

# ON DIT

**Eventually! Why not Now?** A NEW ERA: SOPHIA KRATIA  
 Rule of WISE-EXPERIENCED MEN!  
 AND DIPLOMACY is the Key-word!

**LEONARDO DA VINCI**  
 WE MUST BACK TO HIERO-PRACTICAL  
 ZEUS-HERA Concept!

**North** ONLY CAN EVER DISPROVE ANYTHING!  
 THE MAN LEVIN WAS NO GOD!  
 Buddha - No God!  
 To REFINE Bodily ASSASSINATION  
 CHARACTER ASSASSINATION AS PRACTICED IN USA DIRTY POLITICAL CAMPAIGNING IS PRESIDENT DESTROYING

**South** IF WE DON'T THEN ANNIHILATION! I.E. SHIVA-LAW IS PROVOKED BY US INTO OPERATION  
 ELIMINATION

**THE EAST** TO CHANGE FROM OFFENCE TO DEFENCE OR VICEVERSA DOES NOT SOLVE ANYTHING

**THE WEST** Dedication TO IRRATIONALS IN CHRISTIANITY IN UNIVERSITIES IN FANATIC BIAS IN BOTH DEFLATIONISTIC DICTATORIALS AND INFLATIONISTIC LIBERTINES  
 MUST FADE!  
 THE MASSES ARE RESTLESS EVERYWHERE!

**MUST MEET FACE TO FACE AS BROTHERHOOD AS EQUALS AS UNITED NATIONS**  
 A NEW UNIVERSAL DEFINITION OF GOD IS A NECESSITY!  
 (And this statement) IS NOT MING - IT HAS BEEN STATED BEFORE  
 PRACTICALLY ALL THAT I HAD DISCOVERED I FIND LATER HAD BEEN SAID: NOTE THIS!  
 I THOUGHT I DISCOVERED THE CONCEPT 5th DYNAMISMO THEN I FIND ARISTOTLE'S "QUINTA ESSENTIA" THE MONAD! EXACTLY SAME!

**THE 4 JUSTICE EQUILIBRIUM AUREA MEDIOCRITAS 3RD WAY**  
 WE MUST FIND WHAT IS BEST FOR MOST AND THAT IS NOT EVER IN INEXPERIENCED INCOMPATIBLE IGNORANT LEADERS  
 ADLAI STEVENSONS "ONE PARTY ONLY NEEDED WILL NEVER WORK ANY MORE THAN SAME FOR HITLER MUSSOLINI STALIN OR VATICAN"  
 BEWARE! CANNOT FOOL ALL OF THE PEOPLE ALL OF THE TIMES  
 THIS IS COSMIC COMPATIBLE LAW

**ANALOGUE AND DIGITAL ROOT -4-7**  
 THE MEGA DIAPASONIC  
 DISCIPLINE COMMANDS RESPECT!

**BACK TO IDEALISTIC-Realistic OR RATIONAL-EMPIRICAL OR SPIRITUAL-MATERIALISTIC**  
 "MIDDLE-WAY"!

**ALL MAN-MADE LAWS MUST BE GEARED TO COSMIC OR ELSE**

**SPENGLERS PREDICT**  
 LEAD TO DARKER TIMES!  
 BRUTALITY OF WARS!

**DR**

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From the Office of the Registrar (Mr. V. A. Edgeloe)

Dr. Bazeley is a distinguished and dedicated scientist who has had much to do with development of the Commonwealth Serum Laboratories in the last ten years and has been their Director since 1956. This organisation is noted for the excellence of its products and the value of its service to Australian medicine generally. It does a great deal of basic research (besides churning out vaccines and other medicines in commercial quantities) and so usually makes little, if any, profit. Directly and indirectly the Government assists it financially.

As a consequence, large overseas companies cannot compete and would like to take it over or to see it operating as a business which did not receive assistance from the Government.

Just before the end of the last session of Parliament, the Government hurriedly introduced and hurriedly forced through a Bill which took away much of the power of deciding the financial and research policy of the C.S.L. from the director, and gave it to the Minister of Health and a Commission of five, made up of three business men, a doctor and the director. It also took away some of the indirect Government financial support, the intention being "to set up a business and commercial undertaking to stand on its own two feet".

Dr. Bazeley attacked the Bill saying that it would have the effect of curtailing the basic research which contributes greatly to the value of the laboratories. The Minister of Health denied that this was so. This attack received much publicity and the Opposition made political capital by alleging on plausible, but inconclusive, evidence that the Government had given in to pressure groups of the overseas companies who were competing with the C.S.L. The more extreme saw the Bill as a prelude to the sale of the C.S.L. to one of these companies, two of which have had offers to buy it in the last two years. It is not necessary to labour

## MISCONDUCT?

the point that it is very desirable for one country not to be dependent upon another for its most essential commodities. We ought at some considerable cost see that we can make all of our important medical supplies in Australia; not only might this be a vital advantage in time of war or other emergency, but it also gives a measure of protection against the proverbial rapacity of drug companies. The most extraordinary fact which came to light was that Dr. Bazeley had not been consulted about the preparation of the Bill.

It is a tradition of the British and Australian Public Services that upon matters of Government policy their officers remain silent. The task of criticizing the Government is left to Her Majesty's Opposition. It is normally undesirable that an officer of the Public Service, whose function is administrative rather than political, should speak as Dr. Bazeley did. He was suspended and called upon by the Public Service Board to defend himself against a charge of improper conduct.

There is only one question which must be asked about the Bill—was it justified? But the questions which must be asked about Dr. Bazeley are several and interrelated. Was Dr. Bazeley justified? Should he be disciplined? How absolute should the rule of silence by Public Service executives upon matters of Government policy be?

Basically, the Bill will mean the Government will have less financial loss and less risk of financial loss. Whether we feel it is justified depends upon how much we are prepared to pay, as taxpayers, for high standards of medical products. There can be little doubt that if less is spent less research will be done, and the standards of the products will

drop or the number of different sorts of products will be less; both of these consequences are undesirable. The Bill provided explicitly only for research into the production of products whose worth is established; it does not mention basic research into the discoveries of entirely new products.

We may, of course, argue that to take the direction of the C.S.L. from Dr. Bazeley may not mean that less will be spent upon research; it may be that Dr. Donald Cameron, the Minister of Health, and the three business men who will effectively rule the commission, will show the same devotion to, and genius for, research which established Dr. Bazeley's world-wide reputation.

To the questions which concern Dr. Bazeley, the answers are less equivocal. Legally he may not have been justified in speaking; legally it may be that he ought to be disciplined. But morally, he ought to have spoken out, for his opinion upon the proper management is, by virtue of his experience and unchallenged ability, as, if not more, valuable as that of the Minister himself; his opinion was not sought. There is at least a reasonable suspicion that the Bill is unwise and more significantly, a reasonable suspicion that the Government's intentions are likewise and in addition yet undeclared.

Would the Minister or the Public Service Commissioners have acted thus, from conviction, as Dr. Bazeley did, knowing the probable consequences, as Dr. Bazeley did?

There is another question which might be asked of the Government. A batch of Salk polio vaccine supplied by the C.S.L. failed last November. Why did the Government wait till the fuss about the Bill and Dr. Bazeley began before setting up a committee of enquiry? Would one be accused of showing one's political coat if one were to remark that the Government is a little more devious than Dr. Bazeley? How politically naive is it to remark that this is undesirable?

## TIDES

Adelaide University Magazine.

The Editor of A.U.M. (Mr. William J. Skyvington) is awaiting contributions suitable for publication. Articles, poems, etc., may be left at the S.R.C. Office.

This year the S.C.M. in the Adelaide University is sponsoring a series of eight theological lectures on Modern Theology.

The lectures will be delivered each Wednesday evening of the 2nd Term at 6.30 p.m. in the Mawson Lecture Theatre, Adelaide University. The first lecture is on June 7th, 1961.

### PROGRAMME

June 7: The Nature of Theology (Dr. S. P. Hebart. What is theology and what are the Cases for its study?)

June 14: An Introduction to Modern Theology. (Dr. A. D. Hunt.)

June 21: Biblical Authority in Contemporary Theology. (Rev. W. F. Hambly.)

June 28: Four Representative Theologians.

(1) Barth. (Dr. S. P. Hebart.)

July 5: (2) Tillich. (Dr. S. P. Hebart.)

July 12: (3) Bultmann. (Dr. A. D. Hunt.)

July 19: (4) Niebuhr. (Dr. A. D. Hunt.)

July 26: The Laity in Contemporary Theology. (Dr. B. Hetzel.)

Registration fee (to cover expenses) is 5/- for those attending the lectures.

### RHODES SCHOLARSHIP

Entries for the Rhodes Scholarship for 1962 will close on September 1 next with the Honorary Secretary of the South Australian Rhodes Scholarship Committee at the University.

The annual value of the Scholarship is £750 Sterling, but in certain circumstances this amount may be supplemented.

Application forms are available now. Intending candidates should secure them from the Registrar's Secretary. They should also make an appointment to see the Registrar personally.

ARTS ASSOCIATION proposes to dance in the Refectories on Saturday, June 24th from 8-12 midnight at this Regency Ball, drinks and supper will be served. Cost for double ticket, 17/6, at S.R.C. Office.

## ON DIT

On Dit is edited by Will Baynes, Des Cooper, and John Finnis.

On Dit is published by the Students' Representative Council of the University of Adelaide.

On Dit is printed by The Griffin Press.

The staff of On Dit at present includes Elisabeth Austin, Heinz Konczalla, Des Owens, Marian Quarty, Bill Skyvington, Sandra Von der Borch, Adrian Mitchell, David Combe, Lyn Marshall, Jill Roe, Boyce Gibson and Shaun Disney.

The Editors will welcome letters, articles and other contributions from all members of the University. Copy for the next edition, which will appear on Thursday, June 22, 1961, closes on Thursday, June 15.

### CAR PARKING

The Council, at its meeting on April 28, resolved that parking along the roads adjacent to the Johnson Chemistry Laboratory be reserved for holders of blue permits only.

Holders of yellow car parking permits are requested, therefore, to park their cars only in the following marked areas:

- the area north of the Union Building;
- the area south of the Mathematics Building;
- the area north of the Engineering Building;
- the area between the Biological Building and the Mathematics Building.

V. A. EDGELOE,  
Registrar.

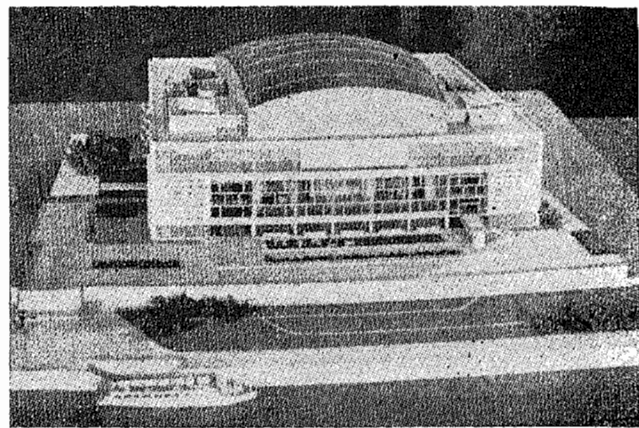
# That theatre— when, and how?

The second of two articles

by

Hugh Corbet

The Royal  
Festival Hall,  
London



For a State festival hall to be built in Adelaide, reason commands that the Government be first convinced of a popular demand for such a project. That is the way of a democracy. "Government in a democracy", remarks Adlai Stevenson, "cannot be stronger or more tough-minded than its people".

Furthermore, for either State or Federal Governments to be expected to assist, strong evidence of a united effort and a workable plan must be presented. Such a plan is most unlikely to emerge from those already engaged in local theatrical enterprise for they lack the resources, even for their own individual needs. In Australia we have no individual patron-managers of the like of Sir Barry Jackson for drama in Birmingham, or John Christie for opera at Glyndebourne. The nearest substitute is an organisation—the Elizabethan Theatre Trust. The only alternative to a strong individual from within the theatre, is a committee of well-wishers from without. In Adelaide the committee which has emerged is, of course, the Board of Governors of the Adelaide Festival of Arts.

That theatre requires outside financial aid in order to expand, is not proof of an unfelt public need. Following the Festival of Britain in 1951, and before that an amendment to the Local Government Act allowing Local Authorities to spend up to the product of a 6d. rate on the presentation of theatrical enterprises, a spate of subsidies were paid out to assist cultural centres, music, drama and opera. Between April, 1952, and March, 1953, well over 100 Local Authorities helped to guarantee drama and music festivals, often in association with the Arts Council of Great Britain.

If, then, a densely populated island of short distances between cultural communities has found it necessary and desirable to subsidise drama and the fine arts, the necessity at least will be as great in Australia.

The South Australian Government has done comparatively little to promote culture. Small grants are made to non-education department activities, one of the most significant being the one made to the National Art Gallery, but more should be expected.

Before any serious appeal is made to the Government in connection with a festival hall, a trust fund should be established by voluntary subscription. After all the Sydney Opera House is not being entirely government financed. As a general rule, governments only help those who help themselves. To announce that a considerable capital sum had already been collected by voluntary effort would come as impressive evidence to the State Government. Such a procedure echoes the *modus operandi* by which Lord Keynes and others were able to secure State sponsorship of the Arts Council of Great Britain.

True, the wealthier and more philanthropic people are always called upon to support large civic projects, but then the arts are most patronised by those of wealthier means. It will only be in the long-run that the community at large will benefit from the acquisition of a festival hall. Just the same as freedom is a luxury to those at the subsistence level in an under-developed economy, so culture is a luxury to those at the basic wage level in a highly developed economy such as ours. The initiative must, therefore, come from those in a position to lead.

Now, leaders in the community, in State and Local Government and so on, might remember that as the post-war demographic bulge passes through the educational system, the educational standard of the community will rise and cultural demands should rise correspondingly.

(The age distribution of the population indicates that an increasing number of persons will be approaching marriageable age groups in the years 1960 to 1968, so increasing family formation and giving an added boost to population growth.)

In consequence, a new set of values will gradually be imposed on the community in the years to come and find expression in new demands. These will be influenced, adversely or otherwise, by today's educational system, structure of society and social values.

Modern conditions have already produced perplexing problems of juvenile delinquency, and unfortunate though it may be, a cynical contempt for conservatism. Many critics attribute the cynicism of the present younger generation to the inadequacies of a materialistic society. A trend away from materialism is reportedly being observed in the U.K. In fact, the Macmillan Government in its last General Election policy, actually promised to spend more money on cultural facilities.

Educationists everywhere seem to agree that people should be introduced to cul-

ture as early as possible. Accordingly, kindergarten teachers conduct art classes, secondary school teachers—without variation—take their pupils to stage performances of Shakespeare, and in our universities, drama and musical appreciation appear to thrive.

Here in Adelaide, as elsewhere, university teachers are recognising the limitations of a curriculum which excludes altogether either the sciences or the humanities. The medical student, for instance, will shortly be expected to study an Arts subject in his pre-medical course. As the Prime Minister, Mr. R. G. Menzies, said in Adelaide earlier this year, "There is no higher education worth the name unless it embraces not only a knowledge of physical science, but the knowledge of mankind, a knowledge of the humanities—a broad sweep of education". Governments and civic leaders can ill afford in the relatively prosperous times and circumstances of today, to ignore those cultural amenities which make for a fuller life.

A festival hall will be expensive, but as the old saying goes, "You can't make an omelette without breaking eggs".

In the difficult post-war economic conditions in the U.K., the London County Council constructed the Royal Festival Hall for the Festival of Britain. At the time, and it still could be, it was the most fully equipped and most up-to-date concert hall in the world. In war-ravaged Europe, Vienna struggled to rebuild its famous Opera House and in Leipzig £7 million was raised to build its magnificent hall.

A permanent festival hall of distinctive modern design and prominently sited in Adelaide would have immense publicity value, attracting both artists and tourists to South Australia. It would also provide a permanent home for the establishment of a national theatre group in Adelaide, so completing a chain of professional com-

panies from Sydney, through Melbourne and Adelaide to Perth. This would afford an interchange of companies on a more economical basis and be an additional encouragement to theatre.

If Sir Thomas Playford's suggestion to Digby Wolfe—yes, Mr. Skyvington, I do watch TV occasionally—that the coming census will show that Adelaide is the third largest city in Australia happens to prove correct, then surely it is time that we stepped-up our cultural plans. Australia is supposed to have attained nationhood long ago, but we should remember that a nation is judged abroad in some measure by its cultural achievements.

An impressive list of Australians who have made their names famous in artistic circles abroad can be made; in the theatre and cinema studio, Peter Finch, Dame Edith Anderson, Diane Cilento, Coral Browne, John McCallum, John Michell, Robert Helpmann and Elaine Fildes; with the pen, Iain MacCormick, Alan Moorehead, Peter Lawler and soon Alan Seymour; with the brush, Sidney Nolan, William Dobell, William Dargie, Russell Drysdale, London Sainthill and Kenneth Rowell; and in the concert hall, Joan Sutherland, Arthur Benjamin, Eileen Joyce, Sylvia Fisher, Joan Hammond, June Bronhill, Elsie Morison and Charles Mackerras.

There are others, but how many of them are seen in Australia? Until a concerted effort is made by those in the position to help, State and Local Governments, the Elizabethan Theatre Trust, the Board of Governors of the Festival of Arts, interested parties in the arts, patrons of the arts and commercial organisations, then we cannot really expect significant cultural advancement in Adelaide or anywhere else in Australia.

People must be made more alive to the present cultural situation that they may foresee future artistic needs and act accordingly.

## NOT BY BREAD . . .

by

Richard Broinowski

If it is desirable that we live not by bread alone there are in Adelaide many foot-sore articulated-clerks in the legal profession who wish they could at least have enough bread to live on.

Before the last war it had been a long established practice that legal students paid their principals for the privilege of learning their law under them—a long standing tradition of their British counterparts. For, as their employers argued, they were learning the practical secrets of a well-paid job, as well as consuming valuable time under tutorship. If students incidentally managed to do the job of a £15-a-week clerk while learning their law, this was an unplanned, if, to their principals profitable, situation.

But things have changed since the war, and student clerks find themselves not only free from having to pay for articles, but being paid to do them. Their wages are small and in most cases provide pocket money only: "But", argue their principals, "they are still learning, and their wages only represent payment for the incidental benefit to ourselves in the course of their articles". A sound argument.

What every lawyer to whom a student is indentured must realise, however, is that it is easy to misrepresent his motives. It is a facile argument to say that the student is being exploited, that the only reason for the student's association with his principal is that under the guise of tutorship he can be exploited without explanation. And it is indeed unfortunate that the majority of the profession have opened themselves to such accusations.

Recently a small number of students conducted a survey of articulated clerks, and among other things compiled statistics representing a composition of the type of work done by these students and the various wages paid to them. It is unnecessary to relate these figures in detail, but it was established that in their first year of articles (i.e., final year students taking the degree course), wages ranged between thirty shillings and £6. Anything above this was exceptional. Their time was divided between debt collecting, the "milk round" of filing documents in their various courts and government offices, minor court appearances (usually adjournments and pleas of guilty), attendances at lectures and lunch consumption. In a small minority of cases, students have written opinions for their principals and contested police court

actions. Second year clerks (who have completed their degrees) were found to be paid an increase of between one and five pounds over first year wages, and tackled more advanced work.

The survey established that the higher paid clerks (in first year over five pounds; second year, between seven and ten) were usually more proficient and consequently learned more quickly.

Inaccurate statistics resulting from incorrect information given by a small number of students appeared, because these students attempted to magnify their sweated labour. Maybe their feelings are justified. However, the survey does not support an attitude of exploitation, nor does it maintain that, as law students can only learn by practice, this is the only fair and reliable method of enabling them to handle legal complexities.

If law students can justify a winge about their sweated labours, other students have an equal right. Medical students work for six years to obtain their degree and then complete a resident year in a government hospital before becoming qualified as practitioners. They are paid approximately £13 a week and do all but the most complicated practical work. They are paid more than indentured law students certainly, but they have completed six instead of four academic years and cover many miles of ward-round floor in the last two of these six years. And if law students provide cheap labour for their employers, medical students in their resident year provide a substantial boost to government finance savings in hospital expenditure. Pharmacy students, who work for a principal from first year, are paid approximately £3 per week at the beginning of their course. They only have time off for lectures.

Although the list can be extended further, examples of similar exploitation provide rather poor consolation for the law clerk. There have been muttered dark threats of forming a union and imposing stopwork meetings to discuss higher wages, but a very united front would have to be presented before the situation is altered.

# ACHILLES AND THE TURTLE

by a Special Correspondent

One day this year, Mr. Campbell, the President of the S.R.C., was seated in his customary chair in the S.R.C. office under the pennant of Chulalongkorn University, when a letter with an American stamp arrived with some extremely important news. Mr. Campbell leapt to his feet and ran at full speed to the Engineering Building to communicate this to the SCIAES.

He found the SCIAES just outside the Engineering Building, surrounding an immoral impulse. The President of the SCIAES, who was sitting on the top of the building scanning the banks of the Torrens with a pair of binoculars, shouted down, "It's been a good season for them—this weather, you know". An attempt was being made to control this immoral impulse by reading paragraphs of an Afghanistane translation of the earlier Wittengenstein to it.

The SCIAES gave Mr. Campbell a shovel and he instantly began to dig a fox-hole. He was assisted by the parking inspector, who thought it was an elephant trap for unauthorized cars. However, three feet underground a "No Parking" sign was found and so the parking inspector had to give up. He left muttering, "I knew the University Council thought of everything but..." Another foot down Mr. Campbell had to give up also, because he broke into a burrow which housed several undergraduates, formerly of the George Murray Lounge, playing cards. There were no overt signs of gambling, said Mr. Campbell. He began to dig in another spot, but at approximately the same level he broke into another burrow, in which several members of the Union Council, not including the

Warden, were playing poker. This burrow was filled in, too. ("It was the least I could do", said Mr. Campbell.)

At a third attempt Mr. Campbell reached a satisfactory depth without encountering further subterranean aberrations, and he got into the fox-hole, and began to converse with the SCIAES. (All those who are puzzled by this behaviour of Mr. Campbell should realize that the SCIAES is such a formidable body that even the President of S.R.C. only negotiates with it from positions of strength.) He informed them that Mr. Bob Bowen, Head Turtle Keeper, had invited the S.R.C. to send a turtle to the Second Annual International Inter-collegiate Turtle Tournament, or, failing that, a dollar entry fee with which Mr. Bowen would buy the turtle and ship it back to Adelaide after the race.

The SCIAES called a meeting (during which the immoral impulse escaped back to the refectory) and decided that the moral life of turtles was such that the SCIAES could back up such a venture.

His duty done, Mr. Campbell ran at full speed back to the S.R.C. office and sat under the pennant of Chulalongkorn University while the SCIAES began to fill in his fox-hole with their quota of rejected applicants of the Med. School.

The hole was only half filled when a small car ran down it, and as there was also a "No Parking" sign in it the parking inspector put a sticker on the windscreen.

Mr. Campbell's faith in the SCIAES was vindicated when some time later a message was received from Mr. Bob Bowen saying that Adelaide's turtle had been placed sixth in a large field.

Because the SCIAES has nationalist tendencies the turtle had been called "Aussie". The first five turtles were all American; a telegram has been received from President Kennedy congratulating us on being best of the rest. Identical telegrams have been received from Castro and Krushchev saying that turtles are symbolic of the way of life of America and her sycophantic satellites. Mr. Menzies refused to comment until Security Service checked the accuracy of the story.

It is understood that a powerful pressure group on the S.R.C. wishes to stage a similar tournament here. Another equally powerful group opposes the idea on two grounds: this sort of activity is unintellectual, and the example of sloth set by turtles could lead to an increase in the student failure rate.

A third group, represented solely by Miss Marian Quartly, said that her system of values ("On Dit", vol. 29, No. 4) was not of sufficient universality to allow her to make a decision.

Outside the S.R.C. Mr. Allan Dawson said he would not make a decision until he learnt the view of the Anglican and Aquinas Societies.

It seems likely that the bitterest faction fight in the S.R.C. for many years will develop over the matter.

As the members on either side are equal, a decision may depend upon whether Miss Quartly's system of values alters in the next few weeks. The return of the turtle from Detroit will exacerbate the tension which has already been built up.

## AUSTRALIAN ABORIGINALIA

by

David Smith

Probably the most significant feature about the whole business of the education of the Australian aborigine is that the essential problem is evaded in one of two ways: either the aboriginal in the de-tribalised state is regarded as a normal white and offered the normal education given to whites, or he is ignored as a hopeless case who is not sufficiently intelligent to make his education a worthwhile task. Both these points of view contain elements of the truth, but they are both gross over-simplifications of the problem which results when it is considered that the conditions of aborigines range from the full tribalised state through humpy dwellers and families on reserves to the fully assimilated aboriginal at the other end of the scale.

Before anything further is said, the differing points of view on the intelligence of the aborigine must be dealt with. Many people, when asked for an opinion on the subject, will suggest that the aboriginal is intellectually inferior to the white, and will venture various biological and anthropological reasons for this, which may be summed up by saying that he has "been too long in the sun".

Sociologists basing such claims of inferiority on the results of intelligence tests have now come to realise the difficulty of inter-racial I.Q. testing; the designing of a test which is free from the culture and association of one particular race seems to be well-nigh impossible, and so we have no choice but to concur with the conclusions of the Unesco statement on race: "According to present knowledge, there is no proof that the groups of mankind differ in their innate mental characteristics, whether in respect of intelligence or temperament. The scientific evidence indicates that the range of mental capacities in all ethnic groups is much the same."

Thus we are led to the opposite point of view; that the degradation in I.Q. at the secondary school stage is due to factors of environment rather than innate incapability.

In the first place it was the various Missions that were responsible for the education of the children, and in many cases the aim of such education was getting them to read the Bible. The control of aboriginal education has since passed from the missions to the governmental Welfare Boards and thence to the Education Departments in the different States, although there is a very close connection between all three even now, and the situations in different States are widely different. Originally, the Missions used untrained teachers almost exclusively, but this state of affairs was changed somewhat when the Welfare Boards took over responsibility for the financing of the missions and the education of their children, one notable incident (not in this State) concerns a Mission which lost its battle for the independence of its school, so that on the morning that the school became a Departmental one, the children were told from now on the

Mission would be staffed by non-Christian teachers. This incident is fortunately not typical.

At present the Education Departments, and not the Boards, seem to be largely responsible for aboriginal education. Generally speaking, children are encouraged to attend normal State schools with white children where possible, provided they are ready for it. In this State, all State schools accept aboriginal children for enrolment, and most children attending suburban schools are provided with accommodation, books, clothing and pocket money; where the child is separated from his/her family, means are provided for living in one of the several institutions around Adelaide set up for this purpose, although here one feels that living in a mixed community would be preferable to living in a segregated (all-aboriginal) institution. Separate schools are still maintained in isolated areas in the north of the State, and it is difficult to say (from the report of the Protection Board for 1959—the latest report available) where the responsibility for staffing such schools lies. On many of the mission stations the positions of teacher and manager are not separated, while on the two Governmental reserves at Pt. McLeay and Pt. Pearce the children are given schooling up to grade four, and are then transferred to normal State schools.

It is generally agreed that in principle teachers of aborigines should have the

normal minimum teaching qualifications as set down by the Education Department, although it does not always work out this way in practice. However, this is not universally regarded as sufficient training for teaching specifically aboriginal classes; Dr. Roland Berndt, Reader in Anthropology at the West Australian University, takes the view that such teachers should have "a sound knowledge of traditional aboriginal life, as well as problems of social and cultural change. In other words, teachers who have a cross-cultural perspective as well as a relatively good knowledge of our own Western-European social mechanisms and processes", and goes on to ask "How many teachers are trained to view their own society in a relatively objective way and with more than an impressionistic understanding of the social and cultural implications of the situation in which they find themselves?" Unfortunately, Berndt weakens his case by implying that all trained teachers should possess this objective viewpoint, i.e., that they should be versed in Anthropology.

Despite this, it is clear that much is still to be done in finding ways of educating a race who have not had so many chances as our own children.

Footnote: Readers will be interested to know that a discussion group will consider the problems of aboriginal education on Tuesday, 20th June, at 7.30 p.m., in the Lady Symon Library.

## Amid general torpor . . .

Stimulated by adverse criticism in "On Dit", the last meeting of the S.R.C. began on time. Mr. Finnis was obviously reassured when he was told that some Jasmine Tea, whose purchase Mr. Hyslop and he had urged at the S.R.C. Week-end, had been paid for. Jasmine Tea is a flowery blend of green and black teas delicately flavoured with Jasmine petals, long known to the discriminating. Mr. Max Harris sells it and many other varieties, along with native Australian nuts.

The Union House Committee, the meeting was told, had granted Maj. Twopenny permission to use a table in the refectory foyer for, as Mr. Baynes would say, "Bourgeois militarist purposes", or, as the common man would say, a propaganda drive for Army recruits.

Mr. Campbell, the President, said that the final figure for student exclusions under Clause 4C was 150.

It then transpired that the M.T.T. objects to the present procession route because it holds up their buses, and proposes an alternative route via Victoria Drive, King William Road, North Terrace and Frome Road. The M.T.T. has, fortunately, no power to implement this absurd suggestion unless it can persuade the Town Clerk, who is susceptible also to blandishments from the University, as Mr. Sawley observed.

Triviality followed triviality. N.U.A.U.S. is meeting in June for an Executive meeting; Mr. Finnis pointed out an abstruse policy decision to Mr. Campbell; Mr. Bileny thought that A.U.D.S. was being naughty; Mr. Blandy de-registered the Promiscuity Society and a number of others;

Mr. Campbell was surprised to find "defunct" spelt with a "t"; unco-operative clubs and societies were threatened with financial penalties; Miss Morrison moved, for the Education Standing Committee, that the S.R.C. consider problems of a new university, opposed the motion herself, then gave irrelevant reasons for supporting it — the motion was finally passed amid general torpor.

A Prosh Meeting in the first week of second term was decided upon after tortuous discussion, and Mr. Campbell reported that the weightlifters had been given a fan by the Union House Committee.

An attempt by the S.C.M. to use S.R.C. funds to teach theology to clergymen was foiled by Mr. Hyslop, whose eloquence awoke your reporter. The Intervarsity Law Moots, however, got money for a binge.

Mr. Read attacked the Executive for altering a report of the Parking Sub-committee. Mr. Hyslop objected to Mr. Read's saying that he (Mr. Hyslop) "growled" at the last S.R.C. Meeting and requested an apology. At this Mr. Read stopped for breath, whereupon Mr. Hyslop said, "Thank you, Mr. Chairman, I accept that apology", and, though there were no outward and visible signs that he had apologized, Mr. Read appeared to accept Mr. Hyslop's acceptance and returned to the safer sport of attacking the Executive—who successfully defended themselves by ignoring him, as did everyone else.

A.U.D.S. and its troubles bobbed up again and then disappeared unsolved.

The meeting petered out around 11.30 p.m.

## MORAL LETTERS

He was only a small man; and as the complacent footsteps paralleled themselves on the paved walk, skeleton leaves scudded into long gutters, clattering frothing drains with accustomed beauty. But this was the same day as yesterday — the neat floral crockery (regular, pale) had administered the usual grey breakfast ("Don't be late, dear, or you'll miss the train"), the usual daily round of laundered tea behaved in the same gastronomic pattern and the door shut, as ever, with a provident click.

The Autumn of Keatsian eloquence by-passes the small man in the brown suit; he does not see the shuttered windows of the big solid-stoned house set back among cold naked trees—the house of an old suburbia and a declining generation. Trains slip along noisily flatteringly adjacent factory walls and stupid solitary toilets, as buzzing shop assistants busy themselves in vapid morninggalla. "Look there through the trees. See that big old house? Wouldn't like to live there, it's like a morgue." The clean wheels palpitate on.

"The suffering is the realisation, and the realisation is the action." It began in quite a simple way, the growing together. Not in the heat of climactic congress, or the snide plots of well-meaning acquaintances, but the "tea and toast" of common association, spiced with the persistent suggestion of "things that might be". And now he was sick. It was not the sickness of the aspro packet or the after-morning, but the slow premeditation of consuming death.

We had been married (so said the printed forms with their wasting colour, the ink has dried) long past twenty years; the cold shuttered stone house knew, and so did the pressed paths among variegated stilted wintriness. The rusty newness of trains in the distance rocked by.

The well-worn brown case closed; "I'm afraid that I cannot say precisely what your husband is suffering from. We'll just have to wait and see what develops." He's seen sickness before, I think, nothing unexpected could happen. (In Spring they say the leaves of night dispose themselves in elegant array, awaiting the flowering Sun—and so it was as his greying eyelids clasped at merciless sleep.)

"You were there?" Yes, I was there through the agonised hours; I was there as I held the horror of personal denial, the gradual breaking of the will, the deep despair of self-knowledge — sheets become black when the light is extinguished. Beings become human as they offer themselves. "How can you say it was so bad?" Have you ever seen the wound of self-living, gape in pretentious amazement? Then it is that creatures become conscious of their createdness, and living-in-love creates incessant questioning. But the doctor was confident as he closed the well-worn brown case.

Hospital walls are always white with blatant a-septicism; neat rows of uniformed beds present a monochrome welcome to a new body. "The suffering is the realisation, and the realisation is the action." Have you ever lived through the pallid promises of fluorescent brightness as time serves to intensely brutal waiting? For when physical presence is denied, the mindly care of familiar years evokes a crying passion.

"Do you remember . . . the day we . . ." But the long journey had to continue along accustomed ways; ways of sadness and faltering hope. (In the corner-shop, you know the one, the wheel turns a black plastic disc and the hearts of admirers are inspired.) Sharing is such an inadequate word! We share a piece of cake, or a last cigarette, or a life; why do you drop? slow tears—perhaps there is cloying regret for personal involvement, and the desire to be independent. The white-faced clock reads 1.30 a.m.

The leaves in the garden of the old stone house are mouldering as the wet trains whip past; the busy faces of a thousand active citizens look through washed panes at the house set back among cold naked trees. It is all the same. And the doors of another day click shut.

But, of course, it has not been the same, dearest Nephew, dead husband. The regrets and promises of the past have been realised in the knowledge that the action of living has created an awareness that neither death nor separation can annul. When the evening comes shadows bring a wintry solitude to familiar rooms, and active communication of before becomes the restful meditation of satisfaction—not in what has been accomplished by self-effort—but that being has transfigured relationship and this, none may take away.

Σ

# 1. Strait record

The writer of the article "Levels of Iniquity" ("On Dit", May 5th) had some forceful things to say about Education Week. On this, and some other matters mentioned, the writer clearly has strong opinions, and he has exercised his right to publish them.

by

H. H. Penny

The more pointed and critical any statement may be, the more important it is that the facts should be correct. As the Americans say, "Let's get the record straight". The readers of a paper circulated among University students can then be left to make their judgments.

I turn to paragraph one of "Levels of Iniquity". Acknowledgment is made of the problems caused by an "unprecedented upsurge in population". The consideration of a few facts might have led the writer to state his criticisms more moderately.

The upsurge has indeed been unprecedented. In twelve years after 1945 the number of children in the primary schools of the Education Department was doubled. From 1950 to 1960 the secondary school population was trebled. Estimates have been made each year for the following year, and from time to time for several years ahead. The gains from natural increase and immigration could be and have been estimated fairly accurately. The unexpectedly large gain from increased retention within the secondary schools (the retention rate to the age of 16 in South Australia, with a "compulsory age" of only 14 is about as high as in Tasmania, with a "compulsory age" of 16), imposed a heavy strain upon the secondary branches of the Education Department.

When school populations remain stable over fairly long periods there is usually no acute difficulty in finding teachers. Small primary and secondary school populations can be expected to provide the small annual output of teachers needed. Stable large school populations can be expected to provide a large annual output of teachers. But when there is a school population explosion (to borrow a word from the demographers), the job of finding teachers is something of an Operation Bootstrap. If, in the same period (as has clearly been the case in South Australia), there has been intensive industrial and commercial development, with a high degree of competition for boys and girls from the secondary schools, the task of finding people to train for teaching is made doubly difficult.

Facts of this kind should be given due weight in any discussion of the matters critically mentioned in paragraph 2 of the article: bonds, emergency courses, six-month courses and the (alleged) fact that no attempt has been made to lengthen training courses.

Bonds were not brought in to meet the present, nor any earlier, emergency. They go back to 1876. It is too readily overlooked that the agreement is far from one-sided. Its cash value, striking an average for fees, books, living, travel and boarding allowances, would be more than £400 per annum per student, and would range from about £330 to £550 and more. I mention as fact, and not as inducement, that a woman graduate taking a one-year course of training receives £540 per annum and a man, £630. The value of fees, book and travel allowances could amount to a few to several more tens of pounds. No student is compelled to sign the agreement, but whoever does is expected to abide by its terms.

I do not know what the writer meant by saying "No attempt was made to institute longer courses at the same time as six-month courses were proceeding". Six-month courses ended in December, 1920. After World War II there were, indeed, courses shorter than six months. There were only two or three of these very short "special" courses, and it is several years since the minimum length of course was made one year. This is too short, and several attempts have been made to get rid of the one-year courses. One has gone. It is likely that the remaining three, each with a present annual intake of 40-50, will end in 1962.

It does not seem likely that the writer, in stating that "No attempt was made to institute longer courses", was referring to a period which ended in December, 1920.

If he had in mind a more recent period, say, the last ten or fifteen years, he is incorrect. Four courses have been lengthened in that period (two more if the courses for the training of older, mostly married, women for infant or primary teaching are to be included); a third year has been made available to students who have done well in the two-year infant and primary courses, and who wish to take further University studies.

Equally unfortunate statements are made in paragraph three, where the Department is charged with opposing Honours courses, and with restricting enrolments for Honours, at first openly and then "subterraneously by pressure and the devious regulation".

The policy of the Education Department has been, and is, to encourage students acceptable to the University to take Honours courses—under certain conditions. One is that the student has only four years in College (though a few students continue Honours work in some subjects after leaving the College). A second is that the field of study shall be related to the needs of the schools. The word "needs" lends itself to different interpretations. Do the schools "need" any teachers at all with Honours in English, foreign language, history, geography, mathematics and the sciences? The Department says, yes. In Chinese? No. In mechanical engineering? No. In subjects at present taken only by a small number of secondary school students, and for which there now may be more than enough well-qualified teachers? No. To say that more secondary school pupils should take subject A or subject B, or that they should take A and B instead of C and D is not at this point relevant. Pressure to increase the number of Honours students in such subjects amounts to an attempt to force the issue by training more teachers in a given subject than are needed in the present practical situation, or are likely to be needed in the near future.

No attempt is made to tell students what particular Honours courses they should aim for, other than that they should be related, in the way set out above, to the needs of the schools. No attempt has been made to prevent students from taking Honours in subjects related to the needs of the schools.

The third condition is that students taking Honours shall not neglect the subjects which prepare them for teaching. I shall hardly do more than state, and reject, the notion that so long as men and women are full of their subject they will make good teachers. It is a hard-dying heresy, and demonstrably absurd—not only in secondary schools. (Those who persist in dying hard should look at the extracts from Professor Connell's report on Geelong Grammar, as printed in a fairly recent issue of "Nation".)

A few Honours students find it difficult to comply with this third condition. A quite small few try to evade it. The odd one now and then is simply taking the Department for a ride—as would other odd ones, who, if they were free to choose any Honours course open to them, in the University, would use their College courses quite unscrupulously. I shall say at once that some very fine young men have resigned from the College as a consequence of doing well in Honours courses. From one point of view I regret their loss to the schools. Where they have entered the College intending to teach and have given due time and thought to their professional studies, yet discover in fields of advanced study an opportunity for the best exercise of developing powers, one does not regret for long, if at all.

Only D course students can normally have the opportunity to graduate. In their four years they aim at an Arts or Science degree plus their professional training.



At the end of 1960 there were 89 outgoing students who had completed four years in the D course.

Graduates 47, one subject short 7, A.U.A. 14.

Included in the 47 were 15 students who graduated with honours, 7 in arts, 8 in science; 4 with first class honours and 10 with second class honours. The number of different Honours courses was 8.

Nearly one-third of those who graduated did so with Honours. One in six of the total of outgoing D course students graduated with Honours. (The total of 89 fourth year students is less by a handful than the total 94, in the first year of that group. This would lower the ratios of 1:3 and 1:6, but not by much. I should like to add that some of the folk who fell by the academic wayside could

not be blamed for want of trying, and will undoubtedly make sound teachers.

Fifteen Honours graduates in eight different fields, from 89 or so students is no bad record, especially when it is remembered that Teachers College Honours students are required to complete, by the end of their third year, the professional training usually completed in the fourth year.

Finally, I should like to assure the readers of "Levels of Iniquity", and particularly its writer, that, unless some or all of the three conditions set out above may justly be regarded as obstacles, any obstacles which could prevent Teachers College D course students from taking Honours courses in their four years will not be set up by the Department, nor by the College.

## 2. My biscuit

by a High School Teacher

It is a pity the Education Department does not concern itself more with the teachers it has got, and less with those it hopes to have. A trainee teacher is not a teacher; it is officially hoped he will be. But the teaching problem is not one of lack of trainees entering the Colleges, but one of too many trained teachers leaving the service.

There is no guarantee that a teacher will be allowed to teach his own strong subjects. A graduate with Honours in English is likely to teach as much science or Latin or social studies as English. A graduate with Honours in history can be assured of a heavy load in English. At my school, teachers are teaching Latin who hate it, while there are others who love to teach it, but cannot, because they have done Biology or History I, and are therefore tabbed as "general science teachers" and "social studies teachers" respectively. You are sacrificed to the smooth running of an institution, the school, and you are even regarded as immoral if you strive to have things changed, so that you may mould the institution a little, rather than have it crush you into an unwelcome shape. It is a pity that people's lives (and teaching is not just a job, but a way of life) can be dealt with so impersonally, soaked up by the huge sponge that is The System.

Inspectors come in once a year for one lesson, listen for a while, later confer with a headmaster and senior master who may or may not like you, and allot a "skill mark" on that basis. The "skill mark" is farcical, but it means money and promotion. It is well known that you have to crawl to certain inspectors in order to be "looked after", and there are very few who are prepared to treat such individuals as they should be, egotistical fools, who, after promotion by senile decay, want to show the young teachers just how good a real teacher is. It is not an enjoyable experience to discover that a spineless fellow who is regarded by his fellow-teachers as a corrupter of classes because of inability to control or teach a class effectively is rewarded with a higher "skill mark" than yourself by an inspector who obviously does not like you because you refuse to crawl.

Many young teachers resign because they should never have contracted to become teachers in the first place. As young as fourteen and fifteen we are lambasted with speeches by important-looking persons who quote a lot of figures which make it sound ridiculous not to sign on the dotted line. Should a fifteen-year-old be allowed to sell his soul to the devil, even if for only eight or nine years altogether? The devil may be an angel, or it may not—but should a fifteen-year-old be expected to make a judgment on the issue, and bond himself as a consequence? When we realize what we were really doing when we first signed, and compare what we were offered with what is available, is it any wonder we serve our time if we cannot afford to refund the bond, and then resign?

We are offered unparalleled facilities for education at tertiary level. I know of one brilliant schoolboy who left Teachers College because the authorities refused to allow him to take Honours in science. What opportunities are these?

We are offered fair treatment by wise departmental officers who were once teachers—came up through the ranks as it were. Will not every soldier tell you that for

every one good officer "from the ranks" there are nine who do not know how to bear their authority lightly while still using it effectively for their men's benefit? I know personally two lads who when they entered the service were told that all they required was the Leaving, or four subjects and an English Q. Very true; but these same students have since been compelled to try to pass Leaving English every year of their College course (result: a failure each per year) and now that they are teaching they discover that their wages are £150 per annum less than their contemporaries because they do not possess a pass in Leaving English.

Are we dealing with honest men or government tricksters?

When Education Week was held recently a friend of mine tried to criticize the Government for obviously making political capital by glossing over the unsatisfactory state of our schools by quoting impressive figures and holding equally impressive meetings with a "vote for us" theme. He was reprimanded and told that no true supporter of education would speak in such a way; he was defined out of existence, another embittered teacher, though one with many years of service and experience. How is it that men can be so treated?

If you complain because you have to teach dull classes all the time, you are told that when you become a Senior Master you will teach bright classes at least most of the time, so what the hell, it's all part of the hurdy-gurdy. When you persist, and point to a teacher who has been teaching dull classes all the time for fifteen years and is still not out of the rut, you are told that he has not got the required ten subjects (or degree) for qualification as a Senior Master. But when the luckless fellow left College, he was paid exactly the same as those young teachers with degrees; he discovers his fatal disease too late to get treatment (in this case another job where he would have had a reasonable chance of promotion). Anyway, if a degree is so important, why does a College graduate with a degree not receive more pay than the graduate without? Another tribute to the dexterity of the official high jugglers (I almost said jugglers—the pen slipped).

Why didn't official speakers at Education Week functions at schools tell the parents present that classes are hopelessly overcrowded? Classes of fifty, or nearly fifty, are not a rarity, as any teacher can tell you—but such matters are not for public consumption. Parents could have been told that children are forced to pick up filthy litter in their bare hands because nobody has ever applied himself to solving the refuse problem. We are not, say the august educators, concerned with schools and how they are run, with children and what happens to them in school, with teachers and how they are treated, but with education, yes, education, which is defined as quoting false figures, or giving a false slant to true figures, in order to convince people that a magnificent job is being done, by us, in this State. Vote for us. Hurrah for Education Week and speeches and pamphlets with handsome photos of dignitaries on them, and afternoon tea. Hurrah for all these wonderful things. Vote for us. Another biscuit, madam? A wonderful idea, Education Week; lulls, I mean, informs the people of . . . what, you vote Labour? Well, I say, give me my biscuit back!

## "LEVELS OF INIQUITY"

the front-page article in our last edition, has aroused a little controversy, which we publish on these centre-pages.

1. Dr. H. H. Penny takes us to task for distortion and omission of facts.
2. A High School Teacher outlines his view of the facts.
3. We reply to Dr. Penny.
4. Mr. R. J. Blandy accuses us of sophistry and illusion.
5. We reply to Mr. Blandy.

# WHAT RECORD OF ACHIEVEMENT?

3.

Dr. Penny, unlike the author of the article he is examining, has nothing, not even forceful things to say about Education Week, the subject and whole point of the original article. The community's complacency, the lack of any statement anywhere that all was not as it should be—this was what provoked indignation, rather than the facts of the situation. Dr. Penny would seem, like many others, to be oblivious of this.

Gratifyingly, he has devoted many words to explaining the population boom and how "heavy" the corresponding strain on teachers was; but still not a word of its very real, very painful effects on the size of the classes and the plight of children herded in buildings whose aesthetic ugliness is a minor matter. And how plainly silly is his charge of lack of moderation.

"Bonds were very simple, unsound, but necessary contrivances. . . . What more reasonable? Where is the exaggeration here? It is not suggested that bonds were "introduced" to meet this crisis. They were used to the exclusion of almost everything else, and by special invitation State schools listened to recruiting squads specially picked to sign youngsters of 15, 16 and 17 into binding contracts, even into contracts binding them at the age of 21 for three years. So bonds were introduced in 1876? Circumstances have changed in the past 85 years.

Where the Honours courses are concerned, is it not true that one student with a brilliant academic record at High School was told in his first year at the Teachers College that he would not be allowed to do a Science Honours course and has therefore resigned? Of Dr. Penny's science graduates from 1960, is it not true that at least eight have resigned already? Is it not true that a student who fails once while doing an Honours course, even in a subject entirely unrelated to his Honours, is thereby debarred from proceeding in his Honours school? Is a demand for three teaching subjects to second-year level a reasonable request? Is it reasonable to refuse permission to attend a specially arranged Honours seminar

because it clashes with one period of a Teachers College subject? Can Dr. Penny truthfully say that at the time the writer was discussing, three or four years ago, Honours courses were not heavily frowned on by the Education Dept.? Even the writer stated that they are no longer openly opposed.

But look at the contempt with which Honours students regard the College they are contracted to. Anyone who knows such students knows this contempt exists. Those who can get out do so. Those who can't stay in the service and are told to teach subjects they have never studied and when they protest are informed that "one lesson ahead of the class is sufficient knowledge". This happens. And not because we have too many specialists in the teaching profession.

Let's face it. The Teachers College is a very little-glorified high school run on school principles by schoolteachers who had done better to stick to teaching children. So some brilliant people cannot teach their subject very well? What do we do? Make them good teachers by making them do other academic subjects?

How wrong it is, coldly, to say that pressures against Honours do not exist because, behold, students fight for their rights. "Subterraneanly by pressure." When able to, they leave.

As for emergency courses; in the face of a matter of such import, how cheap to make sallyies about 1920. What was said was that emergency 12-month courses open to those with the same qualifications as those doing 6-month courses, were not undertaken at the same time as the 6-month courses were floated. The historical excursion is often the sign of a mental vacation of sense.

Finally, the original article was about Education Week and the complete lack of factual relation between it and the system of education it so unstintingly lauded. Dr. Penny would have done better to submit his article to the "News" or "The Advertiser"—it shares with them a deep satisfaction with our present education of children.

5.

Mr. Blandy's letter should be compared with the letter, on another subject and on another page, from Mr. R. J. Rechner. Both our correspondents are engaged in the study of Economics, and both their letters display a remarkable pedantry and a remarkable confusion about the status of "ought" propositions in rational argument.

Both writers decline to comment on the gist of any important argument. They prefer to take its formulation paragraph by paragraph. When, as normally happens, they discover that each isolated paragraph cannot stand uncontroversially by itself, they urgently announce that it has no value at all. What never occurs to them is that useful commentaries on large and complex phenomena, such as societies or universities or educational systems, can only be made by appeal to many factors whose significance for the commentary can best be judged by considering them in relation one to another.

Or do these correspondents believe that no useful commentary can ever be made unless it is strictly in terms of quantity, purified of all reference to quality or value? Messrs. Blandy and Rechner both admit to having their own "sets of values". Everything that corresponds to these private "value-judgments" of theirs so often, somehow, achieves (surreptitiously) the status of being "certain" or "very commonly agreed". All other values (such as those they associate with "On Dit") they describe as "waffly" or pillory as pseudo-"universal". The undoubted fact that value judgments are "subjects of considerable controversy centring frequently (yes!) on ends/means relationships" is produced, fantastically, as a reason for not asserting, or conducting a sane argument about, such judgments—except, of course, when the particular judgment concerned happens to emanate from Mr. Blandy or Mr. Rechner, in which case it can be asserted, but is not open to rational dispute.

"On Dit" does not claim to have discovered "a set of universal values". But anybody of reasonable intelligence and good-

will could discover in our editorial a number of statements of "what education should and can be". *Inter alia*, we mentioned the need for leisurely development of the pupil, the need to allow scope for inspiration and eccentricity even at the price of some efficiency, the need for adequate libraries and other means of study, and the need for relaxed accommodation and small classes. It was on this articulated basis that we judged South Australian education woefully deficient. Now Mr. Blandy agrees with our final judgment; but not only does he refuse to perceive the basis for our judgment, but he also rejects even the possibility of our (and his) judgment having any rational basis. He capitulates at the first sign of controversy, and from the dust abuses us for daring to take up arms against the opponent.

Mr. Blandy's pedantry about quantity rivals, in absurdity, his paradoxical faint-heartedness about quality and value. There are well over 300 primary classes of more than 50 pupils, and an unspecified number of such classes in secondary schools. Mr. Blandy says that these classes must not be described as "countless". To Mr. Blandy's discriminating taste for figures the phrase that commends itself is "scarcely more numerous than hen's teeth". The reader (if any there be, by this time) can judge for himself who is using the language with more care. A more relevant issue, going to the substance of the problem rather than to questions of formulae, is whether or not the existence of these classes (and of the many, many hundreds of classes of more than 40), with the scores of thousands of pupils involved, should be the subject of indignation on our part and action (rather than cant) on the Government's.

And what, Mr. Blandy, was the "waffly standard" by which you adjudged the existence of those classes "deplorable"?

Mr. Blandy's talk about "annual 'wastage'" is an essay in how to lie with statistics. Three per cent. does sound so insignificant, doesn't it? But what does 3 per cent. annually mean in a profession in which the normal working life should be more than thirty years? It means that, in a decade, nearly 2,000 teachers from a workforce of 6,000, will walk out of the service for reasons other than sickness, old age, marriage or pregnancy. Perhaps, Mr. Blandy, there really is some "aversion to the Education Department and its ways". Certainly, your figures neither prove nor disprove that assertion (though we like to think that they give us a little support)—but will you challenge our judgment that the Education Department is a "lumbering, hostile bureaucracy"? Why introduce and attribute to us the misspelt phrase "bureaucratic oppression"? Isn't it a mere man of straw, set up by you simply in order to be knocked down?

Are asides about "female penchants" appropriate to a discussion of our indictment? Is not Mr. Blandy's attitude throughout, like that of the Government, essentially frivolous and irresponsible? Let there be no eye to the future, so long as a little easy rhetoric can keep the critics at bay—somehow we'll struggle through, special pleas and all. No matter that the personality of thousands of pupils and teachers is insulted and cheapened, so long as the percentages look harmless.

Mr. Blandy's perception of how values affect life is apparently so atrophied that he thinks the "moral dubiousness" of the Government's recruiting drive is quite independent of the ultimate success of that drive. (We can leave on one side the embarrassing admiration Mr. Blandy plainly has for success as success, however attained.) Can he really be unaware of the manifest truth that a student-teacher, who wakes up to the fact that he was conned into contracting his life away, is more than likely to be a demoralised teacher who will walk out if he can and become cynical and embittered if he cannot?

How disillusioned Mr. Blandy will be when he discovers that the Australian Universities Commission has indulged, even more freely than "On Dit", in the "utter bunk" of estimating the cost of producing a graduate. To be more precise, "On Dit" is prepared to accept the Commission's estimate that Mr. Blandy has probably cost about £428 to produce. But "On Dit" does not, and never did, claim that anyone would try to estimate the "social returns involved" in the production of Mr. Blandy.

## 4. Dull glints and false gems

The latest bulletin of the godly triumvirate running *On Dit* has cast before us mortal swine some glittering pearls on South Australian education. The alternative casket offered by the Education Week Circus, which could merely manage a dull glint at best, looked almost tawdry by comparison. By chance a pearl-valuer of some distinction, "The Facts", dropped in as I was savouring the gleaming *On Dit* collection. He pronounced that cunningly concealed amongst the genuine Timor Sea article were many originating from the fertile Mt. Lofty *On Dit* factory itself, an establishment well-known to him for its ability in creating false gems even more splendid than the real thing. To prospective pearl-purchasers he indicated the following selection which may be thrown in the ash-can.

It was a shock to find (in the *Teachers' Journal*, March, 1960) that classes of 50 and 60 children which were claimed "countless" are scarcely more numerous than hen's teeth. Only 12 per cent. of Primary classes are greater than 50 and a minuscule proportion of secondary schools. That these classes should exist at all is deplorable, but why make them "countless"?

With regard to "bureaucratic oppression" it should be noted that the annual "wastage" from all causes other than marriage, pregnancy and old age and invalid retirement is a mere 3 per cent. That wonderful female penchant to become espoused and with family is a disease which I doubt plays a major part in spreading. Those retiring have almost been "dead a few years" before they can bear to end their love affair with teaching—long after the optimal retiring age. For the rest, low salary, appalling living conditions, unsuitability, and change of interest are by far the most important factors. Perhaps the "bureaucratic oppression" of which *On Dit* squeaks can be lived with after all.

It is alleged that "not only recruitment was shortsighted". Why? Because of six month courses and bonds. Certainly. But it is implied that recruitment to longer courses has also been shortsighted and that not enough of these recruits have been obtained. The fact of the short courses makes this a truism. Why have there been insufficient recruits to longer term courses? *On Dit* does not answer this. The truth is that the population structure of the 1950's made almost

by

R. J. Blandy

certain that a shortage of recruits would exist since the population resulting from the small depression batch of births was quite inadequate as a source of teachers for the spate of children born 10, 15, 20 years after them. To attract more of the community's most talented into teaching would have been to rob the already starved non-teaching sector of the community.

In fact, there has been quite incredible response to the Department's recruiting drive, and other areas of endeavour have faced acute shortages of skilled personnel. Even if recruitment was by some waffly standard shortsighted it was certainly not unsuccessful. Between 1950 and 1959, Freshers entering Teachers' Colleges for courses of two years or more as a proportion of new University enrolments rose from 14.4 per cent. to 35.6 per cent. On top of this nearly one quarter of new University enrolments were by Teachers' College students in 1959. The methods by which this huge switch of freshmen was achieved are morally dubious—"speaking to the children" i.e., something akin to indoctrination—but no one can deny that the methods were brilliantly successful.

The reasons for the discrepancy between the pupil/teacher ratio and various class sizes do not lie in the alleged fraudulent inclusion of inspectors, administrators and officers. None of these people are included. The discrepancy arises from the "periods off" which teachers have every week, the large but decreasing number of small country schools and the proportion of craft teachers (who have smaller classes than "academic" teachers). Any fraud that arises is in *On Dit* being led to believe that the pupil/teacher ratio is intended to measure class size—not even the Department says this.

*On Dit* implies that some process of matching costs against future returns takes place in the production of a graduate. Since the social returns involved in graduate production are quite unknown we can dismiss this as utter bunk.

Finally, that education should not be what this State has suffered in the last 10 years is very commonly agreed. "What education should and can be" are both subjects of considerable controversy centring frequently on ends/means relationships. I, for one, do not know what education should and can be; and my own set of values would undoubtedly differ from many other people's, particularly *On Dit's*. If *On Dit* has discovered some universal set of values which we "must not be allowed to forget" I hope they will be published so they can be added with *On Dit* to the W.P.B.

## QUADRANT

for University Students

A new half-rate subscription to *Quadrant*, the Australian Quarterly Review, has been introduced for Australian University Students. It is 10s. per year, post paid.

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## Epilogue

Dear Mr. Campbell,

Please let me take this earliest opportunity of offering you my grateful thanks for such splendid co-operation which contributed in large measure to the success of Education Week.

Yours sincerely,

Baden Pattinson

by Cheong Choong Kong

Sirs,

Next time Des Cooper has a spasm of nervous energy that erupts in such nonsense as "Wasted Resources" (*On Dit* 5-5-61), your two members with some claim to emotional stability would do well to take him in hand—buy him a mild sedative and some hot nourishing broth, in the interests of objective journalism.

The heading "Wasted Resources" is unrelated to the body of the article, since a necessary step in the establishment of waste is to consider the alternative uses of resources, which D.W.C. has not attempted to do. This is more than an academic piece of one-up-manship—certainly there is a value judgment of some magnitude involved in preferring a few more stained glass windows, a bigger Prosh, or a Miss Second Year contest to the faculty magazines.

The first sentence illustrates the mental orgasm undergone in a desperate bid to produce copy:

"I know little or nothing of the A.U.S.A. magazine except that it should not exist."

A few rapid value judgments ("The University at the moment supports far too many magazines") and generalizations ("the most superfluous of these are the faculty magazines") make up the first three paragraphs, which end with a magnificent insight into student life which is, unfortunately, not connected with the rest of the article.

The middle part of the article is worth reading, and factual arguments are presented. The last three paragraphs are nothing more than flagwaving for A.U.M., which is defensible, but not in this context. The "clear-cut objective" of encouraging "members of other faculties to become members of the Science Association" is a half-baked policy recommendation, only one of a number of alternatives to dissolve "student apathy", and probably not the best.

Yours,  
R. J. RECHNER

## Fertilizing

Sirs,

I once read in an evangelical publication sold in this university a Statement of J. Gresham Machen, a distinguished American Fundamentalist of an earlier generation. What he said must have been rather startling to some of his co-religionists who were becoming rather resigned to the idea that the faithful few would forever be reduced to merely barricading, rather than defending, themselves against the Darwinian Sodomites beating at the door. (A sure sign that the last days, with their promise of near deliverance for them, followed by death and destruction for these wicked, were actually passing.)

I quote Machen's climaxing appeal:

"You are called upon to out-think, to out-live, and to out-die the enemies of the Gospel of Jesus Christ in order that God might be vindicated in His condescending grace when He called you to be His child."

Such a statement might have either of two effects. It might

1. be taken to heart, and followed out in evangelical practice, or

2. it might be used to boost evangelical morale along with those massive commentarial and concordant tomes which contain that solid body of "sound evangelical scholarship" and "great learning" of which we so often read, in lesser works documenting the elsewhere undocumented lives of those champions of the evangelical tradition who compiled the tomes.

One might conceivably find immense satisfaction in that the Scholarship was *THERE*, as it were, without really ever bothering to read it. One might conceivably cherish the simplicity of his childlike faith while at the same time congratulating himself that "WE'VE got Scholarship to back us up" (which distinguishes us from those obscure artists whom the critic so rightly despised). It might never occur to one to raise again questions which (so one is told), Calvin laid to rest quite satisfactorily in the sixteenth century. And one might never bother to question either the relevance to life as it is lived, or the soundness of argument, of a volume in which the inspiration and authority of the Bible is proved by establishing, after a close examination of the Greek and Hebrew texts, that the book definitely makes certain claims in this direction. (It is, admittedly, difficult to see how Warfield could be wrong what with one writer of a copious introduction to his works describing him as "a foe of irrationalism in all its forms" and another remarking that "It is quite amazing to note the way in which this massive theologian is persistently ignored and seems to be unknown. A 'conspiracy of silence' is perhaps the only weapon with which to deal with such a protagonist.")

I did something else after reading Machen. I tried to out-think the evangelicals. I wrote an article which was printed in *On Dit* three editions ago, and which, I rather imagined, made a certain English evangelical writer's reasoning appear somewhat crazy and mixed up.

I did not go out of my way to confront evangelical opinion of this effort, with the result that I encountered it in the form of but one evangelical (though I did hear that some faint and rapidly expiring manifestations of disagreement and/or incomprehension were wandering around half-heartedly looking for me, as it were).

As regards the one fertilizing impact of ovum and Spermatozoon (as it were), this resulted in the bringing forth on a refractory table of a suggestion that I should procure a certain four-volume defence of the faith (now out of print), of which my friend knew two copies to exist in South Australia. Obviously, he said, thinking such as mine was not to be catered for out of "a cheap book for Christians".

There has, of course, been no written reply to my article and, in the light of this remark of my friends, one can appreciate that the problems of condensation for *On Dit* might be prohibitive of such.

Yours,  
COLIN V. SMITH.

## Not-knowing

Sirs,

May I be allowed to ask Mr. Allan Dawson, or whoever feels himself to be in a position to help me, for a satisfying definition of the term "agnosticism"?

One reliable dictionary defines an agnostic as "one who holds that nothing is known, or likely to be known, of the existence of God, or of anything beyond material phenomena." This does not square with my experience however. I have recently come into contact with a "practising" agnostic, a "militant" agnostic, a student who "preaches the gospel" of agnosticism (curious "good news"), and now Mr. Dawson, in "On Dit", links agnosticism with religion and suggests that it could be "more satisfying" than Christianity.

What is it, please, that these people are all so fervent about? Not-knowing? The elevation of agnosticism to the position of a religion leads one to suppose that its acceptance fulfils the same purpose as that of other religions—i.e., "psychological comfort" (as suggested by Mr. Dawson). Could someone outline the nature of this comfort for me? I can imagine two possible explanations of this comfort—firstly, the satisfaction of coming to a halt in this age of restless quest after the basis of things, and secondly, that one's rejection of God (or perhaps one's particular image of God) produces an exciting fervour similar to that which accompanies acceptance—but I would be grateful for the suggestion of any others.

Incidentally, I am not concerned with those agnostics who keep their views to themselves unless asked (the thing to do, I should have thought, when one doesn't know), or with those who are so simply because they have never thought about the matter, but I would like the view of those who apparently find some dynamic in agnosticism. I find it hard to know where this dynamic comes from if agnosticism is no more than the dictionary says it is.

Moreover, the question of agnosticism is further complicated by its having given place in the best circles to positivism. Can agnostics explain their loyalty to the older contention? The desire of the positivists to think clearly and meaningfully seems a reasonable aim—may we look forward to the formation of a Positivist Society in our university, not too long after the avant-garde have gone off again in search of pastures new?

Yours,  
IAN D. BLACK.

## My theory

Sirs,

The lack of practical knowledge among members of the Arts Faculty is causing me considerable concern. I suggest therefore, that all Arts students enrol for a First Aid Course, sine mora.

Yours,  
MAUD PARNELL.

## For Art's sake

Sirs,

Does no one realize that Art and its appreciation is being totally ignored in this University? The Art Group, dropped some years ago through lack of interest and enthusiasm, has left nothing in its place. This is outrageous, that six thousand students should care so little about art, they can allow the University to segregate itself completely from artists, exhibitions or even attendance at outside art gatherings.

At Queensland University, a competition is held each year. Students contribute paintings and photos which are judged and prizes awarded. Why not something comparable at Adelaide? If the University clubs are meant to provide students with interests and aid in their general education, then this deplorable state of affairs cannot be allowed to continue. Art must be represented, too.

Yours,  
E. R. SCHNEIDER.

In the last few decades, South-East Asia in the minds of the Australian has changed from a gruesome picture of uninteresting, impoverished masses, to a happy one of young nations with a fascinating variety of cultures and customs. Realizing this, the Colombo Plan Students' Association of South Australia is organising a "Travel-to-Asia" scheme for six Australian students of the University of Adelaide who are keen on knowing more about South-East Asia. The selected students will have arranged for them a worthwhile programme and accommodation with Asian families. Basic expenses are the responsibility of applicants and are for travel only. These are estimated to be about A£200. The necessary qualification for applicants is a sincere interest in the people of South-East Asia.

Given below are a report of the last tour, and instructions for those interested.

Sponsors: The Colombo Plan Students' Association of South Australia.

Aims: (1) To express our appreciation of the hospitality shown us in Australia; (2) To enable some Australians to have a better understanding of South-East Asia.

The scheme was never meant to benefit students with touristic intentions. It was open only to those who were sincerely interested in knowing more about the way the Asian thinks and lives. Neither was the trip intended to be an official one. Informality was the keyword in our planning.

Countries Visited: Singapore, the Federation of Malaya, Thailand and Sarawak.

Duration of Trip: Four weeks in Malaya, two weeks in Thailand, one week each in Singapore and Sarawak.

Cost:	
Return fare Adelaide-Singapore by train and boat .....	A.£ 150
Internal fares, Malaya-Thailand .....	20
Incidentals .....	10
Total .....	£ 180

The Sarawak Youth Council paid the travel fares to and from Kuching.

Transport in the Countries: This was by trains, buses or hired taxis. Quite frequently graduates of Australian universities and Asian students in Australia who were home on vacation offered the services of their cars. The Thai government provided a free means of transport—a chauffeured van—for travel within Thailand.

Accommodation: Except in Thailand, the Australian students were accommodated in private homes. This was an invaluable experience for them. From it, they gained a deeper insight into the ways and customs

of the South-East Asian people. Many of their hosts had children who were studying or had studied in Australia, and were only too happy to be able to do something to show their gratitude. All our Australian friends were very impressed by the hospitality that they received everywhere.

In Bangkok the students stayed in the Youth Hostel. This enabled them to meet many young people, most of whom were attending universities.

Activities: These included—

(1) Interviews with Tun Lim Yew Hock (the then Prime Minister of Singapore), Tengku Abdul Rahman (Prime Minister of Malaya), education ministers in Malaya and Thailand, and Australian Commissioners and Ambassadors.

(2) Meetings with student bodies representing universities, teachers' training colleges and technical institutions.

(3) Visits to schools and institutions engaged in research work in geology, mining, fish culture, agriculture and veterinary science.

(4) Tours of rubber and tea plantations, tin mines, famous Chinese vegetable gardens and a typical family business manufacturing biscuits.

(5) Excursions to the usual tourist attractions like temples, mosques, pagodas, a Sultan's palace in Kuala Kangsar, beaches and aboriginal settlements.

Our Australian guests had so many invitations to dinners and lunch from families of students in Australia that they had to decline many of them. On several occasions they addressed such organizations as the Rotary and Jaycees.

Quotation from Report Submitted by the Six Australians who went to S.E. Asia under the Scheme:

"... we would wish to draw attention to the value of encouraging the continuation of tours similar to the one just completed. As well as the educational value involved as more of the West comes to know the East and its customs, there is the goodwill and friendly relationship to be gained. The people there are willing to entertain us and we are grateful for such hospitality. We only wish more Australians could experience it."


With slight modifications, we shall follow what was done in the last tour. If time permits, we shall extend the tour to North Borneo and Indonesia as well.

All those who are interested should write to:

Khoo Phon Sai,  
Secretary,  
Colombo Plan Students' Assoc.,  
147 Marion Road,  
Richmond, S.A.  
or telephone Cheong Choong Kong at 37 1158, before the 30th of June.


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# THE ATHLETES MAKE A CASE

# Basketball

In a previous article it was revealed that the Government had cut a grant of £25,000 down to £13,000 and this had prevented the University Sports Association from being able to afford the preparation of an Olympic Standard, top quality, cinders track. Since then, many voices have been raised in protest at this drastic cut and many have clamoured for some means or other to enable the difference to be made up. We are now conscious of certain keen interest from graduates and other athletically-minded bodies, outside, and inside the 'Varsity, to the extent that we may yet receive some £8,000—IF IT IS CONSIDERED WORTHWHILE! While it is abundantly clear to any University athlete that a cinders track is of paramount importance, it may be necessary to put forward clearly the reasons why, and so dispel any prejudiced, ignorant, or disinterested ideas.

## (1) SOMEWHERE TO TRAIN

When one considers that we are now in the year 1961, that there are some 6,000 young men and women involved in University life, and that the throb of the pulse of progress can be felt to be ever increasing, surely it is not too outspoken to suggest that there should be an athletics ground where we can train our bodies unmolested by lethal cricket balls, filthy footballs and just about anything else you care to name. This is what has been occurring during the past years when attempting to train on the 'Varsity Oval.

The other alternative of training on the Grads. oval involves running on a track of varying consistency ranging from soft turf in one part to night concrete in the other, and turning right-angle corners whilst traversing one-circuit which is sure to be 440 yard ± 40 yards (usually minus) in length.

The advantages of our own track are quite obvious, and would permit a higher

standard, more concentrated and more accurate and enthusiastic training programme.

## (2) WHY CINDERS?

### (a) NOT AFFECTED BY RAIN.

The 1961 University Sports Day was held at the University Oval on April 15. This was a grass track, and presumably little different from the track which will be laid in Park 9 unless something is done, and SOON. There had been a considerable fall of rain preceding the Day and the following observations were made by all present:

- (1) Any race including 440 laps, e.g. 440, 440 hurdles, 880, 1 mile and 3 miles, involved running 3 lanes wide down the front straight.
- (2) Any hurdles event involved risk of misjudging a jump due to sloppiness and slipperiness of the track.
- (3) Any event involved risk of pulling muscles, falling and sprigging because of mud patches all over oval.

As the 'Varsity boasts of their fine oval, this would be the type of track which would be laid down in Park 9 unless we get a cinders track. A cinders track is so made that rain, etc., would have little effect whatever on the surface consistency and speed of the track, enabling high standards to be maintained and preventing risk of injury. We need a track which is NOT dependent upon the weather.

### (b) EASY TO MARK OUT.

The curator of the 'Varsity grounds had to mark out the track four times in one week in preparation for both the College Sports and the 'Varsity Sports, taking approximately one full day each time.

A cinders track both retains its markings and also is easier by far to mark, thus saving considerable time for the grounds-men.

### (c) FASTER SURFACE.

At a University where one is given the latest and best instruction in intellectual and spiritual matters, surely, just to be con-

sistent, it should provide the best possible facilities, for the training of one's body. In the 'Varsity there are such athletes as J. Daly, I. Wheeler, M. Kemp, G. Boase, J. Demott, P. Griffen, A. Lewis and so on as well as women's athletes, all of whom are or have been State title and/or record holders in their various events. Such an array of talent warrants the best possible track to enable athletes to reach Australian or Olympic standard, as occurs, e.g., in Melbourne 'Varsity.

### (d) LITTLE CARE.

Compared with the amount of time spent in preparing, cutting, fertilising, rolling, watering, etc., a grass track, once a cinders is laid down properly, little care is necessary to maintain it.

### (e) LEGAL.

There is NO properly laid down track in the entire State of S.A.—and on many occasions State records have been disallowed because of a short track, a sloping track, etc. Here is an opportunity to give not only the 'Varsity, but the State of S.A. the finest possible track.

## (3) TEAM SPIRIT

Obviously team spirit becomes thwarted under the present training circumstances and to have our own cinders track would be a tremendous boost to the morale and enthusiasm of potential and present athletes.

## INTER VARSITY, 1962

For the first time for six years, the Inter Varsity Athletics competitions will be held in Adelaide during the coming year—1962.

Obviously a cinders track would offer the ideal rendezvous for competition and would help considerably to the smooth functioning on high standards of such a function.

If we don't have this track this Inter Varsity could cause considerable difficulty in even procuring a track to run on.

# SOME SPORTS TABLED

## Football

## Golf

## Soccer

For the first time since 1956 Adelaide has brought home the Intersarsity Football Cup.

A strong team went to Brisbane and their defeat of Melbourne was convincing. In previous years inavailability or injury to ruckmen and forwards has weakened the side, but this year great strength in these departments contributed much to the victory, and together with a very stable back-line, a very even team took the field.

Adelaide was fortunate with the draw, playing matches on Monday, Tuesday and Friday of last week.

The first two matches proved to be very easy and Adelaide defeated Canberra (25.20 to 4.6) and Tasmania (29.12 to 4.1). In the first of these Oaten kicked 8 goals and in the second Morton kicked 11.

The final against Melbourne was a fine example of how 18 players should work as a team and in fact every player produced top form for the big game. The score was 10.16 to 8.10.

Goalkickers: Hooper 5, Morton, Clarkson 2 each, Laslett.

Best Players: Hill, Hooper, G. Seppelt, Sangster, Byers, Morton, Shepherd.

Doc. Clarkson, Captain of the winning side, was chosen as captain of the Combined University side. Also included were Dud. Hill, who won the trophy for best and fairest for the Carnival, Jan Hooper, Dave Shepherd, Peter Morton, John Sangster and Alan Byers.

As most players had to return quickly to Adelaide, only Peter Morton, John Sangster and Graham Seppelt stayed as members of the combined side which played the Queensland State side.

Venue: Melbourne.

Time: Middle week of May Vacation.

Result: Fourth.

The eight members of the A.U.G.C. crept into Melbourne by devious routes for this year's Intersarsity matches.

After a couple of nights of traditional Melbourne welcome, we staggered blearily onto Royal Melbourne Golf Course for our first match. New England were our hapless victims, our winning score being 7 matches to 2. Against Sydney (the title-holders) our hopes were high after winning the first 3 foursomes matches to put us 3-0 up at lunch. This was a great team effort, but the singles matches in the afternoon proved our undoing—six singles losses.

This was a great blow, as a mere couple of wins here would have assured us of a place in the final of an event that we have not won since 1947.

Thus Sydney won their way to the final against Queensland, who had had two good close wins over N.S.W. Technology and Melbourne. Sydney won this final in a most exciting manner—4 matches all and the top pair going on to the 19th.

Adelaide played Melbourne in the losers final, and, in view of the fine hospitality of our hosts, we let them coast to a comfortable 8-1 win.

There was not much good scoring from Adelaide in the Individual Championships on the Friday, but this was more than compensated for by notable achievements in the social field.

Our thanks and gratitude must go to the Melbourne "troops" for turning on one of the finest Intersarsities yet.

The Soccer club learned two things from the Inter-varsity held in Armidale. Firstly, team spirit has never been so high. We won the Chen Cup for the most sporting and popular team at the contest (our reputation as good sportsmen is very high in second division here in Adelaide, too). This team spirit and fair-mindedness is in no small way due to our coach, Mr. Luigi Bettelo. Secondly, it is painfully obvious that there are no good forwards in the Soccer club. L. Myers scored all four goals in our match against New England, but only one of these was the result of team work among the forwards. The other three goals were solo efforts. Now this is a good effort on his part, but our combined forward play is nothing like that of the other university teams. Our players are good players, not stars. This is not their fault, but they could at least stop pretending they are stars, and combine with each other a bit more. The defence is as good as any—this was obvious at Armidale—but the team breaks down in front of goal, where there is too much individualism.

Adelaide finished third out of six. This is the best we have done for some time, and shows our standard of play has improved. Admittedly we were helped by the unequal draw, which resulted in Sydney earning the wooden spoon. This is unheard of, because Sydney is invariably a finalist, and usually wins the competition. Melbourne won this year, while Queensland finished as runners-up. Results of the matches in which Adelaide played are:

Adelaide d. New England .....	4-0
N.S.W. d. Adelaide .....	1-0
Melbourne d. Adelaide .....	2-0
Adelaide drew with N.S.W. (for 3rd and 4th) .....	4-4

The defence played consistently well for Adelaide, while Nicco Kansil showed patches of real ability. Norm Thompson, an import from Birkalla Rovers, won selection at left back in the Combined Universities team which played the touring Fijian team. The Fijians won 2-1 in a close, hard-fought game, and after the match their manager said he believed the students had the greater talent and would probably have won had they played together before. Congratulations to Norm on his selection.

The standard of soccer is obviously higher, by the performance of the teams, and the competition should be really close next year in Brisbane. Adelaide has not won the competition since the inter-varsity was last held there, so we will be all out to win it. Anyway, Queensland beer is stronger than that in N.S.W.

This year the men's basketball Intersarsity was held in Tasmania's fair city of Hobart. Adelaide was represented by R. P. Mere (C), M. R. Dancis (V/C), R. R. Beattie, J. L. Bahr, J. N. Simpson, R. Pocius, R. I. Drogemuller and J. M. Lawton.

As in previous years, the matches were of a generally high standard, and this year all universities were represented. Adelaide began dynamically by annihilating W.A. in their first match, winning by 30 points. Tasmania fell the next day. That night we went to see the Tasmanian University Revue. This was a really terrific show, and only comparable with the Adelaide Revue. The following morning, in an exciting game which was perhaps the best of the Carnival, with scores level at full time, we defeated the much-fancied N.S.W. side. In a lion-hearted effort by the whole team, with Big Mike showing the way, we came through to win by nine points in the five-minute extra time period.

At this stage we looked unbeatable, with our week of extensive practice before leaving paying off. Our forwards were making use of all opportunities, and Bahr, in his first year, was working well with our tall Dancis-Pocius combination. In defence, Beattie and Mere combined well, and the ball was never long in the back court.

We lost the next match to Queensland by one point. Pocius was coming down with a cold and was out of touch, and Dancis was being effectively screened by two of their big 'uns. Finding ourselves thus countered, our play became hurried, and many opportunities were missed. At one stage we were sixteen points down. In the second half we gradually began to work as a team once again, but too late. We ran out of time, and were defeated by a point on the siren.

Determined to make amends, the next day we defeated New England, 70-40, but our hopes were only raised temporarily. Pocius, now down with a sore throat and a twisted ankle, was out for the vital match against Sydney. He flew back the same day. Sydney had not lost a match until then, and although Simpson tried hard, we missed Ron's height under the basket. We did well to hold them until half time, with Beattie going well, but we did not use Mike like we should have, and many opportunities were lost in long shots and senseless drives. They went away from us to win by 14 points.

That night was the Intersarsity dinner, which turned out to be a riotously merry affair, and an early morning was had by most.

A ragged Adelaide lost to Melbourne the next day. The result may have been different had a certain player shown up at the correct time for the match. Mike Dancis saved us from disgrace, playing a mighty game and scoring 38 points.

This year three teams were picked for the combined universities. Mike Dancis and Robin Beattie were picked for the first side, and in the match against Tasmania, Mike was best, and scored 14 points. Ron Pocius was picked (in absentia) for the second side, which was annihilated. Rein Mere and John Bahr were picked for the third side, with Mere as Captain. In a low-scoring game, this side had a narrow win, in which Rein was prominent, and scored 9 points. On the overall result, Sydney once again took the honours, with Adelaide second. Who knows? We may take it out next year.

## Athletics

The Inter-Varsity athletic contest was held at the University of Hobart on May 23rd and 25th.

A team of only four men and four women represented South Australia, as, unfortunately, several of the State's top athletes were unable to attend.

However, an enjoyable time was had by all, organisation being better than previous Inter-Varsities. The weather throughout was generally fine, although cold at nights—and the track was fairly fast, although slippery in parts, which caused a few athletes to pull muscles.

K. G. Richardson scored the only four points for S.A. with a third in the hammer throw and fifth in the discus. His 138 ft. 6 in. was his best ever and well inside blue standard.

R. Griffen, although unable to do better than fourth in heat of 220 yard hurdles and 220 yards, ran 25.4 sec. for his hurdle event and a personal best of 22.6 sec. in the 220 flat.

Peter, still a junior, could become one of Australia's top 220 yards hurdles in a few years—he is present State title and record holder.

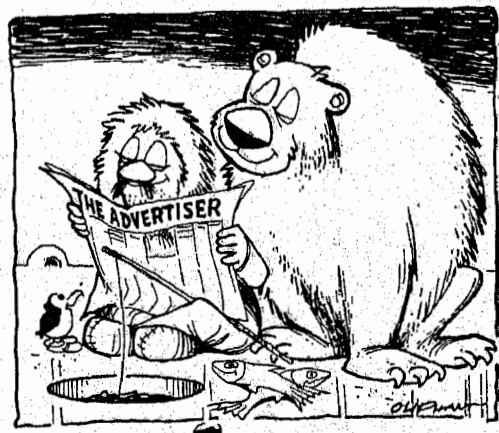
R. Wight, captain and manager, managed eighth in a field of 12 in the 3 miles run—also running a personal best time.

J. Herriot ran in the mile . . .

With our own track being prepared in Park 9, we look forward to the time when we send a first-class team to I.V.

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# OPINION

The recently built Biological Sciences Building is a fitting monument to the bungling of architects whose incompetence finds expression in many an Adelaide building.

Why does this thing stand on concrete pillars?

Was it to ensure that the view of the Barr Smith Library from the Centenary Gates would not be completely obstructed? That this inane reason was the real one would be, to anyone of common-sense, rendered unlikely by the fact that a lift-well will obscure this view when the next two stories are built. But commonsense is not considered by, nor does it characterise, those responsible. The least feeble excuse which can be found for this costly eyesore is that it is to provide more parking space. The pillars gimmick is an ugly eccentricity and an uncompensated waste of a floor.

Why did the building face east and west, with enormous windows on these sides? Mad dogs and Englishmen go out in the midday sun; the University of Adelaide uses the afternoon sun to roast lecturers.

Why put neither a staircase nor a fire-escape at one end in a building where the windows on one side are barred by impenetrable steel blinds (put there as a substitute for the expensive and entirely useless venetian blinds, which anyway often could not be manipulated with the handles provided)?

Was this perilous "oversight" calculated to ensure that when a fire starts in a corridor at this end of the building, some fine summer's day, the already half-baked academics will be burnt alive?

## Apathy and Revolt

from our Paris Correspondent

The recent four-day rebellion of the French Army in Algeria was a failure for two main reasons. Firstly, there was none of the enthusiasm among the Europeans in Algeria that had been present in 1958, in the movement and confusion that brought General de Gaulle into power. And secondly, there was not the unanimous support for General Challe, in the Army itself, that he needed to make his "coup" successful. It was painfully evident to anyone who was in Paris at the time, that if these two factors had been favourable, and the proposed attack on Paris launched before news of the rebellion reached the capital, this fair city would now be in the hands of the rebels. Paris was completely unprepared, and the reactions that I shall talk about below will perhaps show you just to what extent this was true. As things turned out, what for a moment threatened to turn into tragedy and civil war degenerated into a pitiful farce, retaining a touch of tragedy because the ideals and lives of many brave men were involved—those of the rebel generals.

The first reaction when the news reached Paris that Algeria was in the hands of the Army was utterly chaotic. Radio-Algeria was under rebel control, and there was no real way of telling what was true and how much so. Newspapers published vastly differing reports, and it was impossible for the average citizen to make a just appraisal of the situation. It seemed that Salan had left Spain, and was going to Algeria to help control an Army that was entirely behind Challe. Later information proved this to be half true; Salan got to Algeria, but there was no unity in the Army reaction. The moment that this was known, the mutiny was doomed.

De Gaulle's orders to the soldiers in Algeria absolved them of their duty to obey the rebel generals. He quickly appointed a new Commander, General Olie, so that there would be no chaos when the rebel generals were apprehended, and at the same time relieving General Challe of his post. This by no means solved the situation, because Challe continued to rally the Army behind him, his actual position being unassailable by the State in any physical sort of way. But even at this stage, the movement in Algeria began to look desperate, for France had manifested its whole-hearted support for de Gaulle through the Unions and the political parties. The unions even went so far as to declare an hour strike in protest of the rebellion. By the time they held it, two days later, it was very nearly too late to serve its purpose.

The crystallising of the situation came with the announcement that the paratroops were going to attack Paris. This is a fact, and it is still a bit of a mystery why they did not take off. It seems to have been a lack of enthusiasm on the part of the air force personnel. De Gaulle, in uniform, delivered a stirring address to the Nation, and declared a state of emergency. This meant that he now had complete control; normally his hold on the nation, under the constitution of the Fifth Republic, is only mildly dictatorial, and only in matters of external affairs—the prime minister

handles the interior. Now he could censor the press, close the theatres, and even send the buses on to the airfields. This last move was calculated to make landing difficult for the paratroops, and threw the civil flights into disorder for half of Monday. Volunteers were to be clothed and armed, and when the paras arrived, the whole of the Paris population was beseeched to flood to the airports, in cars, or on foot, to dissuade the attackers from their evil.

Volunteers were clad in army clothes; they were mainly old Resistance men, looking, it seems, rather pitiful as they tried to recapture the glories of their youth. Arms were not passed out, in spite of ardent protestations from the Communist party at this point, whose ulterior motives, it might be observed, were rather evident. And then everybody waited for the paratroops to arrive; they did not.

The next day, Paris remained in a state of emergency, but the tension of the night before was gone. Only the newspapers continued to be excited. The rebels were still holding out, but they were on the defensive, and had been so in fact since the moment the news reached Paris of their "coup". The excitement of the night before had been in the prospect of an invasion, not in any real belief of its possible success. It only remained for General Challe to be arrested by loyalist forces—he had previously sent a message of surrender to de Gaulle—and for the normal state of affairs to be re-established in Algeria. The time for punishment and purging would come later.

It can be said quite honestly that the effect that the rebellion had, in the long run, lies solely in the punishment to be meted out to the officers who were guilty of treason. The rhythm of daily life in Paris did not skip a single beat, and if it had not been for the gigantic headlines in the press, it would have been quite possible to go through the whole four days, "state of emergency" and all, without being aware that anything was happening. The Parisian is a hard and cynical person, who does only what he has to, and does not interest himself in anything—except in a purely intellectual way—that does not concern him directly. It is quite conceivable that daily life would have gone on just the same if the paratroops had taken control of Paris. That is the government, that does not concern me. Provided I can keep my shop open, or can keep my job, nothing affects me. In Algeria, it seems that a sort of stupor greeted the failure of the rebellion. It was the last chance of the Europeans to keep control of what is their home; now they must, finally, despair.

The irony of the punishment is that de Gaulle is obliged to judge, through the military court he has more or less appointed, the same men that brought him to power in 1958. His views have evolved with the situation, and whereas he implied at first that he would try to keep Algeria French, he now declares that he *has always said* that Algeria should be Algerian. This sort of double-talk has earned him many enemies, and the fact that the whole country rallied so well behind him does not mean that their faith in him is complete. Nor does it mean that everyone agrees with his policies. The famous referendum in January was a renewal of the nation's declaration of its support

for de Gaulle, true; but this means only that they, quite bluntly, have nobody else that they can rely on. It is very much a question of personal prestige, and it is difficult to imagine the present constitution continuing after de Gaulle's death.

Although the rebellion is well and truly ironed out, then, things are far from being in a state of blissful calm. The situation in Algeria remains a problem of immense concern to all thinking people here. What does de Gaulle mean by his "Algerie algerienne" policy? If he is going to turn Algeria over to the F.L.N. the million-odd French people living there are going to lose something that they have always considered as home. How does he hope to maintain the balance that will ensure their rights and at the same time satisfy the nationalistic tendencies of the Moslem population? In the past, peace has only been assured by the presence of the Army and the scatty fighting of the last seven years. The Army's understanding of the European viewpoint brought about the aforementioned mutiny. Can the Europeans remain there when the Army has gone? If not, where will they go? All these questions are vital ones, and must be solved before de Gaulle has fulfilled his vow of restoring to France the prestige that once made her the foremost nation of Europe. Living here gives one the impression that the apathy of the many is going to be hard to transform.

## An Unworthy Appeal

When it is announced that money is to be raised for a purpose so desirable as research into heart disease, it is not only the gullible who unthinkingly assume that only good can come from so doing. The manner of prosecution of the National Heart Campaign shows that this undoubted good may be qualified by disadvantages large enough to call in question the desirability of the whole of such a campaign, when the good-will of the organizers exceeds their good sense.

Heart research is a costly business and is being carried out overseas, notably by the Americans. What knowledge do we hope to discover that they will not? Will any knowledge be discovered more quickly than it would if we were not to carry out this research? Who is going to carry it out? Would not the money be better spent upon hospitals?

How do the organizers hope to set up effective heart clinics in each State with a total of 15 per cent. of £2m.? And what is the value of spending another 15 per cent. of the same £2m. on bringing "a message of hope to the Australian people"?

Why are there only businessmen in positions of power in this organization? Surely the spending, though not the raising, of the money is more the concern of doctors and scientists than of businessmen?

The National Heart Campaign was the first, but certainly not the last, Australian-wide campaign organized by public-relations men (more often called P.R. men), whose sole principle seems to be that if something (anything) is said loud enough and often enough the conviction that it is right will inevitably crystallize in the mind of the hearer. No matter that you cheapen and pervert a little further the values which are lugged in to lend respectability to your scheme, until the already diminutive discrimination of the public is completely drowned in the cloying ooze of false sympathy, false religion and false patriotism.

## QUOTAS IMPOSED IN MEDICAL SCHOOL

