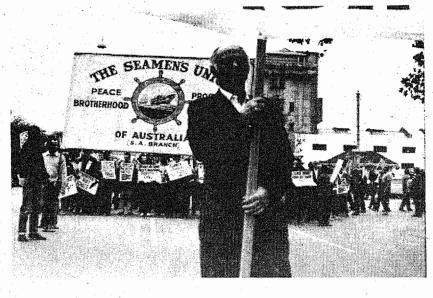
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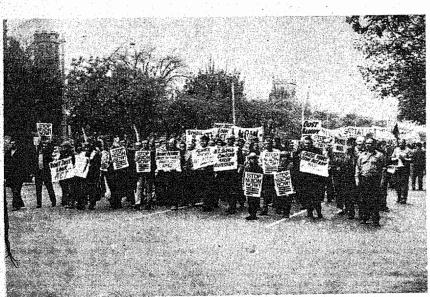
31st May, 1972

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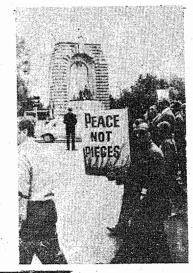


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OH WHAT A LUVY WARGE

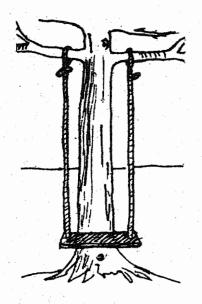
CONDEMNATION OVER AT-TACK ON THE VICE CHAN-CELLOR

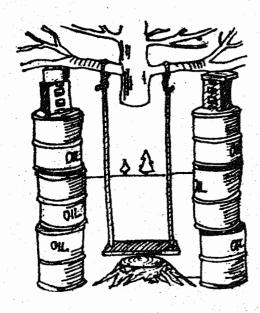
Dear Sir,

The Committee of the University of Adelaide Staff Association condemns the anonymous, unsupported attack on Professor Badger in the recent unacknowledged broadsheet (Badger whom?).

The Association does not necessarily support the procedures followed in the recent appointment of Professor Badger for a further term as Vice-Chancellor and our views on this matter will in due course be communicated to the University Council. Whatever the shortcomings of these procedures they do not provide a justification for a scurrilous, personal attack on Professor Badger.

Yours faithfully, I. D. John. President.





Come all you peaceful people, the time has come for you to lay down your car keys. Put aside your bus passes and beat your plough shares into bicycle wheels that the city may be the purer for your righteousness; for verily, verily I say unto you, except, a man be borne on bicycle wheels he shall not enter the kingdom of heaven by the front door.

Put not your faith in things that go putt, putt, but don your gas-masks and converge on this dark city in all your two wheeled majesty. Put putty in your putt, putt pipes and add a dash of sugar to your neighbor's petrol tank for only then shall you breath

easy.

Neither put your faith in governments and men of high standing, rather go ye to the fields and the fishes; yea, and even unto the cows for bullshit is biodegradable. Yours in ecology

REPLY TO CONCERNED PARENT

Dear Concerned Parent,

I fear that you are really somewhat over-concerned and I can't honestly agree that the article "Beyond Freud", published in the last edition of "On Dit" reaches "new heights of depravity". don't agree with the article. It would be nice if everything could be explained away so confidently in such magnificent psychological jargon.

Untutored as I am in the works of the great man himself (Freud), one wonders after at least having read him, whether anything we do, say, think, or feel is not in some way related to one's private parts (to use a modest phrase should the reality of "penis" offend you). You suggest in fact that the article is dangerous—surely the greatest danger comes from accepting or "adjusting" to society too much, too

Herta Hermann

Dear People,

My name is Donald Kolar. I am a prisoner here at Monroe State Reformatory Monroe, Wash. I'll be here for at least 15 more months. I don't get visits or mail and after a while ya get tired of talking to other prisoners.

I'd like this letter printed in your paper in hopes that someone will write to me. It gets a little lonely in here sometimes and it is very important to me to find somebody,

anybody! to rap with. I am 22 years old, 5' 10" tall, brown hair, blue eyes, 146 lbs. I was born under the sign of Libra, Oct. 20, 1949. I communicate best with young people (under 30). I also prefer writing to chicks, but I will answer all sincere letters.

I have no money or any way to get any. The State gives me three stamped envelopes per week. I will answer all sincere

letters as soon as I can. "Prison" is truly the loneliest place on earth'

I need your letters people!

Love and Peace to all.



THE RIGHT TO STUDY AND THE RIGHT TO WORK 2. The Justice of Educational Opportunity:

Considered from the point of view of the present problems that many secondary students newly face on becoming tertiary students in Australia

1. The Pursuit and Expression of Truth: Secondary School students are often concerned about whether the courses they may choose to take at the University will enable them easily to find a useful job when they graduate. In this context it is important to consider the traditional rationale of an Australian University and whether this is understood by senior secondary school students.

Recently the Universities of Australia have received again a recurring and common criticism that some of their graduates have found difficulty in gaining employment in the community at large. Some of the critics contend that the numbers of students in various fields should be geared to the employment opportunities available or likely to be available. This raises various problems. However, it has always been the case that Universities are not so much concerned with professional knowledge or employable skills as with the pursuit and expression of truth, the exploration of useful theories related to the real world, the encouragement of learning and the advancement of knowledge.

The right to study the truth has priority over the development of employable skills though, of course, the former often is the

basis for the latter.

Nevertheless, it has been undeniable inat University graduates go on to gain professional qualifications and expertise which in the majority of cases assure them of excellent employment opportunities. To establish the right to work (at least in some areas) implies the establishment of the right to study. This raises the question as to what proportion of the community have the opportunity to become graduates of a University. In practice, the requirements for a University student to be successful include not only ability and application to study but also financial support, good health and accommodation, fulfillment of personality and good human relationships — in short, the student's environment and livelihood are as crucial as his ability to study. It is very largely the case that many potential students and students presently enrolled are inhibited not by lack of ability as much as these other factors. It is often claimed that there is injustice in this area because financial and welfare support has not been sufficiently made available to students by the

community.

The right to study is in jeopardy for many because in practice adequate safeguards of this right have not been established. Central to these considerations is the question of financial support for tertiary students.

3. Parental Support:

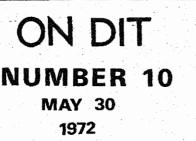
It is currently assumed that students should in normal circumstances depend on their parents for support. However, in fact, the Government supports tertiary education (i) by maintaining tertiary

education institutions at the rate of about 80 per cent of the cost of a student place, (ii) by Scholarships and by related living allowances and (iii) by taxation con-cessions to parents who support the education of their children. Thus the concept of "parental support" is complex, it is often in the form of government support directed through the parent. Now it is timely to ask to what point should a tertiary student be expected to be maintained by his family? In the transition from secondary to tertiary education it may well be argued that from the age of eighteen young people who are students or who are at work should be able to maintain their own livelihood. In the case of students this would involve comprehensive scholarships and allowances.

4. Free Tertiary Education:

Since the Community has afforded free (and compulsory) primary and secondary education, why is not tertiary education also free? At the moment there is a great gulf fixed between secondary education and tertiary education in that while both are equally important for the community it is assumed that the former is largely free and the latter is largely dependant on financial penalties. Given the present trend towards free tertiary education, what would be the implications and consequences of its achievement. What kinds of new safeguards should be considered before free tertiary education may be introduced by State and Commonwealth Governments?

> Baden Teague Welfare Officer University of Adelaide



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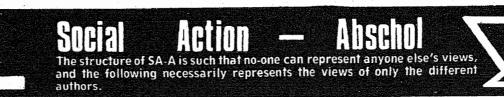
Second Term

10 Tues. 30th May Tues. 6th June

14 Tues: 27th June 15 Tues. 4th July

16 Tues. 11th July 12 Tues. 13th June 17 Tues. 18th July 13 Tues. 20th June







COMMUNITY **SOCIOTHERARY** (Social change 4)

In the late 1930's research showed that type of working class (or surplus class — i.e. ghetto poor) youth most likely to be a juvenile delinquent, (that is, do something about the exploitation in which he lives) about the exploitation in which he lives) was one whose asperations to consume were middle class, (while his ability — the amount of money he had — was working class). Then and in later years it was also noticed that during periods of upheaval and change in ghettos (such as the voting registration drives, etc.), the amount of ordinary juvenile delinquency fell almost to zero.

Thought on this led sociologists to two points. The first was that juvenile delinquency could be reduced (i.e. unrest reduced) if all those poor whose motivations were middle class, (and the percentage of these were low as the family and environment socialize fairly well. and environment socialize fairly well) could be allowed into the middle class where their aspirations could be chanmeled into buying a second dishwashing machine like the rest of the middle class. The second was that community organisation and self help techniques changed the psychological make up of the clients and better still lifted the potential second to the middle class that is it is agitators into the middle class, that is, it is a technology for social control.

As was born the American Govern-ment's Poverty programs. Job retraining was offered. Those with asperations would apply, get a better job, therefore a better car, house, and so on. Young eager students were assisted to undertake community development programs.

These would attempt to organise the people. In these organisations those poor with high aspirations would gravitate to leadership positions. They would interact more with the middle class students then with their own people. They would learn middle class values. And therefore be emasculated. Chasing better "poverty programs" is just as useful a dead end as chasing a second car.

Therefore community development techniques are used for social control, for removing future leaders and agitators. More on this next Anvil.

The Holidays Are Over So Are Most Exams **Back To Social Action.** (Your friendly, part-time revolution).

THE KIDS WITH ONLY ONE HOPE

(Progressive neo capitalism 1)

Because of lack of money and imagination bureaucracy and "efficiency", the Housing Trust usually puts up its low rental housing in one area as one block of small identical houses and small blocks. Amenities are negligible and aesthetic interests the last point to worry

There is a community life in these areas and there is parental concern, but it is of an entirely different type to what motivations, ideas and aspirations motivations, ideas and aspirations children need at the middle class prison factories called schools. The child is at a disadvantage which he usually never retrieves. He knows there is a stigma attached to living in his 'Housing Trust' area and he has been socialized to get on.

Without the veneer of debate and argument, that middle class kids have (or kids who are near and mix with middle class people), the H.T. children receive raw the capitalist ethic. They want to be corrupted with material possessions. They solve their differences by physical means
— One wins one loses. They dislike dif-ferent people. They run everyone as a 'con' man or as a sucker to be taken. Their life is more of a jungle than ours (but only because for them there are no verbal disguises).

Their heroes are Richard Burton (the car deal) and Elvis Presley. Their hope for advancement is rigidly defined to lotteries or conning someone for money. Their aspirations are all to material possessions. Their ability to fulfill themselves, their imagination, their aspirations, their joy

and hope have been rigidly oppressed and imprisoned. And this has been done in the name of expediency by our society. In progressive neo-capitalism you don't have poor housing or no housing — it is to obvious a contradiction.

vious a contradiction.

You give everyone 'good' housing in a material sense. But this can't overcome the more basic poverty, that of ideas, concepts and aspirations, i.e. the psychological oppression resulting from the emphasis on material and technological progress and inhuman cateroorisation. catergorisation.

(Qu. for us — Why are Uni's the loneliest places?)

More on this next week — when we look at that mecca for cheap housing and pensioners — high rise.

Social Action General Mtgs.

Wednesday, 1.00 p.m. Mtg. Rm. 1.

Friends of Earth, meetings for all

Friday, 1.00 p.m. Mtg. Rm. 1.

Bik∈ / Car Group (for) Wednesday (Somewhere — Find out!)

The Vaughan House tutors wish to dissociate from the views expressed in ANVIL of ON DIT 9.

SOCIAL ACTION CONFERENCE

Among a thousand other conferences in the past three weeks, there was in Melbourne a "Local Social Action Officers Conference." Such conferences are nerve-shatteringly

dangerous because people participating are forced to question what Social Action is, and what Social Action does.

is, and what Social Action does.

Necessarily, they avoid these questions as much as possible, and pleasurably spend most of the time crapping, and building bureaucracies. Social Action is, you see, a portfolio of the Australian Union of Students, along with Education, Environment, Abschol et. al. Some people (ridiculous, isn't it) actually spend time thinking about that relationship.

Anyway, we had a conference, and this

Anyway, we had a conference, and this is another preliminary report (there's one in Gemeinschaft) for it. The idea is to have a conference every year where representatives from each campus (about 30 of them) get together to establish policy,

national programs, co-ordination etc. In practice, Adelaide sends a mammoth mob, and about a dozen other campuses send mostly silent delegates. The three Canberra campuses, Monash and Sydney also played an active part.

In all these conferences, a confrontation between Adelaide and the bureaucrat reformes occurs. The point that this conference was that that didn't happen until the second day, so the conference had some use after all.

Since you all desperately want to know, here are some of the results (?) of the conference.

(2) Discussion during the conference was heavily biased toward Resident Action Groups, and Regionalisation. Julia Hayes, from Newcastle, presented the resident action story, and Chris O'Connell from Sydney presented his cocept of regionalisation. Both were challenged, especially by the Adelaide group.

(3) The position of Communications

Officer was discussed. All campuses will (?) send reports to this officer, and these will be presented in a newsletter at two-

monthly intervals.

(4) A part-time Honorary research officer was appointed. A Canberra representative had been researching for some time, and will continue in this

(5) Some time in the conference was very valuably devoted to discussion in groups. There were 5 groups as follows:

i) Poverty - this was successful in as much as motions of support were passed for a national moratorium for Social

Services.

ii (Resident Action — the general mood was one of support for the programs. Adelaide cleverly polarised itself out of the conference by questioning the way in which resident action groups were operating. Adelaide in fact cleverly questioned everything.

iii) Tutoring— this was perhaps the best group, in as much as it related to the wider aims of Social Action. Major changes in

aims of Social Action. Major changes in tutoring techniques and programs should follow from proposals and decisions taken

at the conference.

iv) Family Planning — sex week is coming, when we will be educated in all sorts of things. The aim is to co-ordinate the myriad groups related to this idea, Need I say more.

v) Migrant Action — little will come of this group, although many principles were established or debated in valuable fashion.

6) Ideological, tactical, strategic and other considerations were touched on, but not resolved by the conference. Many representatives from non-active campuses left still not knowing what Social Action is, or what it is for, or where it is supposed to head, if it is supposed to bother with any of these questions. There is at least a superficial split between Adelaide and the rest of Australia, although large numbers of representatives had the same basic aims as ours.

7) Towards the end of a Poverty Action discussion, subsersive elements in the conference produced a framework (ten-tative) for Social Action involvement. It took consumerism, worker ethic, and the nuclear family as a non-exhaustive central structure to attack and surround this with the symptoms deriving from these. (Poverty pollution, etc. etc.). Although only a few people understood the significance of this approach and analysis, it was accepted by all as a basis for social action work. (That is, we should work against the symptoms to raise awareness of the central issues). The seeds of thought were sown. We hope we don't have to wait till the next conference before anything comes of it.

Note. This is an unofficial report by one

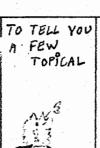
of our 8 conferees.

BRITAIN



No nickers, but what the hell-it didn't mean a thing. If she'd have had no clothes on at all it wouldn't have changed the situation—only that she'd have been arrested a bit quicker . . .











WERENT

Something definitely happens on a trip. People are not the same as they were before they went. They may awaken to the realisation that there is much more to life than their ordinary senses had led them to believe.

The first few trip experiences may be so overwhelming as to completely transform the tripper's outlook on life. To anyone and almost everyone does — who takes his sense of identity from his experience — an acid trip can give a very powerful feeling of a new and enhanced reality.

This is because the perception of the objective and subjective world is so much more vivid than it is in normal waking consciousness. But this is what the tripper has to return to and the contrast may make his previous 'non-stoned' life seem insignificant and dull in comparison.

The intense impressions received on a ip — because the mechanisms of perception, the senses, are so stimulated can completely overshadow the impressions that previously he had been familiar with and which had gone to make up his sense of himself and his sur-

It is not that the previous impressions have been removed; they are only lost, or misplaced in the light of these new and overpowering stimuli. Possibly the only way a 'head' has of relating to his acid experience is to get high again. This can cause a very confusing gulf in what he knows in his memory, and what he is and how he can act.

In contrast, Transcendental Meditation (TM) is a natural system of mind ex-pansion in which experience and un-derstanding are precisely integrated in the

whole personality.

This is because TM is not a 'trip' to an experience outside oneself, but a physiological reduction of sensory experience to leave the true blissful nature of the Self revealed. Ex-heads do sometimes have experiences in TM which are evocative of a trip but these are simply side-effects and merely glimpses of subtler states seen as if through a window

as they flash on by to the goal.

Ego 'loss', or ego expansion, on a trip
seem to come from drowning in a sensory ocean, but true mind expansion is not just opening the flood gates of the senses — however much fun that might be. Rather it is a process of becoming familiar with the refined, the subtle — the so called unconscious levels of the mind.

With repeated dives in TM into the depth of the mind, more and more of the mind comes into play on the active, conscious level. If he uses only a small portion of his mental capacity, a person can only par-tially perceive his true situation and thus accordingly in a limited and inadequate way.

When the mind has expanded to its full capacity, the total situation is more wholly cognised and action flows naturally to its

This process entails appreciation of subtler and subtler levels of the mind. In contrast acid bombards the mechanisms of perception with a very high sensory

It is a chemical action which activates subtler levels of the nervous system. This coarsens it until possibly it eventually only responds to the very demanding appeal of acid-rock music and enveloping light shows, and the head may fall into a mood of behaviour.

This is happily called 'Blowing your Mind' but it can very easily lead to a withdrawal from life and responsibilities. 'So what?' seems to be the reply, 'At least we have experienced something worthwhile outside the conditioned shell that everyone else lives in.'

Possibly, but the so-called visionary and mystical insights gained on trips certainly do not lead to the goal of living permanently in a higher state of consciousness. It is nothing to do with evolution.

The realisations on a trip fade as easily as they come, leaving the tripper that much further away from his goal because of the strain of the acid experience on his nervous system.

The mind cannot maintain higher states

of consciousness with a stressed nervous system. For life to be lived on that level, the nervous system has to become a clear reflector of pure consciousness, and for this there has to be a sound physiological

meditation by taking the mind to temporary states which reflect the stillness of pure bliss consciousness, temporary Samadhi. By successive gain and loss of this state, bliss consciousness becomes gradually infused into the nature of the mind when it takes up activity again.

NATION no. 338 - APRIL 15, 1972 20 cents Good news from the front. The Americans seem worried by recent suc-cesses by the North Vietnamese against the US air war. High flying B-52's and helicopter gunships are vulnerable after

Theodorakis has split with the official Greek Communist Party (Moscow-line). Alec Sheppard surveys the Greece-Cyprus

situation and the anti-Junta movement.
Shades of the brave new world. Behavioural therapy turned to 'cure' behavioural aberrations like homosexuality (or communism?). Put a homosexual in a Skinner box, give him an injection of a nauseating drug and show him slides of males. Or he is told to read accounts of homosexual behaviour accompanied by electrical shock. Eventually he emerges 'normal'.

Peter Brooker

With continued practice, the temporary Samadhi of TM gradually comes to remain throughout the day together with waking, dreaming and sleeping states of consciousness. To take the attention to that field of energy and intelligence inside us, we use its own tendancy, which is to search for a field of greater happiness.
As increasing charm is experienced on

the inward march, the mind goes by itself without using effort. A medium specifically chosen to suit the individual way of life, is the object of attention used in

This is experienced at subtler and subtler levels of the process of thinking. Coming to the subtlest level of thought, the mind transcends it to gain that field of absolute bliss consciousness which is nothing other than one's own essential

This state of consciousness brings about a corresponding change in the physical nervous system. In the same way as waking, dreaming and sleeping states bring about their own corresponding physiological changes, so does TM. The metabolic rate — the rate at which energy is used — rapidly becomes reduced to a level lower than it reaches in deep sleep.

This produces a very fine type of physical activity which can support very subtle perceptions. This again is in contrast to an acid trip, where a state of mind is produced by direct chemical stimulation

of the nervous system.

In TM it is the refinement of mental activity which brings about the physiological changes in the nervous system. The state of mind on a trip is a highly excited, sensitive and hypersuggestable one in which the metabolic rate has been shown to be very high. It certainly cannot support the most refined mental activities.

Mental activities.

At the end of a trip, there is generally a sense of exhaustion, whereas after TM one feels refreshed and full of energy.

The deep rest found in TM leads to a relaxation of tensions and stresses accumulated in the day. Every impression received by the mind affects the structure. received by the mind affects the structure of the nervous system resulting in fatigue, but abnormal experiences, and the feeling of lack and inadequacy that springs from the unfulfilment of desires, leads to an accumulation of stress in the physical nervous system.

A high accumulation of stress leads to less effective action and lack of enjoyment in life, and has been purported to be the cause of many of our mental and physical

Dreams serve as a release of stress, but they are not effective in removing those repeated stresses with which people have to live. Only the intense rest such as is found in the stillness of Samadhi can remove these deepest stresses.

Far from helping in this process, an acid trip causes just such very stresses. TM not only purifies the nervous system by removal of stresses, but by contacting pure consciousness it strengthens it, to resist being stressed and fatigued.

The after effects of acid are opposite they weaken the nervous system and leave the tripper far more susceptible to the accumulation of further stress, thus rendering him less able to have that awareness of finer and subtler levels of of which he may have had a tan-

talising glimpse. In TM no effort of concentration is needed. The way is to be simply, in-nocently and spontaneously captured by one's own nature. The technique of TM comes from the ancient Vedic wisdom of india, and has been revived and brought out at this time in history by Maharishi Mahesh Yogi.

The ease and success of the technique makes it available to anyone who can think. It has made Realisation a practical possibility within modern society, and with this as the basis of action, all those changes of which we dreamed are within

This article is an attempt to show that acid was just a stepping-stone — once one has crossed the river one no longer needs them. It was enough to give a glimpse of the possibilities that lie within the human mind. If you live in a drug centred environment, it may be very difficult for you to accept this, so try reading it a second

time.
STUDENTS INTERNATINONAL
MEDITATION SOCIETY: Phone 46 4091.
85 ARCHER STREET, NORTH
ADELAIDE. Introductory talks 8.00 p.m. every Wednesday.
11 FREDERICK STREET, WELLAND.

Introductory talks 8.00 p.m. every Tuesday.

A.C.C. limits sales of socialist paper

Another apparent case of political censorship was brought to the attention of the last general meeting of the AP(SA).
The Socialist Youth Alliance (a Trotyskyite group, representing one of the more articulate and sensible groups of the radical left) has complained that the Adelaide City Council is discriminating unfairly against the sellers of its paper "Direct Action"

An AP sub-committee was asked to investigate, and discovered that the discrimination took two forms: restricting sellers of the paper to men (this, we now find, is laid down in the Local Govt. Act, section 669) and restricting the points at which the paper could be sold.

This latter restriction is not laid down in the Act, and the AP has supported the S.Y.A.'s call for investigation of the restriction by the SA Council for Civil Liberties.

AP Newsletter May, '72.



CYPRUS

These were my first bodies . . . the room was warm with the smell of blood . . . I was really scared and tried not to look at their faces . . . I tried not to tread in the blood . . . I always thought corpses would threaten me; I always thought they'd try to sit up and touch me and drag me down . . .

This is Rob Martin's statement, given in the Adelaide Magistrate's Court to S. M. Nelligan Q.C. on Friday 25th Feb., when he was sentenced to 18 months jail for noncompliance with the National Service

My reason for non-compliance with the requirements of the National Service Act are not new ones.

I cannot in conscience comply with an act which does not respect the freedom of individuals. There is no such respect in an act which orders men to undergo military training. I consider only recruitment on a voluntary basis to be acceptable as a means of building a military force. To institute conscription opens the way for prosecution of wars for which few people would volunteer. It helps governments use coercion, and the exploitation of ignorance and apathy, to avoid justifying their wars. Such was the case in the recent use of conscripts in the Indo-China massacre. Such will be the case in future massacres unless enough people oppose the National Service Act to help make sure that all future military ventures are based, not on coercion and lies, but on

arguments drawn from the truth.

The acceptance of conscription by the population helps habituate them to the loss of freedom. I consider freedom to be a good and necessary thing for the healthy development of human beings. Practice in assessing situations, in making decisions for one's self, and in respecting the rights of others, makes for a healthy society.

Ordering young men to undergo an authoritarian training, while frightening and blindfolding the rest of the population into unquestioning acceptance, makes for an unhealthy society - one much more likely to live at the mercy of powerful and greedy men.

My objection to conscription in itself, reinforced by my observation of its use in Australia's disgraceful participation in the Indo-China conflict, has led me to civilly disobey the demand that I register, undergo medical examination and report for military service.

I am willing to undergo the legal consequences of my refusal, while protesting at the legal system's allowance of itself to be used as an instrument of political repression. Prosecution of non-compliers has been slow and selective in accordance with a stated government policy of avoiding trouble while making examples of a few. I consider this court to be acting on a purely functionary basis. complying in political schemes of which it should be

I hope my going to prison will encourage people to examine the morality of the National Service Act, and of its application

Robet Martin 25.2.72

If you are interested in helping in anyway, please write to the: Free Bob Martin Committee, 18 Fisher Street, Fullarton, S.A. 5063.

Funds are urgently needed — cheques made payable to the above.

AP Newsletter May, '72. SUNDAY, JUNE 4th!

 COME AND HEAR ROB MARTIN SPEAK **OUTSIDE THE WALLS OF YATALA!**

S.E.A.T.O. DEMO

The Radical Action Movement (R.A.M.), after preliminary discussions with local activists, has decided to call for a massive demonstration in opposition to the SEATO Council meeting in Canberra on June 27 and 28. This letter is to ask you to join us in organising for it and to introduce to you our proposals for it.

We believe that a co-ordinating meeting of major counter-revolutionary forces active in South East Asia must be strongly attacked. In opposition to this meeting, our aim is to organise a mass conference of people in solidarity with the liberation movements of the Third World. The Canberra actions will be aimed at spreading awareness of Seato's role in protecting the imperialist domination of the South East Asian people and will include large demonstrations at the Council meetings themselves.

It is intended to approach members of Asian liberation movements and others well informed on the subject to speak at mass rallies during the two days of the conference.

The first actions will probably take place on Monday, June 26, the day before the SEATO Council begins. Delegates to the Council will presumably be arriving on that day. In addition, June 26 is African Freedom Day, which provides possibilities for demonstrations

The SEATO Council itself will representatives from Australia, the States, Britain, New Zealand, Thailand, the Phillipines and possibly France and Pakistan. The representatives will probably be the foreign ministers of the countries concerned, i.e. U.S. Secretary of State, William Rogers; British Foreign Secretary, Sir Alec Douglas Home, etc.

The first day of the Council is June 27. They will meet at Parliament House. We believe that a flexible programme must be maintained for demonstrations depending on the numbers of people involved. If the numbers are large enough then we feel that we should use our numbers in an attempt to stop them meeting. Obstruction of entry or exit from Parliament House would require large numbers, but this is a distinct possibility, with major mobilizations from Sydney, Melbourne and Canberra and solid representation from Adelaide, Brisbane and elsewhere. This will be the major action.

In the evening, it is likely that there will be embassy receptions, and smaller protests could be planned for these. Throughout the Canberra campaign, groups taking part will be encouraged to organise their own actions, oppose the Council of oppression, create a festival of freedom.

KUIHT 4-ON DIT, May 31, 1972

CONSCRIPTION OR WHAT THE PACKER/

FAIRFAX/MURDOCH

PRESS MONOPOLY HASNT TOLD YOU **ABOUT** NATIONAL SERVICE

IMPORTANT QUESTIONS ANSWERED BY THE DRAFT RESISTERS UNION

QUESTION ONE: NOW THAT AUSTRALIA HAS ANNOUNCED ITS WITHDRAWAL OF COMBAT TROOPS FROM VIETNAM, WHY IS THERE STILL SO MUCH OPPOSITION TO THE NATIONAL SERVICE ACT?

Conscription enables the second

Conscription enables the government to continue to send troops to fight Vietnamtype wars anywhere in the world. It allows the government to militarily assist the United States in its exploitation of underdeveloped regions such as New Guinea, Philippines, South America and Asia (i.e.

Imperialism).
Furthermore, many people feel that conscription is a complete denial of basic human rights, and it also fosters authoritarian attitudes in the community. authoritarian attitudes in the community.

Many people believe that conscription is not justified under any circumstances.

QUESTION TWO: BUT ISN'T CONSCRIPTION NEEDED FOR AUSTRALIA'S DEFENCE?

No. If anybody is going to attack Australia in future (an extremely remote prospect) it will be by nuclear weapons or

prospect) it will be by nuclear weapons or chemical and biological warfare. Infantry troops will be like ants trying to stamp out a bushfire! The only reason the government wants to retain conscription is to provide an infantry force suitable for crushing localised civilian uprisings. This is shown by the orientation of army training towards jungle guerilla war fare, with its accompanying political in with its accompanying political in-doctrination sessions in the theory of

counter insurgency.
Unlike wars for national defence (e.g. 2nd World War) aggressive wars against national liberation movements (e.g. the Vietnam War) do not attract volunteers, and so conscription is needed to raise the nd so conscription is needed to raise the necessary troops. When Australia was in danger during WW2 people volunteered. How many volunteered for the Vietnam War? Conscription gives governments a dangerous means of waging wars against other countries without having to justify them to the people. If the cause is just,

people will volunteer.
QUESTION THREE: CHANGES
SHOULD ONLY BE BROUGHT ABOUT
THROUGH THE LEGAL AND
PARLIAMENTARY CHANNELS. WHAT
RIGHT HAS ANY PERSON TO BREAK
THE LAW?

Everything that happened in Hitler's Germany was perfectly legal. The Nuremberg trials established the principle that everybody is responsible for his own actions — just obeying laws and orders is no excuse (e.g. the Calley trial over My Lai). Therefore, if a person feels that by complying with a law such as the National Service Act he would be doing the wrong thing, he has not only a right but a duty to

break that law. To date parliamentary channels are closed to 20 year olds as they don't have a vote. Anyway, millions of people may die unnecessarily while we sit around waiting for changes to occur in Canberra.

All the legal and parliamentary chan-nels have been tried without success; the

only way conscription will be defeated is for enough people to defy it.

QUESTION FOUR: WHAT'S THE DIFFERENCE BETWEEN A DRAFT RESISTER AND A CONSCIENTIOUS OBJECTOR?

A draft resister is somebody who challenges the National Service Act by refusing to comply with it. This means refusing to register, attend medicals and call-up inductions and refusing to apply for exemption as a Conscientious Objector. A Conscientious Objector acknowledges

the government's right to conscript by complying with the National Service Act by registering, then applying for personal exemption

In order to gain exemption a person has to be a total pacifist. Many people become draft resisters for a variety of reasons, e.g. aratt resisters for a variety of reasons, e.g. anti-imperialism, anti-authoritarianism, pacifism or for purely personal reasons. Conscientious Objection does nothing towards ending conscription, in fact it helps maintain conscription by making it appear fair and respectable. appear fair and respectable.

QUESTION FIVE: HOW CAN DRAFT RESISTANCE BRING ABOUT THE REPEAL OF THE NATIONAL SERVICE

Draft resistance is politically the most effective course taken by a person liable for conscription. Firstly, the sheer weight of numbers (National Service Dept. files show there are over 14,000 draft resisters) will make the whole N.S. system unworkable, since the government is ultimately faced with gaoling these thousands (a physical and political impossibility) or repealing the Act.

Secondly, each court case, underground action (e.g. the Melbourne Uni. siege) or gaoling provides a forum for public protest and debate over conscription and the resulting confrontation helps build up a show there are over 14,000 draft resisters)

resulting confrontation helps build up a mass movement.

QUESTION SIX: IS IT TRUE THAT ONLY A SMALL PERCENTAGE OF DRAFT RESISTERS ARE PROSE-CUTED?

Yes. Confidential files lifted from the N.S. Dept. show that up to Dec. 31 1970 only 1007 of 11,233 known non-registrants have been prosecuted (the percentage of prosecutions for refusing the medical and call-ups is even less). This means the chances of prosecution (1 in 11) are less than those of being called up if you register (1 in 7).

The government is trying to steer a middle course between prosecuting too many draft resisters and prosecuting none

at all, either of which would result in the downfall of conscription.

QUESTION SEVEN: WHAT PENALTIES ARE INVOLVED FOR THOSE THE GOVERNMENT DECIDES TO PROSECUTE?

Act of resistance Penalty under N.S. Act

attend future medicals7 days gaol 5. Refusing to obey call-up notice ...\$40-200 Refusing to enter bond

to attend call-up.......18 months gaol
QUESTION EIGHT: WHY ARE DRAFT RESISTERS GROUND"? "UNDER-GOING

The government hopes just "enough draft resisters passing through gaol will set an example to the public, an example which draft resisters are increasingly refusing to serve as. It hopes it will achieve the desired psychological effect on reluctant 20 year-olds and at the same time acrosse minimum attention overall. time arouse minimum attention overall. Hence draft resisters are going un-derground to confront and expose the

system of prosecutions.
QUESTION NINE: WHAT ARE THE
FUNCTION AND ACTIVITIES OF THE
DRAFT RESISTERS' UNION?
The DRU is a nationwide organisation
made up of over 450 draft resisters and

others intending to become draft resisters. Its main functions are to unite resisters in their fight against conscription, to per-

their fight against conscription, to persuade other people to become draft resisters and to generally promote and organise anti-conscription activities.

QUESTION TEN: HOW CAN PEOPLE FIND OUT MORE ABOUT DRAFT RESISTANCE AND THE DRU AND EITHER JOIN OR OTHERWISE HELP THE DRAFT RESISTERS?

The DRU has published a comprehensive 90 page draft resistance manual called "Downdraft" which is available for 50c and postage. All orders,

available for 50c and postage. All orders, enquiries and donations (much needed and appreciated) should be sent to your nearest DRU branch:

Adelaide DRU, P.O. Box 91, St. Peters,

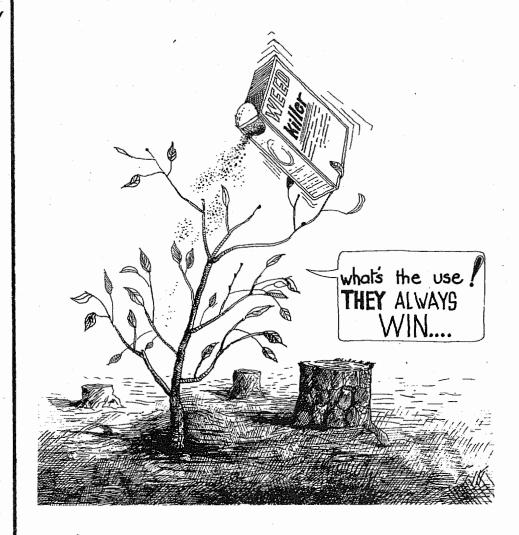
Melbourne DRU, P.O. Box 50 Highett,

Sydney DRU, P.O. Box K591

Haymarket, 2100.
Perth DRU, c/- Undergraduates Guild,
University of W.A. Nedlands, 6009.
Brisbane DRU, P.O. Box 197, North

Quay, Q'land.

Canberra DRU, 30 Canning St., Ainslie. Armidale DRU, c/- 88 Beardy St., Armidale, N.S.W.



FRIENDS OF THE EARTH

THE COMMON CONCERN

(or how we want to tear down the Coca-Cola factory and plant trees there in-

stead).

Pollution is not caused by individual people. It is a direct result of the consumer society which promotes the concept of infinite growth and infinite resources; which claims that the way to cure the evils of technology is by introducing more technology (instead of changed technology); which creates false needs by means of advertising so that it can sell, for profit, vast amounts of convenience profit, vast amounts of convenience commodities. It is a society which acts with a gross contempt for both nature and the basic needs of many people within that

It is now obvious that resources are finite — they are going to run out within a conceivable time sequence.
It is obvious that, under the disguise of

progress, irrepareable damage is being done to our natural environment — water, air and earth.

It is obvious that many things we regard as natural to our existence such as cars, roads, suburbs will have to be radically altered if the present trend of destruction

is to be halted.

The question is, will the people who are making the decisions as to what direction society is heading, choose the ecological solution? To some this will mean no more profits, no more convenience commodities at the expense of the environment and less priveleged people. Will they choose this? We believe a combination of individual

action (that is, changing one's own habits and life style) and social action (that is, forcing people in power to make ecologically sound choices), of education (that is, trying to change people's commitment from the consumer society to a stable society in which all basic needs are satisfied) and research (that is, to discover ways to utilize technology that are ecologically viable), is the only an-

(Contact Pat Lewicki 88 8355 or Sue Niel, message with Students Association Secretaries).



VIETNAM

This old man dug a bunker and put his family in it. The marines were grenading all bunkers which they thought were dug by VC . I heard this terrible crying and howling and the American soldier just said, 'Get your arses out of there'.

BANGLADESH IS ALIVE AND IN

ACTIVITIES ORIGINATING ON THE ADELAIDE CAMPUS have taken Bangladesh from the distant and impersonal realm of history, and made it an issue of vital and immediate concern in secondary schools is astounding. In Kidman Park girls, for example, it seems the school motto has become "Joi Bangla!" (Victory to

Bangladesh).

The students there are working feverishly to raise funds for the relief of Bangladesh, and there is no limit to the imagination and zeal which they are bringing to bear on the problem.

Mr. Hutton, a teacher in the school, reports that the second years have undertaken to knit jumpers, which they will sell at \$2.00 each, with proceeds to go to Bangladesh. A Bangladesh food cooking display is being set up, and students are to pay 10 cents to watch and 20 cents to taste the wares. One student last week raised \$10.00 merely by standing in the lunch lines and demanding the lunch money of her colleagues so that it could go to Bangladesh.

But one of the most intriguing of the planned activities in this girls school is a

staff-student footy game! Poster displays, car washes (at \$1 minimum) casual days and innumerable others are all being planned.

NEVER BEFORE HAS THERE BEEN SUCH ACTIVITY to arise so suddenly over a single issue and in so many schools. Within a month, Bangladesh which had long since been left for dead by the media, has come alive in a programme which originated on this campus under the direction of the World University Service.

originated on this campus under the direction of the World University Service.

In charge of directing the rehabilitation of the education system in Bangladesh, W.U.S. was convinced that the education system in S.A. should at least have the opportunity to know enough about the situation to decide whether or not it wanted to help. So it set up a programme that represented Bangladesh not merely as a problem, but rather constructively and in depth.

The Education Department was not only the first to endorse the W.U.S. plan, but it wasted not a day in opening all of the State secondary schools to the programme.

Within days the Catholic Education Office had given the nod as well, and since then the entire academic community has thrown its unanimous support behind the W.U.S. programme in a show of solidarity that is unequalled in Australian history.

NEVER BEFORE HAS THERE BEEN SUCH A WIDESPREAD REPRESENTATIVE of concern in an Australian Education System for a single country, as there

is now in S.A. for Bangladesh. Twenty staff and student associations in tertiary in-stitutions in Adelaide alone, have voiced dismay at the lack of information generally available through the media on Bangladesh and commended the efforts of W.U.S. in trying to correct the situation.

Typifying the general sentiment, Dr. G. A. Ramsey, Principal, Western Teachers College believes that educational institutions "should be vitally concerned with world

issues of such great import as the formation and survival of Bangladesh.

The staff at Salisbury Teachers College condemns the media for the dearth of information. "We deplore the fact that nothing better than piecemeal information and rumour is available to a vast majority of Australians and commend the efforts of those individuals and organisations who are attempting to make the Australian public aware of the enormity of the situation.

"We suggest that blame for this lack of information can be placed squarely on the shoulders of the Australian press, and those who control the news services on radio and television."

bangla ball

5 great sounds in a bangla

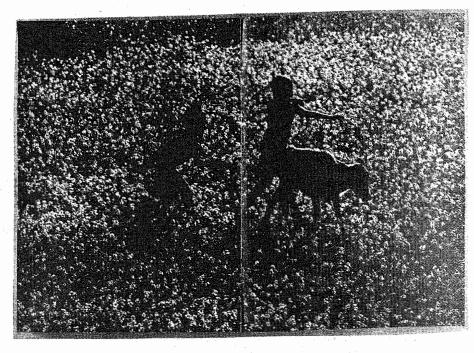
SAT. JUNE 3 8.30 - 12.30

ADELAIDE REFECTORIES

Band performing are: Moonshine Jug and String Band; Yard; Pulse; Captain Thunder; Licorice and the Allsorts.

\$1.50 at S.A.U.A. Proceeds to Bangladesh.

ADELAIDE



Afternoon, I watched two boys chasing a calf amid a bank of yellow mustard flowers

IT WAS LARGELY THE WORK OF STUDENTS OF THIS UNIVERSITY, however, which made it possible for W.U.S. to provide both the focus on and the solution to the problem of insufficient information, in the form of an education programme to be sent to schools.

programme to be sent to schools.

Hundreds of volunteered manhours, on the part of over a hundred students were put into the arduous task of compiling a comprehensive booklet of information on all aspects of Bangladesh. To this was added lesson plans contributed by the Adelaide Teachers College and Western Teachers College. These gave every subject teacher a variety of suggestions to how he could make Bangladesh "come alive" in a lesson.

This written material, however, is only a part of the overall programme being coordinated in the University of Adelaide which has won the praise and encouragement of the South Australian Institute of Teachers.

of the South Australian Institute of Teachers.

Video-tapes, slide programmes (of which one set is on display in a continuous show in the Barr-Smith Library), and cassette tapes are all in high demand, and

dozens of schools have requested speakers.
PROFESSORS, LECTURERS AND STUDENTS OF THIS UNIVERSITY are speaking daily in schools all over the metropolitan area. Already one in five of the secondary schools in the state has been visited by one of our team of speakers. These speakers are all highly qualified to discuss Bangladesh and represent many different disciplines; Professor Lawton, Geography; Professor Castles, Law; Dr. Abdi, Mathematics; Dr. Rahman, Philosophy; Dr. Mayer, Politics; and Mr. Allister

BUT EDUCATION IS ONLY ONE SIDE OF THE PROGRAMME, and the girls in Kidman Park are representative of thousands of students who are plotting out schemes to make the process of donation an enjoyable exercise. North of Adelaide, about 150 miles, in Geranium teachers are being auctioned off as slaves to the students! Concerts are being planned everywhere, and many schools are planning rice menus, starvation days, curried food sales, raffles, jumble sales, walkathons, bikeathons, and a myriad of other activities.

And it is particularly exciting to see that Staffs too, are getting into the spirit of things. The staff at Kidman Park, for example, is altering its lunch menu for a special model of rice, and trackpres at Signa College are teaching in Indian garb this week.

meal of rice, and teachers at Siena College are teaching in Indian garb this week.

TWO WEEKS OF BANGLADESH ACTIVITIES ACROSS THE STATE and in all TWO WEEKS OF BANGLADESH ACTIVITIES ACROSS THE STATE and in all levels of education from secondary on, began officially on Sunday 21st May, in Scott Theatre. Mr. Ole Volfing, Director of the Office of the UN High Commissioner for Refugees, Mr. K. N. Gaind, representing the Indian High Commissioner, Mr. L. Dodd, Deputy Director-General of Education, and Mr. Nazrul Islam, representing the Bangladesh Peoples' Association of Australia, were all honoured guests at this launching of the W.U.S. programme.

Last week was the week that the secondary schools turned on to Bangladesh, and this is the week that the tertiary institutions are starting.

Wattle Park Teachers College has booked three speakers for a series of discussions and lectures which they hope will result in a greater understanding of Bangladesh and also of the responsibility that an educational system has to the community in which it finds itself.

Adelaide Teachers College, which has provided lessons, plans, and the cassette tape, has also organised a forum to consider Bangladesh.
Flinders Uni is having a great variety of activities as well, ranging from a lunchtime forum on the "Political Implication of Bangladesh" being organised by the Labour Club, to first rate concerts being offered on Tuesday and Wednesday nights. Peasants Revolt, Alchemy, Captain Thunder, and Rashamra, are featured from 7.00 p.m. to 12.00 on Tuesday, and over a dozen performers will be there to entertain on Wednesday from 7.00 p.m. onward, in a non-stop folk concert.

buffalo drive

in a special Bangladesh LUNCHTIME CONCERT

> WED. 1.00 p.m. SCOTT THEATRE

30c. entry Proceeds to Bangladesh

SEMINAR -- NAPIER 5 1.30 p.m. Friday

Beulah goes at 1.00 on Barr Smith lawns on Friday.

BANGLADESH ON CAMPUS THIS WEEK. All week long there will be collection boxes by cash registers, to receive and copper coins that you may have; watch for boxes from which you may "Buy a grain of rice for Bangladesh"; remember to collect any old university texts, (particularly the technical textbooks which you have no more use for) and put them into the book drops which will be located around the

MONDAY: At 8.00 p.m. there will be a forum at the Scott Theatre. TUESDAY: Opening of the special Bangladesh display in the Barr-Smith.
WEDNESDAY: Special Lunch time concert in the Scott Theatre! Buffalo Drive on

Stage, with all proceeds to Bangladesh.

THURSDAY: Watch for activities in the refectory.

FRIDAY: A Hold Up Campaign! Please give us your support in this campaign in which all students and staff will be held up for ransom for the privilege of entering the university. (Remember that the funds collected will go toward creating schools and repairing universities for Bengali students).

SATURDAY: BLACK HOODS AND SHAWLS IN RUNDLE STREET. There will be

an extraordinary demonstration in Rundle Street on Saturday morning, 3rd June. 1,000 people (come along — we need your body!) will walk into Rundle Street wearing a large black shawl and a sign saying I AM ANOTHER 1,000 DEAD BENGALIS. Symbolically, 1,000,000 victims of the war will be represented and should help greatly in promoting bucket collection which will be run at the same time. (This type of collection raised \$25,000 in 3 hours in Sydney.) Please come along at 8.00 a.m. to the Napier Plaza in front of the Napier Building, and take part. If you haven't your own black hood and shawl with you, they will be supplied at nominal cost (20 cents) Saturday morning the 3rd of June. See you there!

A CAR AUCTION! One of the Staff of Adelaide University has donated a car to be auctioned at the end of the week. But this isn't just any car! It is an exciting blend of favorites, with character, and a personality to boot! It will be on display throughout the week, and we are encouraging any clubs and societies who are in need of transportation to get together and work up a bid for "Beulah". Registration, and Sales Tax are included, and the winning bid will go to Bangladesh.

BANGLADESH BALL. The grand finale to two weeks of activities, this ball will be held in the Adelaide refectories Saturday evening from 8.30 to 12.30. Tickets are available from the Student Offices, at \$1.50 a single, they are a bargain. Five groups will be there! Licrice and the Allsorts, Pulse, Gard, Captain Thunder, and MOON-SHINE JUG AND STRING BAND, promise to keep things moving. All proceeds from this, the last official function for Bangladesh, will go to Bangladesh.

Buy beulah

for bangla desh

buy beulah for bangladesh (a car auction)

a blend of favourites and a must for the man / club that wants wheels

get together; make a bid. Proceeds to Bangladesh

6-ON DIT, May 31, 1972

AUSTRALIAN AID TO **BANGLADESH**

At its meeting held in Canberra during March 25-27, the Executive Committee of the Australian Council for Overseas Aid, decided that a letter should be sent to the Prime Minister expressing its concern at the inadequacy of Australian Government aid to Bangladesh.

In view of the importance with which the Executive Committee regarded this matter, it decided that copies should also be sent to the leader of the Australian Labor Party, the leader of the Democratic Labor Party, the convenor of the Australian Party, some other members of

Parliament and the Press.
A copy of the letter sent to the Prime Minister follows.

AUSTRALIAN COUNCIL FOR OVER-SEAS AID

27th March, 1972 The Rt. Hon William McMahon, MP, Prime Minister of Australia,

Parliament House, 'canberra

Dear Prime Minister,
At its meeting in Canberra on the 24th and 25th March, the Executive Committee of the Australian Council for Overseas Aid considered the needs of Bangladesh and in so doing gave particular attention to the statement you made in the House of Rpresentatives on 29th February, 1972.

As we understand it, the position is that of the \$5.5m allocated by the Australian

Government last year towards meeting the needs of refugees in India, an amount of \$2m not previously expended is being diverted to Bangladesh and in the next financial year it is intended that \$4m, to be regarded as the first stage of Australia's long-term assistance, will be made available.

Commendable as that may be, we feel bound to say that it begs the question of what is required now to meet a situation of what is required now to meet a situation described by the Secretary-General of the United Nations as one in which international aid has never before in the history of that organisation been so urgently needed and in such amounts.

In his statement of 16th February, the Secretary General species of 16th February, the

Secretary-General spoke of \$565m being required this year to prevent mass hunger and misery in the Dacca area alone. Against that our immediate contribution of \$2m, i.e., some 0.3 per cent between now and the time when part of the \$4m planned begins to reach the area is, we believe, ungenerous and quite inadequate. In correspondence between the Minister

for Foreign Affairs and the Chairman of ACFOA we proposed that the Australian Government's contribution in situations of this sort should be not less than its assessed percentage of contribution towards the upkeep of the United Nations. In coming to this opinion we felt that if a country has been assessed as being capable of providing that percentage in ordinary circumstances, it should be able and prepared to do likewise in extraordinary ones.

We understand that the Australian contribution has been assessed at 1.47 per cent for the years 1971-1973 and accepted by Australia. We would emphasise that the figure of \$565m is for the Dacca area alone and mainly for foodstuffs. A figure of at least \$1,000m should be the basis for consideration. Applying the percentage figure to this amount, Australia should provide something of the order of \$15m. provide something of the order of \$15m. Beyond this it would be reasonable that an additional sum should be added which would give greater meaning to the last paragraph in your statement which we strongly support as we did the prompt recognition by the Government of the status of Bandgladesh.

While we recognise the responsibilities that you and your Government have in meeting commitments of so many kinds

meeting commitments of so many kinds both at home and abroad, we strongly urge that a cash grant of \$10m be made available immediately to help ameliorate the conditions existing in Bangladesh. This would be additional to th expended and the \$4m and any other sums planned for the next financial year.

SICK AND TIRED OF BANGLA DESH

SICK AND TIRED OF BANGLADESH H.
P. Schoenheimer
(To Professor G. H. Lawton, Geography

and Bruce N. Jordan, Director, World University Service, both of the University

Thank you for your joint letter asking me, in my capacity as education correspondent, to publicize the education and fundraising activities for Bangladesh during the two weeks 21st May to 4th June. I regret that I find myself completely unable to comply with your request.

The fact is, gentlemen, that a campaign of this sort runs strictly counter to ethical principles firmly established in Australian

principles firmly established in Australian society, and taught, by unmistakeable implication, to all our school children. As you are aware, the pollution-conservation question is basically one of population pressure. Professor Gunnar Hambraeus (Chairman of the Royal Swedish Academy of Engineering Sciences) pointed out in a recent issue of Sweden Now, "Regardless of what we do in the way of population control, the in the way of population control, the number of people on the earth will grow up to and perhaps beyond the 10,000,000,000 mark in the early part of the next century."

tury."

Professor Hambraeus's point of view is intellectually unsound and therefore ethically unacceptable. By 'population control' he is clearly referring only to one half of the problem — that of birth control. But life control, the ability of the human race to increase or decrease the life span of its members is an equally relevant and of its members, is an equally relevant and at least an equally powerful element in

Such control may be exercised with relative efficiency or inefficiency. Thus, incidents like the Vietnam war are clearly inefficient as population control measures.

Various calculations make it appear that the cost of eliminating one Vietnamese from the global population surplus has been somewhere between a quarter of a million and half a million dollars; and it is likely that only a million or so excess humans have been permanently

Furthermore, any satisfactory cost-benefit analysis of the estimated reduction in planetary productivity and appropriate allowances for the destruction of essential raw materials.

In comparison with this wasteful and in human-survival terms — extremely unethical activity, the current Bangladesh

unethical activity, the current Bangladesh situation is developing with a minimum of economic and ecological inefficiency. While no figures are yet to hand, it is entirely obvious that the per capita cost of the Pakistani-conducted exercise in population control must have been extremely low. The thousands of slaughtered academics, teachers, and other inacademics, teachers, and other in-tellectuals mentioned by your correspondent (M. A. Chaudhari, Vice-Chancellor of the University of Dacca), must have been disposed of for little less than the cost of bullets plus a few weeks sustenance for some of the lowest-paid soldiers in the world.

Again, the widespread devastation and shattering of the Bangladesh economy that sent ten million refugees fleeing to India

sent ten million refugees fleeing to India was remarkably inexpensive of exhaustible resources.

exhaustible resources.

It now requires only some months of a policy of quiet inactivity to ensure the cheap and effective elimination of numbers considerably greater than those more spectacularly liquidated during the last seven years in Vietnam.

And while a few millions more or less may not in themselves be significant in

may not in themselves be significant in may not in themselves be significant in light of the vast problems of life control underscored by Professor Hambraeus's figures, it is of supreme importance to establish in such a test case the ethical duty of humanity to preserve its fundamental interests in the face of the continuous threat of population increase. If the case for the millions can be shown, the hundreds of millions can be shown,

the case for the millions can be shown, the hundreds of millions can follow.

A few statistics may highlight the racial peril. Every man, woman and child who remains alive in Bangladesh — and in similarly situated areas — consumes the earth's resources at a rate very near to one-thirtieth of the Australian average.

Each one adds to the pollution of the biosphere at at least one-fiftieth of the U.S. rate. The \$650 million which the United Nations says is urgently required for food and essential services for the Bangladesh nation would carry on the Vietnam war for seventeen days; or, alternatively, it would cover a third of the cost of a journey to the

It is for such reasons, Messrs. Lawton and Jordan, that I find myself unable to support your immoral proposals that we should intervene in nature's process of self-correction of population imbalance. The support you have received, from Colleges Universities, Teachers' Colleges, secondary schools, state education departments, and the Catholic Education departments, and the Carnonic Education
Office, merely reveals that the individuals
and organisations concerned are intellectucally shackled to an older ethic of
loving one's neighbor — an ethic conceivably appropriate to a now-dead world
of far smaller population and apparently

adequate resources.

In my opinion it would threaten everything that we Australians hold most dear, if children in schools were in-terrupted from their increasingly arduous labors in scientific and technological studies in order to be brainwashed with absurd, emotionally-based advocacy of ensuring that more rather than less of the alread-born brown and yellow hordes be encouraged and assisted to remain alive. If your way of life is to be maintained, it

quite essential that our young people buckle down seriously and uninterruptedly to prepare themselves for the complex task of managing our prosperous economy and expanding its productivity.

If we are to retain our position as one of the superior evolutionary achievements of the planet, it is crystal-clear that time, energy and money should not be devoted to well-meaning but foolish support for the campaign by World University in each state to provide food, clothing, medicine and shelter for those who will otherwise quietly lie down and die of starvation,

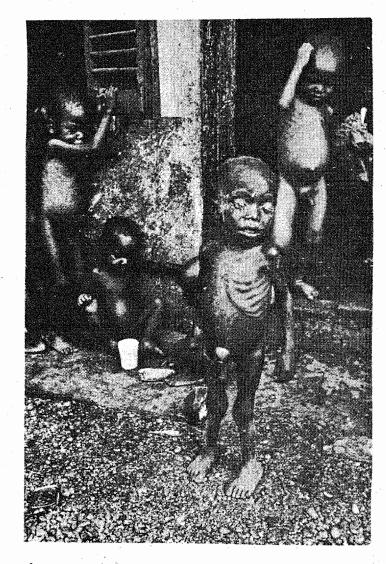
sickness and exposure in Bangladesh. Rather, we should strain every nerve to develop our own nuclear capacity for both production and defence; to pay advance deposits on the aircraft that must replace the now obsolescing F111's and on the next generation but one of destroyers; and to construct urgently-needed larger freeways to accommodate our rapidly-production numbers of private motorcars.

expanding numbers of private motorcars.
On a concluding and quite personal note,
may I suggest to those whose charitable
urges still require an outlet, that they
should seriously consider contributing to
AAA (Australian Anti-Abortion) which does such yeoman service in endeavoring to ensure that every Australian foetus, however unwillingly conceived, is brought to full life in this glorious land that God has been pleased to bestow on us?

This article was not accepted by the "Australian". So much for the appreciation of satire.

H. P. Schoenheimer has permitted us to print the article but has not seen this proof

NOT BANGLADESH BUT BIAFRA '70



There were eight hundred kids in this hospital-cum-school dying of starvation . . . These kids came up and clung on to my legs. I tried to look up. I didn't want to look at them . . .











To protect their already impressive acquisitions, Japanese overseas monopolists are stepping up the revival of militarism in Japan. Defence spending for the next five year plan (1972-76) will be an increase of 240 per cent on the present five year plan, which has already placed Japan seventh on the list of countries with large "defence" budgets. Not bad for a country meant to disarm after WWI!

Militarism in Japan has its own culture and traditions. Combine feudal attitudes towards the "way of the warriors" with the consolidation and growth of capitalism in Japan, and we have what has, for the last century, been a force of domestic and international oppression.

"A JUSTIFICATION ..."

Two documents made public in October 1970 by the reactionary Sato Government fully reveal the ambitions of the promilitarist forces in Japan. The first was the "National Defence White Paper", which contained Sato's justification for the present military build-up:

... the 70's will be a decade in which Japan's national strength will carry an unprecedented weight and influence in the world, that is, a decade in which Japan's international obligations will increase and it will have to solve serious domestic and international problems arising from economic growth

The serious "domestic problems" refers to the growth of class struggle in Japan, centering around the Japanese people's rejection of militarism and capitalism, while the "international problems" are contradictions resulting from the in-credibly rapid development of the Japanese economy, on one hand, and the shortage of its raw materials and the limited size of its markets on the other. The present dispute over the control of the Malacca Straits is presumably one such 'problem'

"... AND A PLAN"

Released the day after the "Defence White Paper", the draft outline of Japan's 4th military build-up programme shows the extent of military expansion. The figure in my introduction are based on a direc' military expenditure for the 4th programme that is 11 times that of the

initial plan.

This year's defence budget, announced in February, is a 20 per cent increase on last year's. Special provision is made for a strengthening of the army, navy and airforce's "Defensive / Offensive (Cospellitury), and it is significant, to go airforce's "Defensive Offensive Capability". And it is significant, to go back to the White Paper, that the original wording in that document of "denial of reintroduction of a conscription system" was deleted by the Sato reactionaries prior to the Paper being made public.



JAPANESE WORKER IN SELF-CONTROL ROOM Slashing away frustrations.

Bourgeois Industrial Psych in Japan.

JAPAN GETS ITS SHOES BACK

After World War II, US imperialism stepped into the discarded shoes of German, Italian and Japanese fascism, and continued along their path of intervention and aggression under the signboard of "preventing communist aggression". It spoke of the Free World — a world in which it was "free" to carry out plunder and exploitation as it wished.

Today, US imperialism is in a position of decline, just as was the British Empire before it. Beset with difficulties at home and abroad, it is having to rely more and more upon the little Asian policeman which it created after the Second World War. But the little Asian policeman is growing, flexing a few of his own muscles, and demanding more freedom from "the

America is still recognised as "the boss", but as Japan's Finance Minister, Mikio Mizuta pointed out after the US devaluation, the master is "a sick man". Sato and Co. are now resorting to all the old tricks of the US. They want a "Free Asia" which Japan is "free" to run etc. They want to "exclude aggression in its early period" and so on and so forth.

THE INTERNATIONAL ZAIBATSU

The people behind the revival of a militarist outlook in Japan are those who promoted it so avidly before the last world war — the "zaibatsu" — huge capitalist monopolies that run the country, make the weapons and get the profit out of it. They were, and are becoming again, household words in Australia. Mitsubishi, Mitsui, and Sumitomo are three of the biggest.

It was these zaibatsu who, in concert with the Japanese military, organised and participated in the war of imperialist aggression."

The speaker was not Chou En-Lai but Gen. Douglas MacArthur, explaining, in 1949, why it was necessary to "depose the zaibatsu, break their stranglehold on economic enterprise . . . The Yanks, of course, did nothing of the sort, and having

said one thing, did exactly the opposite.

The zaibatsu quickly grabbed hold of Japan's military in the early post-war period, setting up, in 1953, a Defence Production Committee under the chairmanskip of the potentials Bightist Coke. manship of the notorious Rightist Goko Kiyoshi, head of Mitsubishi.

The stated aims of the organisation were "to increase popular support for rearm-ament, studying Communist activities, and, in particular, fighting pacifism among Japanese youth."

THE WORLD AS A STAGE ...

The imperialist aims of the modern zaibatsu are openly stated. Kasutaka Kikawada, Chairman of Keizai Doyukai in his paper "Japan's Participation in the Development of the World Economy", published in 1967, was frank enough to say: Various advanced industrial nations are exerting themselves for the cultivation of markets and securing of their own areas for development by taking advantage of their own unique positions and characteristics. It is thus important for Japan, too, to join the tide and solidify our future development standing. We too must seek the entire world as a stage for our widespread economic activity. We too must keep abreast of world-wide development trends towards internationalisation."

It was these same sentiments that led Japan to "secure" its "development areas" during the 30's, that has led the US to commit aggression wherever the "security" of the Free World is "threatened". These same sentiments are now leading Japan on the path of remilitarisation and war.

AUSTRALIAN RUNNING DOGS ...

It is interesting to note the wide range of political puppies fawning at the feet of the Japanese militarists in Australia. The right wing is well represented, with Maxwell Newton ("a paid agent of a foreign power" — Gorton) and his papers Sunday Observer, the Miner etc; Senator Gair (DLP) who has suggested that Japan "protect" Australia by possessing the Bomb, having troops on the Asian mainland and ships and planes in the Indian Ocean; and Santaimaria (NCC) who has called for a military alliance and Japanese participation in the Cockburn Sound Naval Base (W.A.)

On the other hand are the Dunstans, Whitlams and Tonkins (ALP Premier WA) of the country who prepare the way for a future military occupation by encouraging fullscale economic takeover by Japan Statements by these men fully expose the ALP as a party of capitalism and imperialism. Dunstan would like to see "in my State and in Australia as a whole . . . effective American and Japanese investment". He has been to Japan several times to dirty his tongue on the monopolists boots, and even took June 30 last year as an opportunity to call for a strengthening of trade links with Japan' although he said not one word about the June 30 march against the war or against the war's imperialist causes.

The fierce competition between the two ALP States for the chief lackey award caused the ALP severe embarrassment earlier this year when Dunstan and Tonkin broke out into childish squabbling over who would be the one to be blessed with a Japanese petro-chemical works in his backyard!

criminal acts of U.S. imperialism and Japanese re

defence forces" to Okinawa by the U.S.-Japanese reactionaries.

Japanese militarism have aroused strong indignation among the Japanese people. Photo shows Japanese workers in Kyushu demonstrating near the barracks of the "self-defence forces" in Kumamoto City to oppose the dispatch of the "self-



Fearless of the armed suppression by the U.S. and Japanese reactionaries, more than 20,000 Japanese workers and staff members in Okinawa U.S. military bases shown holding a large-scale strike in a militant spirit against the strengthening of military bases in Okinawa by U.S. imperialism.

The use of these two "political opby the Japanese militarists shows only that different types of lackeys are needed for different types of tasks, and that the different tasks are based upon (a) import of capital (b) the "securing" of the 'investment area'

... ARE REALLY RUNNING

Back in the '30's, Japan's invasion of Manchuria and China was greeted by the Australian Chamber of Commerce as "a stimulus of trade for Australia". And the outlook of the Australian traitor class remains the same today, with the newspaper apologists claiming that 'things have changed'', that opposition to the Japanese takeover can be dismissed as "psychological hangover from WWI!", "yen invasion brings and that the

And of course, a section of the Australian ruling class will find benefits as "co-operation" between Japanese capital and local management create a position of privilege for those managers, bureaucrat capitalists and technicians who pledge their loyalty to the yen.

The presentation of militarist awards to

Australian lackeys of Japanese militarism points some of these people out. Some time ago Sir Leslie Thiess received the "Order of Sacred Treasure — Third Class" from the Emperor, and was eulogised to the skies for having received such a high

Now, his place has been taken by Sir Edward Warren, who was given a First Class medal — straight from the Emperor. This is the first First Class award to a non-Japanese — interesting since Warren played host to Japanese businessmen in Australia last year in his position of chairman of the Australian Coal Association, and was, at the time of receiving the award, in Kyoto arranging for Australia's participation in a "Pacific Basin Economic Council".

Within the Australian military circles, some realists (within the framework of their own thinking), openly refer to the role of revived Japanese militarism following the defeat of US imperialism by the liberation movements

Australia's former military chief, Sir Frederick Scherger, has gone on record as stating that Australia should have nuclear weapons and "a military alliance with Japan . . . to ensure our own security".
"With the British out of the area, and the Americans disenchanted after their experience in Vietnam, we are on the thresh-hold of a very cold war . . .". Unless Australia took the initiative, continued Sir Frederick, there could come a time when Japan stationed troops in Australia to protect its (Japan's) interests.

NO URANIUM FOR JAPAN!

ar the barracks of the

Back in the '30's, Menzies signed an agreement with the Japanese militarists by which pig-iron, the basis of the military industry, was shipped to Japan. The Transport Workers Act was used by him to break a strike by Pt. Kembla wharfies who refused to handle the stuff. Menzies got the name "Pig-Iron Bob" for his troubles (and the blessings of the Japanese-controlled Radio Batavia in 1944).

Today, the basis of military expansion is not so much pig-iron as enriched uranium. Sato's White Paper alleges that "it is permissible in the constitution" for Japan to possess nuclear weapons and that 'juridically speaking, Japan could have

some small-size nuclear weapons of minimum strength ..."

The fact is that for some time the Japanese reactionaries have accelerated their preparations for nuclear rearmament. The US is aware of this and wishes to help the Japanese. Even if they didn't (out of inter-imperialist rivalry) the visit to Tokyo of Gomulka, and the visits by Sato's emissaries to Soviet Far East Bases (along the Chinese border), are ample blackmail weapons.

An essential component of nuclear development is enriched uranium, and it is this commodity that the McMahon pup-pets, and in particular the Minister for National Development, Mr. Swartz, are so keen to supply the Japanese with. In fact, a

treaty to this effect has just been signed.
Toyota's "International Love" and
Misubishi's "ever advancing" philosophy
are imperialist philosophies, pure and simple. But the people of Japan, South East Asia and Oceania have been taught many lessons by the Japanese imperialists in the past, have had a good teacher in US imperialism, and will certainly intensify their opposition to both US imperialism and revived Japanese militarism at this

The Japanese workers, peasants, farmers and students are rejecting the revival of Japanese militarism, are op-posed to the fraud of "Okinawa reversion" and want all US military bases out of their country. As Chairman Mao points out, Among the Japanese, except for the pro-US monopoly capitalists and the militarists, the broad masses of the people are our true friends."

Amongst Australians, the danger to class all Japanese as bad must be fought, for this attitude will only do harm to the people of Japan, and the anti-Japanese militarist movement in Australia.

It is becoming a cliche that the Japanese militarists are getting today what they couldn't get by war, but a cliche only in the sense that it is being repeated and un-derstood by many people. This is excellent and augurs well for the struggle against US imperialism, revived Japanese militarism and for a free and independent socialist Australia.

Map of Malacca Straits a "vital lifeline" (sato) for Japanese Naval Supremacy.



A list of ZAIBATSU holdings of Mitsui and Sumitomo.

Sumitomo Chemical Co., Ltd. Sumitomo Shipbuilding & Machinery Co., Ltd.
The Sumitomo Bank, Ltd. Sumitomo Metal Industries, Ltd. Sumitomo Metal Mining Co., Ltd. Sumitomo Shoji Kaisha, Ltd. The Sumitomo Trust & Banking Co., Ltd. Sumitomo Mutual Life Insurance Co. Sumitomo Coal Mining Co., Ltd. The Sumitomo Warehouse Co., Ltd. Sumitomo Electric Industries, Ltd. The Sumitomo Marine & Fire Insurance Co., Ltd. Sumitomo Real Estate Co., Ltd. Sumitomo Cement Co., Ltd. Sumitomo Light Metal Industries, Ltd. Sumitomo Bakelite Co., Ltd. Sumitomo Atomic Energy Industries, Ltd. O Nippon Sheet Glass Co., Ltd. NEC Nippon Electric Company, Utd. → Meidensha Electric Mfg. Co., Ltd.

> The anti U.S., Antimilitarist struggle.

Nippon Electric Industry Co., Ltd.

Andre Electric C. Da

Mitsui & Co., Ltd. Mitsui Agriculture & Forestry Co., Ltd. Mitsui Aluminium Co., Ltd. Mitsui Bank, Ltd. Mitsui Construction Co., Ltd. Mitsui Lumber Co., Ltd. Mitsui Milke Machinery Co., Ltd. Mitsui Mining Co., Ltd. Mitsui Mining & Smelting Co., Ltd. Mitsui Mutual Life Insurance Company Mitsui Ocean Development & Engineering Co., Mitsui Oil Exploration Co., Ltd. Mitsui Oil Supply Company, Limited Mitsui Petrochemical Industries, Ltd. Mitsui Real Estate Development Co., Ltd. Mitsui Shipbuilding & Engineering Co., Ltd. Mitsui Toatsu Chemicals, Inc. Mitsui Trust and Banking Company, Ltd. Mitsui Warehouse Co., Ltd. Central Glass Co., Ltd. Denki Kagaku Kogyo Kabushiki Kaisha Japan Steel Works, Ltd. Nishi Nippon Electric Wire & Cable Co., Ltd. Sanki Engineering Co., Ltd. Taiheiyo Industries, Inc. Taisho Marine and Fire Insurance Company, Toray Industries, Inc.

Toyo Engineering Corporation

SOUTH CHINA

MALAYSIA

ON DIT. May 31, 1972

FARRAGO May 5, 1972

The Swinburne Community School

Alternate schools — community schools, open schools, free schools — are attracting a good deal of attention at present. Already a number of Victorian State schools have begun to break away from the traditional pattern. Three in particular — annexes to Moreland and Collingwood High Schools and Swinburne Technical School — represent radical departures from the norm and several other schools have initiated important innovations within a more conventional framework.

This special supplement to FARRAGO sets out in some detail the progress of the Swinburne Community School to this stage. It will be apparent that the school is still only in its formative stage and much of its programme so far is exploratory rather than definitive. It is a 'warts' n all' account in the hope that others will benefit from the school's experience, from its failures and shortcomings as much as from its successes and strengths.

Whilst each of the schools above draws on similar ideas and experiences, particularly the ideas of de-schoolers like Ivan Illich, Paul Goodman and James Herndon and progressive educationists like A.S. Neil, and the experience of schools like Philadelphia's Parkway, the First St., School of New York and Neil's Summerhill, each has its own separate character neither the embodiment of some particular ideology (or of somebody's bright idea) nor a reconstruction of some existing school, but the unique product of a particular situation, of the interests, talents and attitudes of a particular group of students, teachers and parents in a particular community with its own resources and its own problems.

General

Swinburne Community School is an annexe to Swinburne (secondary) Technical School, financed and administered by the Education Department of Victoria. It opened in February 1972 with 100 students (approximately 40 girls and 60 boys) ranging in age from 14 to 17, and five resident teachers. Three-quarters of the students were drawn from Swinburne Technical School and the other quarter included students from various schools — State High and technical, public, catholic, and associated grammer schools — and a few students who had already left school. 4

The intake is not a selective one except in that all students *chose* to attend. In general, the basis for acceptance was first-come first-served although some adjustments had to be made to provide as nearly as possible equal numbers of boys and girls. Some preference was also given to applicants who were not already in school. Academic record was not considered in any class and no students were rejected on the basis of their previous behaviour in school. In the event, the student population comprises a very wide range of social backgrounds, academic ability and general aptitude and interest.

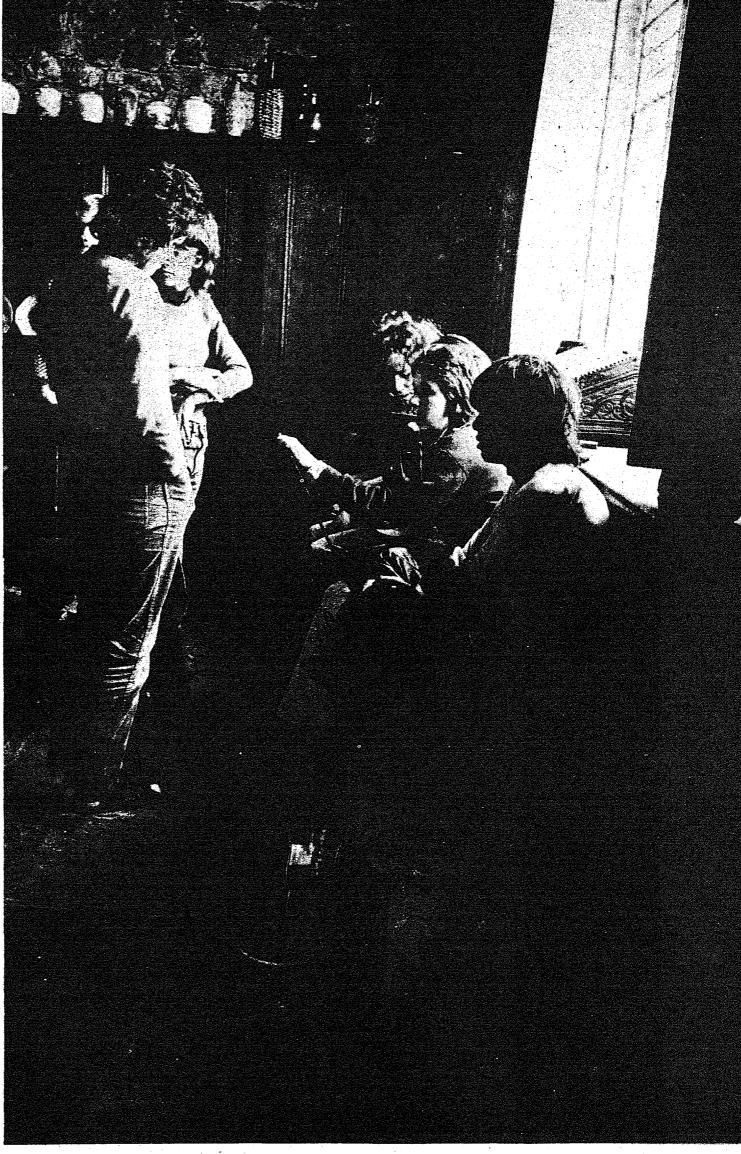
The great majority of students live in the immediate vicinity of the school. However, at this stage a number of students, several of whom were already attending Swinburne Technical School, have been accepted from outside the area. Future policy on this question will be decided in the light of this year's experiences.

The five resident staff, one of whom is only half-time, cover between them the main curriculum areas. They are responsible for co-ordinating the development of the curriculum and for much of the actual teaching.

In addition the school has the services of a number of visiting (or visited) teachers including student teachers and specialist teachers in such fields as modern languages, photography, music, physical education and cooking. In some cases, teachers come to the school; in others, students visit the teachers in their studios and workshops.

The school also has a part-time typis:/clerk whilst some of the administration, particularly the bookkeeping is carried out by the clerical staff of the main school. Further assistance is provided by volunteer parents and students who help with typing and duphcating general clerical work and answering phone enquiries.

The school is based in a Methodist Church Hall (Hepburn St., Hawthorn) which it shares with a number of groups including pensioner groups, ballet and gym classes and girl guides. The premises consist of a large



open hall, a kitchen, three small offices (one of which is used for student study) two rooms of classroom size and a shed which has been fitted out as a home workshop. Two of the small offices are used exclusively by the school; the others are shared with the various other groups which use the building. The school is financed and staffed on a similar schedule to that of any Victorian secondary technical school. The staffing ratio is, in fact, equal to that of other schools and whilst a small experimental grant has been made available to supplement normal finance, the economics entailed in not providing specialist facilities such as science laboratories, technical workshops, a library and large kitchens more than balance

Resources

The Community School aims at more

efficient utilization of valuable community resources. This is a two-fold process. On the one hand, the school uses existing community resources which are not fully utilized and, on the other hand, such resources as the school itself controls are made available for other groups in the community to share. The long-range implications of this proposition entail a radical revision of the whole pattern and process of community development. In particular, it implies the growth of community facilities not attached to separate institutionalized school but open to all sections of the community as, for instance, the municipal library is. Such a programme would entail the development of more, localized, branch libraries and municipal art, craft and science centres and technical workshops in lieu of the "closed"

facilities currently established in schools. A more utopian vision would incorporate the use of commercial facilities such as factories and studios as centres of learning, though that development would imply an even more drastic review of the accepted roles and responsibilities of various groups in the community.

In the short term, the Community School uses such existing facilities as are available. Students use the Hawthorn municipal library and, to a lesser extent, the Swinburne College of Technology Library. Science classes use laboratories at the main school and in the Education Faculty at Melbourne University. Art students use the art teacher's own studio and go out to learn from potters and weavers and to work in a silk-screening factory. Photography is learnt in a commercial photographer's studio. Cooking lessons are taken in private homes.

ON DIT, May 31, 1972—9

The Community school attempts to

or teachers' college kitchens, and drama groups use teachers' college studios. Most business studies classes are taken at the main school, in some cases by a community school teacher and in others by staff of the main school. Boys interested in trades and technology visit factories, garages and workshops for work experience. 12

At this point, the simple aim of utilizing resources efficiently fuses with the more important aim of bringing students into contact with a wider range of adults than they normally encounter in schools and of enabling them to gain a realistic appreciation of the relationships and modes of work in different occupations.

In addition, students regularly visit art galleries, the zoo, museums, parliament, law courts and other public facilities.

The amount of travel involved raises some problems. Many of the resources are within comfortable walking distance but others require transport. The school is attempting to meet the costs of this transport to ensure that all students are able to take advantage of these opportunities. Several approaches have been tried. Parents and teachers have used private cars, the school has hired coaches on occasions and more recently a micro-bus has been hired on a regular basis. Students have also been provided with money to pay train and tram fares. The best solution to this problem has yet to be established. A committee of parents, students and teachers has been formed to look into the matter.

At Swinburne, this process of improving the utilization of resources is still in its early stages. As the examples mentioned earlier indicate, some considerable progress has been made in the locating of resources outside the school. Less progress has been made in sharing the school's own resources and facilities with other sections of the community. The school shares premises with a number of other groups who use the building both during the day and in the evening. Already some limited co-operation has been achieved with these groups. The school has also assumed something of the role of an advisory centre for people interested in various aspects of education. Students and teachers visit and speak to various groups and organizations on request and many people seeking advice about specific educational problems ring and visit the school. This role is, in fact, somewhat beyond the school's limited resources but it is a clear indication of an important need in our community.

Much more can be done, however. The school's limited equipment could be used by other groups in the community and plans are under way to extend the school hours to allow more people, particularly parents, to take part in classes and other activities.

Community Action

Traditional schools isolate adolescents within a separate institution joining forces with the mass media, the advertising industry and the producers of consumer goods to foster a complete, self-contained teenage sub-culture. Thus adolescents have less contact than ever before with younger children, on the one hand, and adults on the other. The essential selfishness of this sub-culture is reinforced by the sense that most teenagers have that social and political affairs are managed (often, in their view, mismanaged) by adults.

The community school attempts to re-establish a sense of community in which all ages and groups participate freely and is important to be learnt by growing up and participating in the life of the community, Although the extent to which this notion can be implemented is severely restricted by the existence of external syllabuses and examinations which, of their nature, favour the acquisition and display of passive knowledge over personal commitment and action, the Swinburne Community School seeks to involve its students in the life of their community. Some students have investigated the use of pesticides in the Hawthorn area and others have begun to compile a record of the main sources of pollution in the area. Some students assist at the nearby kindergarten.

This aspect of the school's work is only just developing. Proposals at present under consideration include assisting individual pensioners with household tasks, working for and in opportunity shops, assisting with such community services as 'meals-on-wheels', taking music and theatre to kindergartens, primary schools, hospitals and so on, and mounting campaigns to improve various facilities and social services

10-ON DIT, May 31, 1972

School Government

The community school is itself a community and as such it has to evolve its own system of government. Any system which is imposed from 'above' is unlikely to meet the needs and aspirations of all parties involved. Within a general commitment to devising procedures which will allow all interested parties an adequate and appropriate share in the conduct of the school, the procedures followed to date have been largely ad hoc, designed to meet immediate problems whilst allowing more permanent and stable arrangements to develop from experience. The following account attempts to set down the present situation at the end of the first term without anticipating the arrangements which will evolve in future.

function and value of these groups is still under consideration but they certainly allow each teacher to come to know well a small group of parents and teachers.

To date, most decisions about curriculum, at least in terms of planning and development, have been made by resident teachers. Students have made their views known both formally, through school and group meetings, and informally through their participation in classes. In general, teachers have acted on the views expressed by students whenever possible and there has been no serious conflict but this is an area in which a good deal has yet to be achieved.

The few school rules that exist have been established somewhat more democratically. Much of the initiative for proposing and 'implementing' (a more appropriate term than 'enforcing' in view of the level of co-operation that exists in the



Formally, the school is under the control of the principal and council of The Swinburne Technical School. This control extends to all aspects of the school from finance to curriculum. In practice, the community school is allowed a good deal of de facto autonomy in recognition of its need to develop flexible procedures. The formal link between the main school and the Community School is the co-ordinator whose role as the title implies, is one of co-ordination - of the activities of all groups within the school, of the work of the school and other branches of the Education Department, of the activities of the school within the broader community. This work of co-ordination is shared by all resident teachers to some extent as each is expected to carry out any administration associated with his/her own teaching.

Each resident teacher is responsible for the general supervision of a group of twenty students, each group containing a cross section of the students in the school. The school) these rules and procedures has come from the resident staff but all rules and procedures have been approved by a school meeting of students and staff before they were implemented. To date, the parents' role in the school

has been limited. At a meeting of parents held before the school opened, it was agreed that questions of school government and the role of parents should be deferred until the school was more established and no further meetings were held until late in the term. Following this meeting, a series of volunteer committees of parents, students and teachers were established to draw up recommendations on various aspects of school policy. One of these committees is examining the question of school government and its recommendations will be referred to a full meeting of parents, students and teachers.

Rules and policies established to date are of three kinds. First there are a few rules relating to the use of the building which are

stipulated in the lease. Second there are procedures concerning attendance at school. Students are required to notify the school if they will not be attending and to fill in an absence form and have it signed by a parent when they return after absence. When leaving the school during the day, they are required to enter their destination and time of departure in a book kept for this purpose. These procedures were proposed by the resident staff and approved by a school meeting.

The third set of procedures were drafted by study groups of students and teachers. debated by a school meeting and adopted on a vote of all students and teachers present at the meeting. These procedures relate to behaviour in the building and attendance at classes. One of these, for instance, provides that each student should work out, in consultation with his supervising teacher, a programme of work which he agrees to follow. Prior to this, attendance at classes had been entirely voluntary. A related policy provides that students be allowed two sessions of any new unit of work or activity to decide whether or not they wish to continue with it but that after that they should attend all future sessions unless they make other arrangements with the teacher

Other study-group recommendations concerning enforcement of school rules have yet to be adopted by a school meeting. Several meetings have been held to discuss the recommendations but no agreement has

Curriculum

The curriculum is still heavily circumscribed and biased by the existence of external examinations in fifth year. Moreover, the Intermediate Certificate is still awarded in fourth year and even though this no longer involves an external examination. students who wish to gain the certificate must, as a general rule, follow courses recommended by the Education Department. Moreover the fifth year syllabuses and examinations are themselves a further restriction on fourth year courses which must be geared to preparing students to cope with Leaving subjects the following

These factors alone need not necessarily imply any particular approaches to learning. In fact, the community school aims to explore alternative methods of preparing students for examinations so that where they must be faced their effects on the curriculum are kept to the inescapable minimum. Often in traditional schools examinations are used as excuses for authoritarian teaching and rigid curricula.

Nevertheless, at this stage it has been impossible to cater for these certificate studies without introducing a good deal more structure than is desirable into the curriculum. This factor has been reinforced by the tendency of both teachers and students to rely on teaching and learning methods and procedures carried over from the traditional school.

However, not all learning in the Community School is of a planned, directed nature. Whilst most curriculum activities are, at this stage, teacher-directed, even these generally include some provision for self-directed learning, Moreover, students are already learning from other students and devising and carrying through projects on their own initiative. Students have learned aspects of spinning, soldering, photography, pottery and leatherwork from other students either through direct instruction or through simply observing work in progress. Other important kinds of learning take place in visits to galleries and museums and in job experience in various places of work, in many cases without the guidance or even the presence of a teacher.

At this stage the curriculum is an uneasy blend of standard certificate subjects and a wide range of other activities and subjects. The aim has been to allow students to take any studies which would be available to them in a traditional school, and at the same time provide them with opportunities that only a school like the community school can

The programme includes six types of subject or activity:

Leaving and Intermediate subjects taken regularly and consecutively throughout the year. These include Maths, Physics, Chemistry, Biology, Technical Drawing, History of Art, Typing, Bookkeeping, General Business Education, Shorthand,

re-establish a sense of community

Stenography, French, German, Music.

2. Units of work carrying credit towards Leaving and Intermediate subjects, Units taken so far include studies of the novels A Separate Peace and To Kill a Mocking Bird, a study of contemporary China (credits towards Leaving and Intermediate Social Studies), a unit on collecting data (General Maths). A.S.E.P. units (general science), street theatre (credit towards a subject comprising aspects of the performing arts), and silk-screening, painting, pottery and photography (Art), These units are open to any students, whether or not they intend to claim credit towards a Leaving or Intermediate subject. To qualify for a pass in one of these subjects, students are required to complete satisfactorily a specified number of the units.

- 3. General Studies topics such as Education and Conservation, These topics are open to all students. They are seen as integrating studies providing a measure of common experience for all students and running parallel with the other studies. Each lasts for several weeks.
- 4. Continuous courses, not leading to certificate credits but running throughout the year on a weekly basis. These include Italian, French, German, and instrumental lessons (guitar, flute, piano, drums, cello and so on).
- 5. Regular activities, generally held once a week. These include regular writing groups, maths groups for students not taking certificate studies in maths, a science group for students not taking certificate science subjects, and philosophy current events, drama, electronics and hobbies groups.
- 6. Short-term units of work varying from a single lesson in soldering to a term's work in elementary typing. Units taken during the first term include 'Writers and Writing' (a study of the working procedures of writers), a course of five half-days in Chinese cooking, a survey of technology in the Hawthorn area leading to work experience in various trades and other occupations, a unit entitled 'From Pow-wows to Parliaments' which involved a study of meeting procedures, a unit concerned with the techniques of making surveys, a unit in computer maths, a short course in basic photography leading to further more advanced courses later in the year, a study of advertising, several thematic units in English work, a study of the use and effects of pesticides, a short course in geology and a unit of leatherwork.

Units offered reflect the interests and needs of the students and the talents and interests of the teachers, both resident and visiting. In addition to these offerings, individual students attend classes at other institutions. For instance, two girls attend the Kathleen Gorham Ballet School half-time and another takes evening classes in pottery.

All studies are open to any student regardless of age or previous schooling. Students are advised both by supervisors and by the teacher initiating a particular course but none is excluded if he or she wants to proveed. In practice most units are taken by students of different ages, not excluding Leaving subjects some of which are taken by third and fourth students.

Generally students take a variety of studies. None restrict themselves exclusively to certificate studies although some fifth year students have such a heavy programme of Leaving subjects that their opportunities to participate in other aspects of the school programme are regrettably restricted. At present, this seems inevitable in view of the pre-requisite requirements for certain tertiary institutions but it is hoped that in future years these restrictions will diminish. Meanwhile this situation constitutes the most serious restriction on the school's programme

On the other hand, considerable progress has already been made in the direction of arranging work experience for students. One student assists a veterinary surgeon one day a week. Others have worked for periods ranging from a day to a week in factories and garages. Several students have visited offices and drawing offices to observe and report on the work in progress - on the range of tasks carried out by various employees, on the work and recreation facilities provided, on the employer/employee relationships involved and so on. Some students have accepted paid work whilst some others have been restricted to the role of observers.

One afternoon a week is set aside for sport and other recreational activities. Recreation is not confined to this afternoon. Students can fit these activities into their programmes at any time and the line between recreational and other activities is difficult to draw but as the school building is used by a pensioner group on Thursday afternoons, a wide rnage of sporting activities is offered on that afternoon. Some of these activities are supervised by visiting teachers and others are arranged by the students themselves. The programme in this term has included swimming, orienteering, trampolining, canoeing, bowling, tennis, archery, gymnastics, weightlifting and golf. In addition some students have arranged to take part in the sporting programme of the main school.

One final aspect of the school which should be considered under the broad

school concept is the emphasis placed on parent involvement. As was mentioned in the section on government, parent participation in the school has been limited to this point. The school began with at least the tacit support of all parents in that they chose to send their children. Since then most communication between school and home has been one-way in the form of regular newsletters from the school. Besides the parent meetings referred to in the section on government, teachers have made contact with parents through home visits and interviews at school and at the end of term most parents have been contacted in one or other way. This aspect of the programme will be expanded in second term,

Parents are welcome to visit the school at any time and many have already done so through many others are still somewhat inhibited about coming to the school after having been accustomed over many years to

approval. A number of parents have expressed their concern that students are not compelled to attend classes and that they will lose ground irretrievably in vital subjects. Opinions on this subject vary greatly among parents and at present no clear consensus has emerged but it does appear that only a minority are in favor of making classes compulsory. Most, though, seem to expect close supervision of students' programmes by resident teachers. In general, the level of involvement of

parents is high. There is no shortage of volunteers to help in the office, to drive students on excursions and to provide materials and technical assistance when needed.

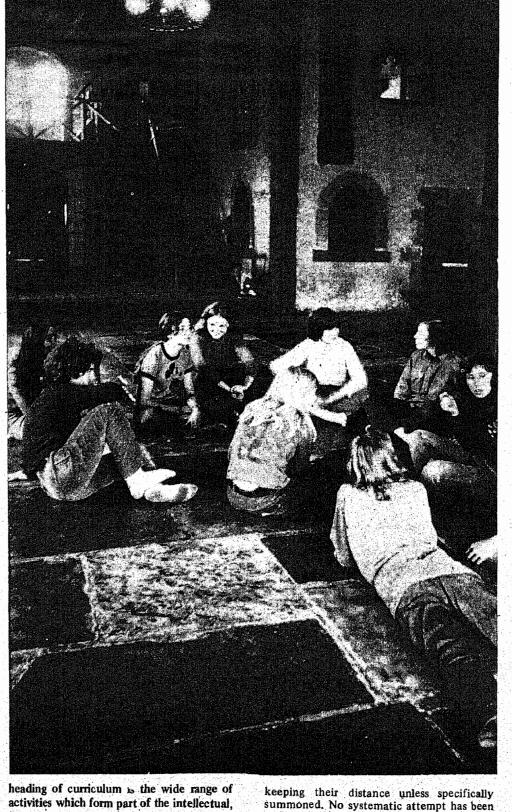
Rationale: extracts from the original submission proposing the establishment of Swinburne Community School

Much contemporary educational thinking and policy involves the development of increasingly sophisticated, large plants and the protracted separation of children from the wider community. Basically this proposal is to reverse the trend, to see the school as a smaller, simpler, more personal institution and to take it back into the community both metaphorically and physically.

The secondary/technical school as we have come to know it is a large, substantially self-contained institution. The size of the institution tends to make its relationships impersonal and to require a considerable number of rules and formal procedures which themselves often cause disciplinary problems and prevent the growth of the very order and harmony that they are intended to ensure. The fact that the school is largely self-contained noures that it will be isolated from the community at large. The more it succeeds in becoming a simulated society in miniature, the less it serves as a medium for participating in and understanding the 'real' world outside. (And, for many children, the more irrelevant it

These tendencies gain acceed significance in the light of plans to extend the school plant, hours and responsibilities - to enable it to 'take in' much of the community. This certainly seems a valid response and one which ought to be implemented and evaluated. There are, however, certain dangers in this approach, one of which is that the school will become an even bigger, more impersonal institution, however much the planners hope otherwise. An equally valid response would seem to be to dismantle the school as a large, self-contained institution, reducing it to the essentials: people and the basic accommodation in which the people can meet, talk and plan their programme.

Another related aspect of this proposal has to do with the notion of inducting children into the culture. Almost any statement of educational aims includes some reference to understanding the society in which the children live. In less complex societies than ours, this occurs informally through living in the community. For a number of reasons in our society this responsibility has been handed over to the schools with few other agencies accepting any responsibility for it. It is arguable on both logical and practical grounds whether schools should or can cope with this task, This proposal will allow children to move more extensively, on a planned, controlled basis, in the community - in factories, offices, cultural centres etc - during their period of formal education so that they can sample and observe various occupations, institutions, processes and relationships, relate this to their growing understanding of the principles and concepts encountered in their studies of society and technology, and talk about their experience with other children and with interested and informed adults. Normally, their direct encounters with industry, for instance, are delayed until they leave school at which time they have little chance for systematic and detached consideration of their experiences. A corollary of this argument is that other agencies - not least parents - may come to accept more responsibility for education than they have done in the recent past ...



social and cultural life of the school itself made to gauge parent reaction to the school at this time but several impressions can be and which are themselves educative by any stated criteria. A week's camp was arranged for the whole school early in the year and further First, many parents have felt somewhat camps for smaller groups are planned. Three excluded from developments in the first month or so. Partly this was inevitable as the separate news-sheets have been produced initial organization was so demanding on wholly by the students. Students have staff time and energy that parent contact re-decorated the staff and student studies was severely restricted. Most parents and printed new curtains for the kitchen. appreciated this situation but their anxiety Students speak to interested groups of adults was nonetheless understandable. The and students about the work of the situation was aggravated somewhat by the community school and the ideas behind it. fact that newsletters were sent home by In fact, students must constantly think, talk, hand and in many cases students omitted to pass them on. This problem of plan and follow through their plans merely communication is being overcome with the to keep the school developing towards the point where its basic aims are realized. towards the end of term.

Home & School

An important aspect of the community

series of meetings and contacts that began

The great majority of parents seem

pleased with the school, their enthusiasm

ranging from general assent to unreserved

The aim of the community school is to foster a dynamic relationship between school and community through interaction between the two. At present, changes in society often take some considerable time to filter through to the schools, insulated as ON DIT, May 31, 1972-11

School & Community

in which all participate willingly.

they are by their physical independence from the wider community. Such contacts as occur are often at a somewhat remote level and often have little effect on the practices of the schools. Thus, for instance, curriculum changes have been very slow in the past, not merely because of the centralization of the system but also because of the extent to which teachers themselves were isolated from the general community.

other consequence of this separation has been that the community has become apathetic towards education, content to delegate the responsibility to the experts and showing sporadic interest only when some dramatic controversy arises. Thus a second aim of the community school would be to foster a concern for education among groups and agencies outside the school by actively involving them in the educational process itself. Recent attempts at liaison between school and community have mainly been restricted to discussion about education with each group attempting to communicate its aspirations or requirements to the other. This is valuable but less so than first-hand experience and direct involvement . . .

Social Relationships

One of the characteristics of large institutions is that they become increasingly impersonal. In such a situation, the individual is likely to be overlooked, to feel neglected and insignificant. For many, this leads to apathy and indifference; for others it leads to open rebellion as a means of asserting individuality...

A major aim of this proposal is to reduce the size of the school to enable relationships to become more personal and less formal, to increase the student's sense of belonging to a community and to enable him to participate constructively and meaingfully in the school's affairs. In a small institution, the need for rules and regulations would be reduced as would the tendency for children to be treated alike without regard for individual differences. In this context, it should be possible to ensure close pastoral supervision of all students by a small group of teachers who know each well.

Paradoxically, whereas existing schools fail to provide this 'pastoral' care because children have to relate to too many adults, they fail on a different level in that children encounter too few adults from other walks of life. With the traditional extended family shrinking to the nuclear family of parents and children, few children have any close contact with adults outside their immediate family and their teachers. As most teachers (even in the technical division) have spent the greater part of their lives in schools, they represent a somewhat atypical sample of adults and the community school would aim to provide students with the opportunity to work with a number of adults with widely varying expertise and experience

Use of Resources

Much of the uniqueness of the community school proposal derives from the reallocation of resources involved. Simply, the proposal entails making substantial economies by employing fewer full-time providing and much accommodation and fewer facilities than is required in the normal school. To some extent, this would be offset by exploiting the resources of the wider community libraries, sports grounds, art galleries etc all of which are freely available and which are, in many cases, used well below their capacity. Otherwise, the savings effected by this reduction in staff and plant could be used to hire facilities and staff on a specific,

By thus reducing the number of buildings and the amount of equipment tied up full-time by the school but used only six hours in twenty-four and 280 days in 365, and by utilizing other facilities and equipment which would otherwise be under-used, the community school offers the means to achieve substantial economies which can in turn be converted to provide the services and materials which could not normally be afforded. Thus, whilst the school would provide opportunities not available in the normal school, it would do so at no greater per-capita cost than that of the normal school.

Comments by Community
School Students

"The Community School - I feel as though I'm part of something real, just being with the teachers and kids is really great.

12—ON DIT, May 31, 1972



Some of them take a lot out of you, and don't know how to give it back, yet I suppose that's how it is. There are a lot of kids who aren't terribly involved with the school, yet there are others who are. There's always noise. I've learnt a lot, I think, I mean not just material things but, other type things, and that's what I needed. This school is really working, for me at least. There is a lot of hate here as well, and some really bad vibes happen sometimes but you can adapt, and you learn to adapt. Maybe I was born again, when I came here, because I've changed just so much".

"I was really excited when I first heard about the community school. I had read a few things about other schools along the same ideas. I think these ideas are right and I think all schools should be run this way. Some people say that these sorts of schools are only workable for a certain kind of person. I don't think so. It may take time, but eventually I believe every one can adapt and work in these sorts of places. I thought that when I got into this school I'd start working straight a way on things that I didn't have time to do (wasn't allowed to do) at the other school. It didn't happen that way.

Most of my time was spent doing nothing. But I went to the classes I was interested in and slowly it got better and now only a couple hours of my day are spent doing nothing".

The educational aims of the Swinburne Community School community involvement student initiative, individual maturity, responsibility and environmental awareness - along with academic achievement are wonderful, and unlike the conventional school there is the opportunity and scope at the community school for these ideas to be put into practice. However, my own disappointment with the Community School has been that these perfect educational ideas have not been implemented as successfully as possible within the school. The reasons for this are not related to the teaching staff, site of the school, available facilities or other material problems, but to the student body itself, 100 people. Entrance into the community school was not selective, so naturally diverse personalities and peoples were enrolled together. Academic abilities, financial and family backgrounds and age groups of students were varied producing greatly

Prepared by Farrago for Swinburne Community School

contrasting people. However one important issue was neglected on application into the community school, that was the student's attitude on leaving the conventional school and entering the community school - were they prepared to bring to the community school their own ideas of education and make the school what it could be - the fulfillment of an educational dream? The majority of students, myself included, wished to escape from the restrictive, unreal school system of miseducation, but the majority again, were not prepared to replace the old system with education in its broadest sense, at this new school. It doesn't take a scholar from a special private school to gain learning and an education from the community school. The requirements are an aware, self-disciplined student. The present educational system in Victoria is quite frightening - the community school is an attempt to make it less so and present a school where an education can be gained. Because there are so few non-financially selective progressive schools in Victoria it seems reasonable that the students who have such a great privilege to attend these schools, be the students who are the more inclined to develop and exploit the school and its most important facility the community, to their greatest extent. Perhaps it is unrealistic to enrol only those students who are prepared to "make" the community school, but then again the education system in Victoria is more unrealistic still, so an elitist community school where responsible students attend is feasible. Clearly we need more community schools and a revision of our educational process. However with stoic movement in this field by the authorities, our available progressive schools should be for those who appreciate them most, willing to work for more progressive schools, which in time, I hope, shall be of sufficient number that the intake can relax, becoming broad

"It's seldom easy at any school and it's tough here. Nobody's really rotten but lots aren't that great. Too many kinds from Swinburne have formed groups from before and it makes it hard to mix and too many kids have been let down by others so that they don't see why they should help anyone so they don't. Some people don't work and stop you working, or say they don't want to work which makes me mad because that's why we're here. I don't seem to produce much solid evidence of work. In fact, I find it hard to sit down and work, but just by being here you absorb stuff. The classes are good and seeing that you chose what classes you go to, you enjoy most of them. The teachers are great and not like teachers at all. You can talk to them like people and they don't change when they leave the classroom. It's still tough because people are people and have the nasty ways of people and don't like it if you're right and laugh if you're wrong and don't care but still when you're happy it's really great and better than anything else, and slowly people are getting better...but it's hard to give and not expect anything which everybody is going to have to do to make it work".

"The Community School is a school where classes are not compulsory. The facts and figures are not spoon fed. The students organize themselves into their own courses of study and if necessary they get advice from a teacher. The important decision-making is as much the students' responsibility as the teachers'. The school is not selective, the students come on the basis of first-come-first-served. Because of this a large percentage of the students are dependent on the teachers. One of the aims of the school is to leave the students to organize themselves and not to be dependent. But most of them have been conditioned not to think for themselves. And it takes a while to re-educate them. Most of the students are just beginning to help themselves. In the period of the Tech. Teachers Strike, the school would have been closed down, but a few students organized the opening of temporary school in Swinburne Tech. We had the use of one classroom. We arranged a timetable using ideas we had pooled together. We also sent through the post a letter to parents and students telling them of our plans and that the school would be open. The response was slight. Only a few turned up (about 40). The students were the ones who are aware of what education is and are trying to obtain it, to their own needs. Personally I like the Community School. I like most of its ideas and hope the education department sees our point of view on all round education and not the old one of spoon-fed learning.



BUFFALO - DEAD FOREVER (Vertigo) Recipe for heavy rock a' la' Australia. Take one Black Sabbath type extra bassy guitar sound with repetitive catchy riffs on bottom three strings. Add one Grand Funk Railroad type bass with heavy sustain. Mix down with drums and vocals, press on Vertigo and ice with far

out cover. Serve loud.

Buffalo are indeed Australia's answer to Black Sabbath and Grand Funk Railroad and they are Sydney's answer to Rashamra. For originality they have two instrument-free vocalists. They only have three instruments:— guitar (John Bax-ter), bass (Peter Wells) and drums (Paul Balbi). A free pass to our next concert goes to anyone who has heard of that trio of maestros before. It's very easy to be cynical about this record. After all, every reviewer worth his ink cans Black Sabbath and Grand Funk so an Australian copy of them ought to be like lamb chops under the butcher's cleaver.

But as our regular readers will be aware, this reviewer is something of an overgrown teeny, who actually digs Black Sabbath and Grand Funk, (howls of derision from intellectuals!). After a few warm up tracks Buffalo do start to get it on. Side two seems much better than side one and it features all their own compositions, which may be a good omen for

their future.

They are loud, at times heavy, repititive, at times catchy. At times they sound awful, as if they have never played together before. At best they sound fairly good without ever reaching the Bissellian heights of "incredible". To sum up, a fair attempt at heavy rock from a new Australian group who sound like they will improve with practice.

Two stars.

Trevor Mules



PERCNES

THE PIONEERS - YEAH! (Interfusion) About 3 years ago, the British music critics decided to push, and to some extent invent, the new sound that they tagged "Regae". Largely the product of West Indians resident in Britain, in this album we have an example of where much of this "new sound" finished up — in the dust-filled corners of radio station's record

The Pioneers, a group of 3 vocalists, produced this album themselves and that's about where their due credit starts and finishes. A simple collection of tunes that would have been smash hits 10tunes that would have been smash hits 1015 years ago in the vintage of Johnny
Horton, Jimmy Dean etc., each track is
liberally whitewashed with orchestral
strings and cute girly choruses, which
destroy any soul or feeling normally
inherent in a black man's vocal. Only in
"Amen" — which negroes sing at their
nativity anyhow — do we feel the excitement of a negro singing as only a negro
can.

The vocals are competent rather than inspiring and are backed by unimaginative instrumentation that is oh so carefully produced so as not to upset the foot-tapping rhythm of each track. "Let your Yeah be Yeah (reached no. 1 in Britain), provides ample evidence in explaining why the British hit parade is no explaining why the British hit parade is no longer regarded as a measure of an artist's international success. "Let it Ali Hang Out" (remember Clapton and Friends "After Midnight"0) and "Message from Maria" are better than the

Nicely produced, but a backwash of the early '60's and the album reeks of the 'clean-cut' image. Perhaps if the Pioneers had relied less on very accepted and equally as boring arrangements, and more on their apparent vocal talents Michael Coghlan



FRATERNITY - FLAMING GALAH (RCA Victor)

Saturday night in dear old Adelaide is, in general, bad — let's face it — but one of the few worthwhile musical excursions was to see Fraternity. Undoubtedly the best rock band stationed in Adelaide, their performances, when at their best, were a delight to the rock maniac and comparable, I feel, to many overseas acts I

have heard on record or stage.

Their loss to the Adelaide circuit is a big blow but it would be a trifle comforting to most of their fans, I suppose, if they made

it big elsewhere.

To stand in front of them and absorb the sheer power was a delight. Seeing Freeman crunch his drums with the force of nuclear bomb, watching Howe's generous smile complement his strong bass work, hearing Jurd break in with his always-improving riffs and to soak up the organ, piano, vocals and harmonica all in one hit was enough to give me the natural

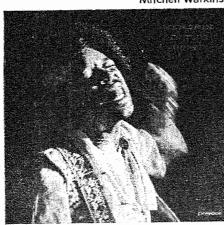
But (to bring you down with a THUD!), none of this is present on the album. Sure, all their stage songs and singles are on the - Seasons of Change, If you got it, Raglan's Folly, You have a God, Annabelle, Hemmings Farm, Welfare Boogie, Getting Off — but to dare to compare this quality with their better live performances would be madness.

Christ, I'm no technician but the production on this album is appalling (even Mules the God mentioned it). Grape Productions have used echo chambers for no useful purpose and the mixing is an absolute effrontery to the musicianship of

To my mind Fraternity's Season of Change, whether I heard it played on the radio (and that's on mono!), or on stage was far better than Blackfeather's version, mainly because of the slower tempo, the soothing recorders and Bon Scott's amazing vocals which suited the song perfectly. On this album the recorders sound like a sick flute and even Freeman's cymbal tapping is lost in the relegation of instruments, which is legion on the album. If they're not relegated they're suppressed to the point of a non-existence or else a mess is formed by the poor recording. thought it was my record player at first but loud or soft, Bruce Howe's bass, in places, causes my speakers to groan.

places, causes my speakers to groan.
Canyon Suite comes out very well, with
John Ayer's harmonica a highlight but
most tracks have no, I can't really put it
into words (this is the hardest record I've
found to review), feeling (I suppose that's
what is lacking). Whatever it is it sounds
as if it's been rushed and it's a shame to he as if it's been rushed and it's a shame to be left with a momento so poor in quality compared to what I can remember of the

real thing.



JIMI HENDRIX - HENDRIX IN THE

WEST (Polydor)

"Hendrix in the West" is the latest of a stream of albums that have been released since his death. It consists of live recordings from San Diego sports arena, where he plays with his original "experience", and Berkeley community California — hence the title.

"The Queen", played in Hendrix' national anthem style, he plays the tune wrong and incorporates a great excess of electronic noise, and "Sergeant Pepper's lonely hearts club band", would you believe, are two short tracks from his Isle of Wight spot, where Billy Cox replaced Noel Redding on bass as he did at

Side one gives us three in a row from Berkeley, where Hendrix, after a little introduction rips into an unbelievable version of "Johnny B. Goode" that left me covered in goose bumps and with tears in my eyes the first time that I played it.

'Lover Man", a rather gentler Hendrix original, gave me a little time to recuperate, but the mind nearly boggled at "Blue Suede Shoes", and if you can imagine it arranged with a fairly heavy riff, well that's alright, because that's just how Jimi plays it.

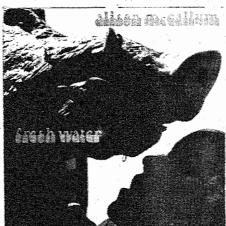
"Voodoo Chile" contains a fair amount of familiar Hendrix electric bullshit, which he nevertheless executes in such a way as to drive the San Diego crowd into a state of rather more than mild hysteria.

The other two tracks from San Diego on side two completely disprove any notions that Hendrix substitutes noise and elec-tronic effects for good musical technique. "Little Wing" is loaded with beautiful straight guitar work, but "Red House", which contains some of the best blues guitar I have ever heard, proves to me that Jimi Hendrix is the greatest blues-rock guitarist that ever lived.

If you were really cut up about Hendrix' death, then "Don't worry" as he sings in Voodoo Chile.

"If I don't see you again in this world "I'll see you in next and don't be late."

John "Claypoole" Thompson



ALISON McCALLUM — FRESH WATER Alison McCallum began her career at the age of fourteen singing with Geoff

Bull's Jazz band. She is twenty-one now and has taken a

growing interest in rock music — resulting

The blurb on the cover says she has been influenced by Bessie Smith, who also was an influence on Janis Joplin, and this is noticeable in Alison's style. Unfortunately for Alison her screaming voice is not as powerful as Joplin's and is annoying rather than good and heavy. She has a good voice when singing blues type numbers in her low register, but she wrecks it all by screaming a' la' Joplin. In fact the best track on the record, a bawdy song called "Organ Grinder Blues", is mostly sung in her low sultry voice.

Her mass media song "Superman" is not completely typical of the L.P. because she does more screaming on the other tracks. One track "Anyway that you want me", gives you a good idea of her vocal range and for her particular style it is well sung, but there is nothing original worth noting about it. Another track is her version of (This could be) "The Last Time" and once again we see her vainly trying to do justice to the song.

The backing group on the record doesn't help her much, being unimaginative and at times nothing more than a beat. But basically Alison is out of place and should use her sultry voice in blues and leave rock

The blurb on the cover also says she has been compared to Janis Joplin and Aretha - probably to show just how difficult it is to sing like Janis Joplin did. It also says Alison is not your "pain-dipped, misery-wrapped" singer, she is in fact a "healthy, happy soul". This adds to my impression of her as an imitator of better singers rather than one with a style of her own. Nevertheless, is you liked "Superhave a listen to this record, but Janis Joplin's records and even Wendy Saddington's (who is better at rock than Alison), sell at the same price.

Hilary Lambourn



HEAT HISTORICAL FIGURES AND ANCIENT HEADS

Canned Heat have had an awful lot of personnel changes during their career but they still put out some of the best rock we from America.

On this record we still have Henry "Wild Man" Vestine on lead guitar, their Mexican drummer Adolfo De La Parra (both originals), and their bass guitarist or relatively long standing, Antonio De La Barreda. Two new members complete the group. This L.P. is produced by Skip and Jim Taylor, Skip having helped Bob Hite (the original leader of the Heat) produce 'Hooker-n-Heat". The standard is once

again very good. Most of the record is devoted to twelvebar, with Little Richard playing piano and singing on one track, "Rocking with the King". Each track or twelve-bar is in a different style, six in all, giving a good idea of the versatility of this particular chord pattern. These styles range from good ol' rock-n-roll to soulful blues, the group always tight and highly professional. The other two tracks seem to be boogiederived, but no longer is the basic boogle pattern obvious. I

The group is playing music which has been played before and is covering little new ground musically. When they had John Lee Hooker with them they turned out some great blues but on this record they have no big force moving them along and innovating. Technically the music is great, but you can say that this style of twelve-bar is John Mayall's and not a style associated with Canned Heat. That style was being evolved when Al Wilson died, shattering the group.

Now once again we have a polished and professional group playing good music -

but no Al Wilson innovating.

The first side of the record is all twelve-

bar, with an odd wind instrument (a new field for the Heat) being employed on two tracks. The best track on this side is a "Long Way from L.A." which moves along very nicely. The second side has two good tracks but the first track "Cherokee Dance", consists of one chord with no boogie-like progressions and although the lead guitarist knew his stuff and didn't repeat himself too much, the rhythm

All-in-all the record gives value, so add it to your Canned Heat collection. If you remember "Goin" up the Country" as the Canned Heat record that made it then I can tell you that every one since then has, and this one is no exception.



CONNIE EATON - SOMETHING SPECIAL (Interfusion)

This is certainly one for Connie Eaton fans (are there any?). If not it's a suggested gift for your more tasteless

Musical Kitsch has hit new peaks. I could go on but a review should contain more than the reviewer's masturbating at his readers expense.

Connie Eaton's vocalising reminds me of little Miss Dynamite (Brenda Lee). Only reminds me, for although Miss Eaton (who's quite a dish by the way) has a similar nasal sound, her selection of "Something Special" lacks what many eminent reviewers would call "imagination". She has adapted some levely hardy favorites such as "Angel of the Morning", "Games People Play",
"Sing a Happy Song" etc., to her own

But fortunately it's a style best suited to bathrooms, in the privacy of your own home. However my father says "it's alright for a change" so what can I add (only further notes of despair). L. C. Wright

the penguin book of comics

Penguin \$3.75 George Perry and Alan Aldridge

A new and updated edition of the Penguin comic book revised by George Perry with graphics by Alan Aldridge and containing examples of comic strips from each period in history.

It gives a history of the comic strip from such early examples as the Egyptian wall paintings to the contemporary comics such as that of crumb.

The political cartoon came into prominence in Britain in the early 19th century. Then came the penny dreadfuls which provided thrills for the Victorians and this was followed in the late 19th century by the comic cuts, a tradition which continues to the present day and which now caters mainly for children.

The first true American comic appeared in 1892 and soon became part of the American scene. Many of the comic strips which originated in the thirties such as "Blondie and Dagwood" and "Dick Tracy" are still being syndicated throughout the world. In the new idiom we have such comics as "Pogo", "Wizard of Id" and 'Peanuts''.

There were also the American comic books ranging from the "Marvel Comics" and "Superman Comics" to the send-ups which satirised other comics.

Meanwhile back in Britain, we have the newspaper strips such as "Pop", "Modesty Blaise", "Buck Ryan", "Andy Cap", "Flook", "Fred Basset" and "Tiffany Jones".

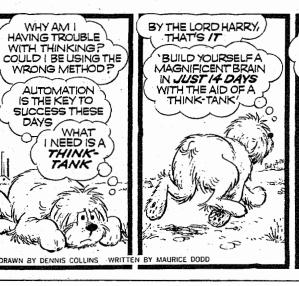
Comic strip characters began to influence art and the film. Some of the characters such as "Batman" began to come alive on the screen. And other products appeared e.g. T-shirts with cartoon

Comics have been used for advertising and religious instruction. Pop Art has become fashionable. Then there has developed the adult themes such as those found in "Barbarella". A brief mention is also made of the underground comics.

While the volume covers a wide field there are to my mind several deficiencies. It concentrates on the comics of U.S.A. and Britain; no mention is made of the cartoons that became comics e.g. the Walt Disney characters, and there is too little on the con-temporary comic forms. What happened to the Furry Freak Brothers and Fat Freddy's Cat?

Peter Love









the destructive business

Photographs by Donald McCullin Sun

The various photographs shown on the previous pages were from this collection taken by Donald McCullin.

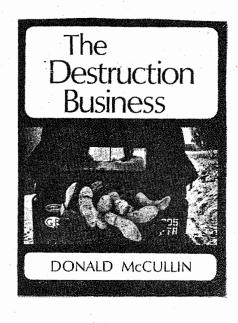
McCullin began as a regular press photographer when he took photographs of the building of the Berlin wall. Since then he has covered the conflicts in Cyprus, Biafra and Vietnam plus other assignments in various parts of the world.

This book was first published too early to have photographs of Ireland or Bangladesh, but what does it matter. The hopelessness and misery has only been repeated once again.

It seems that the differences between men are far more important to people than what we have in common and those who

aren't involved simply don't care. It takes a book like this to remind us of it, for a little while at least.

Peter Love



PERIODICALS ON SALE AT THE **UNION BOOKSHOP**

The Union bookshop stocks a range of periodicals but will consider adding more to that range if there is a big enough demand for particular periodicals.

If you have any suggestions would you please send them into On Dit, C/- the Student's Association Office, and we will pass them onto the Union Bookshop.

(As at 25th May, 1972)
RENA — published by ARENA
PUBLICATIONS, Greensborough, Vic. 50c (price of current issue)
ALL THAT'S LEFT 30c ARGOT 26 — published by Victoria
University Students' Association, WELLINGTON, N.Z. ART AND AUSTRALIA - URE SMITH, Sydney AUSTRÁLIAN BOOK REVIEW THE BULLETIN 30c
CAMP INK — published by the Campaign
Against Moral Persecution, Adelaide. 25c
COLD COMFORT — published by the
Australian Union of Students, North CURRENT AFFAIRS BULLETIN published by University of Sydney. DHARMA

DARK AREAS
DIRECT ACTION
DISSENT — A radical quarterly
EDGE — Christchurch, N.Z.
EXITS — Adelaide University Literary Society FIELDS — A poetry magazine 20c IKON — Empire Times Press, Flinders 20c University
MEANJIN — University of Melbour-\$1,40 NATION 20c **OVERLAND** 50c ORIGIN PEACEMAKER 20c PARIS REVIEW \$1.05 PYROMANIAC -- published by "RAGA", Kent Town, S.A. RETRIEVAL — A newsletter of current THE REVIEW SAVING GRACE - published by Bill's Bookshop, Richmond, Vic. SOUTHERLY VISION WESTERLY - University of W.A. publication. \$1.10

7c.

20c

THE AUSTRALIAN

NATIONAL TIMES

YOUR big chance
THOMAS NELSON (AUSTRALIA)
LIMITED, 597 Little Collins Street,
Melbourne, 3000, will be publishing a
volume of the best short stories available in Australia. The basic idea is to give new and unknown, as well as established writers an opportunity to bring their work

to public attention.

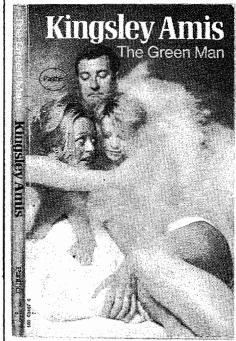
The editors will be Oscar Mendelsohn and Harry Marks who will be selecting the

They are seeking stories that have not been published before. There are no restrictions as to theme or style. No story should exceed 4,500 words. A story as short as 1,000 words will have just as much chance of selection, however, as a longer

The book is expected to be published in mid 1973 and should have wide national distribution. The editors hope it will prove itself a vehicle for revealing the talents of many fresh and previously unrecognised

Authors of stories published in the collection will share equally a royalty of 10 per cent of the retail price. They will receive an advance on royalties of \$25 payable when the typescript is accepted. The story or stories should be submitted together with a stamped addressed on

together with a stamped addressed envelope to the above address not later than 30th June, 1972.



the green man

Kingsley Amis Panther Book 95c

THE GREEN MAN - Kingsley Amis. Panther

Books. 95 cents. In this book, Kingsley Amis blends a ghost story in with a theme of the sexual desires of a

man who, through years of self indulgence, is failing in health. Maurice Allington; Mine Host at the "Green

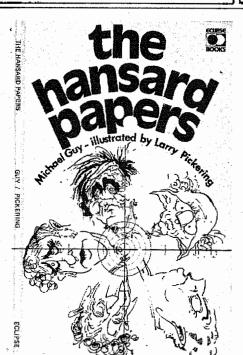
Maurice Allington; Mine Host at the "Green Man", a genuine Coaching Inn, forty miles from London, is a man in the mid fifties who loves his liquor though it plays havoc with his health. He has always had a roving eye and this time has designs on Diana, his friend's wife. He is not merely satisfied with seducing her but wants an orgy between he, Diana and his own wife. Maurice also believes the Inn is haunted though he is not sure whether it is in fact though he is not sure whether it is in fact

though he is not sure whether it is in fact haunted or whether the ghost appearances are hallucinations as a result of his drinking.

Kingsley Amis develops the yarn in his own skilful but fairly dry fashion. I think the book would have been better with a less complex theme but this perhaps is a matter of opinion. The ghost mystery would appeal to some. If there is any moral to the story it is that you should not take those closest to you too much for granted.

for granted.

To sum up; the "Green Man" is a good novel if you like Kingsley Amis as an author, but in my opinion it is not up with the best of his work.



THE HANSARD

Eclipse Books 80c.

Michael Guy - Illustrated by Larry

Pickering.

This book is a collection of quotable quotes from the Australian Parliament, and a collection of cartoons by the Can-berra Time's cartoonist Larry Pickering and as such merely reinforces what most people think of parliament and politicians anyway.

Those who listen to parliament on radio will probably hear enough gaffs anyday of the week, not to need to read the book but will still derive enjoyment from the car-

Those who don't, can if they like, spend eighty cents for these pearls of wisdom from the representatives of the people.

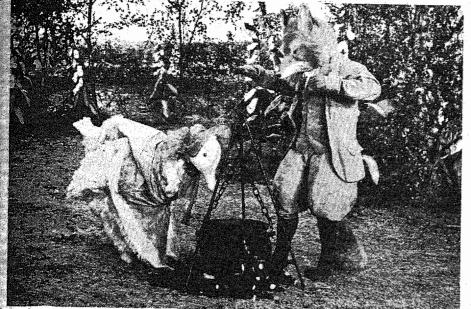


Senator Sir Magnus Cormack — June '70

I have had three attempts (at dairy farming) and I have lost money on everyone of them. I claim at least to know something about dairying . . .



The two bad mice Hunca Munca and Tom Thumb attack the bedroom of the Doll's



The Fox (Robert Mead) dances with joy at the thought of eating Temima Puddleduck.

look there's films a pussycat

TALES OF BEATRIX POTTER Dancers of the Royal Ballet (Sturt), showing for about another two weeks.

Well, with school holidays, there haven't been many new releases other than those of the \$1,000,000 Duck variety, so we went along the other afternoon to see The Tales of Beatrix Potter, and naturally enough there were the usual hordes of kids of all ages accompanied of course by mums and grandmas.

If you decide you want to see it too, for God's sake get there after the featurettes — a long dreary hour of wonderful Yugoslavia, of York, Queen of English cities, and the inevitable newsreel of army dogs sniffing out mines in Viet-nam. Totally inappropriate for kids - much squirming and gazing at everything but the screen — do they watch Sesame Street at home?

Next the film itself . . . lots of squirrels and mice and pigs and cats and frogs and ducks and ... Costumes were magnificently done, probably the

most outstanding and unforgetable part of the film, incredibly lifelike (though still jubilant cries from some of the audience when Benjamin Rabbit appears of "look, there's a pussycat" — many whispered rebukes and explanations from grannies).

The dancing is simple and appealing, especially the dance of the town mice near the beginning, graceful bows and turns, tails in hands, but after this, it becomes rather stylised and monotonous. Bursts of renewed interest as each new animal appears, but these soon wane, since only occasionally does anything exciting happen — the storyline is disappointingly weak and there seems no real reason for them all to come together to dance at the

Costumes great, a few fascinating touches, but as you sit there trying hard to be charmed and absorbed, you somehow sympathise with the voice from across the aisle "We should have gone to see the \$1,000,000 Duck. That's supposed to be good".

Sandra Hudd.

what do you say to a naked lady

A MAN I LOVE WHAT DO YOU SAY TO A NAKED LADY

Showing at the Vogue Cinema.

The French film maker Claude Le Louch first became well known with the film "A Man and a Woman". "A Man I Love" is La Louch's first American based film though

the dialogue is still mainly in French.
It is a conventional French love story concerning an extra marital affair between Henri (Jean-Paul Belmondo) and Francoise (Annie Girardot). Henri is a composer of film music who has been brought over from Italy to provide the music for the film in which Francoise is the

female lead. To Henri all women are fair game and he pursues Francoise until she capitulates. Unwilling at first she eventually becomes involved to a far deeper

extent than he is.

The pace of the film is slow as the couple travel America between takes in Francois'

From Los Angeles to Las Vegas and across country to New Orleans.

Le Louch features the vast American landscapes as a backdrop to the affair and a certain degree of tension is provided by Francois' uncertainty about continuing the relationship but it is eventually her that is prepared to sacrifice her own family to

The film to my mind has its good points

but was not outstanding.

"WHAT DO YOU SAY TO A NAKED
LADY" is televisions "candid camera"
with a sexual theme made especially for
the big wide screen. Allen Funt takes his camera on a crusade against sexual hypocrisy. He has men confronted by a naked lady when a lift door opens; a naked lady in distress on a country road; women confronted with a naked man; sex instruction lessons where the instructress is naked and talks all about the erogenous zones; a key hole peep show where the peepers are photographed; a woman talking about her hyperactive sex life, and teenagers talking about theirs.

He films man's reaction when a woman asks him to make love to her and lots more.

All this seems to prove that the men especially, are very inhibited when they are confronted unexpectedly with a naked lady or with potentially intimate situations.

Parts of the film were very funny but overall it treated the subject in a superficial way as though sex should be

divorced from human feelings.

This may account for the fact that the film tended to drag partway through, even with the naked ladies on the screen.

Peter Love

theme of flirting

"THE CONSTANT GARDENER" Q-Theatre — Wed. to Sat. (incl.) as from May 24, Reviewed by Jan

The production's good. It's crisp, unpretentious, uncluttered and moves with ease. Perhaps the music introducing each scene was a little too easy — I'd have liked it a bit louder — but the intimate dimensions of the Q-Theatre minimise this as a fault.

The theme of flirting and viewing with a constant eye on the bank balance is the background for this drama of situation and character types. Despite the occasional appearance of the silent gardener Erasmus (played by David Roberts), to tend the terrace plants, one gets the idea that the real gardener is Adam (played by Paul Everley Linkson).

His cultivation of a relationship furnish himself with a fourth wife, who'll also give his bank

account a shot in the arm, is the central plot. Thus Everley entertains wealthy American tourist house-guests, Meryl and Esme Zarl. The mother is played by Isabella Norton, the daughter Esme by Judy Brennan.

One, and not the only one, of the happiest features of this production is its set, the arched and balustraded terrace of Everley's cliff-top villa. There is no scene shifting — there's no need. The setting is integral to the action and the theme. The comings and goings on and off stage depict this terrace as part, not only of the house but the house in its Riviera district including village and sea.

The place rapidly becomes a doss-house when two English school-ma'ams crash their scooter through the fence and Anders Reeve (played by Michael Boughen) a kind of American boyfriend arrives to dance

theatre

uninvited attendance on the Zarls. Ducrez (played by Harry Stapleton), the local cop who's torever "popping in" adds to the chaos and flirtation. His more significant contribution is the spice of the murder element that his numerous furtive attempts to get at a certain garden bed convey. He's hell-bent on finding evidence of Everley's having had a hand in the demise of one or more of his former wives.

Here then a handful of types, national and otherwise, with their accents: the suave English Everley, the ebullient Meryl bursting with bonhomie, her incredibly peevish hypochondriac daughter with those marvellous glasses, the toady Hodkins butler (played by Don Quin), dancing attendance with pills, boiled water, hot milk etc., etc., Then the Coquettish French maid Baleete (played by Elizabeth Thornhill), the over-sane frightfully jolly

English school ma'ams. Everybody flirts with somebody.

Hodgkins and Esme nearly lope, Babette and Anders nearly go for a midnight swim and the American lady turns the tables on Everley and engages herself to

Altogether then, a bundle of cliche types and situations escapes the banal and the hackneyed through theatrical skill.

Even though Ducrez French accent lacked conviction, even though Esme stood still a bit too long when she was "doing her block" and even though a few others also stood still a bit too much sometimes these didn't matter. On the whole the thing moved, the structure was firm and unobtrussive.

"The Constant Gardener" doesn't stir the grey matter. It asks you, to take it easy, laugh and enjoy. If it's rollicking fun you want, this is the play to see.

ON DIT, May 31, 1972-15

Uncle Eric takes us to the pictures

... for the 14th time

From Oliver Frank somewhere in Adelaide.

A highly paraphrased report of a meeting between Jo Bilinski, Paul Paech, EGO's film buff and Eric Williams, director of the 14th Adelaide International Film Festival.



Brazil: THE GODS AND THE DEAD



Brazil: MACONAIMA



Brazil: MEMORIES OF HELENE

Glossy brochures containing details and a booking form are to be had in the SAUA office and the WEA office above the old WEA bookroom. ON DIT: Why do you say Brazilian cinema is pure brilliant cinema? ERIC: The Brazilians have bypassed the literate period. From illiteracy they have jumped into visual images, unlike the western world making its films after reading the book; films with a beginning, a middle, an end and a story.

The intellectuals use cinema to convey their message; allegorical and steeped in tradition. THE GODS AND THE DEAD will bore people because of its large traditional content.

Brazilian cinema preceded the French new wave by three years and took after the Italians like Fellini. MORTAL SIN and EMP-TY HANDS are very stately, very grand, creating a mood to make a statement.

An aborigine, passing directly from illiteracy to film as the Brazilians did, might make the first real Australian movie.

Rene Claire said: "Words are the least important things in life." Happenings are the most important.

People don't like what they don't know.

Almost every well-known director has had people walk out of his early films. Film festivals are for people to walk out in droves. We show some well-known directors like Godard and present as well some new ones.

There is a role for hypocrisy.

Fifteen years ago people confused Ingmar and Ingrid Bergman.

Brazilian cinema is political, but retains its cinemaness, whereas Godard has become too political and has left cinema behind.

MEXICO: THE FROZEN REVOLUTION is even more important than THE MOLE because the Mexican revolution was the model for the other South American revolutions — but the Mexican revolution was frozen half-way through its course.

THE MOLE was to appear at the Festival but has been withdrawn.

German postwar cinema has been a disaster, but the new directors have broken away completely. FATA MORGANA is visually brilliant.

ON DIT: Are Orwell's "feelies" the best way of expressing an idea? ERIC: Cinema should use visual images, books should use words; each what it does best. English cinema is still "theatre" and has never escaped — witness "The Lion in Winter" and "The Devils".

ON DIT: Have there been any censorship hassles?
ERIC: None. The films are imported for the Festival and may be shown once only. About five of them will be distributed commercially.

BENNY'S BATHTUB, a 45 minute psychedelic cartoon will appear with a programme of shorts at the Warner Theatre on Sunday, June 18 at 1 p.m.

And there will be a free public AUSTRALIAN FILM SESSION at the Cinema Capri on Monday, June 5 at 6 p.m. No advance booking.

Will the Instant Karma Club ever present YELLOW SUBMARINE again?
Did Eric really recommend MACUNAIMA as a good horny movie for SAIT students?
Will Frank Zappa's 2000 MOTELS mysteriously arrive in Adelaide this year?
I didn't know Ingrid Bergman had a brother.

INTERFACULTY **DEBATING**

Since 196- unknown to many there has existed The Nehru Shield which was presented to the University by the Indian Prime Minister Nehru just before his death. The Shield's main aim is to promote debating via interfaculty contests.

In the past these contests have been

keenly debated but due to a lack of interest it lapsed last year. Under the guiding hands of the Debating Club definite plans have been made for the recommencement of this important aspect of University life.

Six teams from four faculties -Arts Science and Medicine have entered. The first round of debates will be on Friday, June 16 at 1.10 p.m. in the Anna Menz and Carnegie Gramaphone Rooms. Science versus Law I on "That sacred cows make the best hamburgers" and Medicine versus Arts I on "That beards increase sex appeal" are the two debates scheduled. On June 26 and in early July the remaining two rounds will be held. A Grand Final Night is planned for mid July. It is hoped that sufficient interest will be

shown by the remainder of the University to make the time and effort put into this sport worth while. People of all types and descriptions are welcomed.

AU Motorcycle Club Now available to members — 10 per cent discount on all parts and maintenance at Carcycle. General Meeting Thurs. June 1 meeting Rm. 1 7.00 p.m. behind Games Rm.

Need another break?

Come to D.W.E. II Bimba Lodge, Forest Range June 9th—12th

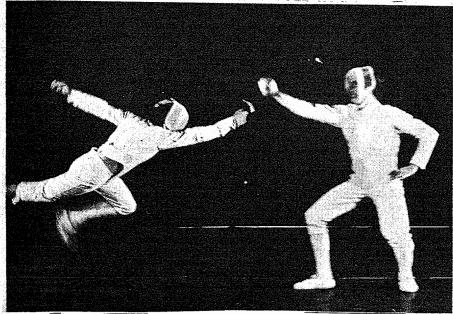
"IN THE BEGINNING...

God's plan or man's will"

Talks, films, discussion, good company and commodation.

Members: \$3.00. Non-members:

Enquiries: A.U. Science Association, Room 56 behind Games Room.



FENCING MANOUVRES

On Friday, 21st April the Adelaide University Fencing Team was packed aboard the Melbourne "Express" cluttered with the usual indispensible array of masks, weapons, clangers and beer bot-

Much to the chagrin of their fellows some refined members of the team eschewed comradeship for comfort and travelled first class, sipping sherries and testing tactics in the comfort of their recliner-chairs. Others not so fortunate wedged themselves snugly together in their second class seats and were lulled to sleep by those rhythmic rattlings only the S.A.S.R. specialises in. Around nine o'clock Saturday morning saw our arrival in Melbourne and full of life and out for a fight we piled off the train to fly into combat

The competitions began at 11 a.m. and after an initial hold up, during which we were nearly disqualified for failure of our weapon tips to comply with regulation specifications, the action got underway. Though presented with tough opposition the Adelaide University's Women's Foil team won outright easily utilising their skill and native South Australian cunning and charm, the last being noted by many a

The men fenced, Sabre, Foil and Epee in rapid succession with scarcely a space for

a breath whilst the Melbourne team threw a veritable barrage of fresh fencers into each new round of bouts, however the team fought on undaunted and rallied to win decisively. By 5.00 p.m. the com-petitions for the day were finished and all present retired to tend wounds and recuperate for the party being thrown for us that night.

Sunday morning saw the team worse for wear, highly sensitive to loud noises, and with a definite aversion to Foster's Lager. The opposition was now hand picked, Saturday being the testing ground and our Men's team suffered heavily, however they fought well and in their zeal managed

to break only one Epee blade.

The women fared extremely well and carried the day by defeating the Victorians convincingly denting a few clangers in the

Despite the set backs we defeated the Victorians 7-3 and they, to save face, put on a demonstration match skilfully con-ducted by three former Victorian State Fencing Champions.

Sunday evening saw the departure of an elated but weary and battle-scarred Adelaide team. Amid rousing choruses of Eskimo Nell and the Fencers' Anthem we left Melbourne and in varying degrees of sobriety were lulled to sleep by the rhythmic rattlings of the train.

EXPENDITURE STUDENTS' ASSOCIATION

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Estimated Expenditure 1972 Public Affairs Committee Education & Welfare	800.00	Spent to end of 1st Term	\$394.11
Abschol-Social Action Education Action	1,156.00 549.00		745.07
Publications Committee	14,500.00		6,182.37
		Unpaid accounts: Computer Typesetters	
		52.80 Smodley, Brees	
		Smedley Press 2,307.40	
Social Activities			880.00
Freshers Camps 900	1,100,00	•	214.41
Orientation Week 200	1,100.00		
A.U.S.		ma atabada atau Masa	
Membership	7,700.00 1,000.00	Remainder of 71 Fees	3,812.15 739.25
Travel Sundries	00.000,1	Sundries	320.98
Delegations	145.00		020170
Delegations		Paid from balance of '71 Funds	
		Unpaid accounts: 1st Term Fees 2,417.07	
C.E.C.	350.00		25.00
			l
Special Account Cultural Activities	1,800.00		10.00
Contingencies	2,000.00		211.87
Administration	5,600.00		1,716.83
C.E.C. & Clubs & Societies	3,000.00		177 10.03
	\$37,300.00		\$15,252.04

WHITLAM Speaking

Union Hall Friday, June 9 at 1.00 p.m.

S.A.U.A. Committee Meetings
Wednesday 1.00 — Large meeting room.
Education and Welfare committee to
discuss: "Welfare officer's advisory
committee."

Thursday 1.00 — Lady Symon Library. Special C.E.C. Meeting to discuss: "Student participation on University appointments committees."

All interested students welcome to attend

STOP PRESS

POETRY READING in NATIER THEATRE 4 Friday (June 2nd.) 1-2pm. POETS are

> Vincent Buddy Chris Wallace-Gals (both from Melbourne) and Andrew Tailor.

> > Attitude.

BANGLA-DESH SEMINAR Friday June 2nd 2-4p.m. Napier 5. TOFIC: Bangla-Desh... Australia's

SPEAKERS: Federal Liberal and Labour Party Politicians Prof. Lawton

WHAT IS HAPPENING TO BACKNEY? Meeting Tuesday 6th. June Lady Symon Hall 1.10pm. SPEAKER: Cedric Push, lecturer in economics SAIT and secretary of St. Peter Residents Association.

SPONSCRED: Urban-renewal group of Social-Action.

Tortured for Christ! Milan Haimovici

Lutheran pastor Milan Haimovici spent eight years in Romanian jails passing through indescribable tor-tures. The Communists placed him barefoot on burning coals. He was savagely beaten in the groin and made to empty barrels filled with human waste of thousands of prisoners with his own hands. However, his faith withstood all these trials. Even Communist officers as they spoke later about it, were filled with later about it, were filled with such respect that they took off about this living saint.
Thousands of Christian
prisoners died in Romanian
Communist jails. A complete
account of their courageous
faith and stand for the Lord is faith and stand for the Lord is contained in the book TOR-TURED FOR CHRIST, by Rev. Richard Wurmbrand, a bestseller in 25 languages.

Be interested in the plight of our persecuted brethren behind the Iron and Bamboo Curtains. You can help!

Mail coupon for the book, "Tortured for Christ" by Rev. Richard Wurmbrand.

Jesus to the communist world P.O. Box 63 Blackheath, N.S.W. 2785, Australia "Remember them that are in bonds"

.....Zip State
Mail coupon for FREE book
() "Tortured for Christ" Thank You

1:763, O.D.

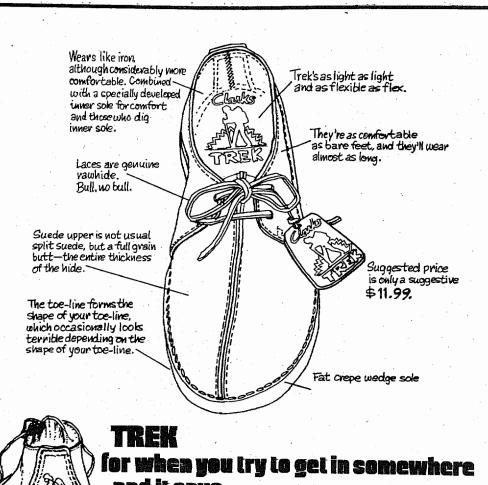
In conjunction with Union Day, 9th. June.... ART AND PHOTOGRAPHY COMPETITION. Judging by Director of S.A. Art Gallery.

Winning entries to be purchased by the Union.

Submissions and further enquiries to Bev Carter c/- S.A.U.A. or the Union Office.



MOTHER TOLD ME TO BE GOOD WAS I ??



and it says: 'People not permitted in bare feet.'

POLICY CHANGE IN ARTS

STATUS IN THE FACULTY OF ARTS FOR WORK DONE ELSEWHERE — MAJOR CHANGE IN POLICY. The Faculty of Arts has made a major

change in its policy regarding the granting of status, towards the degree of Bachelor of Arts, to students who have studied in other Universities and who have passed in subjects which are not taught in the University of Adelaide. Such subjects include languages such as Chinese, Dutch, Indonesian, Italian, Japanese and Spanish; and other subjects such as An-thropology, Drama, Far Eastern Civilizations, Fine Arts and Indonesian Studies.

The granting of status in the Arts course is governed by B.A. degree Regulation 12, which in effect states that a candidate who 'has passed equivalent examinations' elsewhere may be granted such status "as

the Council shall determine".

In the past, the Faculty has interpreted the words "equivalent examination" to mean an examination in a subject whose nature, scope and content make it similar to one of the subjects taught in Adelaide and listed, in the appropriate degree schedule, as being one of the subjects of lectures and examinations for the Ordinary B.A. degree. It took the view that subjects not listed in that schedule could not properly form part of an Adelaide B.A. degree. This policy, which has been in operation for many years, has now been reversed, and "equivalent examination" is being taken to refer only to the standard the appropriate without any reference. of the examination, without any reference to the nature, scope and content of the subject concerned.

For instance, in the past the Faculty has always refused to grant status as a first-year subject for a pass in Anthropology 1 which is a subject at the University of Sydney, on the grounds that Anthropology is not a specified subject for the Adelaide Arts degree. However it is likely that, in future, any application for such status will

be granted.
An appropriate amendment to the Regulations, in order to remove the existing ambiguity, or at least the possibility of widely differing interpretations, will be submitted to the Senate of the University in November 1972. The new policy will help to minimize any academic hardship suffered by students who, through force of circumstances, find

who, through force of circumstances, find it necessary or desirable to transfer their Arts studies to Adelaide from another University.

H. E. Wesley Smith, Academic Registrar.

UNIVERSITY **COUNCIL NEWS** items from its **Meeting 5th May**

IN SYMPATHY
Death of Dr. W. F. Hambly: Dr. Hambly
had been a member of the Council from
1954-1971 and Deputy Chancellor from
April 1968 until November 1971. The Council placed on record its appreciation of his many services to the University, its regret at his death, and its sympathy with his wife and family.

CAMPUS CAPERS REVISITED
Housing Loans: The A.N.Z. Bank, which
had been informed that the University would be prepared to guarantee housing loans if they were granted under the same conditions as Bank of Adelaide loans, had submitted a statement of the terms on which it was willing to make housing loans to members of the staff. The Council referred the statement to the Committee of the Staff Association for comment and

AFTER PROFESSOR ANDREWARTHA'S RETIREMENT
Chair of Zoology: The Council (a) resolved to appoint a special committee to advise it on arrangements for the administration of the Department of Zoology after the retirement of Professor Andrewartha on 31 December, 1972; (b) appointed that committee as follows: the Vice-Chancellor (Chairman); the members of the Committee of Three, namely, bers of the Committee of Inree, namely, the Deputy Vice-Chancellor, Professor L. W. Cox and Dr. E. H. Medlin: the Deans of the Faculties of Arts, Medicine and Science: Professor J. H. Bennett, Mr. W. J. Bentley, Professor I. S. De la Lande, Professor W. H. Elliott, Professor W. V. Macfarlane, Dr. G. M. E. Mayo, Dr. J. Melville, Professor D. Rowley, Mr. Mervyn K. Smith and Dr. H. B. S. Womersley: (c) resolved that the Com-Womersley; (c) resolved that the Committee should not meet until after the report of the Committee of Three had been considered by the Council.

APPOINTMENT

Head of Department of Physics: The Council appointed Professor J. R. Prescott Head of the Department of Physics for a period of three years from the beginning of the third term, 1972.

Acting Head of Department of Botany: The Council appointed Dr. R. T. Lange Acting Head of the Department of Botany during the absence of Professor Martin on study leave abroad from May to December, 1972.





When you want to open a cheque account, check with ANZ Bank. Because we have the largest spread of bank branches throughout Australia, you'll find there's one near you.... to give you the service you need.

We'll prove to you that a cheque account with ANZ Bank is the way to save time - as well as money. And of course you have a safe, quick and convenient means of handling your finance. It's a great feeling to have a big bank right behind you. Come in soon and ask for the manager.

ANZ BANK ON CAMPUS

Wills Refectory, Monday to Thursday, 10 a.m.-3 p.m., Friday, 10 a.m.-5 p.m.



AUSTRALIA AND NEW ZEALAND BANKING GROUP LIMITED

ANZ 570A

PART-TIME TEACHER

Male or female part-time relieving teacher required at the Le Fevre Boys Technical High School, Semaphore.

Tel. 49 6880 or 49 8335.

NOTE

There are spare copies of "Orientation On Dit" available at the SAUA Office. The "Groupoly" Game and an On Dit calendar contained there .

POST GRADUATE AWARDS

	Postgraduate Courses, Scholarships, Fellowships, etc.: Particulars of most of the following have been posted on two notice boards in the foyer of the Mitchell Building and may be had on request to Mr. G. R. Hahne:	
Granting Authority	Course or Award (a) Australia-Japan Business Co- operation Committee Scholarships; \$3000	Closing Date 1 July
	for one year from April, 1973 (b) Saionii-Hamersley Scholarship, \$250 a month for one year from March, 1973.	1 July
Churchill Memorial Trust	Fellowships "to young people who show promise of future achievement and to those whose achievements are already substantial, in every occupation or field of interest"; living and travel allowances for up to 12 months.	17 July
German Government	Humboldt Fellowships; DM 1200 to DM 1600 a month.	Any time
Indian Government	Parliamentary Fellowships to lawyers and social scientists.	15 June
Roche Institute of Molecular Biology, N ew Jersey.	Postdoctoral Fellowships tenable from 1 July, 1973; \$US11,500 plus travel.	15 October
Royal Society of Vic- toria	Medal for social science research publications between 1966 and 1971 incl.	1 September
University of New South Wales	(a) Conde Memorial Fellowship for post- graduate work related to the electricity industry; \$2600 per annum.	15 June
	(b) Australian Consolidated Industries Postgraduate Scholarship in Industrial Design; \$3250 to \$3750 per annum.	26 May
University of Sydney	Pawlett Scholarship in Agriculture; \$2600 per annum.	15 June
Victoria University of Wellington, New Zealand	Postdoctoral Fellowships; \$5850 per annum plus travel.	15 June

GRANTS TO SOCIETIES CLUBS AND SOCIETIES COUNCIL

Zealand.

The Excutive meeting 18.4.72 decided on the following distribution of Administrative grants which covers General administrative costs, newsletters and affiliation force.

CLUB / SOCIETY GRANTED		
Afrīcan Students Ass. Ag. Science	5 15	15
AIESEC	120	40
Architecture Aust-Greek BAHA'I Anglican	200	60
Aust-China Chem-Eng		
Chess	65	65
Choral Colombo	70	50
Contempary Dance	0 50	0 45
Contract Bridge Club Debating	290	1 9 0
Democratic - Dental		
Dramatic	90	72
Economics Evangelical Union	30	35
Film		
Footlights	0	. 0
Folk French	39	30
Geography	56	56
German	40	- 35
Hongkong Islamic	10	10
J. R. & Blues	0	40
Jewish	,	
History		
Labour .	* 70	70
Liberal	95	65
Lutheran		
Marxist / Leninist	100	50
Med. Students Modelers	210	200
Music	30 80	30 55
Newman	60	50
Papua N.G.		30
Planning Stud.		
Philosophy	0	0
Polish Psychology	155	75
Radio	10 70	10 26
Science (general Acc)	242	190
Science Fiction	J	
7th Day Adventist	. 0	0
S.C.M.		
United		

COMMENT

Women's Lib

No. admin applied for \$15 is Affiliation.

Not full subsidy for players in competition.

Visiting Speakers not Admin.

AWARDS FOR POST GRADUATE WORK **OVERSEAS**

Graduates of the University are invited to apply to the Registrar on the prescribed form for the following scholarships and

travel grants by the deadlines indicated:
1. Harkness Fellowships of the Commonwealth Fund of New York — Monday,

24th July, 1972; and 2. Australian Meat Research Committee Overseas Study Awards and Postgraduate Studentships (also tenable in Australia) — Monday, 31st July, 1972. Further detailed information and ap-

plication forms are available from Mr. G. R. Hahne of my Office, in the Prince of Wales Building.

V. A. EDGELOE,

V. A. Edgeloe,

Registrar.

POSTDOCTORAL RESEARCH AT THE ROCHE INSTITUTE OF MOLECULAR BIOLOGY 1973-

ADDRESS INQUIRIES TO: Dr. Paul Barti

Roche Institute of Molecular Biology Nutley, New Jersey, 07110, U.S.A.

FELLOWSHIPS for postdoctoral research training at the Roche Institute of Molecular Biology are available to qualified persons from the United States and abroad. Awards will be made to recent graduates and to candidates who will have received a doctoral degree prior to appointment.

RESEARCH opportunities available in many areas of molecular biology include nucleic acid metabolism, protein synthesis, genetics, enzymology, virology, neurobio pharmacology, differentiation, developmental biology mammalian physiology.

AWARDS are made for one year beginning July 1st and may be renewed for an additional year. Each award provides a stipend of \$11,500 plus travel allowance to cover the Fellow's transportation costs from his home to the Institute

DEADLINES for receipt of Applications are: October 15, 1972 for Fellowships beginning on or about July 1, 1973. October 15, 1973 for Fellowships beginning on or about

WHY DO YOU STAMMER?

Many Australians have already overcome their impediment for life by a postal treatment com-pletely different from all others Very successful for many years in the U.K. Send 7c stamp for information: James Lindsay Stammering Clinic (OD), P.O Box 543, Toowoomba, Queen sland, 4350.



WAR IS A FACT

ARENA 28

You can doubt, disbelive and deny there were world wars or a Korean War, but the thousands of white crosses spotting the cemetries of the world cry out that there were wars. Facts are stubborn things. You'd better believe it!

YOU'D BETTER BELIEVE IT:

SIN IS A FACT

We are all in the same boat; we have done our share, "for all have sinned."

"Wherefore, as by one man sin entered into the world, and death by sin, and so death passed upon all men, for that all have sinned.

You can deny sin all you want, but every funeral service stares you in the face as to the stark realities of sin and its results, for death

"If we say that we have no sin, we deceive ourselves, and the truth is not in us."

When we deceive ourselves, we become our worst enemy.

You'd better believe it!

HELL IS A FACT

All reason and revelation says men like Hitler, Dillinger and countless others do not receive their just punishment here. Surely these will not enjoy the same life after death as the man who receives Jesus Christ and lives a godly life on earth. There must be a place for punishing sin after this life. Hell is that place, says God. "In hell (the rich man(. . . lifted up his eyes, being in torments."

"This is the second death. And whose ever was not found written in the book of life was cast into the lake of fire."

Some people think that because they do not believe in hell they can shut the door and put out the fire; but the stubborn fact remains, there is a hell.

You'd better believe it!

FORGIVENESS IS A FACT

'Come now, and let us reason together, said the Lord: though your sins be as scarlet, they shall be as white as snow."

'In whom we have redemption through His blood, even the forgiveness of sin."

This same infinite Creater and holy God loved mankind enough to send His own sinless Son to suffer and die for man's sins.

Sin now is punished; divine justice is satisfied. Mercy has been shown and anyone can be forgiven by simply believing in his heart that all this really did happen for him too. God forgives man of his sins because His Son paid the penalty in full. Will you take God's word for it, that "Christ died for our sins."

"For whosoever shall call upon the name of the Lord shall be saved."

This is a very wonderful fact.

You'd better believe it! We join the Arts, Economics and Law Faculties and the standing committee of the University Senate in their outright rejection of the report, and pledge our

RESPON-AND RIGHTS SIBILITIES: PUBLIC AFFAIRS COMMITTEE

Motions passed on Wednesday 3rd May, 1972, at 1 p.m. Barr Smith

MOTION: "We, the students of the University of Adelaide, reject the Report of the Committee for Rights and Responsibilities and believe it should not

be adopted for the following reasons:
(1) It proposes a system of discipline for the student section of the University community only. We believe that there should be no distinction between students and staff concerning this matter.

(2) It proposes a complex system of tribunals and procedures. We consider their operation to be wasteful, cumbersome and unnecessary and against the interests of the University community.

(3) It is based upon a concept of the nature of the University with which many students disagree. Inter alia, it rigidfies the distinction between students and staff and does not take into account the role of

the University in society.

We also endorse the submission prepared by the Public Affairs Committee of the Students' Association of the University of Adelaide."

This submission in the main a more complete statement of the points listed above, reads as follows:

We, the students of the University of Adelaide, reject the Report of the Committee on Rights and Responsibilities along with all its implications. We will not accept the responsibility of participating on any disciplinary tribunals as recommended by the report, and will not recognise the authority of the report if adopted by the University Council, since we do not believe it would be in our general interests to do so. interests to do so.

support to the Dean of the Arts Faculty in stating that he will refuse to establish disciplinary tribunals in the event of the report being adopted. The reasons for our rejecting the report are many and varied — the main objections are set out below:

(1) By focusing its attention on student disciplinary problems it does all but ignore similar restraints on staff members.

The report is framed in such a way that discipline is seen almost solely in terms of a problem peculiar to the student body, with an almost inherent assumption that some students have an inborn tendency to be 'irresponsible'.

In this sense discipline is necessary to maintain the efficient running of the in-stitution per/se, with no leeway for examination of teaching, assessment methods, course content, the ability of lecturers to teach. It is often, if not most times the case, that those students most likely to be deemed 'irresponsible' are those who are most aware of the need for the latter kind of activity.

(2) The very bureaucratic complexity of the kinds of disciplinary committees and tribunals which the report recommends is another means of placing that kind of insurmountable barrier between students and administration, which already exists between students and staff in the bureaucratic nature of the University department. To build a new bureaucratic structure is the best way to intensify, if not create new problems. As well, many students would consider the inclusion of fellow students on tribunals as providing a very subtle means of legitimising disciplinary activities which they can see as being intrinsically unjust

(3) For many of us the most serious

objection to the report is in its conception of the University and its relation to society, which is used as a means of justifying the need for discipline. Not only is this conception naive and unreal, but what is more frightening is that these academics who conceived of it have embodied it as a kind of absolute truth. Not many students are naive enough to believe that the University is an ideal 'community of scholars' in the main isolated from the material interests of the society in which it exists. The fact that the W.R.E. is a prime customer of this University's computer is the best known example counteracting this kind of view. It is the kind of complacency with which the teaching staff of this University can ignore the outside exploitation of its research resources, even for the purposes of developing bigger and better weapons, which seems to many to be the most severe disciplinary problem this University is now facing and is likely to face. (4) The above and other considerations,

including the explicit statement given in the Foreword to the report viz. "1969 was a year which saw the emergence of some disciplinary problems hitherto unknown to the University, including the deliberate disruption of some of its workings", have led many to question the kinds of motives behind the initiating of the report itself. The former (and present) disciplinary statute, though inadequate, has rarely had to be used, and when it has been used the pressure of especially student-opinion has assumed that it has not been able to exercise its potential liability to abuse. This new report is so complex, so full of subtle inherent contradictions that even though it may be less strict than the old statute, to many students it is ultimately apportunistic in its conception and capable of even greater abuse.

Chris O'Brien, for Public Affairs Committee.

50 cents

Racialism features in Arena 28 with a cover of the Brisbane Conference on Racism and Education (two articles) and the future of Niugini (two articles). "The means of a more violent racialism are giving way to 'benevolent' forms of domination in which blacks are promoted to roles in which they unwittingly become the executors of their own repression."

An article of particular interest to South Australians is Bob Catley's critical review of "Playford to Dunstan: The Politics of Transition" by Neal Blewett and Dean

Black Militancy and the

.... lan Lennie & Gerry Gill International SwindlersJohn Playford

DEFEND THE RIGHT TŌ PROTEST

Who knows, you may be a protester too. If a plain-clothed policeman attacked your mother, what would you do?

(a) Hop in and help him bash her.

(b) Haul him off.(c) Tell him not to be naughty.

If you picked (b) or (c), you are a potential criminal. So, come to the courts on Thursday, Friday and next Monday (and other days too), to support your

fellow criminals.
WANTED, PREFERABLY ALIVE,
WITNESSES

For those victimised (legally guilty or not, they are all innocent) in May demonstrations. If you saw any incident resulting in or

involving an arrest of anyone on the Antiwar marches (May 10 and 12), please

PEOPLE'S ACTION DEFENSE FUND P.O. BOX 91. ST. PETERS 5069

As time is short, preferably phone 95 6481 or 42 1365.

Please act, even if you don't know who you saw. Many cases will be fought, and many people will need your support moral, verbal and financial.

Please send money to: People's Action Defense Fund, C/- Students Assoc., Uni of Adelaide 5001, or to the address above.
Your support is the strength of us all.

CASH AND CARRY

In an effort to cut down on unproductive

accounting functions, the Computing

Centre is offering, on an initially experimental basis, a new service to supplement the existing provisions governing use of the computer. Briefly, the idea is to

offer runs at a flat rate of 50c, with "no correspondence being entered into". If the resources so sold are fully used, the user will obtain over \$1 worth of computing. If the user's program fails in the first

the user's program fails in the first microsecond, the Centre has made 50c. In

either case there will be no account, no

itemized record, no refunds. The savings made in accounting will cover the ex-

In more detail, the system will operate as (a) only members of the University may

participate. Purchase of a card is con-strued as an agreement to use the card for

(b) members of the University are

reminded that most work involving the computer is funded through the depart-

ment concerned. This new service is best

regarded as an emergency or sup-plementary device, akin to coin-operated

copying machines.
(c) the 50c fee will entitle the user to a

special, single use, job card, good for a maximum of five seconds CP and 1000 lines of output. The job card will be

(d) cards will be sold for cash only at the

pected lower return on operations.

academic purposes

Centre's input counter.

the la

use of the computer. Briefly

COMPUTING

LONG VAC. WORKING HOLIDAY IN

The English speaking Union and the Australia-Britain society will administer a scheme to enable a group of Australian under-graduates to work and travel in the United Kingdom during the Universities' long vacation.

The scheme is open to undergraduates studying full-time courses at all Australian Universities and those Colleges of Advanced Education affiliated with the who are Australian citizens resident in Australia and British subjects born in U.K. but resident in Australia for at least 5 years. Preference is given to applicants who are in the middle years of their courses, i.e. not 1st or final year.

Candidates are required to complete the application form, available from the Travel Officer in the Union Office, before 30th June 1972 and attend an interview if

Successful applicants will be required — (a) To pay a non-returnable deposit of \$20 on accepting the offer of a place and \$480 by 1st November 1972.

(b) To travel as a group on the flight leaving Sydney for London at the begin-ning of December and returning at the end of February.

(c) To take up paid employment on arrival for a period of 7 weeks after which they will be free to travel. Candidates are directed to offers of employment. It is doubtful that students will be able to save from their pay, but it should meet living expenses whilst working.

To pay inward transport from London to jobs.
(e) To take out comprehensive in-

surance, which can be arranged through a

group policy at a special premium. Whenever possible employment will relate to the candidates field of study and entail a degree of skill and responsibility.

Further details about the jobs and the types of jobs offered in previous years to each faculty can be obtained between 12-1 p.m. at the Union Office from your Travel Officer, Chris Bleechmore.

Information about other AUS travel schemes at the end of the year will be confirmed in about a month but preliminary news can be obtained from Blance McGill, AUS Travel Office, next to Lady Symon Hall.

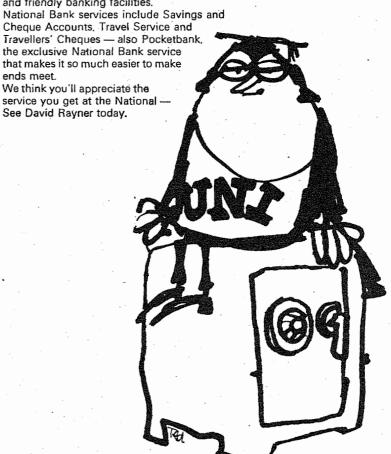
R. C. Bleechmore, AUSTRAVEL OFFICER.

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Mr. David Rayner, Manager of the National Bank branch at 231 North Terrace, Adelaide, can provide you with the most convenient and friendly banking facilities. National Bank services include Savings and Cheque Accounts, Travel Service and Travellers' Cheques - also Pocketbank, the exclusive National Bank service

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National Bank

(e) the special cards will not operate via any remote terminal.

Presenting once more...









