunity to make whatever improvements are possible. These days, more than ever, we cannot afford to rest on our laurels and accept or justify arrangements simply because they have been found satisfactory in the past: things are not as they were. Existing institutions will come under increasing strain.

Opposition to the draft legislation has taken both moderate and extreme forms. Some critics more or less accept the basic presuppositions of the sub-committee, but reject certain of the recommendations; while others advance an entirely new philosophy of university government, and wish to scrap the draft Act in toto.

ELITIST REVISION

The moderates argue that the new proposals do not even preserve the degree of decentralization and autonomy guaranteed by the existing Act, and hence fight to conserve its democratic features against the elitist revision. They point to the diminution of the Senate's role — in particular the loss of its power of veto over Statutes and Regulations made by Council. Though the veto has never been used, its mere existence is believed to serve as a democratic restraint, on the Council's conduct. Why else, they ask, would the Council want to remove it?

Opposition to the extension of the existing provision for ex-officio members and the introduction of provision for co-opting three members also rests on the view that the changes are undemocratic, insofar as they represent a move away from the elective principle.

These provisions will probably strengthen the influence of outside bodies and interests in university affairs.

VC'S DEFENCE

The Vice-Chancellor, defending the proposed changes, has said that the provisions will enable the Council to make helpful friends in high places, and fill any gaps that elections may leave in the Council's range of experience and skills. In any case, say the Act's supporters, the Government will probably force on us some such provision, and perhaps a worse one. So, better we choose our own misfortune.

This defence forgets three things. In the first place, friends in high places are often readier to impose constraints than pull strings. Secondly — the gaps of which the Vice-Chancellor speaks: would he suggest that similar gaps in Parliament be filled by co-option? How do we identify the gaps, and choose the most suitable people to fill them? Why can't the Council consult specialist advisers as particular issues crop up?

Thirdly, if indeed the Government does intend to inflict nominated members upon us at all, why shouldn't it bear the responsibility? Why succumb before the threat materializes? If it does not materialize why not then lobby to defeat it? If you fear a theft, can't you do better than destroy your valuables? The argument that the University should act before the Government brings pressure upon it is an extremely undignified one, and one that seems more out of place in a university than it would in many other places.

The sub-committee's approach and the Vice-Chancellor's remarks appear to rest upon an implicit and false notion of what is "political" and what is not. The Council, as a general policy-making body, exercises power over members of the university and therefore, in accord with democratic principles, it ought to be made more, not less, responsible to members of the university. Co-option and an increase in ex officio membership are retrograde steps.

CO-OPTED WITHOUT INSIGHT

A closely related assumption apparently made by the sub-committee is that there is some "general interest", beneficial to all sections of the university, and discoverable by worthy and respected men of good-sense and goodwill. Again this ignores the inescapable political element of conflict. Men — and students — of goodwill and intelligence will continue to disagree fundamentally over the meaning and content of the general interest. The sort of men who might be co-opted, no matter how long their experience, no matter how high their public position, are unlikely to have any special insight into the needs and inspirations of present and future generations of students. Indeed the background and social standing of such men may prevent them knowing very much about the peculiar problems facing universities now, or the minds and concerns of students today.

They may, indeed, regard the university as a business enterprise,

rather than as a vigorous, untidy, and sometimes improper community. They are likely to favour the conventional and orderly above the unusual and the troubled.

Moderate critics of the proposed Act generally seek to overcome these difficulties by eliminating the co-opted members, and reducing the number of M.P.'s, thus making more of Council's 25 or 27 places available to staff, students and graduates. Such a compromise seems workable.

RADICAL HUMANISM

Radical critics draw much of their inspiration from the revived humanism and communitarian ideals of the fast-growing New Left movement.

According to them, the unequal distribution of power and the illiberal uses to which it is put in the wider society, are found reproduced in their universities — the university becomes a miniature of the apathetic, unequal and conformist society in which it exists.

The remedies proposed always involve increased direct participation by the individual in group decision-making. The hope is that the cultivation of concern and, with it, a sense of immediate personal responsibility, will produce a better system at the same time as it produces better men.

These critics would replace the proposed system of limited representation with one of direct participation by every member of the university. They would seek to break the inhibiting and corrupting bonds which now bind the university to society. Hence their outright rejection of voting rights for graduates already absorbed in society, of co-option, of closed meetings — of the whole system of remote elites and apathetic masses.

COMPELLING IDEALISM

This is an idealistic program, though it is none the worse for that. More attention needs to be given to developing actual methods of realising the ideals; nevertheless the vision is an extremely compelling one, which recalls the ancient traditions of the self-governing community of scholars.

Such a notion of the university seems considerably closer to the ideal than that intimated in both the words of the proposed Act and its supporting arguments. That Act is retrograde in terms of democratic principles, which are not sacrosanct, as South Australians must certainly know — and its one step forward (minor student representation) is over-shadowed by its two steps backward. The true constituents of the university — its students scholars and teachers — are given much less weight than is possible and desirable. Moreover, the Act seems unlikely to result in the infusion of skill which its supporters seek — and which could be provided in easier and less anti-representative ways — and unlikely to result in increased perceptiveness and closeness to the needs and troubles of the university in the modern world. And that closeness is becoming a more urgent necessity every day.

Professor Graeme Duncan is professor of Politics, Adelaide University. Mr. Brian Abbey is a lecturer in the politics department. Professor Duncan has recently been giving a series of lectures at the Free U.

ON THE VINE

The Great Debate over the proposed "reform" of the University Act to allow for the election to the Governing Council of non-representatives from the student body continues unabated.

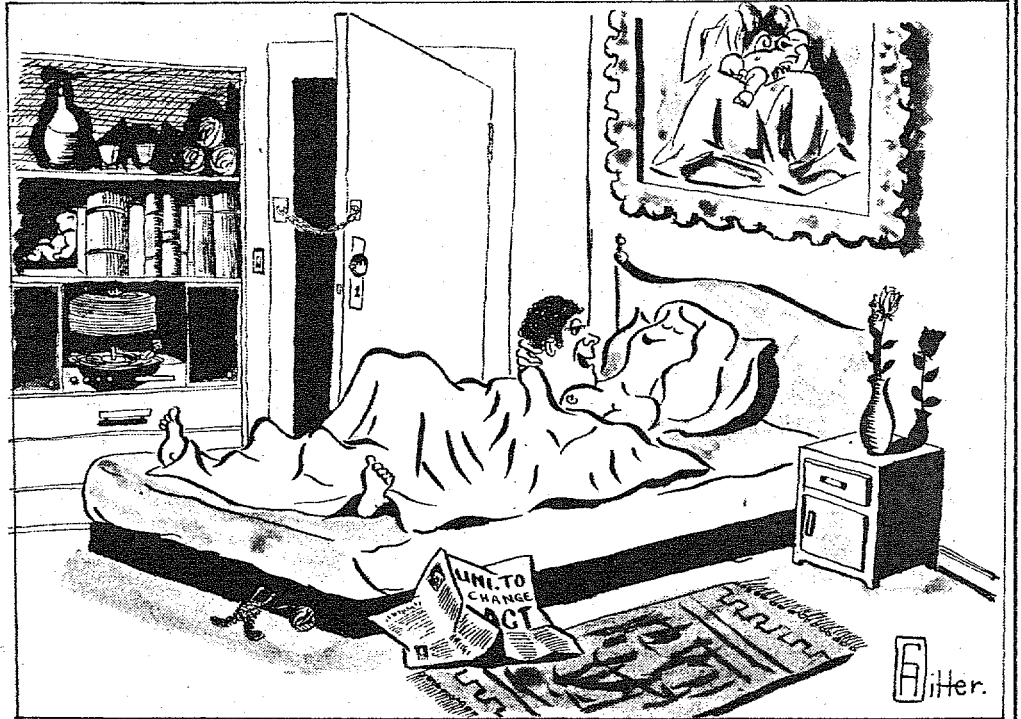
Recent developments include the calling at an SRC General Student Meeting last week, for the suspension of all classes this Friday afternoon, so that a further meeting on the issue could be attended by as many students as possible. A motion to this effect was passed at the meeting with only one dissenting vote, and pained expressions on the face of Chairman Manos and Vice-Chancellor Badger. It could be said in some circles as a result that the revolutionary situation is excellent.

EDUCATION COMMITTEE REACTS

Certain other circles obviously thought so too. The Education Committee, which comprises the heads of each Department in the University met shortly after the General Student Meeting. The news was duly conveyed to the Committee that 200 students had called for the suspension of lectures on Friday, and questions were asked as to how great a percentage of the student body did that represent.

A motion to the effect that students who attended this coming Fri-

I doubt whether we'll get anymore out of it!!



day's meeting during the afternoon would not be penalised was narrowly defeated.

It is even rumoured that cries of "crush the student revolt" were heard from the Reaction on the Committee. This remains a rumour without foundation, of course.

The unveiling of the draft Act has certainly touched off a spate of rumours, none with any basis of substantiation. It is rumoured that the powers that be feel they have botched the whole thing and allowed one Mr. O'Brien and his janizaries to take the issue out of their hands.

STAFF UNEASY

Other rumours to the effect that even the Academic Staff — or should we say many of the staff — are unhappy about a number of the new proposals. The Staff Association in its meeting to discuss the draft Act rejected many of these proposals as retrograde ones, and some staff members are said to feel that more time is needed to discuss them fully. However, neither the staff nor the students need have worried unduly at the time factor, as it has emerged that the Regis-

trar, in terming the matter "urgent" had misinterpreted the Council's intentions.

Rumour originally had it that the Council was to meet for its final consideration of the draft on Easter Saturday. It can now be said with assurance that the Council is not scheduled to consider the report of the Special Committee (on reform) until May.

WILL STUDENTS BE HEARD

Be that as it may, a motion was passed at last Friday's General

Student Meeting, by the 200 members of the study body present, signifying the wishes of that body for more time in which to consider the whole question of representation and University government — no doubt, cutting their noses off in the process. Final rumour has it that all the meetings in the world will be to no avail until such time as 4,500 and one students from this University, meeting as a body, consider the matter, at which time they will be regarded as perhaps having some good ideas after all.

—SNOOPY

A GENERAL STUDENT MEETING HAS CALLED FOR ALL LECTURES AND TUTORIALS TO BE FORMALLY SUSPENDED ON FRIDAY AFTERNOON TO ALLOW ALL STUDENTS OF THIS UNIVERSITY TO ATTEND A SPECIAL MEETING WHOSE OBJECT WILL BE TO DISCUSS THE ISSUES INVOLVED IN THE DRAFT ACT. IT IS IMPERATIVE THAT STUDENTS ATTEND THIS MEETING ON FRIDAY MARCH 28TH REGARDLESS. WATCH FOR FULL DETAILS.