

on dit

R. K. MORTON — A TRIBUTE

Text of an address given by Professor R. N. Robertson at the University Memorial Service for R. K. Morton

In 1940 I was fortunate enough to teach a class of unusually able students of Agricultural Science in Sydney University. Included in that class was R. K. Morton, two years older than the average because he had already completed a Hawkesbury College Diploma, and already showing the characteristics of leadership which were to mark his future career. Thus began a friendship which meant much to me and in which I was able to watch the development of a scientist of rare quality.

Robert Kerford Morton, born in August, 1920, was the youngest son of J. W. Morton, originally of Victoria, and when the family moved to Sydney he was educated at Sydney Boys' High School, from which he went to Hawkesbury College and then to Sydney University to do Agricultural Science. By that time he was attached to a well-known Sydney firm and was interested particularly in dairy technology. Before the end of 1940, that year of decision for many young Australians, it was clear that we were in for a long war and Bob Morton decided to interrupt his University course to enlist in the Royal Australian Navy. He became a sub-lieutenant in 1941 and was later promoted to lieutenant, becoming lieutenant-commander on the Reserve in 1946. He rarely spoke about the war years or about his experiences, but he had a distinguished career on several vessels as an anti-submarine officer and finished the war as first-lieutenant on an anti-submarine frigate. He treasured a picture of his ship which has always remained in his office. Convoys in the North Atlantic and operations connected with D-day were part of his experience. He took pride in becoming an efficient naval officer, and was personally interested in his ship's company as individuals.

On being demobilised, Bob Morton returned to Sydney as an undergraduate and completed his degree with first class honours and a University Medal. He distinguished himself on the hockey field as well as in the examination room and took an active part in student organisation. Partly owing to his interest in dairy science and partly due to the influence of Professor J. M. Vincent, he extended his knowledge of bacteriology and biochemistry. He worked with Professor Vincent on an important survey of the factors associated with occasional poor quality in milk supplies in N.S.W. The published account of this joint work including, as it did, important new statistical methods, was the first indication of Morton's capacity for stimulating collaborative work in different scientific disciplines. While he was a Research Fellow at the University of Sydney, he was awarded the Gowrie Travelling Scholarship in competition with the many brilliant ex-servicemen who were completing degrees about this time.

This scholarship enabled him to go to Cambridge where he entered St. John's College and the well-known School of Biochemistry. I believe that the crucial decision as to where he should study arose from a conversation with Dr. W. P. Rogers (now Professor of Parasitology in this University), following an accidental meeting in a Sydney tram. Morton was accepted as a research student by Malcolm Dixon, F.R.S., and always considered his introduction to the subject of enzymes by Dr. Dixon as the most important event in his career—for, though his early work in dairy biochemistry had led him to recognise the significance of enzymes, his contact with Dr. Dixon not only stimulated his enthusiasm permanently, but also laid the pattern of the thorough and detailed methods of the study of enzyme behaviour which characterised his work.

In Cambridge, this bright enthusiastic young man of 28, with his newly acquired wife, for he had married Jessie Noelle Telfer in February, 1948, began his remarkably active research life. He was both wise and most fortunate in his choice of a wife because few women would have understood how completely he could become absorbed in his work and how essential it was to him to subordinate entertainment, relaxation and even sleep to the calls of the laboratory. All his acquaintances in Cambridge, Melbourne and Adelaide know how often he would work through the night to two, three, four, five or six in the morning, and, then, exercising the habits he had acquired while on watch during the war, he would go immediately to sleep for a few hours and be wakened in time for the normal work next day.

Towards the end of his time in Cam-

bridge where he took his Ph.D., he accepted an invitation from Professor V. M. Trikojus to become Senior Lecturer in the Biochemistry Department of the University of Melbourne and returned to Australia in 1952. He was promoted to Reader and then Associate Professor of Plant Biochemistry in 1956, but by that time he had been pressed strongly by Dr. J. Melville to become Professor of Agricultural Chemistry at the Waite Agricultural Institute, a position he took up in 1957. He brought to this new post not only the background and enthusiasm of his first degree, but the conviction that biochemistry, essentially the science of the living cell, is the basic science underlying the growth of plants and animals. His imagination was fired by the belief that just as soil, plant and grazing animal form one single and inseparable system on the farm, the explanation of their complex interactions would be found in biochemistry, in physical, in organic and inorganic chemistry.

Even before taking up his appointment he set about strengthening an already good department, and within a remarkably short time he had mobilised the resources of staff, equipment, facilities and accommodation essential for a first class teaching and research department. He attracted research students and research fellows not only from Australia but from a wide variety of overseas countries, and his department hummed with activity on several different fronts. During five and a half incredibly productive years at the Waite Institute he

impact of advances in other fields on his own immediate problems. Further, he was able to persuade or cajole workers in other disciplines to collaborate with him. The numerous names which appear on his long list of publications are a tribute to his persuasive ways and capacity for leadership.

In 1961, he was invited to become the first Australian to be a Commonwealth Visiting Fellow in the United Kingdom. With his wife and family he spent most of 1962 at the University of Nottingham and visiting other Universities overseas. He was able to recuperate from an illness which had caused great concern on the eve of his departure, to catch up on some thinking and writing about the work he had already done, and, to his great joy, to have reasonable leisure with his family. But another change was due, for while he was away, the University came to the conclusion that his own interests and those of the University would best be served if he were invited to accept the Chair of Biochemistry, left vacant by the retirement of Sir Mark Mitchell. This decision was difficult for him, for it entailed an unsettling interruption to a programme which on three separate fronts was producing quite exciting results. He had become increasingly interested in general biochemistry, and believed that in a wider field he could achieve results comparable with those already achieved at the Waite. Further, he loved teaching and saw a wider sphere of influence on students both at undergraduate and graduate level.

symposium on haematin enzymes which was held in Canberra in 1959 and he edited, in collaboration with Dr. J. Falk and Dr. R. Lemberg, the Proceedings, an important publication in this field. Perhaps his greatest honour was election to the Fellowship of the Australian Academy of Science in 1957. Undoubtedly had he lived, even greater honours would have come his way.

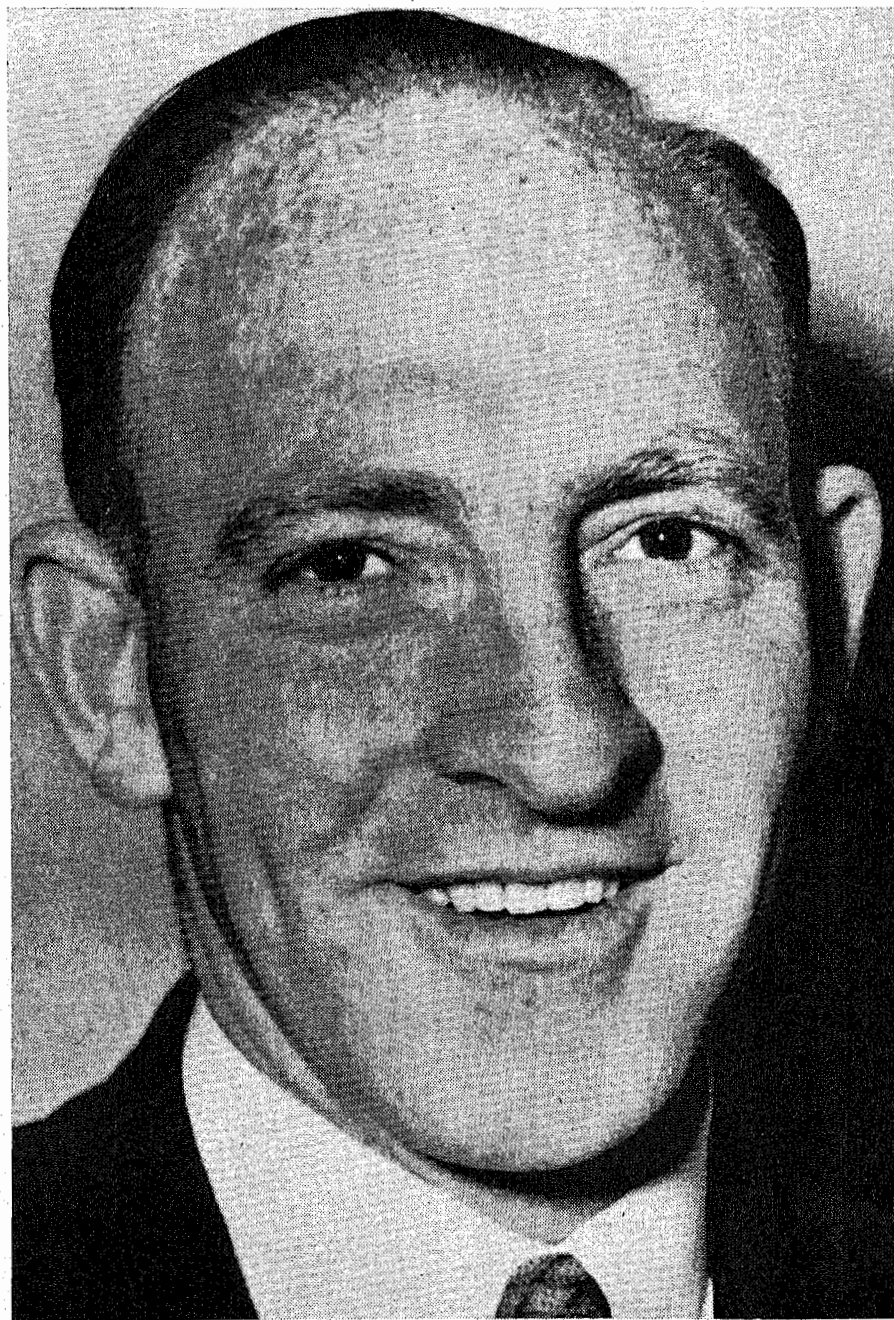
Bob Morton was an idealist and perfectionist. He was proud of the good traditions with which he was associated—the Navy, the Universities, his Cambridge College, his R.S.L. Branch, when he was an active member in Victoria, were all important to him. Above all the Christian tradition ruled his life even though at some periods his devotion to his work prevented his regular attendance at church. He was quick in thought, in speech, in wit, enjoyed a good story and was gay and gracious in company. He had a sensitive ear for music and often played the piano for his own relaxation and inspiration as well as for entertainment of friends and family. He loved opera and was often listening to a record late at night or first thing in the morning. At school he showed considerable ability in his English exercises; this early promise was translated into a desire to write, not without effort, concisely and clearly in his scientific papers.

In arts, in literature and in science, its sons and daughters are winning international renown, not only as citizens of the world, but as Australians. Morton was among their number. He was a child of this country; his formative years were spent in this country and in its service. He was a lover of the Australian bush and spent his holidays camping for recuperation.

He had a deep concern for the welfare of those who worked with him and their personal happiness was as important as their scientific achievement. His close associates remember him for many reasons; he was prepared to take endless trouble to help and he would always go the second mile. Perhaps they will remember above all his enthusiasm for his work when with his eyes shining he would ask a colleague if he "had a minute to see to something interesting". Minutes often stretched into hours as it became even more interesting. Motives which drive men on in scientific research are mixed—the desire to find out for the sake of knowing, the pleasure of making and operating the gadget, the reward of recognition by one's fellow scientists, the desire to do something to help mankind—all these play a part and all played a part in Morton but few men showed such enthusiasm for doing the experiment just for the sake of the experiment, but he was always conscious of his purpose—to be of some benefit. He would not want me to imply that he did not have faults; he had the normal share of weaknesses of any normal person; he worried over the more important and laughed at himself over the less important. Like all men of sensibility he was sensitive to criticism and in consequence ever ready to benefit from it.

He was even more sensitive to unwarranted publicity about his work, and several times was genuinely distressed by well meaning newspaper attempts to make sensational news out of his biochemical studies of cancer. Partly for this reason and partly because of the highly technical nature of his work on enzymes, I find it difficult to describe his work in appropriate words. Fortunately science does not follow Mark Antony's dictum; it is the good that men do that lives after them and time will show the contribution that he has made in its right perspective. To the layman it must mean little to say that he was distinguished for his work on purified enzymes and cytochromes: to the biologist it means much. He obtained the first crystalline cytochrome (cytochrome b₂, yeast lactate dehydrogenase) and showed that it was a flavohaemoprotein, the first example of a protein containing two coloured prosthetic groups both necessary for enzyme activity. Further he showed that it was specifically associated with a nucleic acid which he isolated and showed to be the first example of a naturally occurring extra-nuclear small molecule weight deoxyribonucleic acid. For these observations he will be permanently remembered in the annals of science. Indeed the method which he developed while a research student that enabled this to be done, became important in itself for general application to other enzyme problems—I refer of course to his use

CONTINUED ON PAGE TWO



attracted the attention of a wide variety of agencies financing biological investigation. The Rockefeller Foundation, the Anti-Cancer Research Fund, the Squibbs Medical Research Institute, the Nuffield Foundation and the Wheat Industry Research Council all gave substantial assistance: their diversity is a reflection of the breadth and catholicity of his scientific interests. Seldom has money entrusted to a research worker produced such dividends. Few men had greater capacity for quickly building up a research programme. Even fewer had the capacity for seeing the potential

Professor Morton was very highly regarded by scientists all over the world and various scientific honours came his way. He had been Honorary Secretary of the Physiology and Biochemistry Section of the Australian and New Zealand Association for the Advancement of Science in 1955, and became Section President in 1958. He played an important part in the founding of the Australian Biochemical Society and was President in 1958-59. Under the auspices of the Academy of Sciences and the International Biochemical Union he organised a highly successful specialist

On Dit is edited by David Grieve and Lyn Marshall.

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" includes Jacqui Dibden, Michelle Scantlebury, Gordon Bilney, Don McNicol, Andrew Hunwick, Rory Hume, Ralph Gibson. The Editors will welcome letters, articles and other contributions from all members of the University.

Copy for the next edition, which will appear on Tuesday, 22nd October, will close on Thursday, 17th October.

times

RECUPERATION BALL 1963

The 1963 Recuperation Ball will be held on Friday, 6th December, from 8-1. Four bands will play in the Refectories and Cloisters. A folk-singing floorshow will be featured. Drinks will be free and the upstairs coffee lounge will be open until midnight. Tickets (One Pound Double) and table bookings will be available in the S.R.C. Office from 18th November.

Following its current run of smash hits, the University Jazz Club will stage a further feast of modern and traditional jazz in the refectories on Tuesday, 3rd December, at 8.00 p.m. Jazz from the leading personalities in the modern and traditional fields will be combined to make an evening of jazz well worth 4/- for a member and 5/- for a non-member.

tides

applications are now called for editor(s) of

on dit
1964

The election will be held at the next S.R.C. meeting, and applications close on Friday, 25th October, and must be handed in writing to the Secretary of the S.R.C., not after 5.00 on that day.

ERRATA

The editors apologise fully for two appalling typographical errors in the last issue of "On Dit".

The article on page 1 entitled, "Church and State in Australia", was an excerpt from an address given to History and Politics Club, and kindly offered to "On Dit" for publication by Dr. Ian Turner, of the History Department.

As most perceptive students, and our perceptive up-town press have by now realised, the centre-spread article under the heading "Delegations to India and Japan" twice contained the unfortunate misprint of "communist" for "community". What better can we do than repeat "Odd Spot's" witty assertion that there were some RED faces in "On Dit" office? Misprints occur in the most polished publication, but this was most unfortunate, and with humility we quote the paragraph in question as it should have read:

"Some of the Indian delegation will spend three weeks in a work camp organised by Community Aid Abroad. For the remainder of the time they will be free to pursue their own interests which range from community development . . ."

R. K. MORTON

CONTINUED FROM PAGE ONE

of alcohols, particularly butanol, to bring into solution enzymes which occur only on solid particles in the cell. This method came into use when many aspects of biochemistry were held up because of lack of suitable solubilising techniques and many workers have used this method without realising who developed it, despite the fact that one well-known text book of biochemistry refers to dilute solutions of butanol as "Mortonol". But he will be remembered for work on a wide variety of processes and organisms — yeasts, higher plants, animals — all were suitable for his investigations. Let me remind you of his work on protein synthesis within the developing wheat grain, a problem which was wished on him; before he arrived in Adelaide and in which he was committed to a major programme on the effect of environment and heredity on protein quality. Protein quality is an essentially biochemical concept, but a concept of quite extraordinary complexity. I know that Morton embarked on his part of the programme with considerable misgiving, he felt that our knowledge of the ordinary transformations taking place within all living cells was far too scanty to enable significant progress to be made with so complicated a system as the developing wheat embryo. How misplaced was his scientific modesty is seen in a whole series of papers, most of which were published in May this year, the remainder of which will be published in the next few months. These papers shed an entirely new light on the mechanism of protein deposition in seeds, and will probably illuminate the field of protein synthesis generally, whether the synthesis is in a plant cell, animal cell, or that of a micro-organism.

A desire to understand the anatomy of cells led to collaboration with the electronmicroscopist A. Hodge in Melbourne and subsequently he always investigated intracellular structure in his work on enzymes. He became interested in the relationship of the nucleus to the rest of the cell, and much of his thought and research effort was devoted to the influences of nuclear enzymes on cellular metabolism. His comparative studies of the enzymology of normal and malignant cells led to a hypothesis that the rate of cell division was controlled by the supply of precursors of coenzymes from the nucleus. These proposals stimulated a great deal of research in his own department as well as in other countries. He was particularly pleased by the acceptance of his ideas among the Japanese biochemists and physiologists; this led to many pleasant contacts during his visit to Japan in 1961. A nuclear enzyme which played a part in the biosynthesis of coenzymes was purified and studied during Morton's years at the Waite Institute. Together with these biochemical studies, Morton supported an extensive programme of organic synthesis which provided the enzymologists in his department with chemicals for biological testing.

Particularly in later years Morton was aware that he had no conclusive evidence for his hypothesis of nuclear control of cell division and he changed the direction of this work towards a study of the influence of the antimetabolite 6-mercaptopurine on cell division and the metabolism of coenzymes. From his studies he published suggestions in 1962 for the design of chemicals which would be converted into active antimetabolites by cells which had become resistant to mercaptopurine. A few weeks before his death he was gratified to read a report from the United States that a phosphodiester of thioinosinic acid (one of the classes of compound he had proposed for this purpose) was an effective inhibitor of division of resistant cells in tissue culture. The relevance of this research to practical chemotherapy remains to be tested.

Morton was a world authority on the biochemistry of phosphorus compounds and wrote chapters (one of which is in the press) on this subject in major biochemical text books. In writing one of these chapters he saw that the free energy of hydrolysis of adenosine triphosphate, a fundamental parameter in this field, was not known with certainty. With characteristic energy he devised a new method to find this value, made the measurement with unprecedented accuracy, and then went on to write his chapter.

I have spoken so long and left out so much no one, not even Morton himself, could predict where his work will lead. It takes its place of honour in the great stream of scientific work which is flooding over the plain of knowledge. This work has stimulated and will stimulate others—more will be done, much of it by those who had the benefit of his help as a teacher. His enthusiasm was infectious and he inspired undergraduate and graduate and older colleagues with a desire to keep on. Perhaps his quality as a scientist lay in his alliance of encyclopaedic knowledge of vital process with an incisive and imaginative intelligence which enabled him to take the steps in the dark which differentiate the five per cent. of top scientists from the ninety-five per cent. of the productive and competent. It is true that we have lost a brilliant scientist, a sincere friend, a devoted husband and father, an outstanding man. For such men it was said nearly 2½ thousand years ago: "The whole earth is the sepulchre of

THE LONG
JUMP

After an official visit last week to one of Adelaide's important suppliers of University students, and in memory of several other such visits in the past, and in defiance of the fact that at this time of the year Orientation is far from the minds of most students, and at no time of the year freshers are popular with many, it seems fairly reasonable and reasonably important to make the following comment. Matriculating school children simply do not know enough about the University.

In Leaving Honours, by which time they have been forced to specialise, at least to some degree, for three years, these potential freshers have, all too obviously, little knowledge of their future course, and less of the range of subjects available to them. Committed already at least to faculty, they are unaware of prerequisites, uninformed on the subjects they should have been studying since Intermediate to provide a background for University, and completely unprepared for the abruptness with which they will be, next February, enrolled, "advised", and committed. The results of this situation can be seen everywhere in the University—students deprived of their chosen course for want of prerequisites, or sitting for Leaving exams in a belated attempt to acquire them; students switching majors in second year because only then have they found what they want to study; students forced to pay for another year to add compulsory subjects for the course now embarked on to an impressive list of units never to be used for a degree.

Who is to blame? Not, I think, the student counsellors, who do their well-meaning best every February to advise an impossibly large and undecided and panicked crowd of freshers into a reasonable semblance of order and decision. By the time they come to enrol, for the sake of the dramatic, it is already three years too late to order the academic history of these new students.

Three years before, then, what should have been done? Certainly some of the blame rests on the schools, few of which make any visible effort either to prepare the classes ostensibly directed at the University for University standard of study, or to obtain for them a comprehensive body of literature on the subjects offered and required by this mysterious tertiary school-thing. The schools, that is, are to blame for forcing fifteen-year-

olds to specialise without knowledge of where and how far this specialisation should go, and what damage it will produce. But the specialisation is imposed in turn by forces outside the schools, and the knowledge could have been gained only from that comprehensive body of literature, which does not exist.

The blame, then, comes back to the University. The only real attempt to give school students some knowledge of the University has been made in past years by Mr. Borland, and in the last two years by senior students accompanying him, on trips to schools, to address Leaving Honours classes. These addresses, supplemented for a few years by Leaving Honours students' meetings in the University, have at least attempted to warn and inform the school children of the complexities and necessities of University life. But while obviously invaluable in this field, they are equally obviously completely inadequate as counselling attempts; like the advice in the enrolment period, they come too late.

What is patently necessary, so patently it seems incredible that nothing has been done, is a serious and detailed effort to tell Intermediate classes all over the State what the University has to offer—why it is worth trying to get there, what one can do on getting there, what one needs to do now, what is involved in the subjects unheard of to school students, Geology, Biochemistry, Philosophy, Psychology, Politics; subjects that have absolutely no meaning now, but could become the student's life work, if he is given the chance to prepare for them. A plan for a booklet giving this information was proposed by last year's Education Officer. The need for such a project is so obvious one cannot understand its non-appearance.

Surely it is neither fair nor practical to leave secondary levels of education in such a state of ignorance about the tertiary. In the face of questions from a Leaving Honours class, in five months' time to enter the University, one feels helpless and very indignant. When these children, their schooling completed, and their preparedness for University as complete as it will be, are still asking, "Should I do Arts or Science?", "What do I need to do . . .?", "Can I do . . . without passing Leaving?", in the name of our appalling education system, can any one say we do our part?

"A LOT OF CRAP"

The last "Sunday Mail" (21/9/63), provided for the benefit of us all an example of prize journalistic skill, headed modestly, "Students Shy After Outrages". Its title should undoubtedly have been, "How to Make a Story out of Nothing".

The theme of this item was the supposed antagonism to each other of Malaysian and Indonesian students following recent events in their homelands. One gathered that the enterprising reporter, assigned the task of describing friction between the two groups, had sallied thereupon to the university, only to find all academic serenity, and to be given a hardly exciting assurance from a "university spokesman" that there was no friction, no "Precautionary Measures" taken, no hostility, no story.

Being a good "Sunday Mail" reporter, and not to be defeated by lack of evidence, our reporter trotted back to his typewriter, one gathered, and tapped out the subtle piece of prose that subsequently appeared on page two. "While a watchful eye is being kept, no precautionary measures have been considered necessary to prevent a clash between the rival Asian elements. . . ." (The power of adverbial phrases.)

Some time ago a wise man remarked, "Journalists say a thing that they know isn't true, in the hope that if they keep on saying it long enough it will be true". Our reporter must have been disappointed, on Monday, to hear of no bricks flying or sabres clashing in the cloisters. (But then, of course, few students bother to read the "Sunday Mail".)

Now while one admired the enthusiasm of our reporter, it seemed surprising that he had not chosen to write the surely more newsworthy story of the prevailing amity of the Asian groups. Admit the disadvantage of its truth, and the disadvantage of its unprovocative spirit, this story would really have been news. Like the "Sunday Mail", one would have expected hostility in the last weeks, among the countrymen of two

nations recently so patently hostile. Like "Sunday Mail", one didn't find it. We asked some of these students, last week, whether they felt any hostility, and why there appeared to be virtually none.

No student asked anticipated any form of open friction. A few admitted unease, but dismissed the possibility of its growing to any scale. "We don't get along as cordially and warmly as in the past, but I certainly would not expect hostility." "If people behave in a responsible manner there won't be a fight. That could only happen if the leaders were irresponsible." "There will be strained relationships—students will be patriotic, it's human nature. But whatever happens at home, do you have to be enemies here?" This was the nearest we got to the cheerfully predicted "clash". One student admitted wryly, "We're not necessarily as keen and patriotic as we would be at home."

On the "Sunday Mail's" observation that "Indonesians and Malaysians now form separate groups in different corners of the Wills and Mayo refectories at meals", there was unanimity. "Grouping around doesn't mean anything." "There have always been separate groups. But because we group together that doesn't mean we want to fight!"

For the rest, the apparently mythical "University official" was reported as describing present relationships as "correct but frigid". The students questioned seemed astonishingly unfrigid. "A Government's policy makes no difference to friends." "I don't see why we should be enemies when we know them personally." "The University is a breeding ground for us to get to know each other better, because we have common interests, common hopes, common exams." "What we need now is more understanding of each other."

And woe to the "Sunday Mail" . . . they weren't even "correct". One student lucidly described that paper as "A lot of crap!" He added cheerfully, "Personally, I'm not shy!"

Part-time rights —a case study

The age-old plaint of the part-timer has come to the surface again. Feeling the issue needed clarifying, "On Dit" offered the letter below for comment to the department it concerned. We print herewith the case against the History Department, and the comment given to us by Professor H. Stretton.

Dear Editors,

I am writing to complain about the way part-time students are treated by the History Department. Several departments in the Faculty of Arts—amongst these are the English Department, the Politics Department and the Psychology Department—make provision in their time-tables for part-time students. They make it possible for these students to attend any of the courses that they wish. This is done by alternating courses in different years, such as, for instance, having day lectures for Politics I in odd years and having evening lectures in even years. This practice is also followed by a faculty that gives the best service to the part-time student: the Faculty of Economics.

The History Department, however, gives the impression that it is antagonistic to part-time students. Its first year history lectures are given at such a time that it is practically impossible for an office worker to attend them. Even those lucky ones that can attend the 4.15 p.m. lectures, get there just in time. I am referring to school teachers, who are lucky enough to have their own transport.

Even the sequence of courses that is made available to part-time students is not consistent. In the first year, the part-time student has to take History IA (European History). History IB (Economic History) and History IC (British History) are both day subjects. In the second year, however, the part-time student discovers that History IIA (the continuation of the first year European History) is not available because it is a day subject every year. Therefore, the part-time student finds it compulsory to do History IIB (Economic History). I feel that such compulsion does not make for the liking of, and consequently the interest that one finds in, a subject.

In conclusion, I venture to enquire if the History Department is not favourable to having part-time students why does it not have the intestinal fortitude (i.e., guts) to say so plainly, and forbid part-time students enrolling for lectures in that department.

Yours faithfully,

S. TANTI.

Dear Sir,

Thank you for the invitation to answer Mr. Tanti's questions.

To time any history lecture it is first necessary to consolidate the timetables of Arts, Economics, first-year Science, and for some purposes also Law, Physical Education and Social Studies. If Mr. Tanti would do this he would see that the difficulties are great, and all of one kind: conflicts of interest between different groups of students. In these conflicts, priorities are hard to fix, but some general ones suggest themselves: (1) professional necessity: e.g. part-time students who cannot qualify for their professions without particular university courses; commonest in Psychology and Economics, who should therefore have priority of evening hours. (ii) Full-time students should not be forcibly converted to part-time studies by timetable clashes. (iii) It is only after ensuring the above two priorities that we can attend to "matters of choice". For example, to accommodate Mr. Tanti by moving History IA from 4.15 to 5.15 on Monday, would be to create possible clashes for some of the students who want to combine History IA with Economics I, Social Economics, General Mathematics, Physics I, Chemistry I, Latin I, Psychology I or Geography I.

Only two of our seven history courses are timed for 5.15 or 6.15. This is almost entirely due to the provision for evening studies which is made, as Mr. Tanti observes, by the Departments of English, Politics, Psychology and Economics—especially the last two, who have large numbers of evening students in compulsory professional subjects to which there is no acceptable alternative. Should they get out of our way? or should we get out of theirs, accepting that there are professionally acceptable alternatives to History courses, as there are not to Economics and Psychology courses? A large majority of the changes that have been made to the History timetable in the last ten years have been directly caused by the institution of clashing Psychology courses in the evening hours.

It is still true, of course that we could meet the needs of office workers by moving our evening courses to 7.15 or later. (We already conduct some seminars ending after 9.30 p.m.) But here we have to compare the interests of a very few office workers on the one hand, with those of a very large number of metropolitan school teachers who want to dine with their wives and children, and do their marking and preparation after that.

It is still true that in setting History IA at 4.15, I noticed that it might reduce our enrolments by a handful. This, and the possibility of a third repeat—i.e., of giving the lectures three times, at 11, 4.15 and 7.15—is another problem in conflicting interests. Every addition to our numbers, and every repeat lecture, makes a further dilution of our real teaching. The intensity of our individual and critical tuition for first year

students is already disgracefully inadequate; again, we have to compare the interests of excluded students with the interests of those within the course whose tuition is already shockingly neglected. But although, while our staff numbers remain as inadequate as they are, I don't mind slightly deterring first year enrolments, I have taken care that anyone who has embarked on a History course can finish it. It would be easy to use the timetable to remove part-time students from second and third year courses. We have not done so because we are interested in the welfare of students, and I don't know why Mr. Tanti makes that interest the occasion of an ill-mannered sneer.

The timetable is not the only way in which part-time students may be helped. Unlike many other departments, we have kept our honours course open to them. We have hired them on to our own staff. We have enabled them to take day-time courses, by contriving exemptions either from our lectures or from their own employment. I'm willing to bet that no Arts department has written as many letters as we have to headmasters and employers, with as much success, on behalf of part-time students. We give individual tutorials to anybody willing to contribute written work above the minimum requirements. We have enabled able part-timers to convert to full-time study by helping to get them jobs, scholarships or student loans. In my own opinion, considerable harm is done to the quality of full-time studies by the present structure of the Arts degree. To alter this would require a reconstruction which would make it much more difficult for the degree to be taken part-time. While I believe, on a balance of disadvantages, that the change is desirable, I do not think it follows that we should use the timetable or any other device to make the existing system work badly. We don't do so, and Mr. Tanti is wrong in supposing that we do.

The rest of his questions have more technical answers:

1. History IB and IC are service courses for Social Studies and Law students. They are timed to suit those students, and although we gladly admit Arts students to them, we are not free to set them late in the evening.

2. History IIA and IIB require such different training and experience of their teachers that in many universities they are given in different faculties. They make about the only pair of our courses between which interchange of staff would do serious damage to the quality of teaching. If we alternated the courses, day and evening, as Mr. Tanti asks, enrolments in the two courses would fluctuate violently each year. One year, an expert in the French or the Russian revolution would suddenly have to know about Mercantilist and classical economic theory, early industrial technology, banking, stock-breeding, and a few Scandinavian languages. Next year, the expert in those exotic subjects would have to learn the Russian language, or the anatomy of various French crowds, or a lot of modern European politics or modern American sociology. We are a daring and versatile lot, and willing to try, but I cannot pretend that the attempt would be to the advantage of students in either course. It seemed necessary to stabilise the distribution of enrolments between these courses by fixing one in the day-time and one in the evening. I think the present arrangement suits more full-time and part-time students than the opposite arrangement would. We mitigate it by timing plenty of History IIA tutorials in the evening, and by doing a great deal, as noted above, to get exemptions either from lectures or from employment where possible. There is nothing wrong with the sequence History IA-IIB-III—we have added an economic history option within IIIA to make the sequence as coherent as any other.

3. "The part-time student finds it compulsory to do History IIB . . . such compulsion doesn't make for the liking of, and consequently the interest that one finds in, a subject." Greek II, Latin II, English II, French II, Philosophy II, Geography II, and Economics II are all in this sense "compulsory", and whatever else may depress their students, I don't believe it is the lack of an alternative second-year course.

Many of the University's rules and arrangements occasion the sort of irritation which is expressed in Mr. Tanti's letter. It is wholly understandable, and it would be a good idea if it were more often addressed to "On Dit", where those responsible can offer whatever explanations may be appropriate. I think my colleagues in the department of history would join in thanking Mr. Tanti for putting these questions. But we don't know him, and so we wouldn't impugn either his good intentions or his courage—a courtesy he ought to learn to reciprocate.

Yours sincerely,

HUGH STRETTON,
Professor of History.



Educating for Future of Australia

Australia is a country of educated men and women, and our children are the future of our country. We must ensure that they are given the best possible education. Our children are our future. We must ensure that they are given the best possible education. Our children are our future. We must ensure that they are given the best possible education.

The Problem

The problem is that we are not doing enough for our children. We must ensure that they are given the best possible education. Our children are our future. We must ensure that they are given the best possible education.

It's Our Task

It's our task to ensure that our children are given the best possible education. We must ensure that they are given the best possible education. Our children are our future. We must ensure that they are given the best possible education.

While a few dedicated souls ploughed on with Education research, and the remainder of the University's population cheerfully forgot the storm that had passed, it was gratifying to notice that our democratic representatives (parliamentary variety) had read, heard or been told by secretaries of, the Education Project.

In fact, on August 20 of this year, much was said in the House on the subject of money for Education. Nothing was done, but the opinions expressed are interesting. Following are choice excerpts from the relevant Hansard.

MR. MILLHOUSE: I should like to make a few general observations, if it is in order, on the proposed expenditure of £5,400,000 on school buildings, and then link them with comments on a specific matter. During the debate on the first line the member for Barossa (Mr. Laucke), whom I have always regarded as an astute person, said that we must have Commonwealth aid for education, but that it should be without any tag. I think he lacked realism in suggesting that we could ask the Commonwealth for money for a specific project and not expect sooner or later to have tags applied to it. We cannot have Commonwealth aid without some measure of Commonwealth control. One need only think of what has happened in the field of tertiary education and recall some of the Grants Commission's comments about the University of Adelaide. . . . It seems to me that the States can either get a greater total volume of money from the Commonwealth for all purposes or we can in some way increase the proportion of our present Budget that we spend on education. Both of these methods are unlikely if we consider the position realistically. I believe that we shall be faced with the choice of seeking Commonwealth aid for education knowing that it will eventually mean control and a further breakdown of our federal system of government: either that, or we continue as at present. It is not practical politics to expect a significantly greater amount of income tax reimbursement from the Commonwealth to be spent on education, nor is it realistic to think that we can spend a greater proportion of our Budget on education purposes to the detriment of other needs of the State.

Is the present sum spent in Australia on education sufficient? I am not referring to South Australia or any particular State, but to the amount that we, as a nation, spend on the investment of education. There has been much talk in the community about this. A students' report from the Melbourne university has been circulated and it contains much good matter. Students from the Adelaide university have distributed a hand sheet on this topic. It is interesting to examine a paper given by Professor Karmel (Principal-Elect of Bedford Park branch of the university). He is an economist of note and his paper is entitled "Some Economic Aspects of Education". In it is set out a table of the total expenditure by a number of nations on education related to the gross national product. Australia is fifteenth of the countries listed. . . .

Of course we could pay more income tax and spend less on alcohol and cigarettes. There are many ways in which we could spend more on education.

We, on this side of politics, are faced with a choice that I believe the member for Barossa tried to ignore when he spoke. I believe wholeheartedly in the federal system of government. I had always thought, until now, that the system was the justification for not going to the Commonwealth for money for education, because I believed that a specific grant would mean control. However, when one examines these figures and sees what other countries are doing, one is not so sure. I raise this only to emphasise that we, on this side, will have to make up our minds about which is the more important need. The Opposition, of course, has no hesitation about this. It has no problem, but we have, because we believe in the federal system of government. . . .

THE HON. SIR THOMAS PLAYFORD: I agree with the honourable member that education is one of the fundamental problems confronting us under federation, but I do not think his argument is valid. The table he quoted showed that the United States of America provided the highest amount for education, and that Australia was fifteenth on the list. He deduced from that that we must have financial support from the central Government, which would

One

Step

Forward

mean that it would control education in this State. When I was in the United States a few weeks ago I noticed that education was more decentralised than here, for it is controlled by local boards. This high expenditure in the United States is not directly connected with Congress, but I believe Congress gives some financial support. I do not agree that we can have Commonwealth help for education without the Commonwealth taking over our educational activities. American experience has shown that. What I saw made me realise the difference between their standards and ours. . . .

MR. LAUCKE: In reply to my colleague, the member for Mitcham, I should like to comment on my references to Commonwealth aid for education. . . . I think that in this matter there is a clear precedent which indicates that no tags are attached to special grants from the Commonwealth. The Universities Grants Commission in the last two years has allocated to this State no less than £1,000,000, and in those allocations I have discerned no great intrusion by the Commonwealth Government into the affairs of the University of Adelaide. . . . I cannot see how I am unreal in my approach when I say, "Let us have Commonwealth assistance; let us have it without tags."

MR. DUNSTAN: I have been extremely interested to hear the utterances of members. . . . It has been the policy of this Party for some years that special section 96 grants should be sought from the Commonwealth Government for education and this is the only way in which we shall be able to meet the education needs of this State. As to the agonising reappraisal that has taken place tonight on the part of the member for Mitcham, I think it is overdue and I am glad to see that he at least has been prepared to make it because he was the only member on the other side who spoke with any sense of reality about this matter.

Concerning the comments of the member for Barossa, it is not the case that a section 96 grant on the recommendation of the Universities Grants Commission is given without some control of policy by the Commonwealth Government. The original Murray Commission laid down certain lines of policy to which the University of Adelaide has always adapted itself in making submissions to the Universities Grants Commission for assistance. For instance, one line clearly established in their proposals was that there should not be a replanning of universities that would put new universities in centres where there was not already sufficient population to provide a university population.

In other words, the commission set its face completely against the development of country university colleges of a residential type such as have been established in England or at Armidale, in N.S.W. . . . What is more, in order to attract the amount of Commonwealth grant that we have attracted to South Australia we have had to seek other means for increasing the university's income, and in so doing every State in the Commonwealth has been forced to increase university fees. The result of this has been that the poorer people in the community in many cases simply cannot afford . . . to put their child through one of the more expensive university courses. The chances of a working man's child studying medicine in South Australia are almost nil. This is a matter of policy that has been inevitably

(Continued on page 4)



Clashes a Reminder that the War Has Never Really Ended

By David Rees, for Forum Service

[NOTE: Though the Korean armistice was signed just ten years ago, the current clashes south of the demilitarised zone are a reminder that no real peace was ever established. Mr. Rees illuminates the present tense situation by revealing its roots in the Korean War and its aftermath. Mr. Rees is the author of an important study, "Korea—the Limited War", to be published in London this November by Macmillan.—Ed.]

The military armistice agreement which ended the Korean War was signed at Panmunjom just over ten years ago on July 27, 1953. Yet within a day or so of this anniversary a series of shooting incidents between U.S. and infiltrating North Korean troops south of the demilitarised zone established by the truce has reminded the world that Korea is still formally in a state of war. The armistice agreement, reached only after two years of acrimonious wrangling at Panmunjom while the fighting went on with a toll of thousands of lives, provided that within three months of its signing a political conference would be held between the two sides to make a "peaceful settlement of the Korean question".

But when at last Korea was discussed during the 1954 Geneva Conference it very soon became clear that a permanent settlement involving the reunification of the country was as remote as, say, the possibility of a reunified Germany. Since that date the General Assembly has annually passed a strong resolution insisting that its ultimate objective for Korea is still a unified, independent, democratic state brought about by U.N.-supervised elections. But there can be little doubt that as long as East-West tension continues, and probably long afterwards, the Land of the Morning Calm will remain divided.

To this day the Military Armistice Commission set up by the truce meets regularly at Panmunjom, and the theme of a divided Korea is a major plank in Peking's current propaganda offensive to the uncommitted nations. In the West, the politico-military lessons of the limited Korean conflict have been analysed exhaustively by such defence experts as Henry Kissinger and Bernard Brodie, while the concept of limited war lies at the heart of much current U.S. defence thinking.

Korea was originally divided between the Americans and the Russians in 1945 along the 38th Parallel. By 1948 both the Democratic People's Republic of Korea and the Republic of Korea had been set up in the north and south respectively. Then, during 1949-1950 the Korean People's Army underwent a massive build-up in Soviet arms and equipment and at 0400 hours, June 25, 1950, this formidable force crashed southwards over the 38th Parallel. The Communists had calculated that as South Korea lay outside the American Pacific defence perimeter Washington would accept the forcible unification of Korea in a period when attention in the West was concentrated on the re-building of Western Europe and the implementation of the North Atlantic Treaty.

Historic Miscalculation

It was a historic miscalculation that led to three years of war. On June 26 President Truman ordered U.S. air and naval forces to assist South Korea, and the next day the U.N. Security Council—in the absence of the Soviet delegate—recommended that U.N. members "furnish such assistance to the Republic of Korea as may be necessary to repel the armed attack. . . ." On June 30, when the ROK Army was falling apart, Truman ordered U.S. ground troops into Korea. But even with four U.S. divisions sent from Japan to Korea, it was only during August, 1950, after extremely heavy

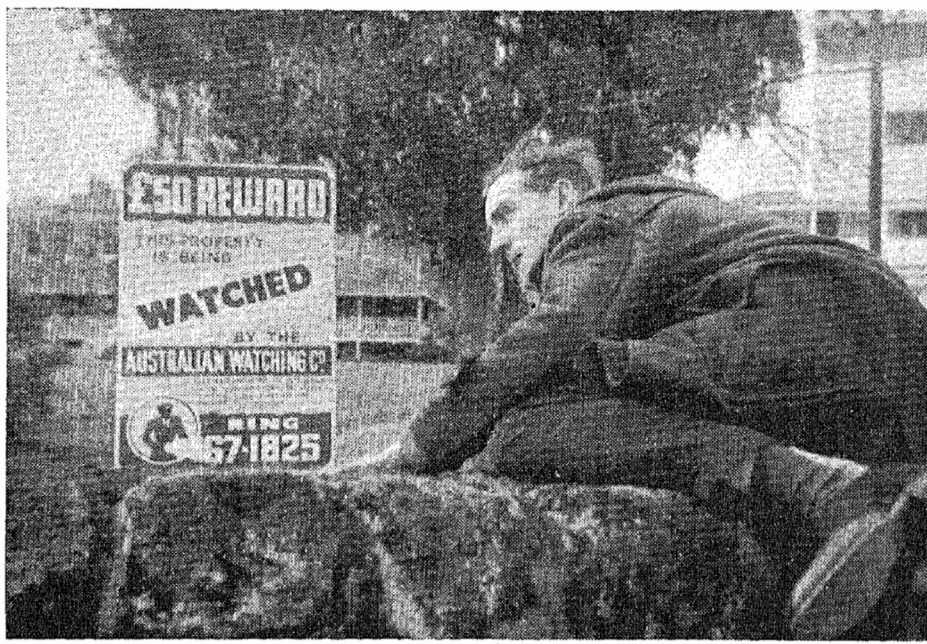
fighting, that the headlong advance of the North Korean Army was stopped on the defences of the Pusan Perimeter in extreme south-east Korea. But General MacArthur, the U.S. Far East Commander, knew that to destroy this army in the south would mean a bloody campaign of attrition; he decided instead to outflank the Communists with his sea power and to land a Marine division at Inchon, the port of Seoul, 200 miles to the north.

The Inchon landing was one of the most brilliant manoeuvres in military history. The Marines landed on September 15 and within two weeks the People's Army was annihilated. As a result, the General Assembly in early October decided that its objective was now no longer the restoration of the 38th Parallel; it was to unify Korea, and MacArthur was ordered to send his armies north. But this brief Western flirtation with a "liberation" policy in its turn provoked a development which was to extend the war for another two and a half years—just when it seemed as if victory was at hand. For to prevent the destruction of the North Korean state, to preserve its borders inviolate, and generally strengthen its strategic position, Communist China decided to intervene in Korea. On about October 14, 1950, the first of over 300,000 men of the Chinese Communist Forces (CCF) began crossing the Yalu River. When MacArthur ordered his forces forward in one last "Home for Christmas" offensive to the Yalu River in November, a huge CCF counter-offensive came within an ace of destroying the U.N. Command, driving it back 300 miles to the 37th Parallel.

Appalling Casualties

Then, in the spring of 1951, the UNC forced the CCF back with appalling casualties to the vicinity of the 38th Parallel. MacArthur, disgusted that the Allies were prepared to settle for the restoration of South Korea rather than for a unified country, publicly advocated that the war be carried to the Chinese mainland; for this he was removed by Truman in April, 1951. Two further Chinese offensives, aimed at the annihilation of the UNC, were launched and defeated in the weeks which followed MacArthur's recall. As a result, the Communists, their aim of conquering South Korea frustrated by a considerable U.N. military effort, mostly American, although altogether troops from 16 U.N. nations fought in Korea, suggested armistice negotiations. These began on July 10, 1951, for a few weeks at Kaesong, then Panmunjom.

The story of these negotiations is one of the most disquieting episodes of the war. While Western leaders saw the truce talks as a means of ending the fighting, to the Communists with their integrated politico-military strategy, negotiations were an excellent opportunity for propaganda, to be perpetuated as long as possible. Moreover, the relentless U.N. military pressure which had been built up in the summer of 1951 was soon relaxed, the West thus abandoning the only weapon which could have quickly forced a truce in 1951. As the talks dragged on, the international Communist propaganda apparatus, geared to the great "peace" movement, accused the West of waging



THE CHOIR THAT WENT WEST

The ecstatic roar of innumerable engines was sounded throughout the fabulous sun-filled arena. Picture, then, this extraordinary spectacle, and you will have some inkling of the pomp and ceremony with which the Adelaide University Choral Society departed in flight for their Festival city on the 18th of last month. Eight very privileged members occupied the hostesses' quarters at the front of the plane, and testified later the magnificent view which they had. Said one, "I have never seen such a magnificent view." Your reporter was one of the fortunate personnel to be present in that exalted cabin.

We entertained the hostesses with jocund din, which is the only possible way to describe the choir's singing (at any time), and intermittently scrambled over to one side of the plane to gasp at the inestimable beauty of the Nullarbor Plain wearing its early spring garb of monochromed hues. For six rapturous hours the choir winged its way to the sunny City of Perth. Coffee was tenderly administered in conjunction with variegated sandwiches at dusk. . . .

Said one, "I have never tasted such magnificent coffee." The lights of Perth as they twinkled temptingly on the horizon fascinated our modest assemblage, as the aircraft gracefully hovered, then dipped suddenly, then swerved, then dipped again, then swooped, then plunged, then came in to land. (One girl was sick.)

The airport was one sublime cacophony of sound. This could have been due to two things. Firstly, to the welcome given to us by the Perth choir (illegally) on the tarmac. Secondly, to the convulsed state of our eardrums after the plane's breath-taking antics in landing. Amidst the hubbub at the airport, each member from Adelaide found his billetor and fled from the tumult to accomplish a quick establishment of personal accoutrements at the said billetor's domicile. Within an incredibly short time, a party was well under way at one billetor's place at Mt. Lawley. After a pleasant alcoholic interlude, the host appeared at midnight, still wearing make-up (he was appearing nightly in a play!). Several people, overcome by the evening, lapsed into a trance-like coma from which they did not fully recover during the whole of our stay in Perth. Some people thought that they had been affected by all the excitement of the trip. Others, wiser than they, said that they were just "plain drunk." Due to their tired and inebriated state, most of the members of both the Adelaide Uni. Choral Society and the Perth Uni. Choral Society went to bed at a reasonable hour (somewhere in the vicinity of 2.30 a.m.). However, this phenomenon was not to be repeated, and all-night, every-night parties were a common feature of the Perth visit. Some people, looking back

on the visit can remember one thing only—parties.

Highlights of the visit were:—

. . . . The can-can performed with choreographic excellence by the choir on the boat coming back from Rottnest Island.

. . . . Perth choir girls barbecuing steaks to a "raw inside, black outside" consistency, in the teeming rain at Serpentine Dam.

. . . . The choir taking a trip to Yanchep Park caves and lake, and ending up at the Inn.

. . . . Rounds of traditional student limericks being sung at unearthly hours at riotous parties.

. . . . One certain young lass announcing to Mr. Grimer (Mus.Bac., B.A., F.R.C.O.) the organist for the concert (affectionately nicknamed "Grimer"), "It's D minor, Mr. Grimer."

. . . . A mob of rather debauched, haggard-looking characters boarding the boat for Rottnest at Fremantle at 10.30 a.m. Sunday morning, having missed its departure from Perth the previous hour.

. . . . The choir entertaining the peak-hour traffic from their bus with their own very lively version of the "Mass in C" on their return from Yanchep.

. . . . Another certain young lass wandering alone up and down the footpath in front of a house in Claremont at 11.30 p.m., despite the fact that party guests in the house had warned her of the Perth killer.

. . . . Rain, rain, rain. Said one, "I have never seen such magnificent rain." And a slap-bang cineramac, stereophonic thunderstorm with 90 m.p.h. winds on the Wednesday night. ("Come to Sunny Western Australia.") Oh, not to forget the concert on the Saturday night, which was comprised of the following: "Valiant-For-Truth" (Vaughan-Williams) Adelaide choir, and "Te Deum Laudamus" (Purcell), Selections from "Requiem" (Faure) Perth choir, and the "Mass in C" (Beethoven) both choirs. The concert itself was a huge success and St. George's Cathedral was packed, with over 700 people. The critique of the evening was a "rave", although some people doubt whether the critic realised how true was his statement. "The inspired performance of the Mass ranged from the spirited to the spiritual." Perhaps "spiritous" would have been more appropriate, considering the previous week's parties.

With its Spanish architecture in the Uni., its Swan lager, its parties, its tempestuous weather, and all its ultra-hospitable Uni. Choir members, Perth was left behind, as we returned to the sunny Festival of Adelaide. As we boarded the plane, we overheard someone remark, "They had snow and hail in the Adelaide hills yesterday." Enough said.

Continued from page 3

forced upon us by the nature of the Commonwealth grants to the university. It will be impossible, in my view, for this State to get grants from the Commonwealth for secondary and primary education without having tags attached. . . . I believe that the point of view expressed by the member for Mitcham here tonight is a very real one, that he has seen the problem, and that he is prepared to grasp the nettle. I had hoped that we had persuaded him to come around to the policy of this Party; that we have to get on with the job of education, and that the only way is to seek and accept the Commonwealth grants, albeit with tags. . . .

The Treasurer has suggested that this is not a situation that we may have to face because in the United States of America there is a decentralised administration in education and Congress provides certain grants-in-aid to the schools. The problem there is (and I cannot see any State taking action to set up the kind of administration and education that exists in the United States) that the schools are largely financed out of the local rating system. . . . A person has to choose his area very carefully in

order to get his child adequately educated. . . . I hope we never get to that stage in Australia. Even if the federal system gets somewhat wrecked in the process in that there is some transfer of control regarding education policy, I think it is preferable to transferring to an education system of that kind. I hope the States will apply for these grants from the Commonwealth, and that a commission will soon be set up by the Commonwealth on the lines of the Murray Commission to deal with all aspects of technical, secondary and primary education in this country and to recommend grants to the States for that purpose. I cannot see how we are to meet the educational needs of this country without such grants; it is just not within the State's capacity to raise the money, and it must come from income tax. I believe we have to pay more in income tax as a moral duty. The alternative is clearly before us: either we pay no extra tax and leave our children inadequately educated as compared with the education that can be gained in some comparable countries, or we do pay extra tax for education.

GREEK STUDENTS RELEASED AFTER RETRIAL

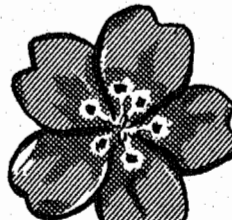
LEIDEN (Sept. 12)—Eight leaders and members of the newly-formed Greek National Union of Students have successfully appealed their five-month prison sentences stemming from their roles in organising a student manifestation.

The students, including Yiannis Djanetakos, President of Ethniki Phitisci Enosis Ellados, and Demetris Scamnakis, the Vice-President for Finance, were acquitted in a second trial. A lower court had found them guilty of disturbing the peace and security, dividing the people and disobeying the police when they organised a protest rally following the assassination of a member of the Greek Parliament and Athens University professor, Gregoris Lambrakis. (COSEC, Press Release, June 18.)

The first trial elicited numerous messages of protest and of solidarity with the arrested students, including ones from the Federation of National Unions of Cypriot Students, the Danish National Union of

Students (DSF), the German National Union of Students (VDS), the National Union of Israeli Students (NUIS), the National Union of Students of the Federation of Malaysia (PKPTM), the Swedish National Union of Students (SFS), NUAUS (Australia), the United States National Student Association (USNSA), the Yugoslav Union of Students (YUS), and the Mouvement des Etudiants Universitaires Belges d'Expression Francaise (MUBEF). COSEC representatives at the trial had expressed shock at the severity of the sentences and the restrictions they implied for the freedom of expression of Greek students.

In a statement issued after the acquittal, EFEE called the new decision "a justification of our struggles and an urging to us to continue our struggling march". It expressed the certainty "that justice will always stand a protector of our democratic rights".



LEARN JUDO & JIJITSU
AT THE
CHERRY BLOSSOM SCHOOL
PRISCILLA STREET, PROSPECT
J. Revalk — Instructor . . . Cut Rates for Uni. Students

TEN YEARS AFTER

imperialistic war against the Korean and Chinese peoples, and even bacteriological warfare—an inspired mendacity. In the Communist prison camps of North Korea intensive indoctrination of U.N. captives was carried on, an act of political rather than military warfare. But one fact above all others should be remembered from the story of the truce talks—it is that of 20,000 CCF prisoners, only 6,000 opted for repatriation to China.

Four Lessons

Then, at last, the Korean armistice was signed on July 27, 1953. Across the peninsula a 4-kilometre wide demilitarised zone centred on the demarcation line between the armies separated the combatants. But the drawing of this line, which runs for the most part just above the 38th Parallel, had been an expensive task; altogether four million civilian and military casualties were suffered by both sides in Korea, over 142,000 of them American.

From the events of the Korean War, however, four important lessons emerge: (1) In waging limited war in Korea the U.S. showed that East-bloc military aggression would not and could not be tolerated; (2) By such action the U.S. gave notice to the Communist bloc that any further predatory moves on the Korean pattern might result in general war. The great post-war Stalinist wave of expansion therefore ground to a halt on the hills of central Korea in the spring of 1951; (3) With even limited aggressive war on the Korean pattern made too risky by the U.S. resistance in Korea, the only alternative was for the post-Stalin rulers of the bloc to initiate the current political-economic offensive aimed at enveloping the underdeveloped countries. This offensive, at least, presents fewer risks of total disaster than Stalin's directly expansionist policy; (4) The Korean War radically altered the military posture of the West, finally eliminated isolationism as a serious factor in American politics, and established Nato force levels which have lasted to this day. The basic defence structure of the West today is a direct result of the North Atlantic rearmament of the early 1950s, itself triggered by the Korean War.

Hostility to India

As for North and South Korea, their differences in political and economic structure have become even more accentuated in the decade since the armistice. In the North the Kim Il Sung regime has consolidated itself to such an extent that it is now probably the most Stalinist of all the Communist states, complete with a personality cult of Kim. The Korean Communist Party, or the Korean Workers' Party as it is known, which before 1950 was dominated by the Soviet Party, is now, as a result of events which began with the Chinese intervention in Korea, allied to Peking on all major issues which divide the bloc. Two great purges in 1953 and 1956-8 have eliminated the "domestic" and "Yenan" factions in the KWP; in foreign affairs Pyongyang follows Peking's lead in its implacable hostility to the West and to South Korea—and even to India. Moreover, beginning in 1958, the North Koreans tried to follow the Chinese economic pattern of the "Great Leap Forward" and the Communies with their own "Flying Horse" programme of streamlined co-operatives designed to bring about the "transition to Communism" within the next few years. Significantly, since early 1962 the Chinese Communies have not been praised although industrial production has certainly increased. It remains to be seen whether, through the leverage of the totalitarian apparatus, North Korean per capita production will surpass that of Japan in ten years, as Kim Il Sung boasted in 1959.

To the south of the demilitarised zone

the political and economic outlook is uncertain. After many years of personal rule President Syngman Rhee was at last overthrown in April 1960. He was succeeded by the squabbling politicians of the John Chang administration. But cut off from the industrialised north by the demarcation line and from the economic wealth of Japan by old—though understandable—differences, South Korea remained in a state of economic chaos. It was hardly a surprise when the military, under the rule of the austere General Chung Hee Park, took over in May, 1961. Although the Junta has improved administrative efficiency, the economic problems remain despite U.S. economic aid of \$200 million annually. A standing army of 600,000—the fourth largest in the world—hardly aids the task of wartime reconstruction, but the chief problem which concerns the Junta is political—how to obtain a mandate, how to restore legitimacy to the government of the generals. It remains to be seen whether the restoration of the civilian rule which has been promised with elections later this year will come about; until then South Korea's political future remains clouded.

But fundamentally Korea still regards itself at war; and since the truce the Military Armistice Commission has met 175 times at Panmunjom while liaison officers meet daily. The UNC has accused the Communists of 2,275 truce violations; the Communists have accused the UNC of 6,603 violations. Both sides have, in fact, long since ceased to observe the truce provisions which forbid the build-up of military equipment. To the north a strong Communist air force with MiG fighters menaces the South, guarded in its turn not only by the South Koreans but by two full strength U.S. divisions with atomic missiles. The meetings of the MAC, with their angry charges and counter charges of Communist perfidy and U.S. imperialism, have become a stylised ritual of hate, broadcast through loudspeakers to open-mouthed tourists in Panmunjom. A few months ago in the MAC's 162nd meeting, the Communists protested an alleged violation of North Korean airspace by a U2:

Gen. Cloud, U.S. Army: Your statement is ridiculous.

Gen. Chong, NK Army: Your last remarks have only revealed in all its nakedness the brigandish nature of the U.S. imperialists, descendants of the pirates, who have indulged in fraud and deceit, aggression and plunder.

Cloud: I am waiting for a responsible answer to my question.

Chong: You have failed to make an answer to my question. Make a reply!

Cloud: Your latest statement adds nothing to this meeting.

Chong: Your attempts to cover up and deny the aggressive and piratical acts personally organised and commanded by the bellicose circles of the U.S. have once again exposed to the world how crafty, shameless and burglarious you are.

Cloud: You are repeating yourself. Do you have any proper further business to bring up?

Chong: Your aggressive piratical acts vividly illustrate the ever-crazier war psychosis of the U.S.

Cloud: Do you have any further business? You called the meeting.

For at Panmunjom there is never any mention of peaceful coexistence, of test-ban records, of the spirit of Geneva, Camp David or Moscow '63. Here, where the Korean War has manifestly never ended, there is only a tension as fierce as that between the two Koreas . . . too much has happened here in the recent past to make it otherwise.

personality in fashion

"Let your women keep silence in the churches," said St. Paul, who was having a bit of trouble with the church at Corinth. Either the S.C.M. in the University of Adelaide is a well-behaved lot, or else they are careless of Holy Writ—they have just elevated Miss Cherry Parkin to the position of President.

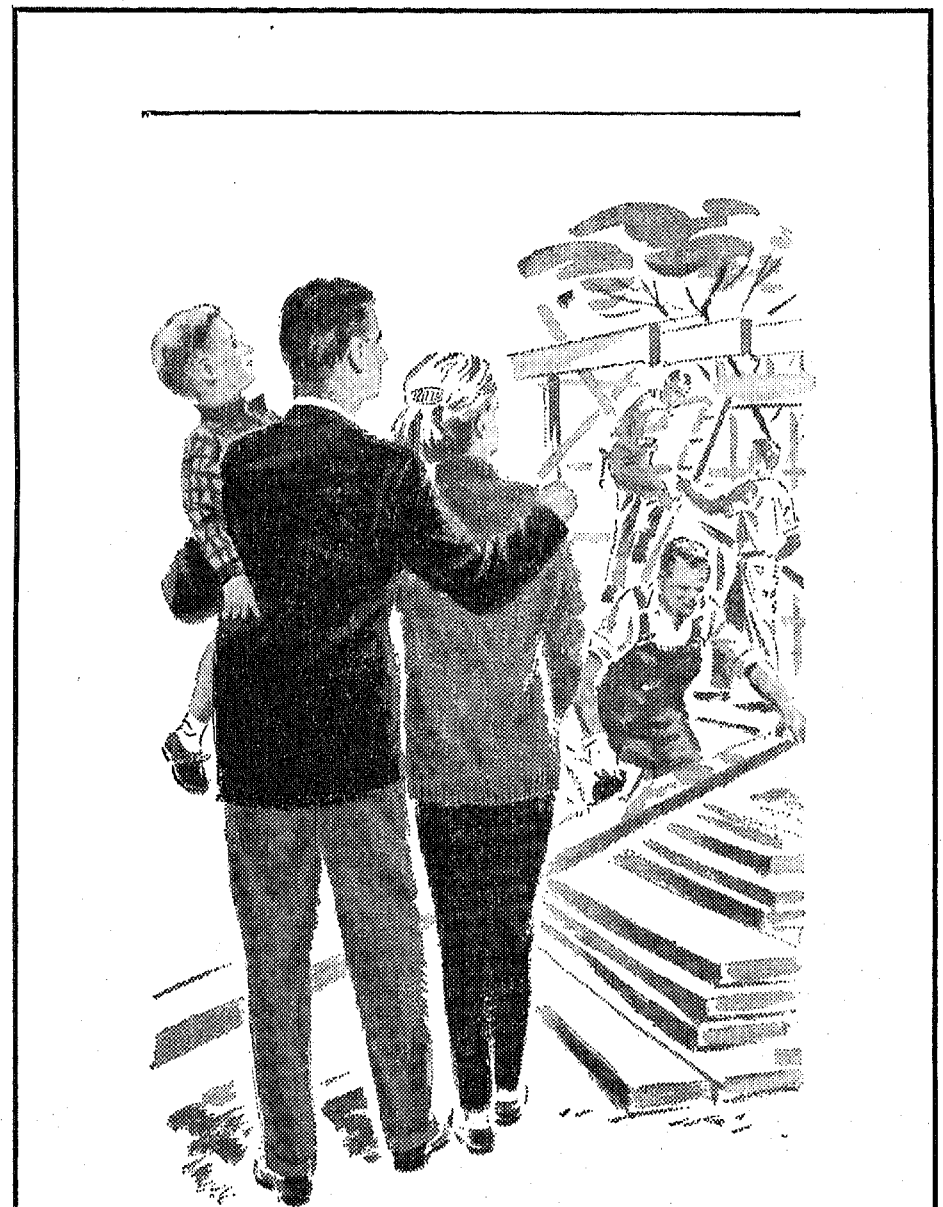
Of course St. Paul underestimated the capabilities of the fair sex. He should have known better, being acquainted with the accomplishments of Eve, for instance, and Delilah, and Jezebel (our favourite is the apocryphal Judith, who was a dab hand with the axe, when men were asleep), but we assure you that Cherry is not in that tradition at all. Girton educated (co-head girl), she has done all the correct things a girl could do since arriving at the university.

She has played basketball, helped W.U.S., collected distinctions with the ease of someone pinching "On Dit" and not paying threepence, and even attained that pinnacle of a student career, a seat on the S.R.C. Next year, she embarks on her final honours year in History, and no doubt we will be hearing more from S.C.M. (St. Paul or no St. Paul) with Cherry at the top.

Then what? Cherry finds the idea of a trip abroad appealing. Since Rhodes Scholarships are available to males only,



Cherry has settled for a Rhodes Scholar. P.S.—Why do so few women get to the top in other clubs and societies? Do they read their New Testament too much?



You get the service
you want at
the Commonwealth Banks

Take housing.

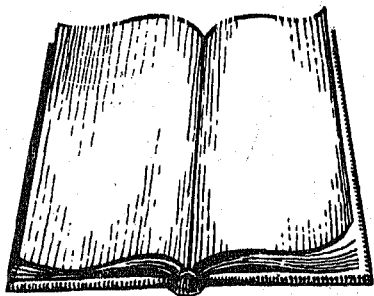
The Commonwealth Savings Bank is lending £4 million a month for the purchase or building of homes.

And that's not the whole story. This Bank is lending money for new homes at 4½ per cent per annum.

The Commonwealth Savings Bank naturally gives preference to its customers. But if you're planning a home and are not a customer, have a talk to the nearest "Commonwealth" Manager first.

BANK COMMONWEALTH
AUSTRALIA'S MOST HELPFUL BANK

CB.30.102



IT'S FINE

to start the morning with a mind like an open book; far, far better, though, to put something in it while the day's still young.

GET—

The Advertiser

habit with your morning tea and toast. The rest of the day won't look nearly as grim if you do.

You can get it 'most anywhere for 4d.

letters to the editor

A loud voice

Dear Sir and Madam,

I do not wish to make any lengthy comment on Mr. Magarey's views on race. Suffice it to say that they seem to me to be only slightly less bizarre than those of Professor Winks. The latter's indeed I thought to be so ridiculous as to demand reply in kind. I was fully aware that my remarks were to be printed, and I congratulate the Editors on their decision to publish them. Furthermore, it seems that students of Adelaide University, including our South-East Asian ones, have shown greater critical perception of their intention, not by any means flippant, than has Mr. Magarey whose no doubt once sensitive reactions have been dulled, inevitably, by too prolonged a contact with his departmental colleagues. I hope my voice will long continue to rouse him, and others, from the torpor that enshrouds their side of the floor. To do that, it has to be loud.

Yours faithfully,
W. F. MANDLE.

Politics polluted

Dear Sir and Madam,

I have been sorry to observe, over the now nearly past academic year, the even more emphatic past tense of the Cosmopolitics Club. During 1962 this worthy institution displayed before us, among others, Messrs. Dunstan, Stott and Eastick, and madam, yourself. Surely for these productions alone, the club was to be commended.

This year, it seems once more to have faded. Can it be that the Liberal Union is becoming too strong? Or could it be that Mr. Bannon, whom I believe is Cosmopolitics' nominal president, finds avenues for advancement not in an association whose value lies in presenting all aspects of politics, but in one more patently a political launching pad?

Yours faithfully,
OLD TIMER.

Fresh air calls

Dear Sir and Madam,

The only way sufficient oxygen will be got into the Barr Smith is by breaking the windows. This should be clear by now. We have only got experience to go on, and experience has shown that the powers-that-are in the Barr Smith do not believe in open windows.

I have conceived of a way of breaking the windows in the Barr Smith that will cause a minimum of unpleasantness. Simply get a thousand-odd students to hurl bricks through the windows at a given signal. The window smashing will then take on the appearance of a demonstration, and, as everybody who has read of the riots (a) over Malaysia, (b) over integration in Birmingham knows, demonstrators are never arrested by the police. This means that the demonstration will bring misery only to a very small number of people: members of the Barr Smith Staff. And the happy consequence of this is, of course, that the act of breaking the windows is morally right, because a large number of people (the students) will be rendered happy (since they will be enabled to breathe in comfort) and only a few people (some staff members) will be made miserable.

Yours sincerely,
R. A. NAULTY.

Advent of Amnesty

Sirs and Madam,

A few weeks ago, a local branch of the Amnesty movement was set up in Adelaide. The Amnesty movement is composed of people of all nationalities, politics, religions and social views who are determined to work together to obtain world wide recognition of Articles 18 and 19 of the Universal Declaration of Human Rights—the two articles concerning the freedom and dignity of the human mind.

The principal object of Amnesty is to mobilise public opinion in defence of those men and women who are imprisoned because their ideas are unacceptable to their governments. Amnesty tries to secure the release of these "Prisoners of Conscience", and failing this, to alleviate the conditions of the prisoners and of their relatives who are in need.

Essentially an impartial organisation as regards religion and politics, Amnesty avoids falling under the control of any ideological

group by each local branch "adopting" three prisoners: one imprisoned in the Communist bloc countries, one imprisoned in the Western bloc countries, and one in the Afro-Asian countries. The Adelaide group's three prisoners are in East Germany, Spain and South Africa.

Any individual over the age of 14 can become a member of Amnesty by paying a minimum subscription of £1. Anyone interested is asked to communicate with the Secretary of the local group, Mr. W. A. P. Phillips, History Department, University of Adelaide.

Yours, etc.,
T. BROWNING,
(President, Adelaide Amnesty).
W. A. P. PHILLIPS,
(Secretary).

Correction

The Editors,
"On Dit",
Dear Sirs,

The following is a copy of a letter delivered to "The Advertiser" and "The News" on Monday, 23rd September. I felt that it would be useless to wait until next Sunday's "Mail" to set the record straight.

Neither newspaper published my letter. "The Advertiser" did publish an anonymous letter by "Honours Student", which was well dealt with by Gordon Bilney in a letter on Wednesday, 25th.

Yours, etc.,
FRANK T. BORLAND.

September 23, 1963.

The Editor,
"The Advertiser".

Sir,
In view of public interest in the current political situation in South-East Asia, I feel obliged to comment on certain statements made in our local press (Sunday "Mail", 21/9/63).

There are in the University of Adelaide no "rival Asian factions". There is no "watchful eye being kept", and the idea of "precautionary measures to prevent a clash" has never entered the heads of anyone with a knowledge of student affairs.

The only "news story" about Adelaide University students is that all are settling down to do a hard term's work before annual examinations, and everything is quite normal. No University spokesman would say otherwise. But perhaps normality isn't news.

Yours, etc.,
(FRANK T. BORLAND),
Warden of the Union.

Shame!

Dear Sir,

I consider the descent to plain heavy sarcasm in your criticism of Mr. Haslam in "Personality in Fashion" in the last number of "On Dit" to be in poor taste, and to have betrayed entirely the fine tradition of furtive sniping and back-biting which has been established during the year. Why, I do not believe that the poor man even knows he is being "got at".

Yours,
PER ADUA AD ASPIDISTRA.
Adelaide,
30th July, 1963.

Thanks!

Dear Sir and Madam,

May I, through your columns, say how much I have enjoyed working with so many of the University's staff and students these last five months?

The slight differences and difficulties have added a certain unpremeditated "spice"—for "news" by its very nature cannot always be agreeable—and I hope been of interest and value to those otherwise unknowing.

My interim position as North Terrace roundsman has now ceased, but if I can be of any assistance to former sources—"usually reliable"—I hope they will hasten to contact me.

With respect,
I am,
Yours, etc.,
WILL BAYNES.

Help!

Dear Sir,

I am a forester (University of Salonica—Greece), and I am in Australia permanently.

I would like to get to know a forestry student from your University.

I have been here for a year and a half, and although my English is not very good, I can get along in discussion.

I hope you can help.
Yours sincerely,
L. PROMANAZ.

Lampros Romanas.

a. u. m.

"So Cabinet has dropped 'Royal'," said the Editor. "It's a pity!" "Perhaps none of them had read Peter Burley's lucid defence of the choice—very convincing—which will be found in A.U.M. when it appears next week."

"Perhaps, on the other hand, they had."

In either case, we were assured, the article will still appear, giving the world its first sight of Burley's laws of politic, which will be found widely applicable, not only to the naming of currency, but also to S.A. electoral reform, Malaysia, our relations with the Aleutian eskimos (if any) . . . and so on.

Martin Davey, the Editor in question, was until, a few years ago notorious as a Sydney University student politician and writer. He took over the helm of A.U.M. when it seemed about to founder earlier in the year, and has now steered it to the goal of publication.

Baines, Ian Black, Peter Burley, Paul Depasquale, John Finnis and a few others—ensures that it will be well written, and likely to be of much more than topical interest.

And, when it appears, it will cost no more than two shillings, at the S.R.C. office or the bookroom. Don't miss it.



For my
money—
it's the

**NATIONAL BANK
SAVINGS BANK**
A WHOLLY OWNED SUBSIDIARY OF
**THE NATIONAL BANK
OF AUSTRALASIA LIMITED**

All enquiries welcome at the convenient
Nth. Terrace Branch

231 NORTH TERRACE, ADELAIDE

0084/42/62

IS UNITARIANISM FOR YOU?

Unitarianism is a philosophy for those students who cannot accept Christian orthodoxy but who seek a way of living based on scientific thought, reason and intuition.

You are invited to join the Unitarian Student Club.

Phone Dennis Wynne 31 2256

Organising meeting Fri. Oct. 11, 1 p.m., Lady Symon Library.

THE SHELL COMPANY OF AUSTRALIA LTD.

The Shell Company of Australia Limited on behalf of the Shell Group of Companies in Australia offers one scholarship in Arts, Commerce, Economics or Law and one scholarship in Science or Engineering. Each scholarship is tenable at Oxford or Cambridge University or for the latter scholarship, London University, for two years from the commencement of the Michaelmas term, October, 1964, and is valued at £850 sterling per annum. The cost of passage to the U.K. and the return passage, if effected within 12 months of completion of the scholarship period, will, for each winner, be paid by Shell. At the end of the scholarship period each man may be offered a position with the Shell Group which, however, he is under no obligation to accept.

These scholarships are open to male British subjects who have been domiciled in Australia for the last 5 years and who will complete a full time Honours Degree in any one of the abovementioned courses at the 1963 annual examinations. Candidates should be under 25 years of age at date of application and be unmarried. They must not currently hold another scholarship for overseas study or be under bond or committed in any way to an employer.

The selection will be made by a committee comprised of senior members of University staff and representatives of the Management of The Shell Company of Australia Limited. The selectors, whilst giving first consideration to academic ability, will also consider achievements or distinction in other spheres, breadth of vision, leadership qualities and interest displayed in other people and their problems. The purpose of the scholarships is to bring holders into contact with other men of exceptional ability and character in order that they may make their fullest contribution to industry outside the purely academic field.

Prospectus and application forms are available from the Administration Branch, University of Adelaide, or from the Shell Staff Office. Applications should be lodged with the Personnel Officer, The Shell Company of Australia Limited, 170 North Terrace, Adelaide.

APPLICATIONS CLOSE ON 31st OCTOBER, 1963

STRANGERS IN SCHOOL

Little is known about aboriginal education in South Australia, or more correctly, very little ordered data has been collected. There are many people who, through working with aborigines, have obtained considerable knowledge of the problems, but these people, teachers, missionaries and government welfare officers, are scattered, their knowledge limited by the particular situations in which they have worked and their opinions biased by their approach to their work. The task of collecting and analysing this knowledge and processing it into a usable body of information is a vast one, and should be the work of experts. So far it has barely begun, and has been left to amateurs.

In South Australia the Education Department is almost entirely responsible for aboriginal education, and the few mission schools that have not been taken over by the Government are subsidised and in other ways assisted by it. In most schools where aboriginal children are taught, even those which are entirely for aborigines, the curriculum and teaching methods are identical with those used in State schools for the children of Australia's Western civilisation. This means that the aboriginal children begin their schooling at a disadvantage, for the general knowledge which they have gained from their pre-school life is very different from that of other Australian school children, and the early stages of teaching assume knowledge that they don't possess. Children living in wurlies in such places as Coober Pedy, for instance, are unfamiliar with furniture and other features of a house, with toys, trains, trees and grass, and dozens of other things that white Australian children have known all their lives, yet the first simple sentences that they learn to read are all concerned with such things.

The aboriginal child therefore not only has to learn the symbolic expression of a word, but often has to learn the word and has to learn to understand the object which it symbolises. For instance, the word "door" and the object it symbolises are familiar to all five-year-old white children and all they have to do is learn to recognise the word in its written form, but the wurlie-dwelling aboriginal child has also to learn the concept of a "door" and the spoken word; thus the task is three times as difficult, and his progress is necessarily slower.

In the past, the tendency has been to underestimate the difficulties the aboriginal finds in bridging the gap between our culture and his own, and, because his standard of achievement has been low, to consider him less intelligent than other races. However, where properly standardised intelligence tests have been carried out, the results indicate that aborigines are of normal intelligence. This evidence is further corroborated by the findings at Ernabella mission in the north-west of the State, on the edge of the Central Aborigines

Reserve. Here the children are taught in their native tongue, Pitjantjatjara, and subject matter and teaching methods are adapted to their needs and to the general knowledge they have acquired from their environment. The children at this school are reported to be of average intelligence, and their progress is normal. The aim of the education system at Ernabella is to give a sound basic education to the entire group of people, so that they will be able to meet the western civilisation which is slowly engulfing even their remote part of the country, without suffering social and moral disintegration as most of the present semi-tribal and fringe dwelling people have done. Of course, the Ernabella teaching methods could not be applied wholesale to other aboriginal schools, and teaching in the tribal language would be neither practical nor desirable in most other parts of South Australia. However, the principle of specially adapted methods of education could well be applied in many other schools, not necessarily meaning that different skills should be taught, but merely that they should be taught in different and more suitable ways.

However, before any substantial changes can be made in aboriginal education, considerable research must be done, the importance of this work can hardly be stressed too much, for without an improvement in their education the living standard and social level of the aborigines cannot improve, and yet, the research that has been done in this field is negligible. Until 1961, when the Aboriginal Scholarships Committee sent out questionnaires to all Government secondary schools in South Australia, and the Northern Territory, it wasn't even known how many aborigines reached secondary school; only then were the pitifully small numbers revealed. Out of South Australia's 5,000 aborigines, there were then 43 in secondary school, 14 of these were at high school, 22 at technical schools, and 7 at area schools. There were a further 43 students at High Schools in Darwin and Alice Springs. From the comments made by head teachers, it appeared that most of these students were in their first or second years, with little chance of progressing much



farther. Intermediate was generally set as the upper limit, and it was fairly evident that the children did not expect, and were not expected to proceed higher. About 6 students were deemed capable of taking the Leaving Certificate and 2 capable of achieving University standard.

This year, another survey is being carried out. So far, we have located 36 aboriginal school children. About 10 of these appear to have some potential. However, it is difficult to tell from the teachers' brief comments just how many of these children could benefit from help and encouragement in their schoolwork and might eventually become University material. The Abschol Committee has therefore begun visiting these children, and is offering coaching to those who need or desire help with their studies. If anybody is interested in this work (visiting or coaching) would they please get in touch with the committee by leaving a note in the S.R.C. office.

If aboriginal children are of normal intelligence, which tests show them to be, these results could be greatly improved, and new teaching methods should be designed which would help the aborigines to overcome the problems which they face, which are not shared by their white contemporaries.

Until the aboriginal's problems are understood he cannot be helped to conquer them. Time and money are needed for detailed study of these problems, and until these are expended there can be little hope of progress for the aboriginal race.

AUSSIE RULES 1963

By J. F. Roberts

Well done, Blacks! '63 looks like being another record-breaking year. The senior side after a convincing win over Teachers' College enter the Grand Final and seem set for their premiership in a row. Also not to be outdone the "C" grade have reached the preliminary final, and under the guiding eye of Godfrey Olliver could take out that pennant. If achieved this would be a rare double.

'63 has been a rebuilding year. Many Black stalwarts of the past, the likes of Clarkson, Hill, Hooper, Pfitzner, Morton, McNicol, Hyde, Sangster and Rogus, have left for happier(?) hunting grounds.

Despite the enormous losses, Varsity once again this season has shown its superiority. While individual brilliance and football artistry have fallen relative to past years, Varsity teamwork and courage are at an all-time low.

"Buzz" Byers, tenacious hard-hitting centreman, has certainly proved himself worthy to step into the boots vacated by All-Australian "Doc" Clarkson. His rugged over-energetic style has inspired all players. His biggest prize so far has been the capture of the Inter-varsity cup for Adelaide after convincing wins over Sydney, W.A. and a strong Victorian line-up.

Always offering his support is vice-captain and ever reliable "Keg" Ferguson. Keg has shown again this year both on and off the field that he is one of the most valuable men the club ever had.

All other clubs were sighing with relief when it was known that that great all-time combination of Dud and Doc would be missing from the Varsity lineup this season, but they were not counting on the tall timber trio of Parkin, Laslett and Chapman. These three would have knocked the ball away from bounces and throw-ins more times than Victorian football personality Lou Richards has put his foot in his mouth; Chapman, in particular, has been the find of the season, and his youth and keenness augurs well for a continued Varsity ruck dominance in the future.

"Stonewall" Jackson has lived up to the promise shown last year, and he is always there when needed to give that extra bite to the packs. Alongside him at full back is the fury "Proshkimo-nell" Stafford. He and another heavy cruiser-cum-tank Graham Seppelt have led a very determined, well knit defence. Making sure no-one puts a spanner in the workings of these two great machines is the nimble-footed "twinkle toes" Gambling and the dashing Pettruccio.

The forwards too in action present an exhilarating picture—the immaculate high-leaping of Jones, the lightning thrusts to the goals of Corbett and the straight kicking of Milne. Ian, seemingly a disinterested player, has given opposition fullbacks many headaches in bagging his 77 goals so far this season.

One of the biggest blows this year was the loss of Juan Hooper to league ranks. However, the way in which nuggety D. Dall has been playing lately, apparently relishing the responsibilities of being first rover, and the fine play earlier of Peter Clarke, have partly offset this.

A Uni strongpoint this year has been the wings, and no wonder with players with the ability of Morris Pryor and Lehmann to pick from. Gerry Webber, ex-Torrens star, and this year's "B" capt-coach has also joined in now for the fight for finals berth.

An improver to watch is Ron Ellis at the moment roving for the senior side. He has played most of his amateur football as a defender but has thrived on the change. Could be the star in '64.

Special mention in closing to Allan Green, who has the players bursting with determination and courage for the final match. Doubtful if there has been a coach so wrapped up in a club's performances.

The much-awaited

University Songbook

has been revised and enlarged to include Caviare, Shares in the very Best Companies and Sam Hall.

It will be available at the S.R.C. Office in about a fortnight.

Watch For It!

Adelaide

University

Magazine

BAINES — BLACK — BURLEY —
DEPASQUALE — FINNIS

and other assorted villains

HERE NEXT WEEK

TWO SHILLINGS ONLY



A CAREER equal to any!

UNDERGRADUATES

can now complete their
University Degrees as Officers
of The Royal Australian Air Force

SUCCESSFUL CANDIDATES WILL BE APPOINTED
FROM THE FOLLOWING FACULTIES—

- * MEDICINE
- * DENTISTRY
- * ENGINEERING
- * SCIENCE
- * ARCHITECTURE

For full details of this outstanding scheme consult
the local University Squadron Commanding Officer, or
the RAAF Recruiting Officer in your State.

a modest proposal

It is with great concern that I observe that the new wall around the Union mud-patch is being misused. It has come to my notice that students are using the top of this wall as a repository for their overfed and under-exercised backsides. To add insult to injury, I find that the majority of these students are in fact *freshers*.

The solution to this problem is twofold: the problem could be solved drastically by the provision of park benches on the mud-patch or by equipping the wall with a suitable layer of sharply-pointed deterrent material.

However, it should be possible to attack this problem far more fundamentally, and at the same time do away with the growing inconvenience of freshers on the campus. The ultimate answer is to have a university in which there are no freshers. This could be achieved with the utmost facility by the simple expedient of declaring the campus out of bounds to first-year students except between the hours of 8 p.m. and 6 a.m. This would enable the students to learn at their leisure the ins and outs of university life, and would therefore equip them more adequately to take their place as fully-fledged second-year students.

As an idealist I do not find myself concerned with the actual execution of this plan, but I feel that any slight administrative difficulties could be overcome without very much trouble. The advantages would obviously outweigh these problems.

The long-range effect of this plan would be a general reduction of student concentration in all parts of the university. The advantages of a refectory uncluttered by such minuscule distractions from student life are obviously quite enormous. The possibility of being able to purchase any desired comestible unimpeded by the vacillations of fresher superfluity is so undeniably attractive to contemplate that any objections must surely already have been answered.

It is even possible that this somewhat unusual, yet eminently sensible arrangement may perhaps lead to some pretensions to intellectual achievement on the part of the freshers for whose good this plan has been conceived.

Thus it can be seen, even by those die-hards of the old school of educational thought that for the common good of all this plan emphatically must go into practice with the least possible delay. The necessity for a project of this type is so immense that one cannot comprehend the failure of the authorities to activate such a plan in the early days of this university. The administrative processes necessary to implement the execution of this project must immediately be set in motion, to ensure, before the opening of the next academic year, a fresher-free university. In view of the gravity of the present situation, I trust that my remarks, confined as they are to the simple and basic needs of university life, will be given urgent and thorough consideration.

unity a myth?

It has often been argued that the main reason why Asian students do not mix as well with Australians is the maintenance of the Restrictive Immigration Policy. This, it is held, stands in the way of mutual understanding and therefore, of mutual friendship. People holding this view conclude that real and lasting friendship cannot be maintained between Australians and Asians. Implicit in this argument that the W.A.P. separates socially the two groups, is

the assumption that Asian solidarity is a fact, being exempt from any discriminatory prejudices.

Although I believe the W.A.P. has a deterrent effect on the relationship between Australians and Asians—for instance, it tends to strengthen the snobbishness of certain Australians—I would not say that this lack of close and friendly intercourse is entirely due to the existence of the W.A.P.; rather it is the consequence of a complex of psychological, mental, educational and social factors. My purpose, however, is not to develop and elaborate on this theme, but to deal with the other assumption: that Asian solidarity is a fact, and that the relationship among Asian students is close and amicable.

My conviction, based on conversations with fellow Asian students and with Australians who know them well, is that this is not so. Asian students may be united in their opposition to the W.A.P., as the Afro-Asian group at the U.N. to colonialism, but as the Asian and African diplomats in New York, they are hardly united in anything else. Not only are they not united, but division along national lines exists, and discrimination, based on a variety of complex factors, prevails. The recent strong public denial by both the Malayan and Indonesian Students' Association of any rift between them did not dispel any doubts in the minds of sceptics; it only reinforced them.

Division along national lines: Asian students in this university are divided along national lines. There are the Malayan group, numerically strongest, Indonesian group, North Borneo group, and the groups from Siam, South Vietnam, Cambodia. . . . Among these national groups, little social relationship is involved. Group members, more often than not, stick together. This is most noticeable during lunch-time: any student can hardly fail to notice the groupings of Asian students in the refectory; a close look will reveal that those table-mates come from the same country in South-East Asia. Of course, there are cases of, say, Siamese mixing with Malaysians, or of Indonesians with Vietnamese; but on the whole, they constitute exceptional cases. And as exceptions, they cannot dismiss the above-mentioned rule: that international relationship is almost non-existent.

The division of Asian students along national lines is further heightened by the prevalence of nationalism among them. The political level of sophistication among countries in South-East Asia is such that their nationals tend to boast of their nationalism, rather than to play it down. Any criticism of any one country's leader is seen as an insult to that particular country. Yet any meaningful conversation, say, between a Malayan or an Indonesian, implies a frank exchange of views, which by the very operation of nationalism is ruled out. In this kind of intellectual atmosphere, no wonder fellow countrymen congregate together, and exclude all others.

Discrimination. Discrimination also prevails among Asian students. It is not as crude as apartheid. Rather, it belongs to a subtler category, expressing itself in contemptuous and condescending attitude. It is also more complex, because it does not conform to the usual pattern of white versus coloured people. There is the case of Asians who think of themselves as superiors versus the rest of Asians whom they consider to be inferior. This sense of superiority is based on: (i) *political factors:* the belief that one's own country has a better political system than the rest of the countries in South-East Asia. For instance, the Malaysians tend to think of theirs as being more democratic than the Indonesians' guided democracy. The way one's country achieved independence also contributes to accentuate this feeling of

superiority. Indonesian students, for instance, are proud of having forced the Dutch to leave the country by violent revolution; they would, in consequence, look down on the way Malaya became independent. (ii) *Economic factors:* the question of whether you are a private student or a Colombo Plan student is important here. The assumption is that being the former you come from a wealthy family, being the latter, you cannot but originate from the lower classes of society. In between the two, there is a wide economic gulf which, socially, divides the two, and makes close relationships a difficult, if not altogether impossible task. (iii) *Linguistic factors:* If a national Asian language happens to be widely used, this too, is a cause for pride among nationals who speak that language. Chinese-speaking Malayan students seem to delight in conversing in Chinese; working in the library one often hears some Chinese, males and females, passing by and, rather loudly, talking in their national language. (iv) *Social and educational factors:* Coming from less financially well-endowed families is also associated with having bad manners, being socially backward and culturally primitive. But it is also the case that students coming from wealthy families are accused of being crude in manners, of having no general knowledge and of lacking a comprehensive interest in things out of the scope of their studies. This, it is assumed, is due to the families' affluence. They do not see the need to improve themselves, intellectually and socially, since their economic future is secure. Furthermore, the course you are taking—whether engineering, science, arts—tends to be a factor in developing segregation and in instilling a sense of superiority among Asian students. And lastly, the sheer number of certain nationals of South-East Asia within this university provides them with a feeling of being "at the top." It gives them a sense of power, and makes them look down on numerically less-mobilised groups.

vote for me

Adelaide Teachers' College last week held elections for S.R.C. and T.T.A. executives, and editor of "Flambeau". A rather blatant banner on the side of the A.T.C. skyscraper, and a free plug in a certain up-town newspaper column, proclaimed the fact to the university and the world at large, and invited the population of the metropolitan area to vote for a certain candidate.

Even more blatant were the methods used within the few remaining areas of the present building. Not only did this particular candidate resort to highly decorative banners and slogans, but he also brought out his Christmas decorations. Coloured balloons strung through the "pig pen" (signing-on shed) pleaded, demanded and begged students for their vote.

A few other candidates attempted to advertise. One, standing for editor of "Flambeau", produced a fine range of slogans; it seemed the only attribute he lacked was a flip-top head.

The manual labour evidenced in the campaign was apparently part of a general takeover bid on the part of the T.C. Student Christian Movement; whether or not so planned, it is not generally known.

Results have not yet, as this goes to press, been announced; but two results can perhaps be concluded:

- (1) Adelaide Teachers' College students, one would gather, are unenthusiastic about modern propaganda methods.
- (2) A.T.C. is setting up an agnostics society. This is to meet next Thursday at 1.10 p.m.

opinion

linguistics

It was likely that the teaching and use of Pidgin English in the Australian territories of Papua and New Guinea would continue for many decades, the Professor of Linguistics at Cornell University, New York State (Prof. R. A. Hall) said on Friday, September 13.

Addressing a meeting at the University of Adelaide organised by the Students' Representative Council, Professor Hall said that the demand by the United Nations in 1953 for its complete abolition was "quite unrealistic".

He said that the U.N. mission which had reported on the matter comprised people "not competent to judge".

Historically and linguistically the Pidgin language had become increasingly involved in the communications of the territories' peoples and about a half of the male inhabitants spoke this language.

"It is a language in its own right with a vocabulary and grammar quite different from English," he said.

"Roman Catholic missionaries have reduced it to written form with appropriate non-English spelling, and it is easier to learn than English because of its close similarity to Melanesian.

"It is being used for books, manuals of technology, songs, and in broadcasting, and when you realise that something like 360 distinct languages are being used there, its value becomes apparent," he added.

for general exhibition

Last week, in an unprecedented journalistic scoop, Editress Marshall interviewed herself. The interview concerned among other things, a letter in the last issue of "On Dit", a visit made to Girton, and the coming examinations.

Miss Marshall, questioned on the letter, signed "Frustrated Fresher", in "On Dit", Vol. 31, No. 10, claimed that this letter had been misread by the majority of the student population. The references to editorial hair-styles, she said, had obviously concerned those of Mr. Grieve.

Her comments on the visit to Girton have been printed elsewhere.

Her comments on the typographical errors in No. 10 were largely unprintable, but it appeared that she blamed the appalling state of that issue on subversive activity on the part of communities in the "On Dit" staff.

Questioned, finally, on the coming examinations, Miss Marshall said this was the real reason for the interview, since "On Dit" had no Classified Ads. She made a plea for knowledge of the whereabouts of a blue folder containing Social Economics and Philosophy notes. Failure to find this folder, she claimed would make it impossible for her to pass these two examinations. Your "On Dit" correspondent gathered that Miss Marshall relished the prospect of repeating neither subject. She insists that while the notes are irreplaceable for her, they would be illegible and worthless for any other student.

After all of which, please, if anyone has seen these notes, or found them, could they please give any such information or notes in at the S.R.C. Office. In my present desperation, I would give any reward from free publicity of any event to the key to all "On Dit" moneyboxes!



"AND WE WILL DEFEND MALAYSIA!"



"BIG DEAL"