

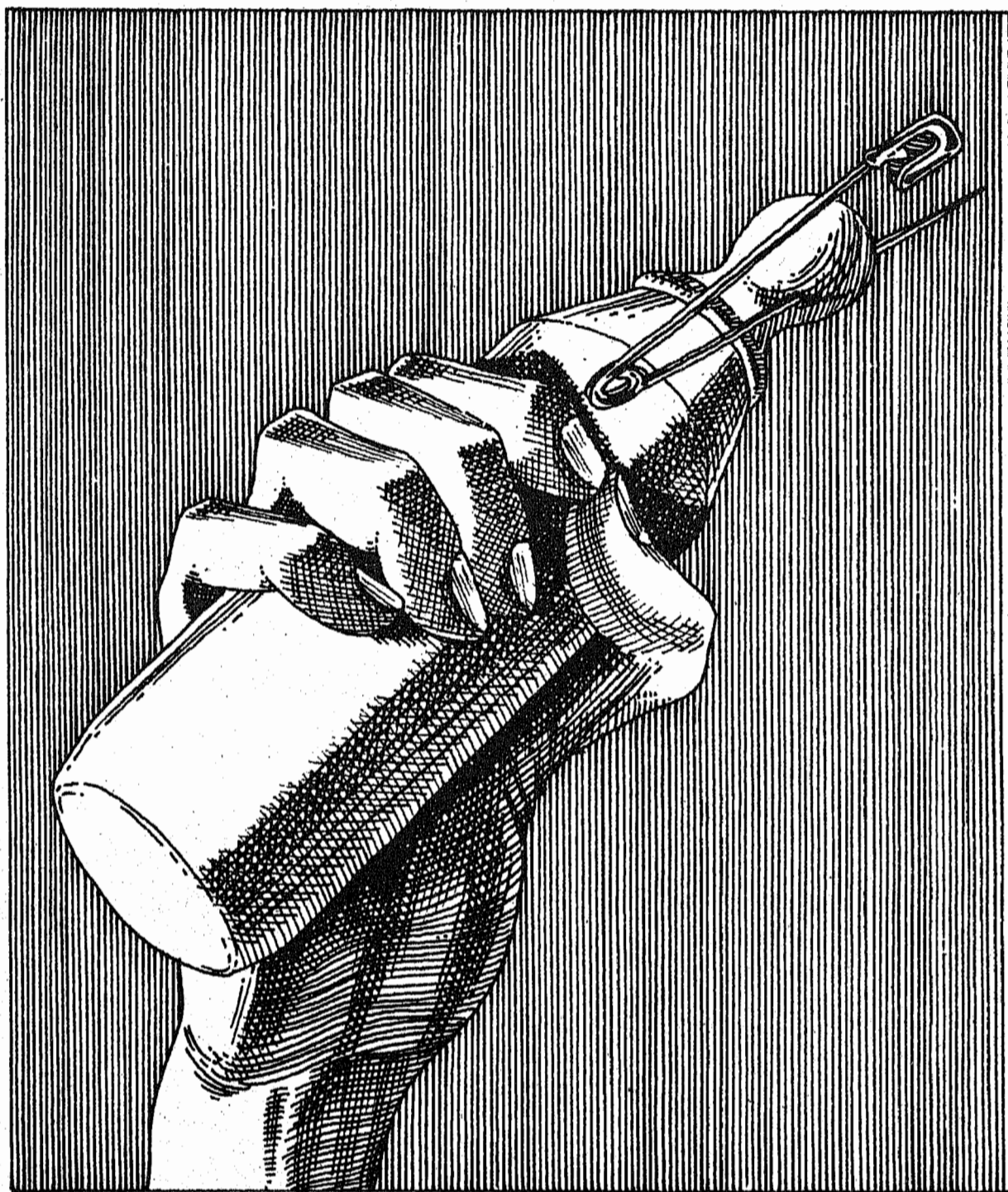
Strong Room
c2



ORBIT

Vol. 42, No. 15, August 13, 1974

force feeding



The decline of education

REGISTRY OCCUPATION.

UNI COUNCIL VS OCCUPANTS.

Last night the Uni council ("governing" body of the University) met and decided to order the occupants of the Registry to (1) leave and (2) return all files and other "things" in their possession. The Council would meet again to discuss the occupants' response to that order. NO legal or police action against the occupation has been initiated; and NO decision on such action will be taken before the Uni. Council Meeting on Thursday night at 8.00 p.m.

It seems that the Council will decide to seek an injunction through the Supreme Court on Friday morning. The effect of this will be to make any people remaining in the Registry in "contempt of court." Council will probably give the occupants 24 hours after the injunction has been granted to "get out". This means that around Saturday noon, police action is likely to occur.

This is an obvious attempt by the administration to hide unpopular violent police action from the general University community by organising it for Saturday. The occupants of the Registry intend to stand firm until the history staff agree to meet and negotiate with us on our two demands. Compulsory history exams must end now! Students must be able to take part in decisions pertaining to assessment procedures in their courses!

EXAM PAPERS.

A number of rumours have been circulating suggesting that the occupants of the Registry have in their possession all the examination papers for 2nd term exams, and that this will prevent printing of papers, thus causing the postponement of exams. We in the Registry believe that there are copies of the exam papers in the possession of the staff, and that consequently exams will not be disrupted at all. At present, preparations are still going on for the examinations.

FRI.

However, we are most concerned that we do not inconvenience students. With this in mind, we offered to release all exam papers to the staff, if they would allow the distribution to each student who sits for exams of a leaflet explaining our actions, aims and principles. This was refused point blank, and the academic staff at this point have made no further effort to obtain the exam papers.

We believe that these rumours are most misleading and that we have made every possible effort to avoid inconveniencing students.

STUDENT RECORD FILES.

Anxiety has been expressed about the disturbing effect on students involved if psychological information in their student files were released to them.

Dick Dawson (Counselling Service Director) has informed the occupants that students files in fact contain no information from the University Counselling Service which the students concerned have not verified before it is inserted.

No psychological trauma could possibly result if students did in fact see their own files — at least none concerning the University Counselling Service, since they already know about it.

SWITCHBOARD CUT-OFF.

At approximately 11 a.m. today the switchboard to the Registry ceased to function. An alternative staff-controlled switchboard has been established somewhere in the University. This tactical manoeuvre was made without consultation between occupants and staff. Actions taken by the occupants however, have been conducted only after the administration had been notified of likelihood of escalation. It should be remembered that all emergency calls to the University were connected by the occupants — yet no incoming calls have been received by the occupants since 11 a.m. Apparently the University administration fails to recognise the importance of many of the calls being made to the Registry. This hard line stand must be seen as a gesture by the University administration that they are no longer interested in negotiation.

PRINCIPLE

We are acting on a principle which was formally accepted by a General Student meeting on Wednesday 31 August 1974.

The principle is: That all methods of assessment at Flinders University and in particular in the School of Social Sciences be decided by all people involved in the courses and that no time limit be placed on changes to assessment procedure.

THE ISSUE

We decided to adopt and act upon the following motion:

That the History Discipline abide by the decision of the History students to abolish compulsory examinations for 1974.

CHRONOLOGICAL DEVELOPMENTS

History students have for four years attempted to have their demands on assessment implemented. These demands have been frustrated by those "officially" responsible for these policies.

After three unproductive meetings during the last month history students, who voted 95 per cent in favour of abolishing exams, "sat in" on the Social Sciences Staff Commonroom. Professor Moore's response was "Do you expect me to accede to the demands of just a student majority?"

Shortly after this statement Professor Moore left campus and has refused to communicate with the students any further.

In an effort to achieve reasonable negotiation on minimal student demands, the students proceeded to occupy the top floor of the Administration building on Thursday 1st August. Professor Moore and latterly the Acting Vice-Chancellor Professor Clarke made themselves unavailable for any discussion. Their inflexibility to frequent students requests for negotiations has led to controlled slow escalation of student action. This has included:

1. Opening of classified files — miscellaneous.
2. Opening of personal files of the Vice-Chancellor, Professor Russell.
3. Students taking control of the Flinders University telephone exchange.

At 3 p.m. Professor Clarke attended a student meeting and agreed to personally invite Professor McCaskill, Professor Moore and all History staff to a meeting at 5 p.m. in the Council Room to attempt to resolve the conflict.

OCCUPY THE ADMIN — ABOLISH COMPULSORY EXAMS.

The occupation of the School of Social Sciences common room has been transferred to an occupation of key sections of the Administration. These main areas are:

1. The University Council Chambers.
2. The offices of the Vice-Chancellor.
3. The offices of the Registrar.

WHY

The aim of our actions is to abolish compulsory History exams. To do this, we have to bring the Head of the Discipline (Prof. R. J. Moore) to the bargaining table and win a marked change in his attitude. This may well be impossible, because in the past he has been uncompromising. The epitome of this attitude is reflected in his recent refusals to recognise that a simple majority of staff and students should have the power to determine the nature of assessment in their courses. The delegation of such power to students and staff is not unprecedented. Similar demands have been agreed to by departments in this University and others. Unfortunately Professor Moore is especially conservative in this matter.

Professor Moore has refused to come onto campus until the trouble is "cleared up". In the face of this arrogance and obstinance, the occupation of the School of Social Science common room was seen to be clearly inadequate and ineffective. The major reason for this was that our action was thwarted due to the adoption of a policy of no debate by the History Discipline.

Unfortunately the autonomy of the Head of a Discipline is relatively sacrosanct. However in the absence of Council meetings, heads of disciplines are responsible to the Vice Chancellor or the acting Vice Chancellor. We feel that the acting Vice Chancellor (Professor Clark) can be prompted to invade Moores autonomy and bring him to the bargaining table with a view to taking action on our demands.

The administration machinery is crucial to the efficient running of the bureaucracy; and we feel that the disruption of this machinery is an effective way of expressing the gravity of our discontent. In this way we hope to impress upon the acting Vice Chancellor that continuing intransigence can only lead to further escalation of the forms of our activity.

Thus, this morning, occupying students demand from the acting Vice Chancellor that he intervene on behalf of the History Discipline, by instructing Professor Moore to attend an open meeting of all interested parties.

OPEN MEETING.

- Where — The University Council Room (top floor Registry building.)
- When — 10.00 a.m. today.
- Why — To demand the abolition of all compulsory exams in History in 1974.

REPLY TO PROFESSOR CLARK'S (ACTING V-C) REPORTS

This leaflet is a critique of the report made by Prof. Clark to the University Council which was distributed throughout the university yesterday. His report is both factually inaccurate and misleading. It fails to present the occupation of the registry in its historical context. This context is a four year series of frustrated attempts to effect some change in History assessment procedures. It includes repeated efforts by History students this year to abolish the compulsory exams. It includes the subsequent offer of a compromise by students of optional exams substituted by a substantial research paper. It includes a GSM which passed two motions demanding optional exams in 1974 and equity between staff and students in decision making about assessment. It includes a two hour discussion between students and Prof. Moore after the GSM last Wednesday (31st July), in which he refused to shift an inch from his position, namely that students have no right to have any decision making power about assessment procedures. It includes the subsequent 30 hour occupation of the Social Sciences Common Room which elicited absolutely no response from the History Discipline, the School or the Administration. It was this lack of response which was primarily responsible for the decision to occupy the registry.

This decision was made at 5.00 p.m. on Thursday. First we took over only the Council Chamber, but realised that we could be as easily ignored there as we were in the Common Room. A decision was then made, after much debate, to enter both the V-C's and the Registrar's offices which adjoin. A decision was also made at this time not to touch any material in these offices.

The first major factual error in Clark's report should be mentioned here. In his first paragraph he implies that we took over the switchboard on Thursday. This is false. It was not seized until Friday afternoon. A closer reading reveals that the statements that we entered the Registry "late on the afternoon of Thursday", and "they took control of the switchboard at 7.45 a.m." are contradictory and misleading.

The decision to open the first file was made about 11.30 a.m. on Friday. At that stage it had become obvious that our requests for meaningful negotiations were still being ignored. Prof. Clark and Mr. Buchan, whose offices were being occupied, had refused at this stage to even talk directly with us on the phone, Brownie acting as a rather reluctant go-between. We issued a threat to open one of the files in a desperate attempt to open talks. None of the files would have been opened on Friday if Prof. Clark had made the simple gesture of coming up then to the Council Chamber and talking with us. He did not make any response and so we were forced to carry out our threat. At this stage the ultimatum on progressive opening of files until meaningful negotiation on demands was issued.

Given the lack of response to our demands and even our presence, this was one of the few means we had left to induce the History Discipline to sit with us at the bargaining table. The files we opened up were not Russell's personal files, i.e., they did not contain papers relating to his private life. The files we opened contained confidential details of Prof. Russell's professional and academic activities. The File Search Committee appointed by the occupiers was shocked by the information they discovered. In part, this information reveals that Russell has done CBW research (Chemical and Biological Warfare), funded by the US Army Chemical Center. It also indicates he was a paid consultant for the National Security Agency, which is the CIA's big brother. The contents of the remainder of the files are so important, so astounding and so incriminating that we feel we cannot now keep this information from other people. To do so would make us accomplices. At this stage the information is being collated by the File Search Committee and no-one else is permitted to touch the contents of the locked files, or any material in Professor Russell's library.

On page 4, Clark stated that it is impossible to grant even our compromise demand that History exams be made optional this year. "Even in the event that the History Discipline would be prepared to change its procedures, the Board of the School of Social Sciences and the Academic Committee would not approve changes to be made at this late stage in the year." That this is not the case is evidenced by two facts. The History Discipline itself changed its assessment procedures in 1972. This change was made in the third term. It was a response to student pressure at that time and a staff/student committee proposed a compromise solution of a 30 hour take away exam to replace the 3 hour one. The History Discipline has since reversed this change. We agree that compulsory 30 hour take away exams are not an acceptable alternative to 3 hour exams, although it is admitted that our reasons may differ slightly from those of the History Discipline.

Secondly, there is provision in the School Board Regulations that if the object of a course is at variance with the method of assessment then that method can be changed. The fact that History students are dissatisfied with present assessment procedures to the extent that they are prepared to take extreme actions is an indication of our feeling that this variance does exist.

We strongly resent and have been deeply disturbed by Prof. Clark's unfounded accusation that we have broken the confidentiality of the student record files. We state categorically that this is not so. The decision to remove student files was made by a meeting of all the occupiers and hotly debated for a long time. The reason for deciding to remove them was that we felt that the Registry's knowledge that we had them in our possession would be a further lever to aid opening up meaningful negotiation of our demands. This decision reads in part "... that at all events the files must remain unread." The files were moved, but none were opened. Unfortunately we cannot conclusively prove that this is so. At the same time Prof. Clark has absolutely no basis for his accusation. He misleadingly confuses moving the files with opening them.

Yesterday afternoon; possibly as a result of the emotional fabrication by Clark on this issue, a lot of students who came up to the Registry expressed great concern about the files. As a result a motion was passed that we return the files to the Student Records Office. This has been done.

AN ACCOUNT OF MONDAY'S EVENTS (5 AUGUST)

On Sunday Night, Sir Mark Oliphant contacted students requesting a meeting with them. However, the students felt, as did Prof. Clark, that the intervention of someone from outside would not solve a dispute which could only be settled by reasonable negotiations between students and History staff.

On Monday morning he arrived, expressing the belief that negotiation with him would be no use in solving the dispute but that he could assist by arranging a meeting between students and History staff. The motion passed the night before was read out to him, but he ignored this and aggressively demanded to be allowed in. Concerned about the nature of this confrontation, a motion was passed allowing him into the meeting. At the meeting he soon revealed that he shared Moore's reactionary views and attempted to dissuade the occupants from their position. The occupiers stood firm and united, and pressed him to arrange a meeting with the History staff to negotiate our demands. Finally, he acquiesced to this. The students were led to expect that this meeting might provide some opportunity for meaningful negotiation and acceptance of student demands which would effectively solve the dispute. These hopes were dashed, as when the meeting began at 12.30 p.m. Oliphant (who told us he could stay "as long as necessary") informed us that he would leave at 1.30 (for lunch), and that the meeting was for the purposes of discussion, not negotiation. Repeated efforts by students to raise the meeting from mere discussion to a level of meaningful negotiation were persistently given the brush off by Prof. Moore who tried to dominate the discussion with his dogmatic, legalistic stance. Only one or two history staff expressed their opinions, none of which were at variance with Prof. Moore's. The rest of the History staff were silent throughout the meeting; yet we have reliable information that several of them do not disagree with Moore's stand. At 1.30 precisely, in the midst of discussion on a motion before the chair, Oliphant rose and left the meeting, the History staff tagging behind. Thus ended a meeting which might have contributed a solution to the dispute, but which, to the disappointment of students, was a fruitless waste of time.

IN CONCLUSION ...

We do not enjoy our occupancy, we don't enjoy the prospect of court injunctions, nor are we looking forward to the police attacks being encouraged by Eastick and others. But we are determined that the History staff will listen to and negotiate our two minimal demands.

We have had numbers of students taking part in the occupation, more staff from other disciplines are supporting us. We have posted out our arguments to all members of the university. We have had telegrams of support from other Adelaide campuses and from campuses all over Australia. Supporting our aims and actions. Federation representative has announced support for our struggle, and has been eating in the canteen. Rank and file Builders Labourers on the Medical industrial action in support. History staff are being very difficult to negotiate with. Meetings through direct action. We will succeed in abolishing exams in History because our support is growing. We will not give up, rather we shall adopt new settlements.

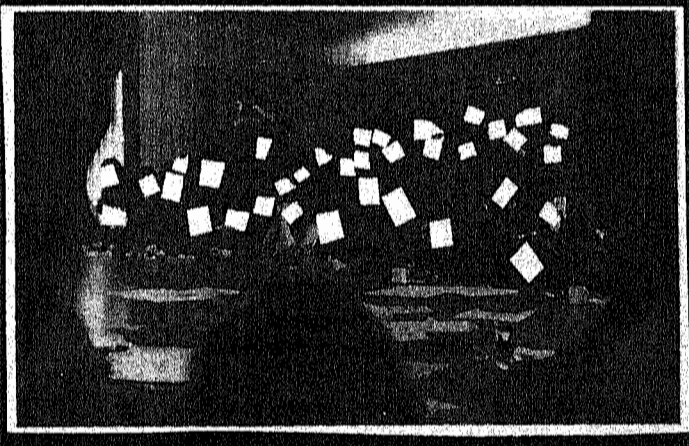
FIGHTING FUND

Flinders' history students need food, money and moral support.

If you can help contact the S.A.U.A. office here at Adelaide — and make us an offer we can't refuse.

STRUGGLE

PRESS POLICY
 NO STATEMENTS
 ARE TO BE MADE BY
 ANY PERSON TO ANY
 REPRESENTATIVE OF ANY
 MEDIA. All in connection with
 the...
 DECISION MADE BY HISTORY DEPARTMENT



The struggle at Flinders over fair means of assessment in the history department has been continuing for nearly four years.

Due to the obstinacy, and the unreasonable stand of the History Department, students have been forced to take strong action, and occupied the History Department, and then the Registry last Friday week (August 2nd).

I was there on Tuesday and Friday, and it did not seem to me that there was any one "minority faction" which dominated the occupation. Students present seemed to represent a wide range of interests.

The meetings were orderly democratic, and well-organised, and views being presented were concise and clear and to the point. There was quite a lot of debate on all the motions, so that the most democratic decisions were arrived at.

With the opening of Russell's University files, a new level of awareness has come into the struggle i.e. the role of assessment in serving the interests of capitalist society, and the total role of the University in Capitalist Society. Russell's files seem to implicate him with the National Security Agency (which 'underwrites' the C.I.A.) and US business and government interests (chemical and nerve gas research). Russell is currently in America. An analogy could be drawn with Watergate affair. — the problem — is the democratic system basically sound and salvageable, Nixon being a corrupt figure or is the whole capitalist American system responsible for ingendering Nixon's crimes.

The question being asked at Flinders is:— is the University system salvageable — is it still possible for a University to function as a community of scholars — to benefit students academics, and the community in general in our society?

Will the (Flinders) University become its ideal, if Russell (and those like him) who tie the University to business and war interests, is replaced?

Increasingly, through their struggle, I think students are coming round to the view that the University prostitutes its original ideal and its resources to the capitalist interests in our society, and particularly to the U.S. business interests which are increasingly dominating Australian Capitalism. The University in capitalist society cannot be 'salvaged', become 'whole' again, but is by its own nature, is forced to act the way it does.

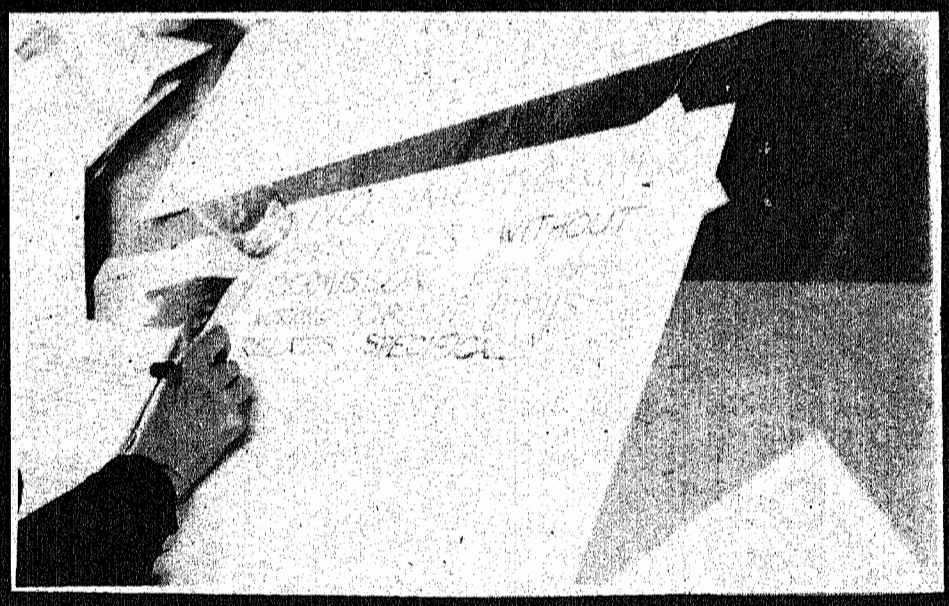
Sheelagh Boyd.

Liberty has never come from the government.

Liberty has always come from the subjects of it.

The history of liberty is a history of resistance

WOODROW WILSON



**YOU DON'T
REALLY WANT
TO WORK FOR
THE EDUCATION
DEPARTMENT,
DO YOU?**

If you're on a teacher education scholarship and you want to get out of the bond, we have just the service you need.

Just write to SCHOLARSHIP TERMINATION SERVICE, c/- Arena and we'll send you information about our Lesbian on Front Lawn Hiring Service.

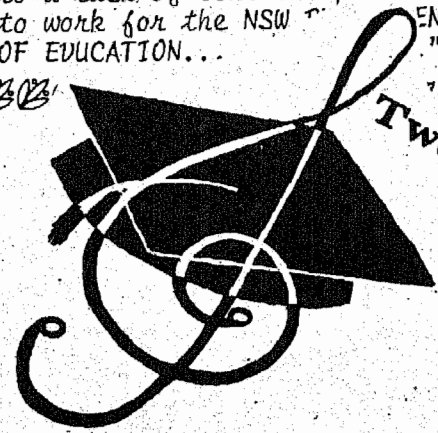
We can arrange for revealing photos to be taken, and for a small fee we will ring the department and complain about you.

As well as this, you will receive the do-it-yourself kit for terminating scholarships. This includes a printed article beginning 'As a lesbian I think...' a poem about a lesbian's sexual experience, and an explicit drawing. All you have to do is type your name at the bottom of one of these and send it along to the department along with one of our numerous nasty anonymous letters demanding that you be kicked out.

When you lose your scholarship we have a follow up demonstration service, which is free, because in spite of some fringe benefits of this form of discrimination we oppose all forms of oppression of individuals.

You don't have to actually be a lesbian to use our service. It will work just as well if you're straight.

Rush your application to us right away to avoid costly delays. We anticipate a large initial demand, although the S.T.S. will continue until all schools close down due to a lack of teachers prepared to work for the NSW DEPARTMENT OF EDUCATION...



Twenty-fifth Intersarsity Choral Festival
 Adelaide, August, 18th - 31st, 1974.
Patron: Sir Mark Oliphant, K.B.E.
Convenor: Matthew Mitchell.
Treasurer: Peter Coppin.
Secretary: Mary Davey,
 15 Brixton Road,
ELIZABETH NORTH, 5113.
 phone: 255 7981.

**SCHOOL ZONE
WATCH OUT**



The following is a telegram of support sent to Flinders st. AUS - SA Region supports demands of students for an e participation in choosing forms of assessment and compulsory examinations. Bleachmore, Ludvigsen, Br (Adelaide University), Rutter (Torrens CAE).

FOR CHILDREN

A silly student caper

The sit-in at the Flinders University Registry by about 100 students who wish to change the examination system is a tiresome affair. Such capers by youngsters at primary school would be easier to tolerate, because their immaturity would be more readily accepted. But when young adults claiming the privilege of a tertiary education at public expense behave like defiant children, and resort to force rather than reason to get their own way, ability is questioned if their actions, which is expected to...

Patience becomes feebleness

CHILDREN are spewed out of our secondary school systems more and more semi-literate and yet inflated with a toad-like emotional arrogance.

A wave of the liberating magic wand and the next moment these post-pubescent university students and revolutionaries taking over the tertiary system by demonstration and occupation.

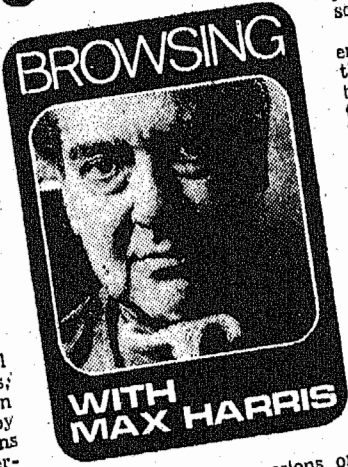
As a community one and all beleaguered by economic stress, by a dangerous fragmentation of government authority, by anarchic and divisive patterns of self-interest, can we tolerate these student gnats on the elephantine bum politic?

When does patience turn into feebleness? It sounds, alas, like the voice of right-wing fascism alive in the land and roaring like a dove.

But the question must be raised at a moment when all our social strength has to be mustered to hold together such democratic social institutions as we have, inadequate as they may be.

Vietnam is another country, and the rebellious women is dead. The student contribution to the Moratorium movement was invaluable, but only in so far as its emotional excesses were harnessed by such experienced minds as Dr Jim Cairns.

This year during Prosh week in my neck of the woods, lacking direction for their emotionalism, the little darlings poured pump oil into a public fountain (very passionate about pollution, the young), engaged in \$2000 worth of violent property destruction at the University. It is this last commands attention. To what extent the patient far...



to give serious concessions or assent to noisome demands from youngsters who can barely read or write, let alone determine what they think they want or don't want to learn. Can "demands" for "democratic decision-making and self-determination within the university" appear to be met by docile adults, or should the basic relationship between teacher and learner be firmly defined once and for all?

The usual pattern of confrontation characterised the student occupation at Flinders University. While passionately deploring the illegality of Watergate, they themselves burglarised the private files of the academic authorities.

While they'd scream for the civil liberties organisations to take passionate action if the police walked in and went through their private chattels, they saw no conflict...

...OUR POSITION IS STATED CLEARLY IN OUR REPLY TO OLIPHANT RELEASED PUBLICLY THIS MORNING.
 ...WE ARE NOT REFUSING TO NEGOTIATE. WE ARE ACTING TO SEEK NEGOTIATIONS WITH HISTORY STAFF WHICH WILL RESULT IN OUR VACATING THE ADMINISTRATION BUILDING WITH OUR TWO MODEST REQUESTS BEING MET.

...THE ONLY WAY SIR MARK OLIPHANT CAN HELP SETTLE THE DISPUTE IS BY TELLING PROFESSOR MOORE AND OTHER HISTORY STAFF TO MEET US AND NEGOTIATE THE SETTLEMENT OF OUR REQUESTS ON EXAMS.
 ...Our reply to Oliphant is: "THE DISPUTE IS A DISPUTE BETWEEN HISTORY STAFF AND STUDENTS. WE FEEL THAT THE INTRODUCTION OF A PERSON WHO HAS NOT BEEN CLOSELY CONNECTED WITH THE SUBSTANCE OF THE DISPUTE, VIZ COMPULSORY EXAMS, WOULD NOT AID THE RESOLUTION OF THE DISPUTE. THE DISPUTE WILL ONLY BE RESOLVED BY NEGOTIATIONS BETWEEN HISTORY STAFF AND STUDENTS. WE AGAIN CALL FOR A MEETING AT THE EARLIEST OPPORTUNITY AVAILABLE AT ALL TIMES FOR MEANINGFUL NEGOTIATIONS WITH HISTORY STAFF."
 ...WE ASK YOU TO UNDERSTAND OUR POSITION, TO REJECT THE DISTORTIONS OF THE MEDIA. IF YOU LISTEN TO US AND SUPPORT OUR ACTIONS, ANY POLICE ATTACK WOULD BE SEEN FOR WHAT IT IS: AN UNPROVOKED ATTACK ON STUDENTS FORCED TO TAKE THE ONLY ACTION OPEN TO THEM TO GET SMALL REQUESTS SATISFIED BY A STUBBORN UNIVERSITY STAFF.

or indeed by the great majority of students themselves. The tragedy of the Flinders is not merely its pathetic absurdity but the alienation of public opinion which is the general cause of its irresponsibility.

The sit-in at the Flinders University Registry by about 100 students who wish to change the examination system is a tiresome affair. Such capers by youngsters at primary school would be easier to tolerate, because their immaturity would be more readily accepted. But when young adults claiming the privilege of a tertiary education at public expense behave like defiant children, and resort to force rather than reason to get their own way, ability is questioned if their actions, which is expected to...

What is relevant is the emergence of a backlash theory. It was some time ago to see a revolutionary teaching theorist on Robin Day's BBC program describing the beneficial effects of a "new" primary compulsory spelling test. It is somewhat more sobering to read George Levine in the New York Times declaring: "The failure of recent radical experiments in education has been a sign for many that we must return to a more authoritarian, more traditionally subject-oriented pedagogy."

This crystallises a new and direct confrontation between the theories of a John Holt community which is against the current of the system is produced grossly under-educated basic essentials. When I Flinders student lecturer, he a long term document is part of an effort to carry out research useful to...

The fuss that seems to have arisen over the content of the files in the DOD has been clearly uncovered and which suggests a commitment to the DOD. Evidence has been clearly uncovered and which suggests a commitment to the DOD. Evidence has been clearly uncovered and which suggests a commitment to the DOD.

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THE FILES

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University tonight sit-in

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On SPECIAL campus

666

Prepared in the occupied Registry building by students demanding the abolition of compulsory History exams and the participation of students in decisions about assessment procedures.

Sunday, 4th. August, 1974

THE SIT-IN

Various people, including some who actually support our demand for optional exams have expressed dissatisfaction with the methods we have used to try and achieve our aim. This article will briefly outline our actions till Sunday night and the reasons behind them. The opening of certain of the Vice Chancellor's files will be discussed in more detail in another article.

Quite simply, the reason for the occupation of the two buildings and the actions since has been that every one of the many attempts to satisfy our demand through accepted channels was utterly fruitless. Students then saw that the only alternative left to them was to force the hand of the History staff and this has in fact been the only method that has led to any worthwhile action at all.

ACTION THROUGH ACCEPTED CHANNELS

These have been going on for as long as four years. Throughout second term this year there have been a series of meetings of History students to discuss assessment. These and a questionnaire sent to all History students strongly affirm that they oppose compulsory exams and favour optional ones. The request to change assessment in this way then, has been put again and against both a number of Consultative Committee meetings and at several meetings between History students and staff. At the first, the demand was flatly refused every time and at the second Moore (Professor of History) declined to even discuss it with any more than the student representatives.

OCCUPATION OF SOCIAL SCIENCES COMMON ROOM

This was felt to be the best way to gain any response from the History staff. However, it was no great inconvenience to them - the staff simply chose to ignore us. In so doing, they apparently felt we would soon give up.

OCCUPATION OF REGISTRY

We believed this move would inconvenience people just enough so that outside pressure could be brought to bear on Professor Moore. Subsequent actions, including

the opening of certain files were carried out for the same reason. Only when we really forced the hand of the Vice Chancellor by taking over the switchboard did we get any worthwhile response. Until that time, Clark, Moore and the rest of the History staff had refused to meet us except on their terms. Now Clark did concede to meet us. Since then however, our inability to continue pressing our point has only wasted time.

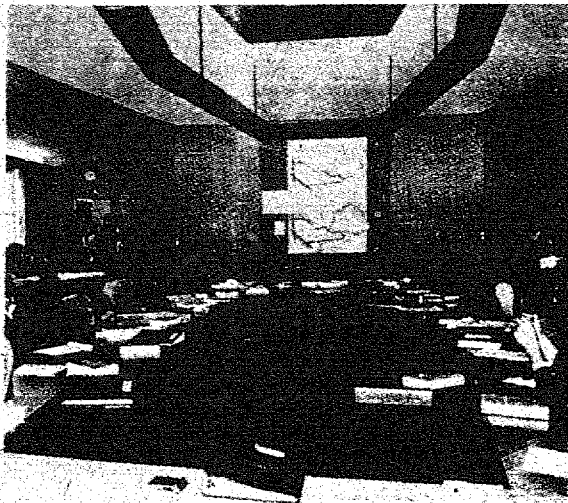
STAFF'S STUBBORNNESS

During the course of events it has become obvious that the staff has only responded because of pressure and not because of any concern over students or their requests.

BENEFICIAL AIM

Is a demand for optional exams unreasonable? Surely educational standards will not be lowered. Those students who want to can still do an exam. The others can do a research paper in its place.

HOW FAR MUST WE GO TO ACHIEVE THIS REASONABLE DEMAND?



THIS OCCUPATION NEEDS YOUR SUPPORT

CHRONOLOGY OF EVENTS

Wednesday July 31
G S M lunchtime. Mass delegation to Moore. Moore once again refused to act on student motions to abolish compulsory exams. Students decided to establish themselves in the Social Science staff common room.

Thursday August 1
Pamphlets distributed detailing events. Meetings and discussion all day. No response or reaction from the History staff. Decision taken to move to Registry.

Friday August 2
Requested meeting with History staff at 10 am. No response. Decision to open files on the hour, every hour. Attempts to contact Moore by phone. Repeatedly hung up when we identified ourselves. Clark invited to speak with us, he refused unless we first vacated his office. Unacceptable to students. No further response from Administration or History staff. Escalation of pressure - students peacefully took over the switchboard by climbing in through the roof. Essential services not disrupted. Clark capitulated and agreed to meet us. He was requested to contact Moore, history staff and McCaskill (Chairman of Board of Social Sciences) for a meeting with students at 5 pm. Moore and History staff made themselves unavailable. Only McCaskill and Clark present.

At this meeting an agreement was made to attempt another meeting with History staff, Clark and students at noon on Saturday. Clark wrote to the staff - "I strongly recommend that you (staff) attend in the best interests of the students and staff of the whole Social Science school"

Friday evening we contacted staff about the meeting. Learned that Moore had already contacted them and advised them not to attend Saturday's meeting because there would be an insufficient number of History staff present to make any decisions!!!

Saturday August 3
Early morning we rang History students to inform them of the noon meeting. Only three History staff members attended. They refused to take any steps towards resolving the dispute. Clark to convene another meeting as early as possible (probably Monday morning). Decision to escalate occupation measures possibly involving a lockout.

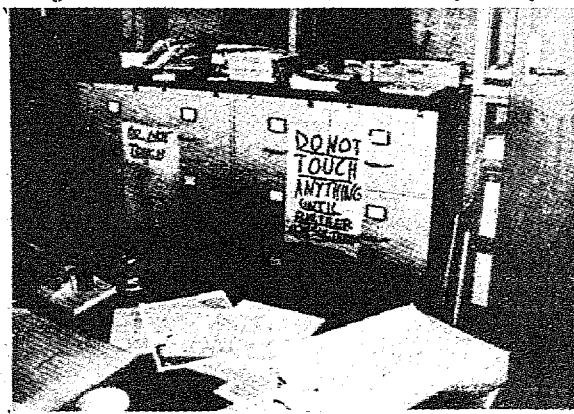
Sunday August 4
Attempts to contact Clark to continue dialogue thwarted, unavailable until late afternoon. Final contact with Clark revealed changed position. Clark maintained he could no longer negotiate with us as an individual. History staff are still refusing to grant optional exams. We have not yet met to consider our response to this situation.

EASTICK ANSWERED

Dr Eastick has, through the media, focussed attention on the matter of the files in Professor Russell's office.

To put our actions on the files into a broader context, it should be remembered that after the occupation of the Registry, there was no response from Professor Clark for some hours; notice was given of our intention to open Russell's files if there was still no response from Clark. There was still no response; there was no ransacking of the files, they were systematically studied, and there was no use of personal material.

These facts have had a considerable impact on the people occupying the Registry. We are not a group of anarchists, we are not a group of heavy student politicians - many of the people here have had no previous involvement in student politics - we are a group of concerned students who are attempting to change assessment procedures in the History discipline



THIS OCCUPATION NEEDS YOUR SUPPORT

and eventually in the university as a whole.

Dr Eastick's comments to the media commenting on the personal nature of Russell's files, not only portray an inaccurate understanding of what is happening here at the university, but may even be a deliberate attempt to distract attention from the content of the files which may have very wide implications.

As for Eastick's comments in the Sunday Mail about his support for Mr and Mrs Average we would ask you to decide whether you support Dr Eastick or whether you share our concern over the continual lack of student say in their own assessment procedures. The basic issue is whether this time we achieve some real changes in this area, or whether we still again hand back decision-making power in assessment to Professor Moore and people who share his views.

There is a final important point which Dr Eastick has raised. He maintains that our actions "could lead to charges which would prevent their successful graduation" and we come back once again to the basic issue. As both the Minister of Education (Mr Hudson) and the Attorney General (Mr King) have stated, this is a matter for the University, as an autonomous institution, to act upon. We must decide, not Dr Eastick if that autonomy is to be maintained. There is no precedent for police intervention at Flinders. The only reason for police intervention is over the opening of Russell's files. Russell's files were opened, but only after the administration was given notification of our intention to do so unless they agreed to arrange a meeting between the History staff (including Professor Moore) and ourselves. The History staff, prompted by Professor Moore's action in leaving the university and refusing to return until the "problem" was "cleared up", refused to see us or even consider our demands; therefore we carried out our threat.

EXAMS & ASSESSMENT

One of the demands put by the occupying force is an end to compulsory examinations in the History Discipline. This article is an attempt to describe why we consider examinations to be abhorrent.

The essence of education is true learning, i.e. learning that is permanent and useful, that leads to intelligent action and a desire for further learning. Such learning can only evolve from the experience, interests and concerns of the learner. Productive evaluation contributes positively to the learner's growth and learning; evaluation is educationally undesirable if it perverts or inhibits learning. Having made these assertions, let us examine the exam.

Education is an integral part of our social system and has been refined to suit the requirements of that system. Basically these requirements are: (i) the provision of a literate work force; (ii) the provision of an educated 'elite' in the sciences and humanities. This 'elite' is much smaller than the work force. Consequently the education process is one of elimination and is based on savage competition, instead of co-operation. Exams are the pinnacle of this competitive practice. The aim, essentially, is to sift out the majority of children in the course of their secondary education, leaving those who make it to the tertiary level, to fight it out for their tickets into the 'elite'.

There is more to this process of elimination. It discriminates sharply against the working class. The vast majority of those who make it come from middle class backgrounds; economic and cultural advantages (e.g. colleges, grammar schools) ensure their disproportionate representation in the 'elite'.

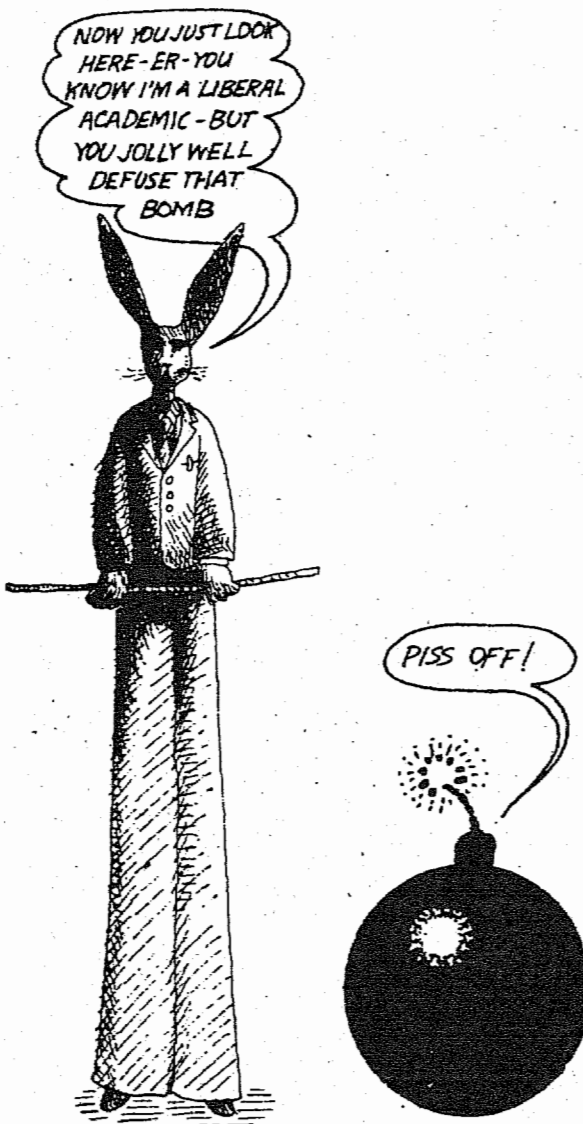
There are two basic reasons for an examination system; the first is to threaten students into doing what the teaching authority desires; the second is to provide a basis for handouts of rewards or penalties with which the present educational system, like all coercive systems, must operate. Thus, preparation for exams soon comes to replace learning. Since the grade is now the crucial element, a battle of wits follows where the tester continues to reveal more of what the learner doesn't know than what he/she does and where cheating becomes an entirely legitimate tactic. Furthermore, comparison is made inevitable as grading is based on relative, rather than absolute standards. Personal interest must be sacrificed to the demands of the impending exam.

The function of an evaluation should be to help the student diagnose her/his difficulties and give her/him an indication of how he/she might improve. Since the exam grade serves merely to classify, and makes no pretence of feedback, we would be better off questioning whether an exam is a valid and reliable classifier rather than whether it is educationally desirable.

An exam is basically a test of a sample of behaviour. The shorter the test, the more removed it is from the normal performance/learning situation; the greater bias in the test items the greater the error in evaluation. Most teachers believe they can accurately assess students to within a few marks per hundred. Research evidence indicates that 20 marks per hundred is a greater realistic estimate when all sources of error are considered. Included in the

- list of error sources would be
- bias against slow workers
 - bias in favour of the clever guesser
 - bias against the anxious
 - bias favouring the good humorist
 - bias in favour of the lucky predictor
 - characteristics of marker and marking conditions (e.g. no of papers marked, rate of marking, tiredness, attitude towards person doing exams).

Therefore, it is concluded that the examination system contains so many error factors that its utility as a measure of performance is highly questionable. More importantly, the exam not only fails to serve any educational function, but is actually anti-educational in effect.



THIS OCCUPATION NEEDS YOUR SUPPORT

FILES RELEASED

Students have seized the files of the Vice Chancellor and the Registrar. Much will be said in the press to denigrate this action. However, those involved wish to justify it.

The demand for the abolition of compulsory exams in the History discipline is what started all this. Subsequently it has caught on elsewhere and there is now a popular call for the adoption of the principle that students and staff in all faculties should have the joint power to determine their own form of assessment.

With the repeated failures to win a satisfactory response from the History Discipline, the focus was shifted to the administration. And after occupying the administration building, the response of the acting Vice Chancellor was predictable - he would not attempt to accommodate the student demands.

It was his task to lead students away from mass action and back into the formal channels of negotiation that had proved bankrupt to date. For some time he tried to defuse the occupation - he repeatedly insisted over the phone that the occupation must be abandoned, that nothing could be done until it was. However, students realised that his obvious anxiety was prompted by their activity - ie that their offensive was the only imperus behind Clark that might prompt him to take

action on their demands.

A decision was taken to escalate this action to add to the impetus. It was common knowledge amongst the participants that the Vice Chancellor, Roger Russell, has a long history of association with the American Defense Department in C B W (Chemical and Biological Warfare). On this basis, the students felt justified in making his files the primary target for their escalation tactics.

The progressive opening of files got under way, and soon Clark's phone calls became more regular and urgent; finally he conceded. He met with students in the Council Chambers and agreed that he could do something - he agreed to attempt to convene a meeting between students and the History discipline.

The point of this brief article is to point out the efficacy of opening the files. It was a tactic that worked when all others had failed. It was an effective counter to the attempts of the Administration to disarm and defuse the occupation - the students only weapon.

It should be added that important and sensational information was uncovered from the files, confirming Russell's villainy. It is being analysed now by a panel of six elected delegates and a full report will be released publicly as soon as possible.

TELEGRAMS OF SUPPORT

2nd August, 1974.

To the "Sit-In-Students"

Dear Ladies & Gentlemen,

I am not overly aware of the friction involved as a basis for this your recent action.

However, what I do know is that assessment procedures are relatively useless if students are not being encouraged to design such procedures for themselves.

Also, I believe that Australian university students are over-examined and that when this is the case within a traditional and often arbitrary examination system, then they are being robbed of an essential factor in their scholarly growth, Self-evaluation. Students who are taught to produce but not to evaluate are a social menace, in my opinion.

My best wishes to you,

Dick Dawson

DICK DAWSON
Director
Counselling Service
Flinders University of S.A.

UNIVERSITY OF SYDNEY
WE EXPRESS OUR COMPLETE SUPPORT IN YOUR STRUGGLE.
TELEGRAM OF PROTEST SENT TO VICE CHANCELLOR.
STAFF AND STUDENTS, DEPARTMENT OF GENERAL PHILOSOPHY,
UNIVERSITY OF SYDNEY.

PLEASED AT NEWS THIS MORNING OF YOUR STRUGGLE
LA TROBE UNIVERSITY S R C FULLY SUPPORT YOU. BEST OF
LUCK. ROB GIBSON, LA TROBE S R C

STURT COLLEGE G S C EXPRESS THEIR SOLIDARITY WITH YOU
IN STRUGGLE TO END COMPETITIVE ASSESSMENT AND
COMPULSORY EXAMS. ALISTAIR DOW. PRESIDENT G S C

MELBOURNE UNIVERSITY S R C EXPRESSES SOLIDARITY WITH
YOUR STRUGGLE AGAINST REPRESSIVE ASSESSMENT SYSTEMS.
BILL UNKLES PRESIDENT

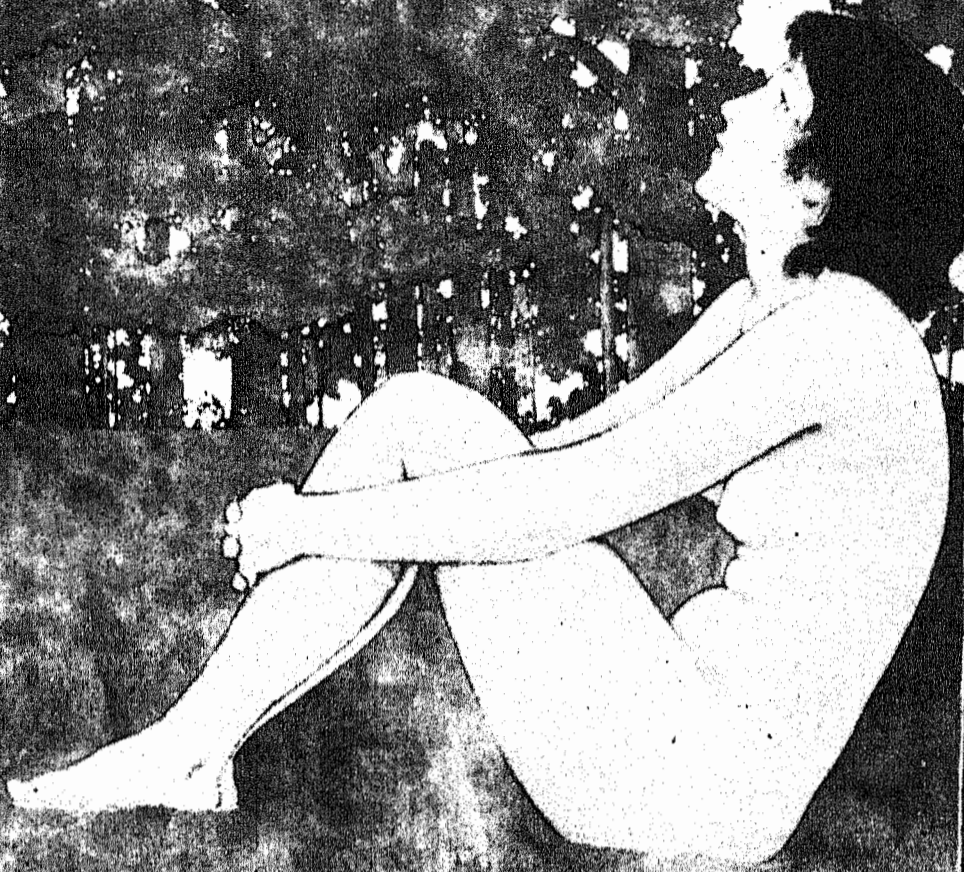
WISH YOU VICTORY FROM YOUR OCCUPATION. ANYTHING MADE
BY ACADEMICS CAN BE CHANGED BY STUDENTS. YOURS IN
SOLIDARITY FOR THE END OF COMPETITIVE ASSESSMENT.
TOM HURLEY EDUCATION VICE PRESIDENT, A U S.

A U S-S A REGION SUPPORTS DEMANDS OF STUDENTS FOR AN
EFFECTIVE PARTICIPATION IN CHOOSING FORMS OF
ASSESSMENT AND AN END TO COMPULSORY EXAMINATIONS
BLECHMORE LUDVIGSEN BRODERICK (ADELAIDE UNIVERSITY)
RUTTER (TORRENS CAE)

OCCUPATION BRINGS FAVOURABLE RESULTS AS WE FOUND OUT
YESTERDAY. MACQUARIE STUDENTS SEND SUPPORT IN YOUR
MILITANT ACTION AGAINST CONTINUED REACTIONARY
OPPRESSION FROM ADMINISTRATION.
CHRIS SHORTUS. CHAIRMAN MACQUARIE STUDENTS COUNCIL

THIS OCCUPATION NEEDS YOUR SUPPORT

CENTURY



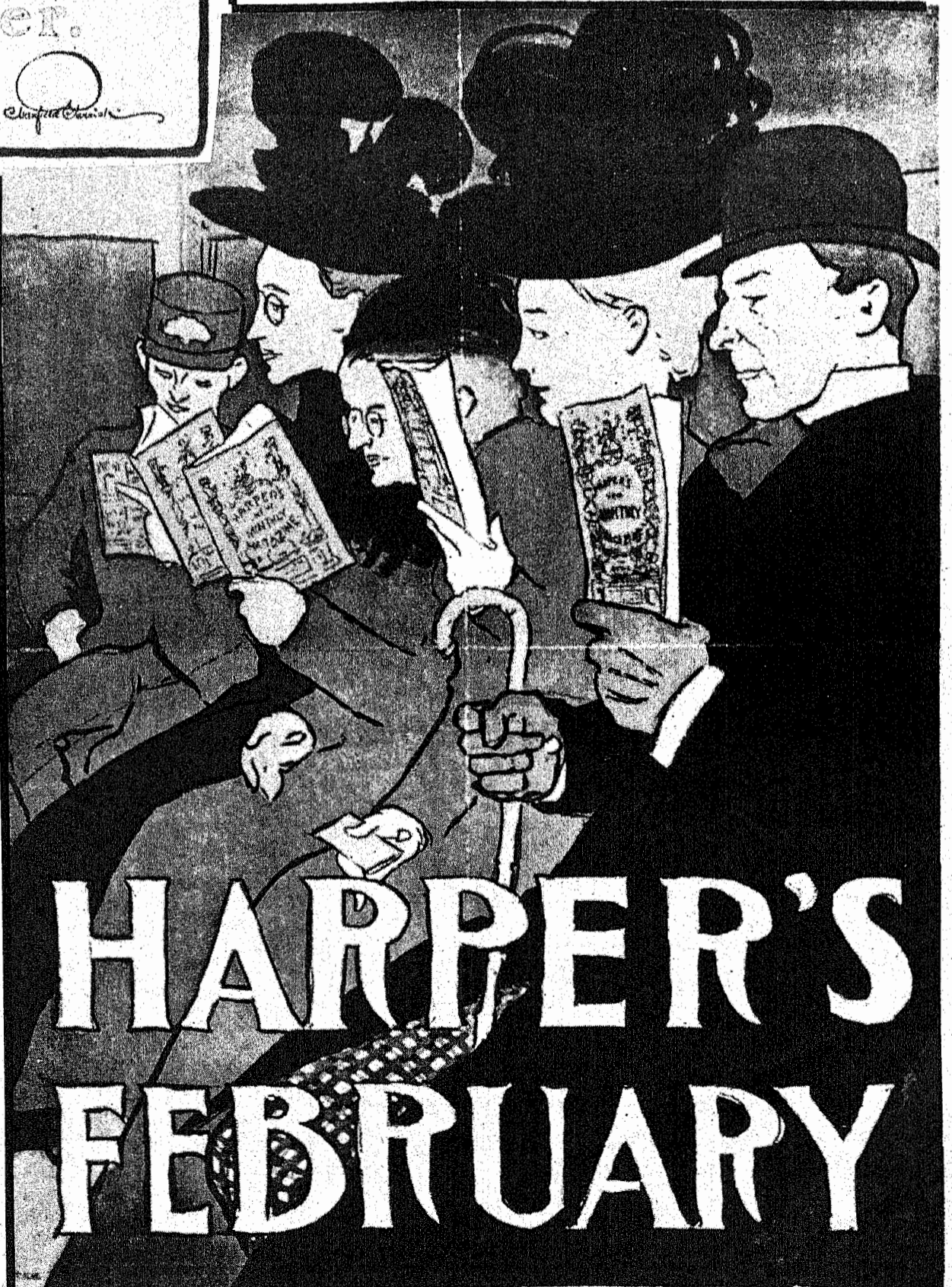
Midsummer
Holiday Number.
August.

Clara Clavin

*Summer?
in the U.K.?*

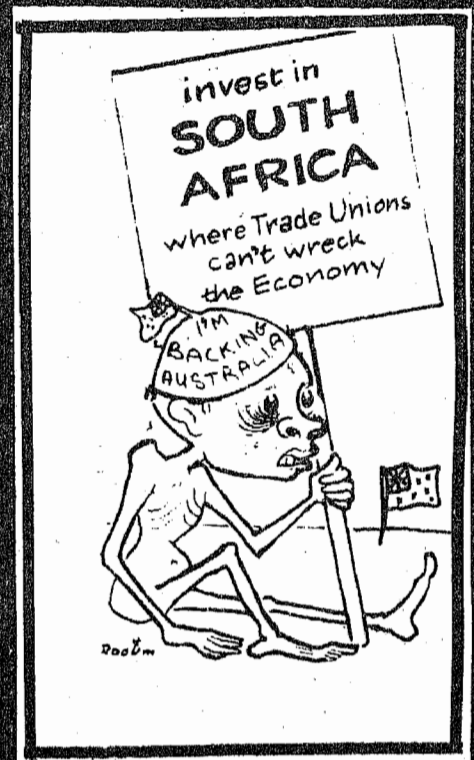
*Summer,
and how you spend it,
depends on where you
happen to be standing*

*See
page
12
for
details*

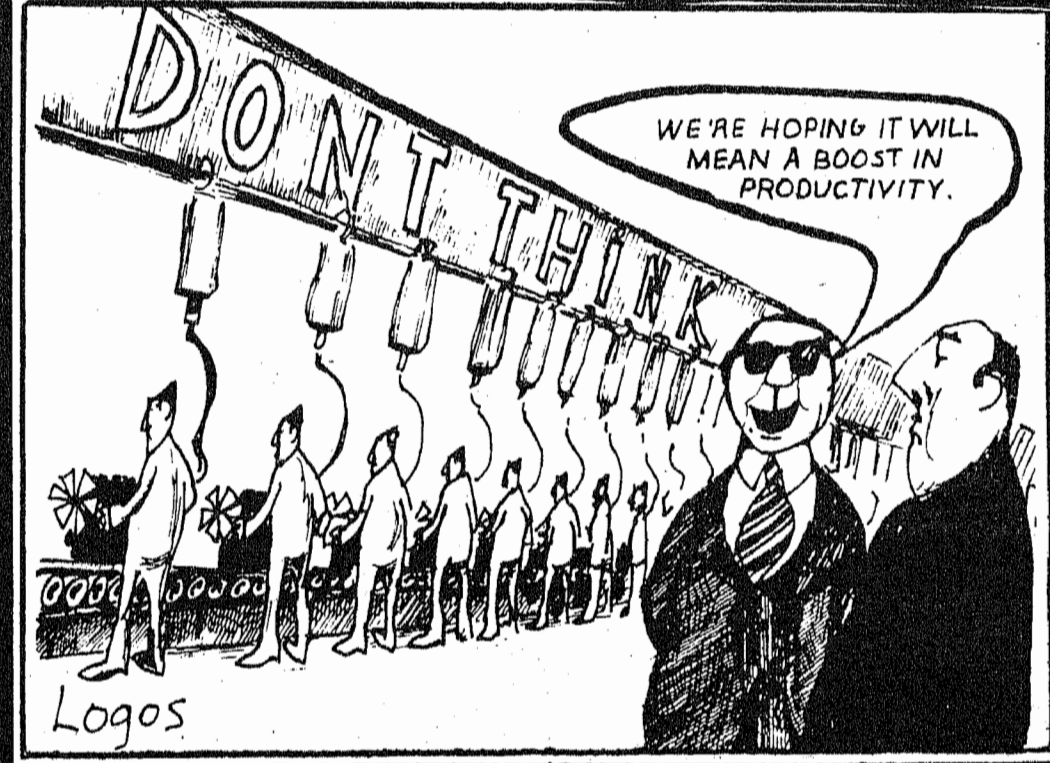
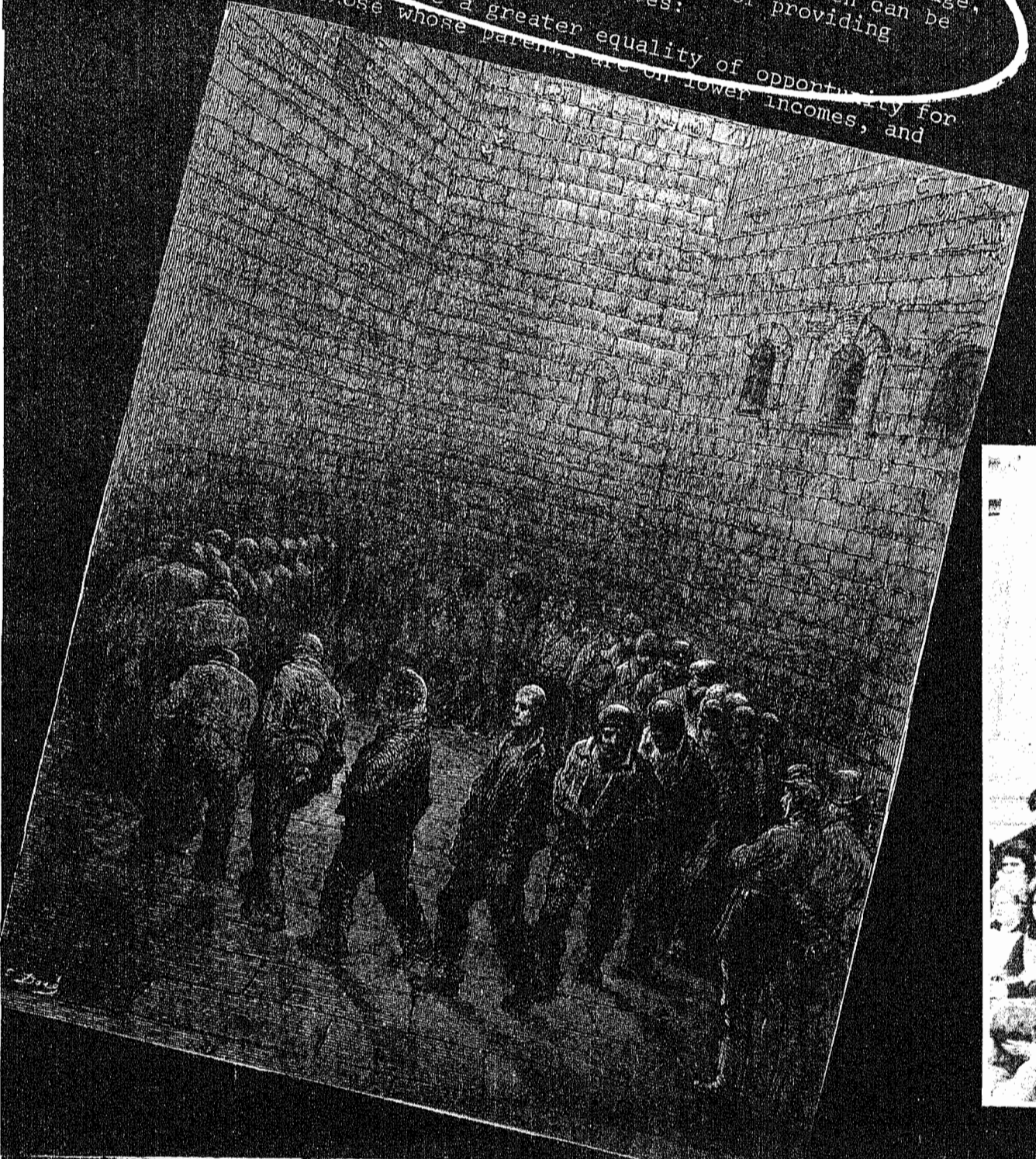
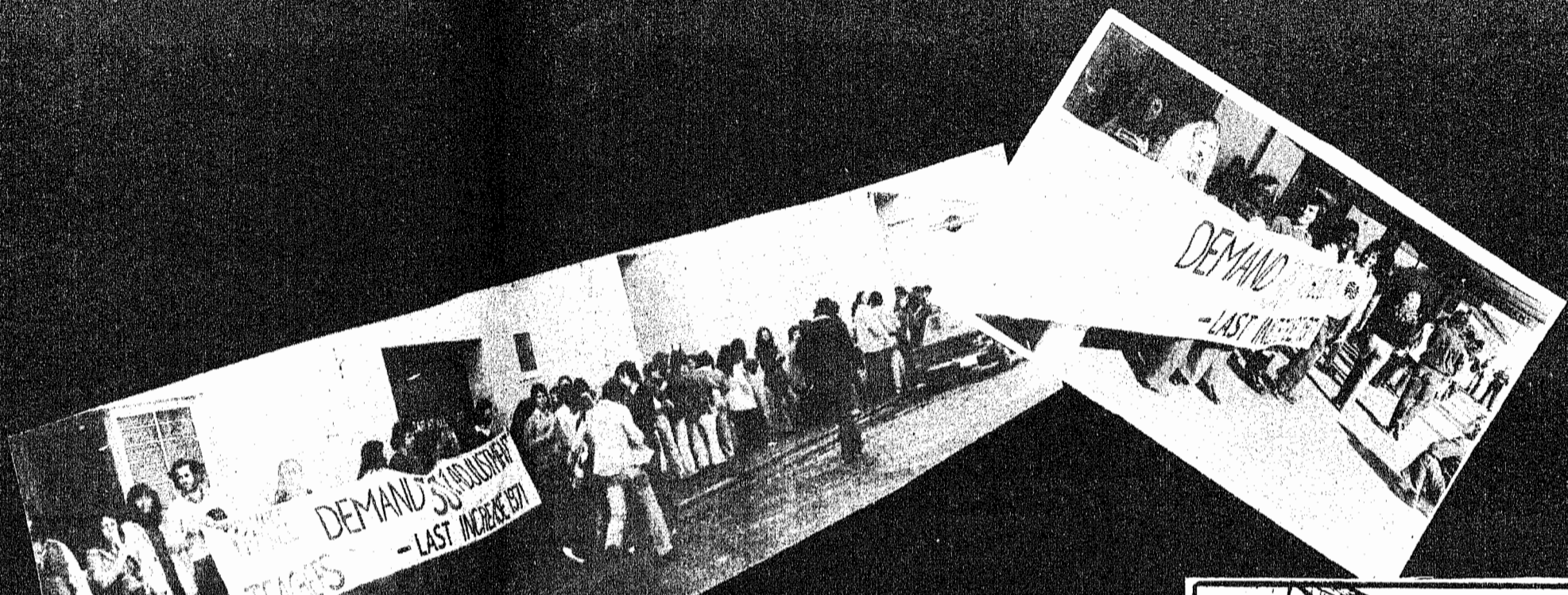


HARPER'S FEBRUARY

STUDENT-TEACHERS STRUGGLE FOR HIGHER ALLOWANCES



Arbitration.
No allowance or scholarship paid to any student, not alone a student teacher is intended to be a living wage, it is not the kind of allowance therefore which can be subjected to arbitration. The policy of providing allowances has two main objectives:
1. To ensure a greater equality of opportunity for those whose parents are on lower incomes, and



The latest developments in the struggle for higher allowances have come in the last weeks, when students struck for 2 days. On Thursday, August 8th, about 500 students participated in a series of meetings and demonstrations outside the Currie St. Employment Office, the Taxation Office and the Education Department. The following day students assembled on the steps of parliament house and marched down King William Street, finally deciding to descend on Trades Hall in South Terrace.

The numbers have dropped since the last demonstrations in June, when nearly 3,000 students marched through Adelaide streets. Unfortunately, not all students who went out on strike last week came to the demonstrations, and those who stayed at their colleges, although not active in their support, would still support student allowance claims.

Instead of seriously considering the students' claims, the Minister has introduced his own set of increases. These range from 7 p.c. to 45 p.c., and are decided on the basis of a means test of the parental income — even if the student lives away from home. The base figure in the means test has been calculated by the Minister to be \$5,200, which is believed to be the average parental income. However, since the adjusted parental income is, in the majority of cases, above this figure, few students have received much in the way of increase. Most have had the basic increase of 7 p.c., and only about 20 p.c. of the students will get anything like the full 45 p.c. Many students are living in near poverty, and some who really need increases — i.e. unmarried mothers with children, couples with children, deserted wives, students living away from home etc. — will not receive them because they do not fit into any of Hudson's categories. And where will student allowances be at the end of the year — when the inflation rate reaches the expected 25 p.c.?

Hudson's latest request is that students complete a confidential form which has to be witnessed by a bank manager — so much for the rights of students! This is so that he can determine a new average for parental income — but not all students will fill out the forms, and the Minister's scheme seems little better than a delaying tactic. He has also promised to look into the possibility of a local medical benefits fund underwriting the A.U.S. health scheme. (At the moment, student teachers have to pay their own contributions to health schemes, at the normal rates — amounting to about 70 dollars per year.) This is unlikely to make much difference to the plight of the students now. Hudson's whole scheme falls far short of the students' basic, initial claim of a 30 p.c. increase for all students.

In one of his meetings with students, Hudson started to scream that he only had a million dollars, and that was a LOT of money. He couldn't waste any more on students, who were a bad investment anyway — And where was any extra money to come from? This is an interesting question. Perhaps it could come from the money that the 'socialist A.L.P.' uses to finance and aid capitalist enterprises —

like the Redcliffs project for example.

In their attempts to achieve backing for their claims, students finally decided to seek support from Trades Hall.

The Trades and Labour Council-Executive meeting was interrupted on Friday afternoon by a police telephone call — warning Jim Shannon to bolt his doors, shutter his windows, and generally be prepared for students who were at this stage advancing down South Terrace. Loud boos and jeers from the other Trade Unionists present were the reaction to this police suggestion. Shannon then agreed to meet a delegation from the students, although he was slightly embarrassed at the prospect of breaking with the official A.L.P.-Hudson line on student allowances.

The Executive listened to the case being put for about 20 minutes and then passed a resolution to support the students' case, including that of independent arbitration for future allowances. It was decided to refer the issue for debate amongst the Council, because of the possible contradiction between the traditional trade union support for the A.L.P. and the possibility that the Unions would now go against the wishes of the A.L.P. and support the students. Meanwhile, the Minister had frantically rung Trades Hall, complaining that the students were only 'an irresponsible minority' and should not be taken seriously. He distributed a statement on his position — to help the Unionists make up their minds — and further warned that the Trades and Labour Council should have nothing to do with the issue because the students were not an affiliated body.

During the debate on the resolution, Jim Dunford (State Secretary, Australian Workers Union), expressed concern about the students' plight, and thought that might be something in their case, because even 'Father Bob on the radio' supported them. However, he also added that the Trade Unions had never received any justice through the arbitration system, and neither would the students. 'They'll learn this after they go through arbitration, — and they won't be asking for it again.'

Although not wanting to appear to attack the Minister on his claim that the students were in the 'minority', Dunford said that the students' 10 p.c. support was at least 8 p.c. more than he ever had from his members.

The resolution was opposed by one member on the grounds that students were generally belligerent to Unionists anyway, and they shouldn't be supported or helped. However, this was attacked by both countered by reminding the meeting that teachers and student teachers had contributed a lot of active support and money to get the A.L.P. re-elected (because of its education policies), and should now be helped in return by the Trade Union Movement. It was also pointed out that under the Liberal Govern-

ment's interstate, student teachers received more than their counterparts under the so-called socialist A.L.P. Government, and that Hudson should be forced to pay students a 'liveable wage'. Students had often been more vocal in pressing for reforms and supporting social issues than had the Trade Unions, and should be strongly supported in their actions now.

The Trades and Labour Council finally passed the Executive resolution.

One of the problems arising from the struggle is the weak bargaining position of the students, which has been compounded by the lack of visible support by the student body. There also seems to be a lack of philosophy behind the whole campaign. This is needed so that effective tactics can be planned to offset the danger of student apathy about the struggle, and to strengthen the student cause. There is a possibility that active student support has dwindled due to loosely disciplined actions, aimless wandering of the streets, and the feeling by some that the sense of purpose has been lost. It should be realised that some of the ways that the struggle has been progressing could have been producing cynicism and an apathy amongst students. This should be corrected as soon as possible; it is in Hudson's interests that the student body lack solidarity.

Some Observations

- (1) The position of student teachers in the government system should be analysed closely; the political nature of the struggle should be given more emphasis.
- (2) A.L.P. — Hudson relationship with the Trade Union Movement should be examined more closely, and should be fully exploited for the benefit of the student struggle — i.e. take any chance that arises to politically embarrass the A.L.P. if this should further student claims.
- (3) Political naivety still exists amongst students, and this is likely to hinder the excellent, justifiable claim. For example, there is no real idea of what is involved in arbitration, or of who the students have in mind as an independent arbitrator. This should be decided upon as soon as possible, because if Hudson ever accepts arbitration, he will try to turn it to his own advantage. Arbitration is essentially a bosses tool; Hudson is unlikely to agree to an arbitrator who is sympathetic to the students, and who will grant their claims.
- (4) Aimless demonstrations do more harm than good — and I'm not just thinking in terms of the 'public', everybody can get turned off. Demonstrations are just one tactic in an overall strategy, and should not be seen as an end in themselves.
- (5) M.P.'s from all parties should be lobbied, so that they will tackle Hudson in Parliament.
- (6) Intermittent strike action at the colleges is probably a good idea, provided that the majority of the students can be seen to be on strike, at a particular college.

(7) More support from all students from tertiary institutions is necessary — they will be involved in the same sort of battles to get increases in the tertiary allowance scheme.

(8) The best method of defeating Hudson is to get backing from the Trade Union Movement. This is the only way to hit Hudson hard — talk, in terms that he understands — and get effective bargaining power, because the Unions have the ability, through strikes and boycotts etc. to back the students strongly.

I'm not sure that the struggle for better allowances will be completely successful, because at the moment, Hudson and the A.L.P. are better politicians than the students, and being in a superior bargaining position, have been able to turn most situations to Hudson's advantage.

The struggle could develop into a long one, and it is important to guard against activists, militants and supporters dropping out from a lengthy struggle.

However, reversals are not impossible — the secret of success seems to lie in an alliance with the Trade Unions — Hudson and the Cabinet might well give more consideration to student demands if these have the backing of their (and our) friends in Trades Hall.

THE STUDENT CASE

- (1) a 30 p.c. adjustment in basic allowances to offset the devaluation of allowances since 1971.
- (2) introduction of independent arbitration for future allowance increases.
- (3) reform of the tertiary allowance scheme
- (4) removal of taxation of student allowances.



"How dare they! I wouldn't bug anyone!"



GOODBYE DICK....
YOU TOOK A
LONG TIME GOING



"I cannot tell a lie! I didn't do it!"

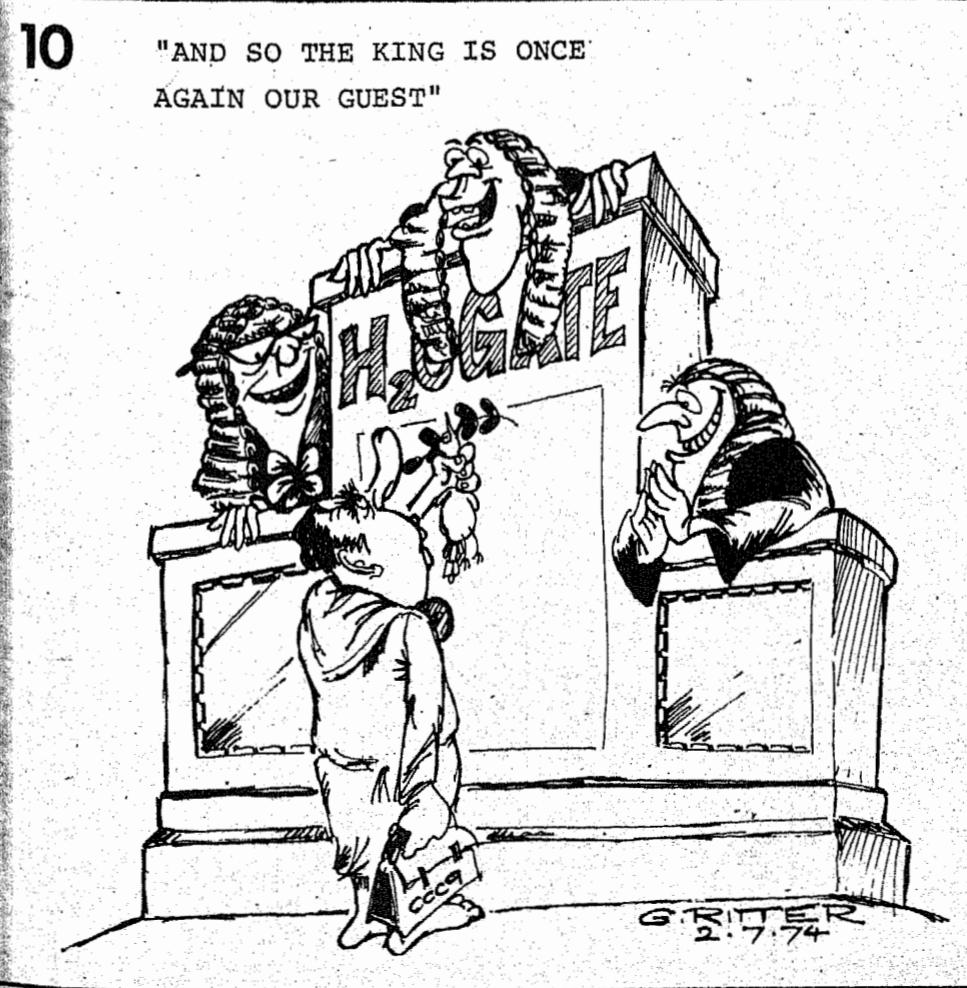
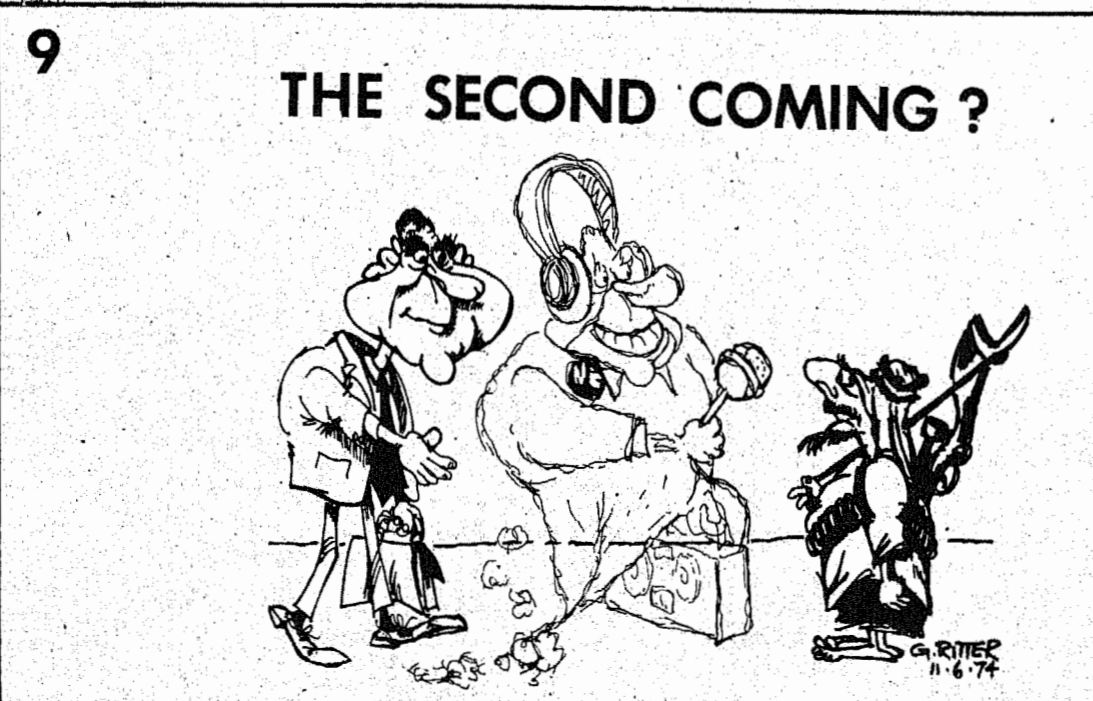
WANTED
PERSON OR PERSONS TO TAKE OVER FROM THE
TWO NOBLE PERSONS PICTURED BELOW
→ SPECIAL OFFER ←

*NO INITIATIVE REQUIRED.
WE NEED MEN OF INTEGRITY
PREVIOUS EXPERIENCE A DISADVANTAGE
HONESTY A LIABILITY
MUST HAVE STAYING POWER

SALARY NEGOTIABLE

EXTRA BENEFITS

G.RITTER 11-10-73



Working Visits to the UK

For several years the Australian and United Kingdom governments have supported Working Visit Schemes for undergraduates which enable students (preferably in their *penultimate* year of study) to get a job for seven or eight weeks, and then to travel and see the rest of the other country.

This Programme enables you to spend a long time in the United Kingdom; by working *in a job related to your field of study* you should get to know the country and get some real appreciation of attitudes in it.

A job will be found for you and you will be asked if it suits you before you leave Australia. You will be paid a minimum of £22 per week; many students in previous years have earned more.

Although you are free to travel to Britain by any AUS student flight you must get to Cambridge by tea time (16.00 hrs) on December 1st. You will live for two days in one of the Colleges (last year Christ's, the year before King's). You will be briefed about the Scheme and you will meet UK students who went to Australia in the reciprocal Scheme.

Eligibility

This is an educational scheme. You can only be considered if the organisers receive a confidential testimonial from your academic supervisor or tutor, *in a sealed envelope*. You may also be called for interview in Canberra, Adelaide, Melbourne, Perth or Sydney. Your tutor must sign your application form.

Work placements

The Careers Research and Advisory Centre, a non-profit organisation with offices in Cambridge and Glasgow (and a representative in Sydney and Melbourne) handles all work placements. Your completed Application Form and Tutor's Testimonial should be sent *at once* to Ian Stuart, c/o MSA 1st Floor, Royal Exchange Building, 56 Pitt St, Sydney. Suitable applications will be sent to Cambridge and 'offered' to employers. Each applicant will be told what the job entails, its salary and location, before finally being asked to accept it.

But, having accepted the job, the student is required to undertake to work the full duration of the placement (seven weeks). This is a condition of the Scheme.

All students on WVBS must be insured with ISIS.

**On Dit
Needs Staff
Reporters
Advertising Salesmen
Journalists
You name it
Help build a free
and responsible
student press
Leave a message
at the
SAUA office.**

Working Visits to the UK Application form

To be completed and sent with 3 photographs and a tutor's testimonial to I.D. Stuart, c/o MSA, 12th Floor, Royal Exchange Building, 56 Pitt St, Sydney, not later than August 15th 1974.

Surname _____ Other names _____

Date of birth _____ Place of birth _____

Addresses: 1 Home _____

2 Term _____

Term/vacation dates: _____ Do you hold a current passport? Yes/No Date of issue: _____

Health: Do you suffer from any illness? Yes/No Give details: _____

Do you suffer from any disability? Yes/No Give details: _____

Does your health/physique debar you from any work? Yes/No Give details: _____

Studies: Name of university/college _____

Course titles: _____

Year of study (circle) 1 ; 2 ; 3 ; 4 ; 5 ; 6 Is this your penultimate year of study? Yes/No

Course detail: To relate your job to your field of study describe any course or project you think relevant _____

Special skills: Mention any skills you might like to develop further in your job: _____

Interests: List any offices held or particular interests _____

Previous vacation work: Have you done vacation work overseas? Yes/No

Name countries _____ Describe jobs _____

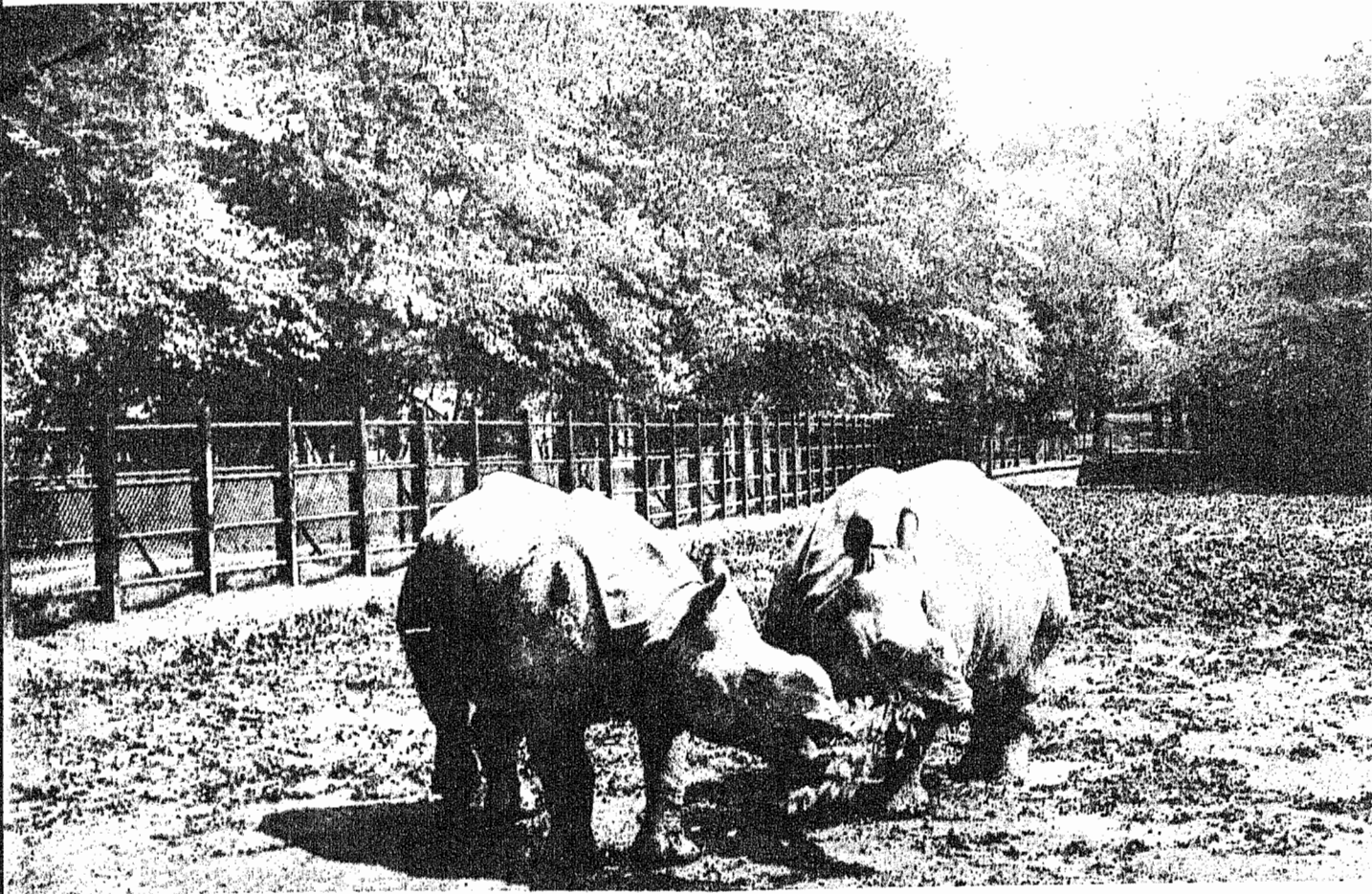
Work preference: Is there any particular type of work you would like? Yes/No Details _____

Conditions of acceptance: 1 Are you submitting a Tutor's confidential testimonial? Yes/No Name and address of Tutor _____

2 Are you prepared to work the full placement period if accepted? Yes/No 3 Are you able to travel to Canberra, Adelaide, Melbourne, Perth, Sydney, at your own expense for interview (underline) 4 Are you prepared to pay the full AUS Flight Fare six weeks before departure? 5 Will you take out ISIS insurance? Yes/No

Signed (student) _____ Signed (tutor) _____

Spare a thought for the Rhinos



If any at all — what images does "E.U." stir up in your mind? (All right, all right...!). Since you've just been confronted with NeoGenesis we'd like to make it known just what our basis and objects are.

Within the University the Evangelical Union is a society of students whose aim it is to present to their fellows the compelling relevance of Jesus Christ. We want to encourage all students to place their faith and love in him, and thence to challenge all to adopt a true 'missionary' attitude regardless of personal cost.

With this purpose in view all members when joining the Evangelical Union declare their faith in Jesus Christ as their Saviour, their Lord and their God. Any who can honestly and gladly make the declaration are therefore invited to stand with us. Since the E.U. has no commitment to any denomination, nor to structures, nor to personalities — its membership can be inclusive of any willing to make such a statement of faith.

Our elected officers and appointed speakers further uphold wholeheartedly

the fundamental statements of the 'gospel' — that is, the fundamental statement of faith in Jesus Christ as King — in a 'doctrinal basis'. Since this basis gives content to the declaration of membership it ought to be summarized:

1. The EU is convinced that the Bible texts are both historically accurate records, and the unique self-revelation of God himself. Our attitude of respect for the supreme authority of the whole Bible reflects Jesus' attitude to the Old Testament.

2. The EU is convinced that Jesus Christ was born as a man — he was therefore subjected to the same possibilities of deliberate aggression as all men. At the same time, he was (and is) God, the Creator of the Cosmos. This was particularly demonstrated by his bodily resurrection.

3. The EU is convinced that the aggressor — man needs a new relationship with God — achieved only through faith in Jesus Christ and what he has done. Such a new relationship affects his total personality and all areas of life — producing a life of service and love to

others.

4. The EU is convinced also that only Jesus Christ by his death for us, that is taking our place, is able to restore the relationship with God — broken by our aggression against him and against others.

We believe that our identification with such a stand facilitates, rather than hinders, discussion and debate between ourselves and any who do not share our position. We in fact challenge you to examine our basis and our message and to discuss it with us. We uphold the University tradition of honest enquiry — and further assert that there are answers.

Signed,
Trevor Brooks,
EU Room.

... or, how to
put your
mouth where
your balls
are.

Women at the University of New South Wales have put together a list of demands to be put to the Students Union Council for implementation. They are

1. That the counter course handbooks be revised to include sexist bias in the course. And that a special counter course handbook be prepared on the problems likely to be encountered by women at University.
2. That the Students Union provide funds for a survey to be undertaken on the wants and needs and areas of discrimination against women on the campus.
3. That the Students Union work to have the careers literature presently put out by the University selected on the basis of the companies not having a discriminatory policy (e.g. at present companies clearly state in their literature that they will or will not interview women for the positions being offered).
4. That the Students Union give its support to women on the Staff Association who are seeking to have discrimination against women staff eradicated.
5. That the Students Union start a campaign to have the facilities of the University open to the general community to help break down the barriers that presently exist to people not directly involved on campus using the resources available there.
6. That the Students Union support a campaign to have the sexist bias eliminated from the courses at the University.
7. That the Students Union support a campaign to have a Women's Studies course established at this university as an interdisciplinary self-managing course open to anyone who wishes to attend (along the lines of the course presently running at Flinders University of South Australia).

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Powerless against pollution, the sea and sea-life find protection with pipe made from Hostalen.

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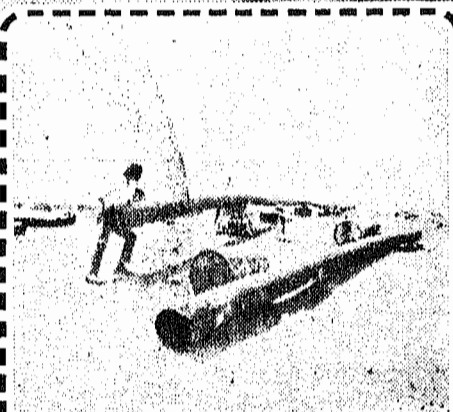
Hostalen - at home in a marine environment

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TRAVEL WED 1/7/74

1. The changing patterns of tertiary education in Australia have brought a need to review the entire basis of student financing. A.U.S. believes a committee of inquiry, composed of both students and members of the Department, should undertake the formation of a new student financing policy by the end of 1974.
2. The committee should consist of students, members of the Department and members of the community. It should investigate overseas financing schemes and make recommendations for future Australian secondary and tertiary student financing. It should bear in mind the likely changes in tertiary education in future years.
3. A.U.S. believes that the age of independence at which a student is automatically eligible for an allowance should be reduced from 25 to 21.
4. There should be no age limit for application for a means tested allowance, and A.U.S. recommends that the present one at the age of 21 be abolished.
5. The overwhelming majority of students were denied allowances because of academic requirements. A.U.S. believes that such requirements are leftovers from the old merit based Commonwealth Scholarship scheme and are at variance with the needs based philosophy of the present government.
6. The present restrictions on approved courses are limited and should be relieved and relaxed.
7. A.U.S. believes that the sole academic criteria for eligibility for an allowance be whether the tertiary institution accepts the student or not.
8. Part-time students should be eligible under the means test for an allowance.
9. Post graduate grants should be brought into line with the basis of other tertiary student financing. Until that time, post graduate students without a grant should be eligible for an allowance.
10. That the Adjusted Family Income be a figure between \$6,000 and \$6,800
11. That the present reduction rate be altered to the following: Between the base A.F.I. figure and \$8000, the maximum rate of allowance be reduced by \$1 in every \$10. Between \$8000 and \$10,600, it be reduced by \$2 for every \$10. After \$10,600 it be reduced by \$3 in every \$10.
12. The maximum living away from home allowance be \$1,976. The maximum living at home allowance be \$1,260.
13. The allowance for a dependent spouse be increased to \$17 per week, and for a dependent child be increased to \$7 per week.
14. That female students, until such time as their earning capacity is that of males, receive a maximum bonus of \$100, reducing proportionately according to the level of their allowance.
15. That students who, because of course commitment of over 40 weeks per year, cannot earn a supplementary income, be given a maximum bonus of \$100, diminishing proportionately according to their income.
16. Assessment of the scheme needs to be more flexible than it has been.
17. That the appeals committees be quickly instituted and that there be student representatives on the committees.
18. That publicity of the scheme be clearer and aimed at secondary schools.
19. That the present delays in allowances be prevented in future by better financing arrangements.

A.U.S.

Finance Policy

1974

August Council

Recommendations

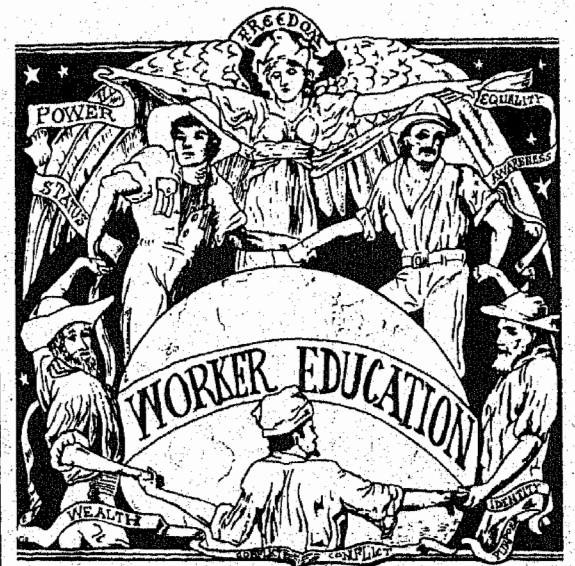
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passed

MOTIONS:

1. That the S.A.U.A. supports the Flinders University students in their struggle against compulsory examinations and for effective student participation in determining forms and types of assessment.
2. That the Student Activities Office be declared a sanctuary for Flinders students who the legal system is seeking for defying an injunction against the occupants of the Registry.
3. That we recognise that the only solution to the problem can be by negotiation and we deplore any attempt to remove the students by force.

