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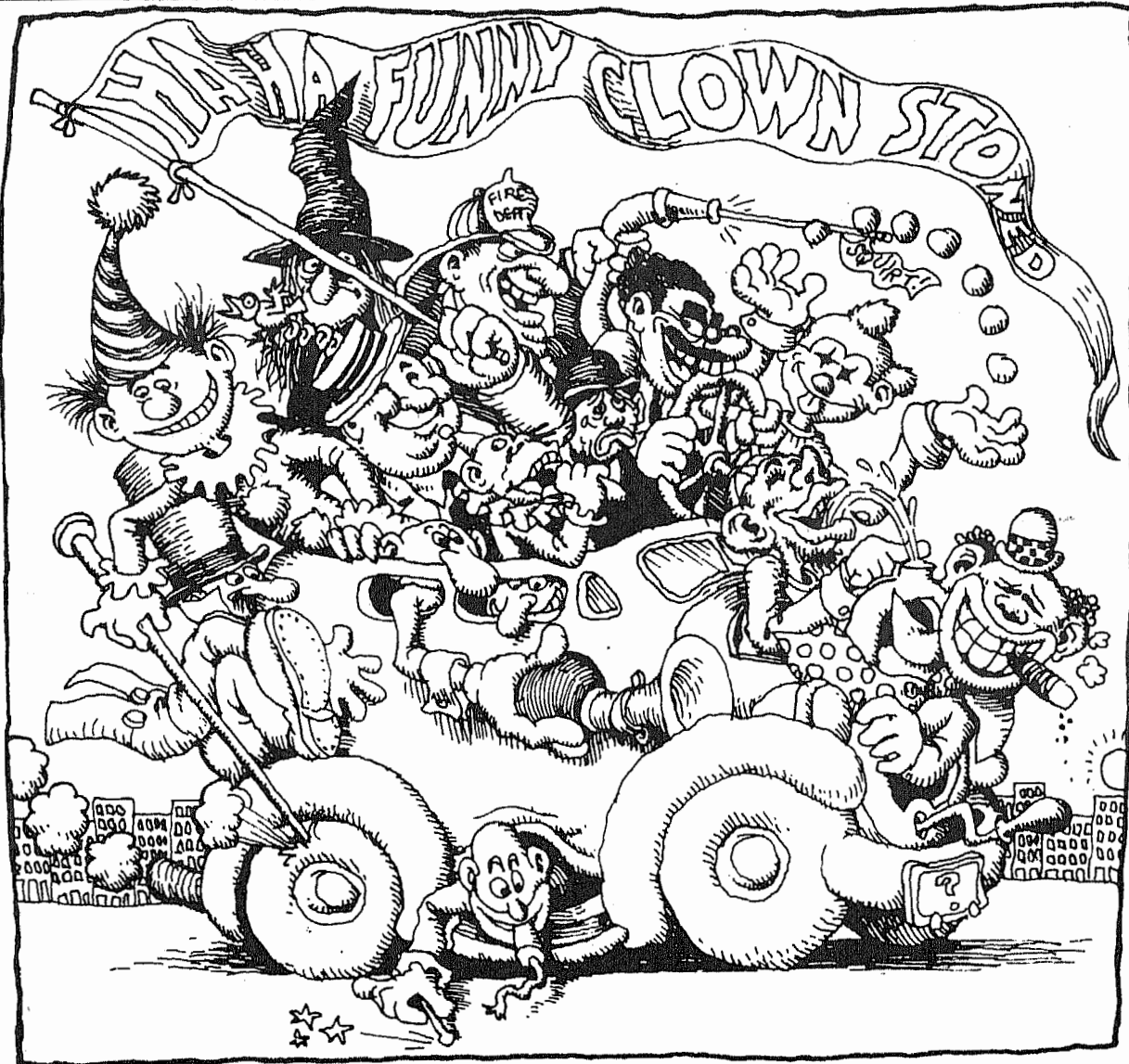
16 JUN 1965

june 2nd-ON DIT



REFERENDUM RESULTS.

Editorial ?



Also helped were Peter, Rose-Marie, John, Ralph, Rob, Carolyn, Frank, the girls in the office and ofcourse lest we forget Frank Trumble (who is in 'exile' in Sydney Ho hum!!) Thank you....

ON DIT 9



Printed and published at the Students Association, Adelaide University.

Chris Marlin has made a number of amazing assertions and insinuations in his article in ON DIT 8. Firstly he considers it a step backwards if the University refused to act as an agent for U.S. expansion and domination.

SUPPORT OF U.S.

This is quite amazing that he feels it would be a step backwards if people in Australia realizing that the U.S. dominates Australia, and wish to take action against it. He considers that these following activities of the U.S. are admirable, and should be promoted.

Massive control of the Australian economy, U.S. intends to own a great portion of our economy, and asserts a large influence for their own interests, over it.

A proliferation of military bases, some of which would be nuclear targets in the event of a Superpower War breaking out.

UNIVERSITY AND ITT

Finally on this point, I doubt if people would consider it progressive support for Americans actions in the overthrow of the democratically elected Allende Government in Chile - this brings us to the issue of ITT. On this issue Chris attempts to push over the students the rubbish brought up at Education Committee. Professor Welford's point is invalid - the move would not have stopped people accepting the scholarship but only stopped the University acting as an agent - and spending money helping ITT. This is not forcing a morality on people, but rather accepting that the University cannot be amoral.

STUDENTS ON COMMITTEES.

I don't bow to the University in thanks to them granting this great privilege of committee membership upon me, I believe that it is a right of students to participate in the running of their and the staffs University. Rather than bow to the University administration and staff I and most other student members turn to our electors, who voted

for us and for the policies we put forward and attempt to implement changes.

GSMs

This brings me to the final area GSMs as a person who has supported and lost many motions at GSM's (also having supported and won many motions, - anti U.S. imperialism etc.) I still feel that they are at present the best form of student decision making.

This does not mean that I do not have criticisms of GSM's. I have two, firstly the low level of attendance and participation by students, and secondly a high level of negativism, which is present on campus.

I am unsure why this has arisen, the old issues have been won, such as conscription and participation in Vietnam. In fact the peaceful transition which has been reported should be most encouraging to people involved in these struggles.

Other issues however, such as the decriminalisation and legalisation of Pot have really only just started, mean while there are other issues which are still continuing - U.S. domination of Australia, attempts by companies to use their money to sabotage the government, our involvement in the racist policy of Apartheid, and an issue most people have attempted to forget about - the position and treatment of Aborigines in our white society.

NEGATIVISM

The negativism has been displayed in many ways, groups of people who don't listen, and either don't vote or abstain, or who spend all their time calling out 'humorous comments' aimed purely at disrupting meetings. The isolationist tendencies of many students is also a display of this, there are many things wrong with this world and many actions taken in the name of our country such as support of the economy of South Africa, the destruction of Vietnam, etc., or actions where our Government refuses to take stands - the political prisoners of Korea,

Singapore, Indonesia etc., or the refugees of the last 25 years of the Middle East. Students have had impact in the past - students were active in the Moratorium Movement and opposition to the Springboks tour, and will in the future continue to have power. Isolationism is not really much of a stand, there is a lot of truth in the statement - if you do not support us you oppose us.

GUTLESS BASTARDS.

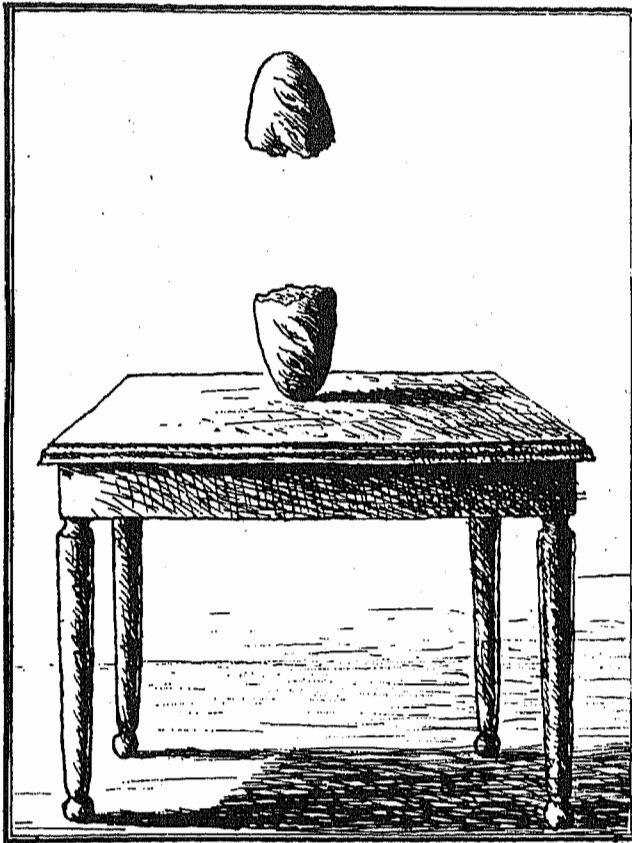
Finally we come to my reaction to this negativism, this arose at a GSM on a motion of financial support of Flinders students. There were a number of students speaking in favour of the motion, but no one against, the vote then went against the motion, Chris quotes me, but not fully, I called people GUTLESS bastards, I feel that people are gutless if they are not willing to get up and say why they oppose an issue. How can any form of democracy work if there isn't discussion. If people have doubts, they could have asked questions, if they opposed the motion why didn't they state their points so that replies could be made, why didn't people attempt to reply to the points made in support of the motion? Was it that people didn't have any reason for opposing the motion, or did they feel that their arguments wouldn't stand up in front of people, and the replies of the other side.

I maintain my position that it is a gutless action to refuse to argue against people, and a point of view, and to just put up ones hand to oppose a motion without saying a word against it in fear of having ones arguments exposed.

A stylized logo for GSM's, with the letters 'GSM's' in a bold, blocky font. The 's' is slightly larger and more decorative than the other letters.

ob Bray.

LETTERS



Dear Rampant Reporter,

Why don't you ever ask me for a fuck?

Waldo Schlappentickel

Dear Editor,

I found the article "Sex Smut" - (rather inappropriate, it is not smut at all) in On Dit 8 most peculiar. I had long ago come to the same conclusion about women as "Serious Women" have concluded about men. viz, "There are few men available for a fuck and no lady feels she can ask".

So apparently men are as unapproachable and incomprehensible to women as women are to men - But whats new in that?

Yours sincerely,
Christopher Charles.

SECOND COMING LEAK.

Yes, news of the Second Coming of Jesus Christ has leaked out. At a recent press conference, God hinted that Jesus Christ will come to clear up our mess, for a second time, as a woman and not as a man. God felt that he had been sexist in choosing to have a son and not a daughter and now feels that a woman can do the work of a Jesus Christ as well as any man. However, whether Jesus will undergo a sex change to come or whether God will conceive a daughter is as yet unknown. God is also considering rewriting the Bible, particularly Genesis, in which His sexist nature shows through by creating woman as subordinate, inferior, submissive, a slave to the strong-willed man, and as an object to placate Adam's sexual hunger. This presentation has led imbeciles such as Milton to chain the following,

(Eve to Adam) "O sole in whom my thoughts find all repose, My Glory, my perfection".

(Eve) "for nothing lovelier can be found in Woman than to study household good, and good works in her husband to promote".

(Adam) "For well I understand in the prime end of nature her th'inferior, in the mind and inward faculties".

God realises that it was sexist to create Man in His divine image, "but thy consort, Female, for race" (Archangel Michael), all of which is religious jargon for the equation "woman" = "uterus".

At the press conference God also hinted at a sex change. The constant emphasis on "His" greatness, "His" glory and the great "He" has downgraded the "She". God, despite counsel from Idi Amin, is also considering female representation in the Holy Trinity, however the popular candidate, the Virgin Mary, has warned against the tokenism of such an act.

Your friendly neighbourhood
women's libber and atheist.

Dear Editor,

"A male chauvinist backlash" (On Dit 8) is an excellent piece of satire. It is so bigoted, biased, backward, blind ballsed-up and bitchy (to use only adjectives beginning with "b"), not to mention sexist, scurrilous, stupid, slanderous and silly (to use only adjectives beginning with "s") that it achieves the exact opposite of its surface intention. Indeed it must be intentional satire because it is so dogmatic that it does not even bear arguing with. Which brings me to another point (it doesn't really, but bugged if I can think of a connecting link) -

Dear Sir,

Up till now, the pseudo-intellectuals of the left have seen themselves as champions of the underdog in their support of the Palestinian cause and its most vocal representative, the P.L.O. The AUS (with student money) has sponsored the bringing to Australia of two P.L.O. members - whose visit caused bloody backlashes by Arab and pro-Arab elements against peaceful "Zionist" demonstrations ("Zionist" is an Ian McDonald term - his attempts to distinguish between anti-Zionism and anti-Semitism being mere wordplay - both are anti-Jewish).

Apparently the anti-Jewish elements misguidedly see Israel as an extension of "U.S. imperialism", in their support of the P.L.O. terrorists, - the P.L.O. always was, and still is, a military organization, whose aim is to destroy Israel - ie. by military means.

The Palestinians are Arabs, and as such many are unwilling to live in Israel; but these "refugees" are rejected by the other Arab countries who wish to see them remain this way - a point of accusation and contention in the Middle East and the U.N. The Palestinians who refuse to live in Israel are pawns in World Power politics and thus remain a war-inciting influence in the M.E.

The Palestinians have a cause which cannot be ignored. However, the P.L.O. represents a guerilla group backed by militant Arab countries and their Communist-bloc supporters - a group that wants to see the U.N. established State of Israel destroyed - ironically its establishment was supported by the USSR as a means of getting rid of its Jews.

Palestine is not the "Stolen land" but a place of potential harmony where dispossessed Jews and Arabs can live at peace - if the Big Powers will only keep their bloodied hands off.

DONALD K. URQUHART.



Dear Editor,

To coincide with the visit of the two Palestinian students a newsheet was published on campus: 'Palestine through the eyes of the U.N.' It was edited by Rob Bray, AUS International Officer.

Every article quoted was anti-Israeli. Not one item referred to Palestinian terrorism, or put any Israeli case. (Moreover, there may be some significance in the fact that all quoted sources were published in 1974).

This bias does not surprise me. However, one thing does, and I quote Bray's editorial comments to make my point:

'This pamphlet is composed fully of material produced by the United Nations. It has been produced in an attempt to circulate information on the Middle East free from the biases of the two sides of the dispute.' (My underlining).

Mr. Bray's hypocrisy is of the kind so blatant that one wonders whether the theoretical basis for his propaganda is Adolph's maxim: If you are going to tell a lie tell a whopper, it is more likely to fool the people. The trouble is Rob that the people can read.

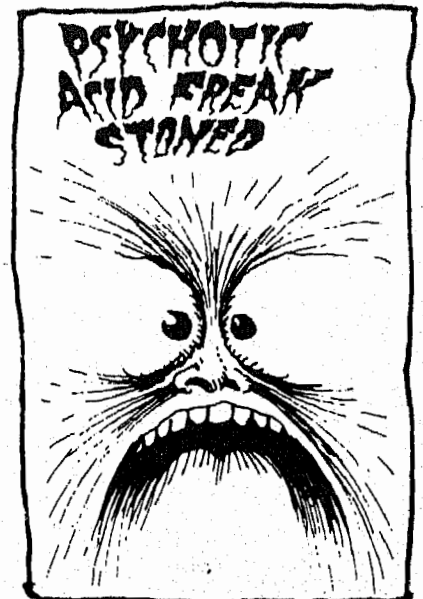
Yours faithfully,
PETER ADAMSON.

Dear Editor,

My, it is wonderful to see Kenneth of Keswick speaking up for that greater struggle of all "right"-minded reactionaries everywhere - halting the red hordes from their sweep to our wonderful shores. But Kenneth along with Young Reactionary has not been idle in local affairs, particularly concerning our Vice-Chancellor, Professor Badger. This dangerous liberal, as you know, has set up a committee on assessment, daring to question the validity of our sacred cow, compulsory exams. How dare he question a tradition which has lasted countless years! Anyhow, Kenneth and Young Reactionary recently spent all night sharpening our axes and polishing our trunchoens, in preparing a delegation to see Professor Badger. But at the meeting he hit us with the nasty liberal stuff and under this situation of duress we had to withdraw.

We are recovering by reading "The Christian Science Monitor" in the Gallery. See you there, and don't forget to wear your "We have you, Idi Amin" badge. There will also be readings from "The Thoughts of Idi" such as, "I am the greatest", "I am the greatest", "I am great" and other gems,

Yours,
Phil Shannon,
(President, Young Reactionary)





REFERENDUM—

LARGEST VOTE SINCE 71

During the last week of 1st term over 1,000 Adelaide students exercised their right to establish A.U.S. policy. After a debate on the Monday and the visit by the controversial G.U.P.S. (attended by over 700 students). Students decided to back the present Israeli State, to approve a paid full-time President for next year and pass a confidence and no-confidence motion in A.U.S.!

Annual Council of AUS at Monash University in January were bitterly divided over the issue (as was the Adelaide Uni delegation) and referred the issue back to students. Policy lapses each year and any campus could raise new matter. The issue was further confused as four out of nine very poorly drafted motions were passed last year after the matter had been referred to students.

However the Referendum showed Adelaide students position quite clearly - despite some misinformation circulated (see box) and we can go through and analyse the position.

Motions 1, 2, 3.

Were the ones that were narrowly passed at Council but were rejected by our students. The concept of a democratic secular state was rejected by 80% of students.

The U.N. resolution gained even less support (17.5%) and the 'Media bias' gained slightly more support (21.1%)

Motion 4.

Was the so-called centre-position. It supported the concept of a democratic secular state but with partition as a possible step towards that end. Any solution would require guarantees of Israeli Jew Security. This position gained 10% on 1, 2 & 3 but still was rejected by 69% of students.

Motion 5.

70% of students voted against this motion which saw a partition solution and recognised that 'survival...depends on the overthrow of capitalism and world imperialism'. Interesting to note that this one succeeded at the Flinders Uni G.S.M. of 500 students.

Motion 6-11.

Were all passed but with an interesting variety of levels of popularity. Most popular was the recognition of the national rights of the Jewish people and of Israel as the national homeland (88% and 87%). Nearly as popular was the position that 'neither the national rights of the Palestinian Arabs or Jews should be at each others expense (84%)'. Following was the U.N. supervised referendum of Palestinians (80%) but students had more doubts about the need for a U.N. supervised election of all Palestinian Arabs (72%).

Most interesting was that significantly less students (only 60%) recognised the national rights of the Palestinian despite the fact that the motion was moved by knowledgeable pro-Israel delegates at Council.

The Confidence Motions.

Both motions were passed in this section - ie. both confidence and no confidence despite the fact that they were contradictory in part. However put together and resolving contradictions as far as possible, it would mean something like this:-

'Students express no confidence in those individuals in the Executive and at Council who continue to support the PLO and not the state of Israel and condemn those who will not act on the expressed views of students; but realise that policy lapses each year and clarification of last years position was required, endorse the A.U.S. Council decision to take this contentious decision back to student directly to decide'. (!)

Paid President.

Kicks off with an election in July and he/she begin the action in January. The President should be a part-time student and is paid the minimum wage. We all will be expecting wonders in the raise in quality of student submissions, representation and student conditions on campus.

What can we get out of all this?

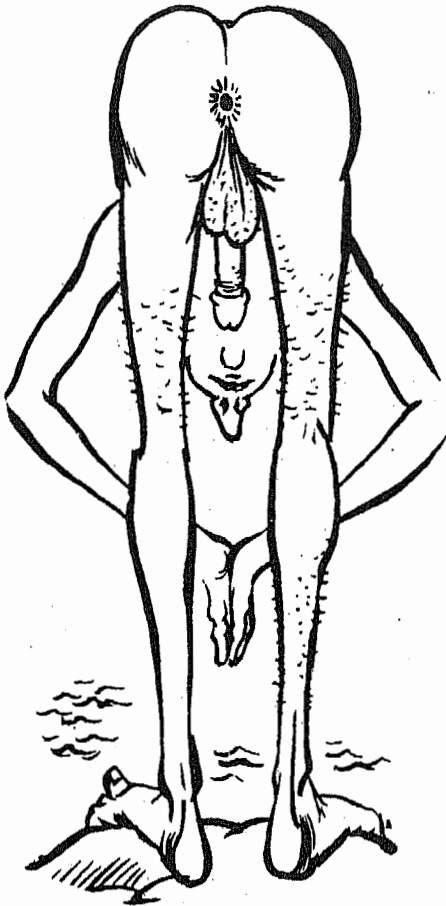
1. About 80 students voted indirect contradiction to other positions adopted on the paper.

2. Despite Israeli recognition of Palestinians many students are either ignorant or opposed to recognition of National rights (40%).

3. Student Representatives can be in no-doubt about student views on the issue and should pursue that position.

4. The debate and issue has resulted in a nationwide relook at the entire issue and has involved more students directly in a vote than any other year since 1971. Ralph Bleechmore.

The 'On Dit' Guess the Trendy Staff-Member at Maslins Competition.



Instructions - turn paper upside down then write name in dotted space provided.

Misrepresentation

Disturbing to these involved in the Referendum was information released by one side, either intentionally or not, misinforming people about election procedure of A.U.S. These facts will now be corrected - (see also the President's circular) - hopefully over zealous campaigners will not use this low method of gaining votes again. We have been fortunate on this campus in having a history of fair play and respect for peoples views and hopefully this will be the only time this will occur.

1. 'That if you didn't vote your vote would be counted as a 'yes' vote'.

- this is not so. As long as there are over 200 votes returned, the Executive would be bound to vote as the majority did. However, Council policy stands unless rejected by students. So if Adelaide Uni failed to vote (never in question) a sufficient number may not have been reached.

2. 'Your money is going to the P.L.O.'

False. Even a figure of \$5000 was thrown around earlier. At Council there was no allocation made for anything of the sort. The only allocation made was \$500 for a campaign in Australia around the question.

3. 'Don't be pushed around by the A.U.S. Dictators'.

Bullshit! The AUS Dictators (400 of them) were bitterly divided on the question (as was the Adelaide Uni delegation) when it decided to send it back to you to decide. This is hardly dictatorial behaviour.

4. 'AUS was bound by a clear student opinion last year'.

False - 1) it is common knowledge that A.U.S. policy lapses each year at January. Any delegation has the right to raise any matter for discussion.

2) last year out of nine poorly drafted motions 5 were passed and four lost. Some were in a negative form so that the opposite position could not be assured. No delegate (pro-Israel included) could get a clear policy from that situation.

This type of statement can only be detrimental to any type of democratic procedure on campus and misrepresents our National Union.

Hopefully we have seen the end to this type of practice.

Open File

Information of interest from A.U.S. located in the Open Filing System in the S.A.U.A. Office.

14/5

1. Document on Tertiary Education Allowance Scheme (X5).

2. The coming June Trainee Teachers Conference.

3. Students' Demand for TEAS.

4. Notes on A.U.S. Services Conference paper on the Philosophy of Student Travel.

5. Palestine - some resources.

6. Press statement issued by Delegation of Trade Unionists, Students and others on their return from 10

day fact finding tour of Portuguese Timor.

7. Collection (new historical) of Vietnamese Materials.
Press releases.
Chomsky article etc.

8. Pacific Islands Conference.
re Racism.
Neutralizing Pacific etc.

9. News of the Asian Students Association.

10. Description of Social Action Environment Action nationally in A.U.S.

11. Select Bibliography for the Radical Ecologist.

12. C.A.R.E. Campaign list of contacts.

13. Presidential Circular
(6/75 7/75
5/75
4/75)

14. Executive Minutes of 14th March.

15. Executive Minutes of 16th May.

16. Account and Expenditure of A.U.S. to 31st March.

17. Uni N.S.W.
Counter A books Arts 1975
Engineering.

18. Profile (in some detail) of African National Congress of South Africa.



'Sorry about the 30% cut, but you students are the easiest to hit!'

Amongst the recommendations released by the Committee were:-

- Half yearly adjustment (indexation)
- A use of approximately 30% in the allowance from 1976.
- 'Year before' academic requirement will be now 50% of subjects or more.
- Possible opening of the living allowance to under 21's if not supported by parents.
- A means test focused on income after tax.
- An easing of the regulations for students transferring courses.
- The full-time requirement can be as low as 66% of a years course in some cases.

There will be no further review of the scheme for the next 3/4 years.

even them

CANBERRA - Hundreds of tertiary students were suffering hardship because of administrative difficulties in the Education Department, the Opposition's spokesman on education, Senator Guilfoyle, said yesterday.

"The worst burden of all falls on the poor - those who can least afford to bear it."

Senator Guilfoyle said the Opposition welcomed the report of the committee reviewing the tertiary education assistance scheme.

\$32 - PRIVILEGE OF

The Williams Committee investigating the T.E.A.S. Scheme will shortly be presenting its findings to Cabinet. It looks as if the results may be reasonable but that Cabinet may make cuts to the Scheme to reduce spending - one of the easier areas to hit! Make sure your voice is heard and going the Rally on Thursday. Students don't have any industrial or employer's lobby to put their case and A.U.S.'s submission is impotent unless we turn up in numbers to support it.

\$32 a week is the current maximum allowance under the Tertiary Education Assistance Scheme (T.E.A.S.) which covers the majority of Australian students.

The Australian Union of Students (which represents 240,000 tertiary students), is demanding extensive changes in the T.E.A.S. scheme. Over the last twelve months AUS has submitted three written submissions and countless verbal submissions to the Australian Department of Education and the T.E.A.S. Review Committee. However, there seems little hope of any fundamental change. We are now asking for your support.

WHAT WE WANT

An Immediate Increase to \$49 a Week: We are campaigning for a \$17 increase in the maximum weekly allowances level to \$49. This is not a figure plucked out of the air. A combined Department of Education/AUS survey last year showed that the average student's weekly expenditure was \$38. With increases due to inflation this level is now \$49.30. As was mentioned above the present maximum level is \$32!

This discrepancy between the actual and needed allowance is accentuated by the scarcity of vacation and part-time employment. The inadequate allowances make a mockery of the Australian Government's oft repeated call for "Open Education".

Introduction of Cost of Living Indexation Based on a Student Consumer Price Index: Students have special

PITTA NCE

costs - books, stationary, equipment - and they are often also tenants. A special student consumer price index should be constructed. Regular, quarterly cost of living increases should be introduced.

The T.E.A.S. section of the Department of Education is desperately under-staffed. The procedures, used by the Department do not aid efficient administration of the scheme. AUS is demanding clearer and less time-consuming procedures and more staff in the Department of Education.

A System Based on Need Not Academic Eligibility: At the moment students are ineligible if they fail to pass more than half a year, are part-time (3/4 years course) or are doing a second course. AUS believes that these academic requirements defeat the Government's proclaimed needs policy. We argue that students should be eligible for allowance as independents or under means test for (N + 1) years, where N equals the length of course. The extra year is one years grace for transferring, failing a year, etc. The majority of students do not complete their course in the minimum time.

Increased Grants for Independents: At present T.E.A.S. holders receive \$8 per week for their spouse and \$5 a week for each child. This level is completely inadequate and AUS believes there should be an immediate increase to \$17 a week for spouse and \$7 a week per child (plus \$50 a year for child care expenses).



SICK of late and
delayed payments;
independence, age
and academic bars?

WANTED A T.E.A.S.

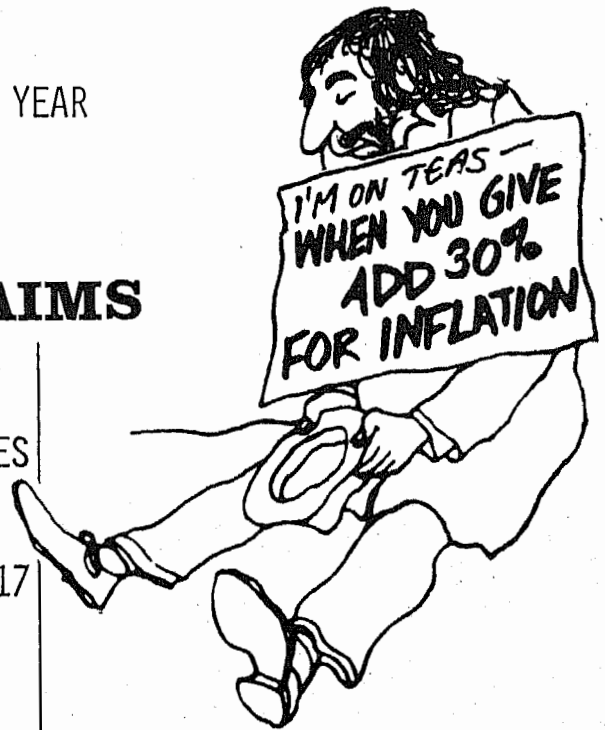
(TERTIARY EDUCATION ASSISTANCE SCHEME

TO ASSIST STUDENTS PRESENT FAULTS

- * ADMINISTRATIVE FOULUPS
- * 30% EROSION IN VALUE BY THE END OF THIS YEAR
- * DELAY IN PAYMENTS
- * BUREAUCRATIC PERSONAL INVESTIGATIONS

SUPPORT THE A.U.S. CLAIMS

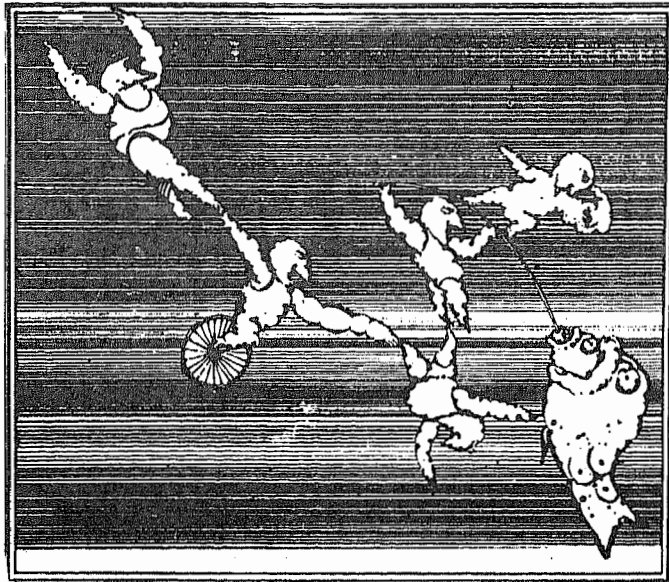
- * AN IMMEDIATE RISE TO \$49
- * INDEXATION TO ALLOW FOR PRICE INCREASES
- * FULL ALLOWANCES TO STUDENTS UNDER 21
- * INCREASE IN DEPENDENTS ALLOWANCE TO \$17
- * M+1 RULE (ALLOWING FOR AN EXTRA YEAR TO FINISH A COURSE)
- * A REVIEW OF THE ADMINISTRATION



THE ONLY PERSON WHO CAN OPEN UP THE SCHEME AND PROTECT IT FROM FURTHER EROSION IS YOU.
ATTEND THE

RALLY THURS. 5 JUNE 4-15

REFERENDUM RESULTS:



paid president

1. That the period of office shall be from 1st January to 31st December each year. That there shall be an interim President from July, 1975 until 31st December, 1976 to be elected in July and that the new position begin operation from 1st January, 1976.
2. That the President shall be elected annually in July and shall serve no more than two consecutive terms of office.
3. That the President shall be a part time student, taking not more than 50% of any one year's work load and not less than one subject during his period of office.
4. That the President shall work a normal working week with study time allowed, and shall be expected to attend after hours meetings etc. when they occur.
5. Four weeks annual leave shall be taken during vacation, plus public holidays and the Christmas/New Year break, plus appropriate study leave during swot-vac.
6. Sick leave shall be according to the University's sick leave provisions.
7. The salary shall be the Australian Basic Wage. A travel and Conference allowance of %500 shall be in addition to the annual salary.

<u>YES</u>	<u>NO</u>
559	384

no confidence aus

MOTION I

That in view of the continual policy of A.U.S. Council and Executive to support and encourage the P.L.O., a terrorist organisation which aims to destroy Israel, a sovereign, independent and democratic state having friendly relations with Australia. And in view of the cynical and arrogant refusal of A.U.S. Council and Executive to recognise and act upon the expressed wishes of students against this policy and for a fair, just and equitable solution in the Middle East.

We, the students of Adelaide University express no confidence in those members of A.U.S. Council and Executive responsible for such irresponsible actions which serve only to demean the reputation of Australian students and their union.

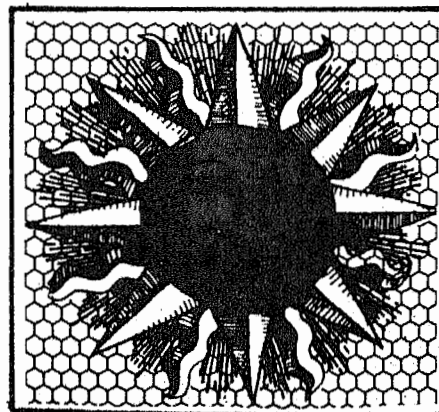
<u>BY PETITION FROM</u>	<u>YES</u>	<u>NO</u>
<u>67 STUDENTS.</u>	756	176

MOTION II

That we the students of Adelaide University endorse the procedures of the A.U.S. sending back contentious issues from their Annual Council for full debate and decision making by students directly

We note that policy lapses each year constitutionally and that last years motions and voting led to uncertainty that required clarification and that any options given to Annual Council have been given to us - we believe that this is the most democratic procedure to adopt.

<u>AUS COMMITTEE</u>	<u>YES</u>	<u>NO</u>
	599	330



middle east motions

1. AUS supports the establishment of a democratic secular State of Palestine (encompassing the area of mandate territory) wherein all people presently residing in Israel and all Palestian Arabs forcibly exiled from their homeland will have the right to Palestinian citizenship. This motion embodies the right of Palestinian citizens of all religions, race, colour, creed and sex, to the protection of the new State and rejects racist legislation such as the present Zionist 'Law of Return'.

<u>YES</u>	<u>NO</u>
193	772

2. AUS concurs with the U.N. Resolution 3236 (XXIX) and the decision of the United Nationals to recognise the Palestine Liberation Organisation as the legitimate representative of the Palestinian people.

<u>YES</u>	<u>NO</u>
169	795

3. To counter the present media bias, AUS should continue to use its resources to publicise to both students and general community the plight and continuing oppression of the Palestinian people by both Israeli and Arab nations.

<u>YES</u>	<u>NO</u>
213	759

4. AUS recognises the joint right of Palestinian Arabs and Israelis to Israel and supports the eventual establishment of a democratic secular state, either directly or by Federation, composed of Israel and the parts of Palestine occupied by Arab nations. All people presently residing in Israel and Palestinian Arabs will have a right to common citizenship. Prerequisites should be the guarantee for citizens, of all religions, race, colour, creed or sex, of their rights.

<u>YES</u>	<u>NO</u>
296	664

Further AUS recognises the history of oppression of the Jews and the need for continuing security for Israeli Jews, however it deplors the oppression by Israel and the Arab nations of the Palestinian Arabs.

5. AUS recognise that the ultimate survival of Jews and Palestinian Arabs, as of all peoples, depends up-

on the overthrow of capitalism and world imperialism; we call upon Jews and Arabs in the Middle East to recognise each other's national rights; upon the government of Israel to recognise the claims of the Palestinians for an independent national homeland, as originally provided by the United Nations and upon the Arab Governments and the PLO to recognise claims by the Jewish people for an independent national homeland, as originally provided by the U.N.

<u>YES</u>	<u>NO</u>
292	653

6. AUS recognise the national rights of the Jewish people.

<u>YES</u>	<u>NO</u>
840	118

7. AUS reaffirm its support of the national rights of the Palestinian Arabs.

<u>YES</u>	<u>NO</u>
573	379

8. AUS believes that neither the national rights of the Palestinian Arabs or the Jews should be at the other's expense.

<u>YES</u>	<u>NO</u>
806	152

9. AUS recognise Israel as the national homeland of the Jewish people.

<u>YES</u>	<u>NO</u>
826	127

10. AUS recognise the need for a UN supervised referendum of all Palestinian Arabs to determine their wishes regarding a Palestinian State.

<u>YES</u>	<u>NO</u>
771	198

11. AUS recognise the need for a UN supervised election by all Palestinian Arabs of those representatives who should make representations on their behalf regarding their homeland and who should have initial control of that homeland and that any group claiming to represent the Palestinians be eligible to stand.

<u>YES</u>	<u>NO</u>
680	269

Pacific Action

Action by Pacific Islanders against racist imperialism, foreign military bases and the mounting danger of nuclear war were urged in a Fiji Declaration issued by the Conference for a Nuclear Free Pacific.

The Conference was held in Suva, Fiji, from April 1-6. Eighty eight delegates representing twenty Pacific and two European countries, including national and international organisations, attended the week long Conference.

The Conference was held at a crucial time in Pacific and international developments. The Conference expressed the rising awareness of the indigenous peoples of the Pacific and emerging independence movements in the French Territories and condemned the present series of French nuclear bomb tests on Muroroa. The Conference was told by experts on nuclear weapons and strategy that the building of planned U.S., Trident nuclear submarines in Bangor, Wash-

ington, and B-1 nuclear bomber bases on Tinian Island in Micronesia, will mean a major U.S. escalation of the nuclear arms race with grave implications for the Pacific Island peoples.

The Conference agreed that racism, colonialism and imperialism lie at the core of the issue of the activities of the nuclear powers in the Pacific. Delegates stated that Pacific peoples and their environment continue to be exploited because Pacific Islanders are considered insignificant in numbers and inferior as a people. "For these reasons, nuclear bombs were first used and continue to be tested in our region in blatant disregard of our expressed opposition, rather than in areas with large concentrations of white people."

A Treaty embodying the findings and proposals of the Conference on the urgent need for a Nuclear Free Pacific was formulated. Essentially, a 'Peoples' Treaty', it appeals to the

people as the real power and calls upon Aboriginal peoples to strengthen their movements for independence from foreign domination.

The U.N. Trusteeship Council is meeting in the first week of June and the Conference elected Cheryl Buchanan and Pete Thompson (Hawaii) to accompany the Micronesian delegation to this meeting. Given the crucial stage of the struggle of the Micronesian people, it is urgent that funds are raised to send delegates. As well as the Micronesian situation, Pete and Cheryl are to present the Pacific Peoples Treaty to the U.N.

Please consider this as an URGENT request for financial support. If you have any questions, please don't hesitate to ask. If you can give a donation send it to:

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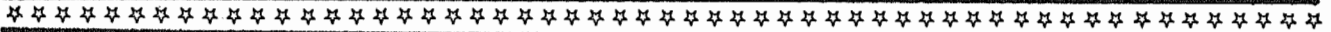
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ASSESSMENT

HOW DO YOU REALLY GRADE?

David Tabakow

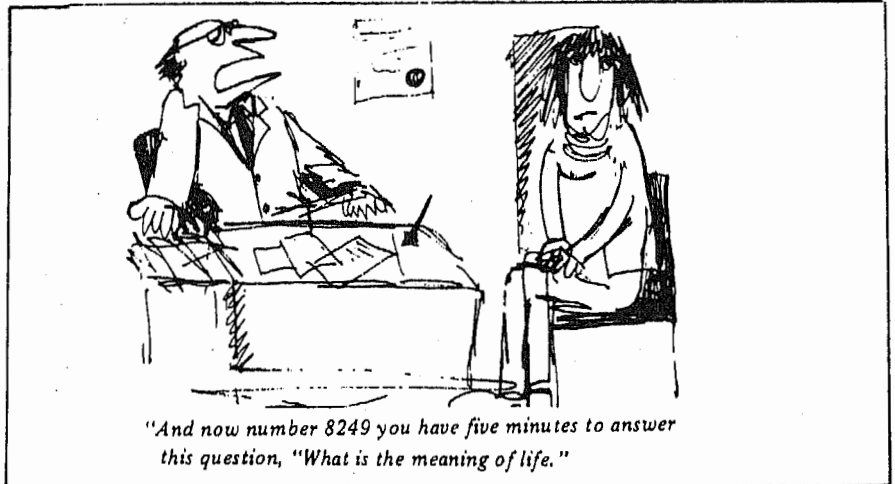
The other day a colleague and I were sitting around the English Office feeling rather depressed, so we started talking about how we really grade papers as opposed to our theories about the matter. This is a subject that teachers normally shy away from thinking about - with good reason. That way lies madness, or at least the kind of moroseness that inspired this article.

When I first started thinking about my grading, one of the more disturbing things I noticed was the way in which my perceptions change as I mark papers. I start with a certain level of insight about a particular work and, of course, judge the papers on the basis of what I know. But as I read paper after paper the same work, naturally, I pick up the insights offered in each essay. Now no one paper may add very much to my story, but it is a safe assumption that when I have read fifteen student essays on the same subject my understanding of the work is invariably considerably greater than it was when I started grading. When I mark the sixteenth paper I am quick to notice any point from all the previous papers which is not included and to accordingly penalize the writer for his superficial understanding. By the twenty-fifth paper I know even more and things are even tougher for the writer of number twenty-six. You see the point. The sooner I grade a paper the higher the mark is likely to be, because I don't know as much and consequently don't have as high standard at the beginning as I do later. Now you can simply tell me to be careful and to catch myself each time I fall into his pattern, but that just doesn't work. To catch yourself requires that you monitor yourself, and as any elementary psychology text will tell you, human beings are rather poor monitors. They are even poorer than usual when they are tired, which brings me to another point.

When I decided to write about grading I kept a record of my reactions to the papers I was marking at the time. I suspected that the more papers I graded on a given day, the more harsh and irritated would become my reaction to each succeeding essay. Surprisingly enough, this doesn't seem to be what actually happened. I found that as the day progressed I had less and less reaction of any kind to the papers. After I've graded twenty essays I have no interest in anything except getting rid of the pile of papers in front of me, and the more essays I grade the fewer comments of any sort I put on them.

continue, but you really didn't get into the subject very deeply".

Perhaps even as I have presented each problem you have been able to immediately suggest a solution to it. I could eliminate the problem of grading consecutive papers on the same subject with increasing harshness by simply reading through all the papers once before I graded any of them. Similarly, the solution to the problems caused by grading too many papers the same day is not grade too many papers the same day. And the comments on the papers can be made



Actually, all my comments, especially those at the end of the essay, tend to be pretty formulaic anyway. If the paper gets a high grade, I first say something about it being good, mention one point that should have been talked about more, and again say that the paper was good. An actual example: "I think you could have explained more the nature of Mer-sault's revelation that he must control his own life and how this revelation relates to Camus' views, but your paper demonstrates a good understanding of the novel." If it is bad essay, I'm a little more explicit about what's wrong, but I don't give any suggestions as to how to improve things. For example: "This paper is underdeveloped. It seems that you are primarily interested in why the tradition of the lottery was allowed to

more meaningful by considering each paper in more detail and expanding the scope of my remarks. All of these suggestions have merit, but if you teach you already know what's wrong with them. There just isn't time. I simply could not get my work done if I were to grade papers in anything other than a cursory fashion. The idea that I can seriously consider and evaluate 150 papers four, five or six times in half a year is ridiculous. An hour is certainly not an unreasonable amount of time to devote to an essay which has taken the student five, ten or twenty hours to write. Assuming a norm of 150 students, spending one hour per paper would require grading 35 to 40 hours per week in addition to all the other responsibilities of

teaching. Even if this herculean task were physically possible, it would be psychologically unwise. At a certain point one would once more be back in the too-many-pepers-per-day syndrome. What's left? Shall we give fewer papers but grade them more thoroughly? At the level I teach (1st year university), students should probably write a short essay every week or two, say twenty during the year. Four or five essays are just are just not sufficient to teach them how to write effectively.

If all this seems pretty grim, ther's worse to follow. All of the problems I have raised thus far stem from the fact that I have too many papers to grade to be able to grade them well. But as I will try to make clear, there are many disagreeable aspects to grading that would remain even if I had only one paper to grade.

I have observed that although I'm always displeased to find a long paper (more work) I very rarely give it a really low grade, and although I'm always pleased to find a short paper I very rarely give it a really high grade. I have another "rule" which I'm generally not consciously aware of. I give a "B" to anything I don't understand unless it's exceptionally poorly written, in which case I fail it, or exceptionally well written, in which case I give it an "A" and desperately look for one point I can criticize as a justification for not giving the paper and "A". Thinking it over, I realize that by far the most important criterion of my grading is writing style. By that I mean that the smoother your transitions, the more flowing your syntax, the more urbane your diction, the higher will be your grade, almost regardless of content. I (unconsciously, of course) make the assumption that everyone who writes well understand literature well (which may even be true), and vice versa (which most certainly is not true).

EXAMS.

Is there any connective factor in all these grading problems? It seems to

me that there is. My first reaction to all papers is self-defense. I try to protect myself so that no authority can criticize me for my grading. Of course, it is always easier to justify a low mark on a short paper rather than a long one. And it's always good to give a fairly high mark to what I don't understand, just to be on the safe side. I think the sub-consciousness mental processes at work here are revealed most clearly when I consider my reactions to writing style. No student who expresses himself poorly ever gets a good grade from me. There is a very single reason for this. As soon as I see sentences which are syntactically obscure or grammatically incorrect, I decide the writer is stupid and therefore I don't really pay much attention to what he's saying since it obviously isn't going to be any good. I am afraid of the personal consequences for myself of my work, so the idea that I might give a poor mark to a good paper and have my incompetence revealed is a recurring nightmare. In fact, when a good student complains because he feels his grade on an essay was too low, I find the whole situation extremely threatening. Now whatever else it signified, writing ability is clearly related to general verbal ability, and, in general, people who write well are likely to also speak well. Ergo, people who write well are to be feared in any verbal encounter so it is safest not to give them low grades. On the other hand, if I give a low mark to a student who writes poorly, it is unlikely that he will be able to make a very effective case against me to the authorities. It is as simple as that.

Well, perhaps you feel that the answer to the set of problems I have posed is my personal psychotherapy. As a result of various insecurities, inadequacies, etc., I am simply not capable of the objectivity required in teaching. When I first began teaching I did, in fact, feel very strongly that this was the case. However, as time has passed my feelings have modified, because over and over again, I have been pleasantly surprised to find that

my grading is much in line with everyone else's. That is, my colleagues and I are usually in general agreement as to what grade a particular essay deserves. Now there seems to be a remarkable coincidence here if other teachers grade essentially in content and I grade on style. Either I'm a better grader than I think I am or they're worse. I suspect that it's the latter. I suspect that every English teacher grades essentially on style. I have absolutely no way of proving this. I am only certain it is true. I am certain it is true because it seems to me that it follows from the nature of the task. The task of grading, judging someone else, is very anxiety producing. The idea that I can judge what you have learned, what took place inside your head during the last six months is an absurdity. But there it is - A, B, C.D. or F the university demands. I suspect that secretly none of us really feel up to it, and that's reasonable enough because no one except the student himself can possibly judge the quality of what is finally an intensely personal experience. Play God tends to make us, as I said, anxious, and to bring out feelings of insecurity, and inadequacy. So we react in some of the ways I have discussed earlier. Again I point out that all of this is usually sub-conscious, and the teacher knows only that the subject of grading papers is one he doesn't care to think or talk about too much.

Let us suppose that all I have been saying is true. It should be clear that without fundamental changes in the whole conception of education and the teacher's function, very little can be done to alleviate these conditions. Then what are we to do? The only suggestion that I can make is that perhaps we should tell our students the basis on which we really grade their papers. But I don't think I have the nerve to.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

David Tabakow teaches English Literature at Vanier College, an English CEGEP in the Montreal area.

POETRY

Review: Larry Buttrose.

Virtually since I can remember, my experience has suggested to me that the difference between XX and XY is a very, very fatal difference for those of us who have to soldier on in this plane of being. The fact is that my experience has suggested most strongly to me that, especially under Modern conditions, men are somehow defective. This is an extremely uncomfortable realization, as I am a man. Nevertheless, there appears to be lacking in people of my sex the ability to perceive the needs, the very simple, basic, straight-forward needs, of people of the other sex. The most graphic set for this drama is, of course, the realm of intercourse between these two sexes. It appears that where many women, date I say most women (certainly I can say the vast majority of women I have met) - look upon sexual relations as not only as an emotion-based tension release, but also as a gateway to meaningful and thus perhaps eventually spiritually insightful relationships, men do not. There seems to be something wrong here. Somebody appears to have left something out of men. My women friends assure me that most men are thinking of the next fuck whilst the semen is still warm on the last. As a man I am awed and defenceless against such obvious overwhelmingly frequent behavior. As a poet I never doubted it. As a poet I attempt to establish my own relationships along the "female" line, but as a man I sometimes doubt my motives, and my possibilities of any success. When faced with the facts about the vast, vast majority of men (dare I say all men) then relationships with women become the only real alternative (other than alienation) for women. Thus we come to feminism, which we can otherwise dub the incredibly uphill struggle against the most amazing odds, but for which the prize is the liberation of women, children and men; thus we come to lesbianism, for



many women the only possible relationship; thus we come to the mental hospitals, which house a great proportion of the women who just, just can't cope a second longer; thus we come to another important ingredient, the analgesics industry; and thus we come to the poetry of Kate Jemmings, a Sydney feminist, whose works have been put together by the Fitzroy "Outback Press" in a collection called "Come to Me My Melancholy Baby".

Descriptive: Her poems are written in the modern "Australian" style, that appears to be derived from Rae Jones, Tipping et al. A kind of conversational style that allows the poet to speak direct, to get out of the pages and grab you by the lapels and say, lissen for krissakes. Kate's book, bitter mostly, clever in parts, beautiful all over, is a collection of sometimes poetry, sometimes polemic, but always poetry in that poetry humanity aspires to the highest goals, and through feminism it aspires to the goals we presently understand as the highest. Kate begins with a poem called "Once There Was a Way to get back Home"

"What has happened?
Puzzled,
why is home impossible?
I would make a home with you,
a man,
for a while, a sort of home,
touching you,
but it is constancy I wish and want.
I think I would wither if
there was no way to get back home,
but
once there was a way to get back home,
once

Thinking about home
and thinking about the pain that men
might feel.
I've not often thought about their
pain,
not allowing myself that particular
heresay but wanting now
to except a few men while believing
they are all culpable, and their pain
no pain."

Kate appears to be a woman who, despite all she sees in men, still needs them, though in the action of getting them sees their essence and is constantly revulsed by it.

"Oh but he comes on tender
the fucker
He's a lizard,
he's a lizard with serrated tail
rasping his way
through a fancy dancing poetess.
Caring and love have
become blood and semen spattered
and coagulated all over
my abused body and my gothic imag-
ination."

(with its dedication

"For my friends, and, of course,
Panama, in the hope that in the
process of revolution we will rein-
vent love and not pass this way
again")

with an inscription

"To my therapist (not my friend)
with thanks"

A gratitude gift, like potted hy-
drangea.

Thems the breaks, the kicks and the
pricks when you are a psychiatrist
and what does it matter to you any-
way
except pride and pleasure and flatter-
ery
when the trade/job/craft is well
done."

from "Barbara"

"Well, now I have aches and pains
although
I have not had any abortions.
That I, not of the physical kind.
Sisterhood
(that's what we called it, a rose by
any other name...)

was aborted from me in the solitary
confinement
of a mental hospital and a two-
roomed flat.

It took a long time, that abortion,
and it was bloody.

(I am aware, Barbara, of my theat-
ricisms, as you are aware
of your stubborn silences. We used
them both to effect).

I just wanted to bring to your atten-
tion a fact.

Not all women go voluntarily into
mental hospitals on attempt suicide
to gather pitiful attention for them-
selves.

This review is too brief to tell you
all I want to about her book. Some
books of poetry by feminists are not
good books, just as books by any
poets are sometimes not good books.
There is inspiration, but there is not
the poetic craft, to convey the mes-
sage in the tones, and depths, that
it must be. There is more to women
than cunts: there is no need for men
to wear diapers to the grave. We
must grow as a species, and for
growth we all must be people. As
I said, there is bitterness as there
has to be in her work, but struggles
(such as that of the Vietnamese
people) pass through nationalism on
the way to revolution. Such it is
with Female people, and all people,
as the argument must inevitably
lead, who are exploited by capitalism.
The end of feminism will coincide
with the end of capitalism, and we shall
never tread this foul road again.

"For my friends, and, of course, Pan-
ama, in the hope that in the process
of revolution we will reinvent love and
not pass this way again."

Review: "Come to Me My Melan-
choly Baby", a poetry collection by
Kate Jennings.

MADE IN JAPAN!

This years revue by AUDS is called
'Made in Japan' and although it does
not lay claim to being a hilarious
comedy; it does boast entertainment,
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The revue investigates the power
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cultures and civilizations which exist
today. That is, Western Civilization
verses Oriental Civilization. To
cover this as best we can, two stereo-
types will be used to embody what
could be likened to a boxing match
where two opposing factions clash,
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the best one wins. The stereotypes
are American and Japanese and we
see the two battle it out from the
beginning to an end where one is
absurdly absorbed into the others
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BOOK REVIEW

Peter Love.

One vital consideration in the liberation of women is the woman's work situation in the home. It is also an area where debate often takes place in terms of stereotypes.

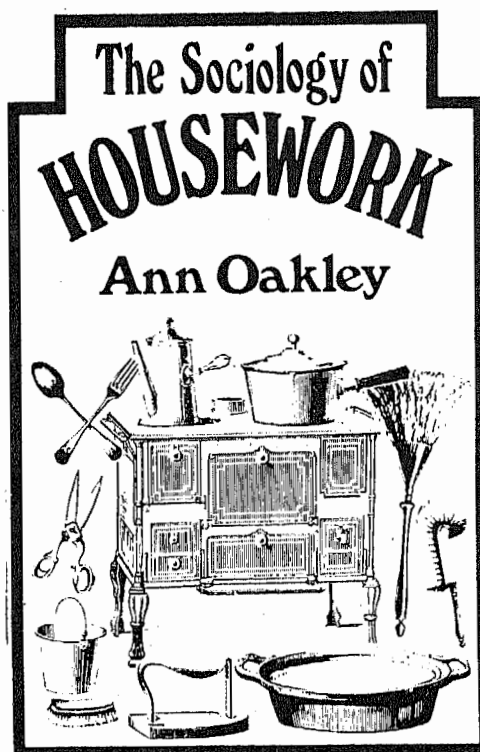
Ann Oakley is concerned with the general bias against women in sociological studies stating "The concealment of women runs right through sociology. It extends from the classification of subject areas and the definition of concepts through the topics and methods of empirical research, to the construction of models and theory generally."

In particular the sociology of housework has been neglected. The book is an account of a study on housework undertaken with a sample of forty women, twenty from a middle class background and twenty from a working class background (it is perhaps ironic that class is defined according to the husband's occupation and in the discussion the women were referred to according to the husband's occupation eg. Policeman's wife and lorry driver's wife). The women were interviewed on the following aspects of housework and their work situation.

- Domestic work conditions.
- Domestic work routine.
- Attitudes to work tasks.
- The women's own specification of standards and routines.
- Domestic role identity.
- Attitudes to the domestic role.
- Attitudes to paid work and paid work roles.
- Sources of the women's own role identity.
- Involvement of the husband in housework and the raising of children.
- Decision making and responsibility within the family with regard to finance, the establishment and function of the house, and the raising of children.
- General satisfaction.

Ann Oakley's principle aim in conducting the study was to conceptualise housework as work rather than as an aspect of the feminine role in marriage.

She found that dissatisfaction with housework predominated, monotony was a common experience and loneliness a frequent complaint.



Autonomy in organising housework was highly valued, but this had the disadvantage that it produced the need for the housewife to specify her own standards and routines which then tended to dominate her work. Generally the hours worked tended to be long, the average being 77 per week.

While many women identify with their role as housewives, at the same time they are dissatisfied with their experience.

One factor in the high dissatisfaction with housework was found to be the low status accorded to the housewife role. This dissatisfaction was intensified if the woman had done high status work outside the home in the past.

Orientation to the housewife role was medium to high. The women's mothers acted as role models. The housewife role was considered to be the natural female role.

The husband's participation in housework and child care showed a strong class variation, with the middle class husband participating more. A weakness of this part of the study was that no account was taken of what could be called the man's work around the home, eg. repairs, heavy gardening and home maintenance. That is, no account was taken of a man's unpaid work around the home, not associated with housework.

There was also a strong class variation in role relationships. Working class marriages tended to have segregated roles and middle class marriages tended to have joint roles with shared interests and shared decision making.

Essentially the book is a study of women's feelings and attitudes to their experience in the home as housewives. It provides us with valuable insights into the lives of women at home, and as it concerns a previously neglected area of sociological study it is an important contribution to the discussion on women in society.

THE SOCIOLOGY OF HOUSEWORK

Author, Ann Oakley.
Published by Martin Robertson.
Recommended price \$6.25

RECORDS

ROCK AND ROLL SCARS (HARVEST/EMI) - ARIEL.

Last year Ariel made the trip to England, which has been the effective finish of so many Australian performers (e.g. Fraternity). But Ariel were different; they were organised and determined to make good, or at least make their presence felt. They did this both in terms of making many contacts inside the recording business, and also with the few live dates they were able to manage.

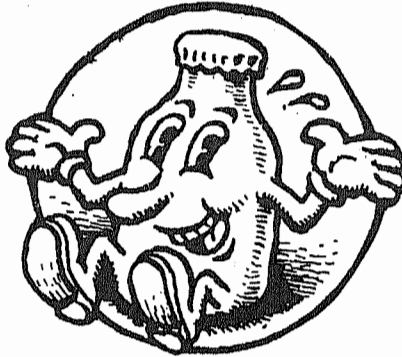
But perhaps the best thing that has emerged from the trip is this Album "Rock & Roll Scars". It is a combination of some "oldies" from Mike Rudd's previous bands, SPECTRUM & MURTEPS, together with new material. The inclusion of old songs like "I'll be gone", "Red Hot Momma" and so on, all beautifully recorded at Abbey Road Studios in London, has allowed the band to channel all their creative efforts into the few new songs. In this way the album has a strength and consistency, and notably variation that possibly cannot exist if a band goes to produce an album and makes up, and records all the songs all within the space of a few weeks.

It is hard to pick the best tracks, but the first side is almost all good. The up tempo power of "Keep on Dancing", "Rock and Roll Scars" and "Real Meanie" contrast with the slow countrified feel of "I'll be Gone", which is prefixed by a short muck-around called "I'll be going". The last track on the side, "Men In Grey Raincoat", pounds away relentlessly before the music fades out while the band continue to sing at full volume. In side two, "We are indelible" boogies well but perhaps the standout is "What the World Needs (is a New pair of SOX)"

I must confess that I have not been a Mike Rudd freak in the past, but this album is very good. Notably, there is very little self consciousness or self indulgence, which is an attractive

feature. It is a beauty, full record, and one gets the feeling it is the result of a great deal of (very worthwhile) effort.

Simon Stretton



"BLACKDANCE" by Klaus Schulz.

Klaus Schulz is one of those electronic music artists that seem to be breaking onto the scene now, and typically, he is German. The album cover is a startling piece of abstract art and fits the music well. The opening track "Ways of Changes" sounds promising, with synthesizer, organ, percussion and 12-string guitar combining well to produce very listenable music. As usual with electronic music, the numbers are very long, with only three tracks on the album. "Some velvet phasing" gets nowhere, with its repetitive synthesizer pattern, and much of the organ work is very reminiscent of Pink Floyd's Rick Wright. The male bass voice of "Ernst Sieman" which introduces "Voices of Syn" sounds like the devil itself, and is enough to freak anyone out (or turn them off). This leads into an interesting percussion base, but unfortunately this continues for the next 20 minutes, with little variation in keyboard improvisation. In fact, it is a complete bore, and I can recommend it for having a peaceful sleep. This album might be of interest to devotees of electronic music, but it does little to spark off any interest in it by myself. It will be available in the Union Gallery for those that wish to hear it.

Barry Salter.

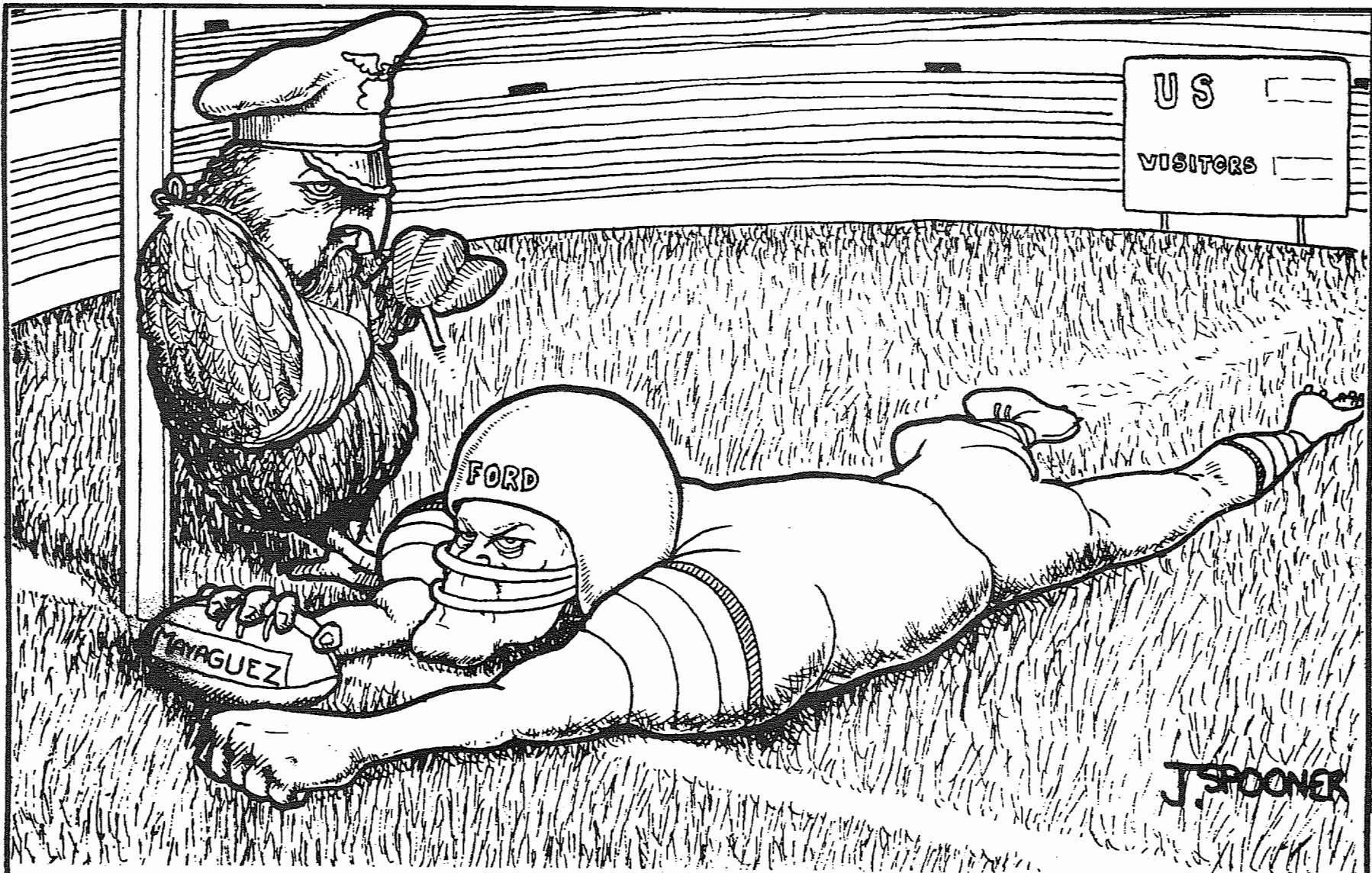
ALVIN LEE "IN FLIGHT"

This new musical offering from Mr. Lee is an extension of what he has started to do in recent years. Up until recently he has recorded under the "Nom de Plume" of Ten Years After, but has since been branching out on his own to do projects that he was perhaps too self-conscious to do previously. I think everything has been done to try and avoid the "guitarist going solo" image. His album of two years ago with Mylon Lefevre "On The Road To Freedom" was both musically fair, and also helped Mylon back out of the gutter he had sunk into as a result of alcoholism or addiction.

This current record is a double live album recorded at the Rainbow Theatre, London, probably during Mid 1973, by the Manor Mobile Studio. It features Alvin with assorted friends playing the songs they like best, some old, some new etc. It comprises of five old rock songs, and the rest are Alvin's own tunes. In fact after only two tracks into 'Don't Be Cruel' and 'Money Honey', both originally made famous by Jerry Lee Lewis and Mr. Presley. The original material on the record is fairly good but some of the songs such as "I'm Writing you a Letter" you get the feeling were written as a result of an attempt to WRITE A SONG WITH A NEW RIFF TO FILL UP THIS ALBUM, rather than due to anything like inspiration etc... Perhaps what is done with the most freshness and excitement is an original number called "I've got eyes for you baby", an intentionally flippant roller in the Chuck-Berry vein.

Mel Collins on Sax and Flute plus the inescapable "Chick Singers" have been added no doubt to fill out and provide variation to the sound, and despite all the extra live mikes on stage, the recording quality is very good. So at only \$7.95 there's quite a bit of good music for your money.

Simon Stretton.



Don't get too excited kid the game finished yesterday.