

36 Winner: First person to quit the game (perhaps that's dropping out, or perhaps just waking up; who knows?)

25 Theatres Manager's office

26 Union Council shelve the matter: ho hum

Ralph Middenway refers you to Union advance one

David Muir refers you to Ralph Middenway: advance one

House committee refers you to David Muir: advance one

Theatre committee refers you to house committee: advance one

30 Approach theatre advisory committee who refer you to theatre committee: advance one

24 By-pass the next square

Audition unsuccessful, work backstage and miss a turn

Audition for footlights revue

Write an article for ON DIT

12 You're good-looking

11 You're ugly: Start again

10 Popular at Freshers Camps

8 Ask a question about the new Union Building

18 Not enough friends to get you elected

7 Stand for election to Students Association

6

31

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PER SONA

DO YOU REALLY THINK SHE'LL LIKE IT DAWWOOD?

POSITIVELY ALL-WOMEN LOVE ART OBJECTS

Visit Dr. Hedde and miss 2 turns while he refers you to someone who refers you to a G.P. who refers you to

Visit Student Counsellors and miss a turn to clarify relationships

Ralph Middenway smiles at you (well, it could have been a smile ...)

Ralph Middenway too busy to see you

Appointment to see Ralph Middenway

Talk to Students Association President at a party

Union Council meeting: stagnate and wait till you throw 1

Elected to Union Council

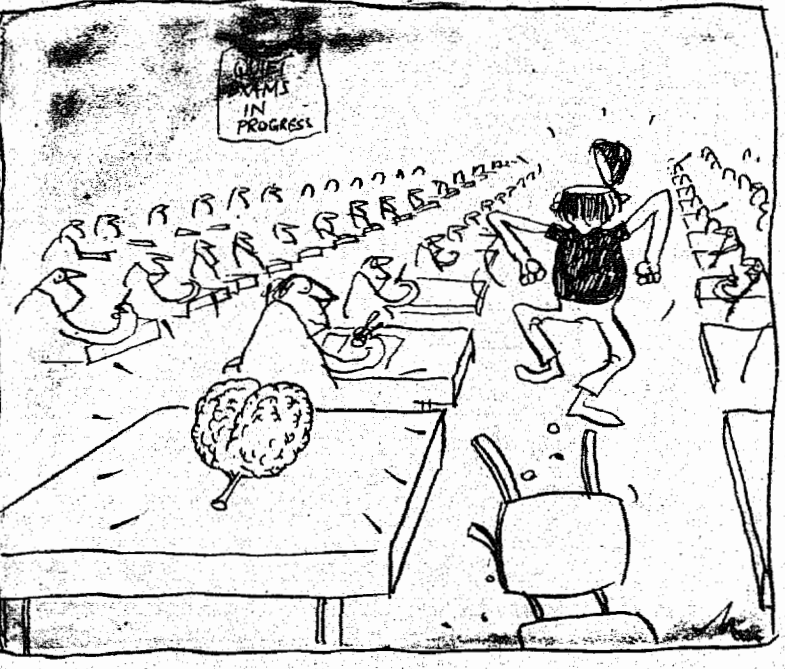
Eat a refectory meal and miss a turn to recover

Start here

The Adelaide University Union game. Words by Bob Barth & friends; design by Bob Barth & friends; first edition by Paul Green, A Lime Fresh Amusement.

LIME FRESH AMUSEMENTS present THE ON DIT-ADELAIDE UNIVERSITY UNION GAME. It's easy-to-play and provides hours, weeks, even years of fun and amusement. Suitable for two or more players between the ages of two and sixty-five. Each player selects some token and places it on the "start here" section. Using only one dice (or, as some pedants prefer, one die), you throw in turn. To start, you must throw a six to show you're a Law Student. The ladders are (true to all good sociological models) for climbing up, one way only; the snakes (remember theology and Freud) go only and always down. And while you're playing the Union Game, remember to consider whether the Union is playing your game!

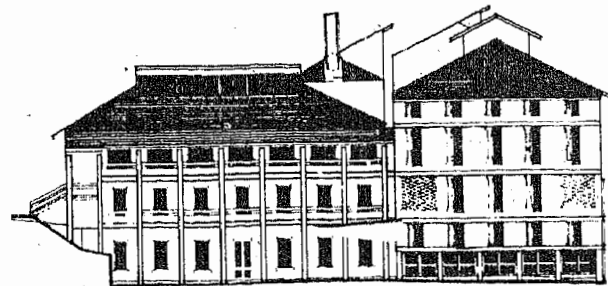
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I am doing this work under duress. I protest that I have not had the opportunity to freely consult with staff and my fellow students of all years as to the content of this course, its social impact and the teaching or the assessment methods employed. I affirm that I object to all assessment used to grade students competitively against their fellow students. I believe that this assessment has no educational merit and only exists to divide students and prevent staff and students from creating their own academic work situation. I support the Australian Union of Students' policy on assessment which calls for a free choice from the whole range of assessment methods by students as individuals or in groups. I call for this policy of assessment to be introduced in this course and throughout the campus.

SPECIAL EDUCATION SECTION

The Union Council has managed to achieve yet another triumph of financial mishmashery



This edition of ON DIT is being co-edited with Peter Love, who has conceived and executed all but the most superficial aspects of the number. It is also vastly indebted to ex-editor Paech, whose critical faculties the Union has to thank. Next edition, the monster, holiday, bumper-ama ON DIT, shall feature a cover by ex-editor Hann, so you can see that all good men are coming . . . If not all good women. Next year is international women's year, and there was no bid by feminists to get control of the student press for the occasion. We are hoping that some feminists will offer material to the monster, holiday ON DIT copy deadline is November 18.

At an extraordinary meeting held on Thursday, October 25 the Council voted to 1) abolish the Union Entrance Fee and 2) to increase the Gratutory Fee. All this is being done in the name of inflation and rising labour costs. When questioned about the Council's decision, the Union Secretary indicated that students ought not to be too upset about the increase, that because of the abolition of the entrance fee students would be paying \$99.00 in 1975 instead of a possible \$119.00.

This does not account for the fact that the expected increase (\$12.00-\$24.00) has been over-stepped by \$8.00. Even an increase of \$24.00 on top of last year's Gratutory Fee of \$66.00 would only take the figure to \$91.00 which would be in line with current inflation.

However, according to the Finance Committee, an increase to \$91.00 would not enable the Union to provide full facilities in the new Union building, and the additional \$8.00 shall do so. There is not much to be said for paying \$91.00 in fees and then finding that the lounge has too few chairs and the bar is never open when you want a beer.

All this is quite reasonable and one can only sympathise with those forgotten people who have been paying in full during the past three or four years during the construction period, and getting bugger-all in the way of service. The Union, one notices, has made no suggestion to recompense any of these unfortunates, say by offering to compensate them with temporary honorary membership of the Union for a token period after graduation. It has simply taken their money and then some more.

We do not sympathise with people who criticize the new building on physical or social grounds. The Union has a warm atmosphere and human scale which the old Mayo Refectory never had. But, much as we enjoy the intimacy of the Little Theatre, we see it as yet another element in a series of theatrical enterprises which are proving a serious drain on Union financial resources, and which are used by comparatively few students. Few of the performances in Union theatres realise a profit, and their maintenance and management are exorbitantly expensive. It is easy to see how a lot of the proposed \$91.00 will be swallowed-up, but not so easy to know what will result from the other \$8.00.

The Union kitchens and servery are models of bad planning; catering management did not do much for the new building. With that kind of precedent, one wonders what is the feasible prospect for Union liquor trade.

Already the lobbying for space and pride of place in the new building has begun, and no doubt there will soon be numbers of people keen to get their hands on new equipment and materials in the activities rooms. There will be clay for modellers and developing equipment for photographers. But the ON DIT office is still waiting for a new fluorescent light, a functional heater and some extra cupboards - the first application for these was made to the warden more than twelve months ago!

So what will you get for eight dollars extra? An assurance that the services will be available when you, the consumer, want them.

Only you're not just the consumer, are you? You're the source of revenue, of capital, of ready cash, too.

And, of course, inflation isn't going to stop yet. So what do you think are the chances of your being in exactly this position this time next year?

We've tried all year to get a game of billiards in the Games Room. It's always locked. We don't mind queuing for dinner ('though we'd rather not) but, for COLD dinner?

Ready cash is in scarce supply these days, and becoming scarcer. The Union is sitting on a goldmine, and that goldmine is us, the student body. So you don't pay the fee, the Government does. Who do you think pays the Government? The buck has to stop somewhere. This continued push on costs is simply costing all of us, and nobody in the Union is going to lose any sleep over it because their supply of money won't run out until the supply of students runs out. It's a banker's dream. The managerial nightmare is coated with the sugar of unsuspecting hordes of students, all clamoring to pay now and repent at leisure in the empty theatres and the food queues.

The Union fees increase is justified in figures. What is not justified - and we suspect is not justifiable, is the Union's cavalier attitude to management, to managerial innovation and economic necessity, and to the students themselves. There is a flippant attitude among student politicians that they can transfer allegiance from the mass to the elite when they assume office. They too often take decisions on the basis of "us" and "than" rather than from a position of common interest. Many of them are easily corrupted and willing to sacrifice their integrity to the administration rather than risk looking foolish or

making mistakes by asking obvious questions which can be deflected by administrative/managerial mystique. In the vote taken on the increase of Union Fees last Thursday there was only one dissenting vote, that of Russell McGowan.

Everyone else was able to persuade him/herself that costs were high so prices had to go up. The implication is that everyone is agreed that existing Union costs are justifiable, that funds are being allocated to good use.

One comes, always, back to values. Whis is more valuable to us? A subsidised theatre or a subsidised child-care centre? Would you prefer to continue subsidising Union Hall, or should we put that space to some less inflationary function? Why not give more money to the Works of Art Committee? Which, under Chairman Hyde, procured for us the loan of the beautiful Guy Warren work which hangs in the new refectory. How about some telephones on the lower levels? And has anyone - apart from the Australian Universities' Commission, who were not impressed with it - probed the depths of the Warden's knowledge of non-collegiate housing lately?

Or should we just keep cool and remind ourselves that we get the government we deserve, and the fee structures we deserve, and it's only money and lost opportunity after all?

Rosemary O'Grady

UNION FEES UP FIFTY PERCENT union council decides

MINUTES OF THE EXTRAORDINARY MEETING OF UNION COUNCIL HELD ON THURSDAY, 24TH OCTOBER, 1974 AT 5.00 P.M. IN THE LADY SYMON LIBRARY.

Present: Members:

Dr. E.H. Medlin (Chairman), Mr. M. Andrew, Mr. I. Badman, Ms R. Hayes, Mr. J. Hyde, Mr. M. Jacobs, Mr. R.J. McGowan, Mr. J. Major, Mr. C. Marlin, Mr. J.L. Medcalf, Mrs. M. Osman, Mr. A.J. Short, Mr. M. Topley, Ms J. Spooner, Mr. P. Topperwein, Mr. R.C.P. Walsh.

Ex-Officio

Mr. A.J. Hanson (Hon. Treasurer), Mr. R. Middenway (Warden), Mr. D.D. Muir (Secretary).

Observers:

Mr. G. Adam, Mr. R. Amundsen, Mr. P. Cudmore, Mr. C. Edelman, Mr. C. Findlay, Mr. G. Fish, Mr. J. Gibbons, Mr. G.R. Gibbs, Mr. N. Greet, Mr. N. Stapledon.

Apologies:

Prof. G.M. Badger, Dr. M.G. Chapman, Dr. R.C. Heddle, Mr. A.E. Shields, Dr. B. Teague.

Dr. Medlin opened the meeting and welcomed Mr. R. Amundsen, Bookshop Manager and also Mr. G.R. Gibbs, Chairman of the Bookshop Board to the meeting.

1. STATUTORY FEE 1975

The following documents were tabled:

- Notes of the Agenda paper
- Summary of Estimates for 1975.
- Summary of Income from various Statutory Fee Levels
- The minutes of the Finance Committee meeting held 23rd October 1974 detailing that Committee's discussion on the Statutory Fee.

Particular attention was drawn to Resolution 2 of that Committee meeting recommending to Union Council that the Statutory Fee for 1975 be \$99 full-time, \$49.50 part-time and \$20 Entrance Fee.

5. The Planning Committee minutes for the meeting held 22nd October, 1974.

These minutes included detailed working papers presently being considered by the Planning Committee covering funds required substantially to complete the Union's Major Redevelopment Programme, including additional skeleton staff.

Although this paper showed four priority groups, the Planning Committee had not agreed to all the classifications

shown. As a working paper it was subject to change before a final Priority List is finalised and forwarded to Union Council.

Mr. Andrew, the Planning Committee Chairman, noted that on the basis of the present fee, the projected shortfall was in excess of \$200,000 for 1975, if the Union was to operate in the manner envisaged for its members. Perhaps the Union should be seeking an additional loan by way of bridging finance to cover this shortfall.

The Hon. Treasurer said that the Union's fixed payments at highly-favourable local Government interest rates on a \$500,000 loan from the A.M.P. stood at \$44,000 per annum. However, if a further loan was negotiated it would probably be at second mortgage interest rates as the A.M.P. had a first charge over the Statutory Fee income. The interest rate at present for such a loan could vary between 12% and 18% per annum depending upon the source of the loan.

The advice from the Hon. Treasurer and Secretary was against borrowing any more money in the present financial climate.

Mr. Hyde believed the AUC had given a very sympathetic hearing to the Union in its application for assistance towards payment of recurrent Union expenditure. He questioned what the effect upon the Fee might be if a recurrent grant does eventuate.

The Warden said there was the possibility of a grant being made by the AUC to cover expenses but at the earliest this could be received in 1976, and this possibility might be reduced if the present Government were defeated. It was unlikely that the AUC or the University would contribute any further money towards the cost of the building, beyond a small amount to assist towards covering escalation.

Mr. Andrew pointed out that with the Fees as recommended by the Finance Committee, Category D on the Planning Committee's working paper for priorities could not be undertaken in 1975. This amounted to about \$100,000.

Other large items could not be considered before 1976, including: Campsite, Dental Service, Child Care Centre, the re-establishment of a Renewals and Replacements Reserve and perhaps printing and video equipment. The question of any surplus and what the Union would do with it in 1976 did not seem to be an important consideration, particularly because of the Union's progressive outlook on student development.

Mr. McGowan spoke against the motion: It was improper to raise the Statutory Fee and insufficient time and consideration had been given to this whole question.

Motion: The Council recommends to the University Council that the Statutory Fee for 1975 be \$99 full-time; \$49.50 part-time and \$20 Entrance Fee.

Middenway/Hanson

The Warden spoke to the motion on behalf of the Chairman of the Finance Committee who apologised for being unable to attend this meeting (because of a medical emergency) and who had intended to move this motion.

The Fee would need to rise to \$79 to restore the purchasing power of the Union Fee income to what it was only one year ago. To restore it to its value as anticipated when that figure was set in early 1972, the Fee would have to rise to \$90. In other words, a rise to \$90 would be a holding operation. However, if the existing level of services was to be maintained and the Union Building is to function in the manner in which the ordinary Union members could expect a fee of \$99 would be needed. Such a Fee would enable the Union members to take advantage of many years of planning by the Union in 1975.

Mr. Marlin said that it was wrong that part-time students should pay half of the Statutory Fee. These students are in most cases unable to take any advantage of the facilities offered by the Union and such a Fee levied on them is unfair. The effect of this amendment would be to reduce the projected fee income for 1975 by \$54,000.

Amendment "that the Fee for 1975 be \$99 full-time, \$33 part-time and \$20 Entrance Fee, moved by Mr. Marlin lapsed for the want of a seconder.

Mr. Hyde spoke strongly against the \$20 Entrance Fee. He believed the Council should waive this Fee and concentrate purely on a Statutory Fee for full-time and part-time students. The \$20 Entrance Fee had been levied in the past for capital development and in particular for future buildings, now approaching completion. The Fee was discriminatory against first-year students in times of financial difficulty for students and would go beyond the Incidentals Allowance. An Entrance Fee normally infers the setting up of membership records but the University does this itself. There should be a Capital Fund, but it should come from the Annual Fee.

The effect of such an amendment

would be to reduce the projected income of the Union by \$24,000.

Mr. Stapledon said he believed that there would be no student reaction if the \$20 Entrance Fee was omitted, though it seemed as though this Fee had served its purpose in the past.

It was recognised that with the Entrance Fee removed, the Union Fee at \$00 would be equivalent to the present level of the Incidentals Allowance paid to all full-time students in receipt of a Means-Tested Living Allowance.

Mr. Jacobs said that if \$99 was accepted by Council as a fair Fee then Council cannot just lop \$24,000 off the projected income by waiving the Entrance Fee.

Mr. Walsh said some economies in the Preliminary Budget were still possible, and many first-year students would be unable to afford to pay the new Fee plus an Entrance Fee.

Resolution 1. COUNCIL RECOMMENDED that the Entrance Fee be removed.

HYDE/WALSH

8 - 7

Chairman not voting

Amendment That the Union Fee for 1975 be \$79 full-time and \$39.50 part-time.

McGowan/

Lapsed for want of a seconder.

The Chairman said that the motion as amended before the chair was that the Statutory Fee for 1975 be \$99 full-time and \$49.50 part-time.

Mr. Topperwein expressed concern at the size of the increase required to run the Union in 1975.

Mr. Jacobs supported the idea that the Statutory Fee needs to rise to a substantial level to enable the Union to provide for its members, services seen as essential.

Amendment to the Motion: That the Statutory Fee for 1975 be \$102 full-time and \$51 part-time with no Entrance Fee.

Jacobs/Short

In speaking to the motion Mr. Jacobs went on to say he believed that a loss in projected income from the waiving of the Entrance Fee needed to be made up and this level of Fee would ensure that the projected income was restored.

Mr. Short said if this Union is to function properly in 1975 it needed the finance now. The argument that students cannot afford it is doubtful. The Union, in fact, has machinery set up

on ninety nine dollar fee , entrance fee dropped

for the needy student and for those who cannot afford to pay the Union Fee and is sympathetic and rightly so to these cases. Either the parents or the taxpayers have to pay and this group must be made to pay.

Mr. Stapledon said that the argument that students cannot pay is not really well based.

The amendment was put and lost 5 - 9.

Mr. McGowan said he believed the Union was acting irresponsibly in increasing the Statutory Fee by 50%. All these decisions have been made in four days which is too short a time. There is not enough information for the real level of the Fee to be determined.

Mr. Jacobs said he was satisfied that there was a genuine case for the Fee to be raised, and no apologies on behalf of Council for taking this action was needed. The increases in Fees to \$99 are required if the Union is to function properly. A comfortable rise for all students is just not possible. Inflation is currently running at a rate of about 20% and it would be a wild optimist that would believe that this rate would stand still within the next two or three years. The presented Preliminary Budget papers clearly show the funds needed by the Union for 1975. The Union cannot go bust and revenue must be raised from all members of the Union. Government funds for 1975 would not be forthcoming, \$99 is the minimum Statutory Fee that the Union needs to survive and provide the members with the services they require.

Mr. Gibbons said he believed if the Fees went up there would be no real objection provided there was a marked increase in the Union's facilities. Mr. Short said the Preliminary Budget was prepared as early as was possible and it clearly indicates that an increase in the Fee is necessary. Increasing wages in the Union alone are taking a very large proportion of the Union's income. The major problems with increases has been in the area of the building and the Rise and Fall clause alone will cost the Union at least an additional \$240,000. The income is necessary particularly as the objects of the Union are surely to provide the services that students require and demand. To have an empty building shell standing idle would cause many problems.

The Hon. Treasurer had given gloomy predictions over the past three years

and we have heard a lot from him about the problems of increasing costs and the running down of all Union Reserves. The funds must come from somewhere and the only way remaining is through the Statutory Fee. The whole question of the raising of the Fee must be looked at in true perspective. The Union needs the buildings and needs to provide its members essential services.

The Warden in closing the debate on behalf of the Finance Committee said he believed that part-time students were probably the ones most affected by such an increase and stressed that the Union has machinery set up to enable those who cannot afford to pay the Statutory Fee to be helped out of their financial predicament by the Welfare Officer. For the Union to stand still, \$90 is the minimum amount required for a Statutory Fee. Union Council in the past believed that it

Council in the past believed that it would be proper to increase the Fee when a corresponding increase in services and facilities occurred. There is no comparison between the services that will be offered in 1975 and those presently being offered in the Union. This level of Fee is required for the Union to support and service the associated groups in the traditional way.

Resolution 2. COUNCIL RESOLVED that the Statutory Fee for 1975 be \$99 full-time and \$49.50 part-time.

MIDDENWAY/HANSON
(both non-voting members)
14 - 1
1 abstention

Details of the Poll:

For Andrew
Badman
Broderick
Hayes
Hyde
Jacobs
Marlin
Medcalf
Muir
Osman
Short
Spooner
Topperwein
Walsh

Against: McGowan
Abstention Major

In answer to a question by Mr. McGowan the Chairman said that there had been no suggestion to put the proposal to a



FURTHER STATEMENT OF IMPLICATION OF THE PROPOSED STATUTORY FEE INCREASE

Tertiary Allowances:

The Australian Government has set up a Committee consisting of Dr.H.S. Williams, Director of the West Australian Institute of Technology, Dr. G.A. Barclay, Professor of Chemistry at Macquarie University, Mr. Neil McLean, President of the Australian Union of Students, and Mr. E.S. Rolfe to review the Tertiary Allowance Scheme.

Adelaide University Union has written to Dr. Williams enquiring how it may go about making a submission to improve the present Scheme.

Depending on what level of Statutory Union Fee the University Council decides upon at its meeting on Friday, 9th November, the Union would expect to make a submission to the Williams Committee to raise the Incidentals Allowance to an amount more in keeping with the avowed purpose of that Allowance, that is, to cover Union fees and go some way towards providing essential books.

It is likely that the Union will argue for a more realistic policy on the question of independence, which has proved a bugbear for many students this year.

FINANCING MAINTENANCE

In another attempt to have the Government recognise the full implications of its policy that tertiary education should be free, the University of Adelaide has made a supplementary submission to the Australian Universities Commission for support at the rate of \$25 per student (on 1974 values) for the triennium 1976-78, for the purpose of cleaning and maintaining Union buildings and even for core administrative staff.

The effect of this \$25 subsidy, if approved by the A.U.C. and the Federal Government, would be to hold the Union Fee down in 1976, or possibly to reduce it if the rate of inflation does not increase.

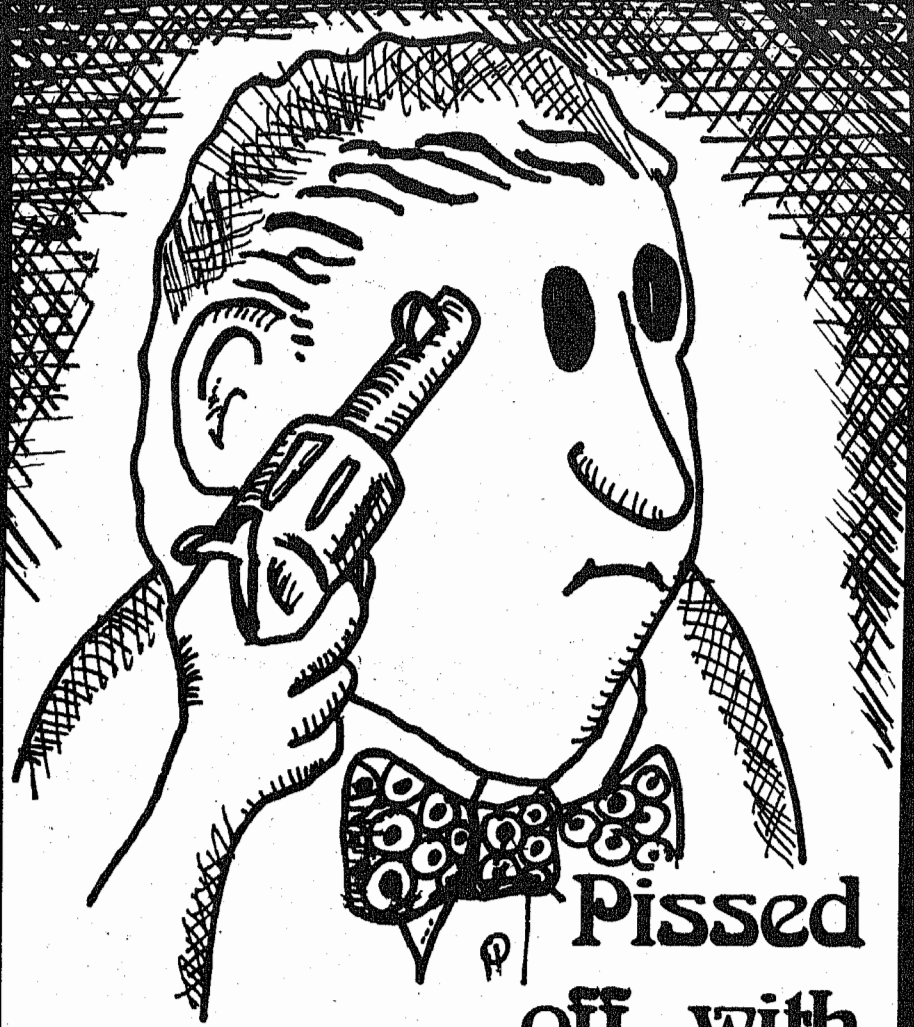
This is the first such submission by any University or Union to the A.U.C., and it is in parallel with discussions which have taken place between the A.U.S. and the Minister for Education over the last eighteen months, discussions in which Adelaide has played a prominent role.

There is reason to hope that the Universities Commission will accept our request. Certainly when representatives of the Union met the Commission in Adelaide recently, our impression was that our arguments were considered entirely reasonable.

It is true, if unpalatable, that even though the A.U.C. might view this request favourably, the late - 1975 Australian Government, whether Labour or Liberal, may reject the recommendation or simply be unable to meet the cost.

The implications would then be that unless the Union were to cut back on its services, to members and associated groups, the Statutory Fee would have to increase annually as the inflation rate remains high. It seems almost unreal, but assuming that the University was right when it set the fee level at \$66 (while delaying its introduction), a Union fee of \$99 would be reasonable for the services provided in 1975, but to continue to provide these services in 1976 would require \$119.

If the present inflation rate persists the corresponding figure for 1977 would be \$143, for 1978, \$172, for 1979, \$206 and by 1984 the Statutory Annual Fee will be \$511 and a loaf of bread will cost \$2.85, sesame seeds extra.



Pissed off with Exams?

3 hours a year's knowledge?

- a good indicator of your understanding?
- motivating, relevant and interesting?
- for staff convenience?

NO? . . . perhaps you wouldn't be
wasting your time now if you had worked for
reasonable assessment and Education changes
in your Faculty/Dept.

WILL YOU BE PISSED OFF THIS TIME NEXT YEAR?

Education Action.

UNI NOTIFIED

RM/AM 25th October, 1974.

Mr. A.E. Shields,
The Registrar,
The University of Adelaide

Dear Mr. Shields,

Further to my letter of 22nd October, I am now in a position to pass on to you the precise recommendations from the Union Council as to the level of the Statutory Fee in 1975.

Union Council recommends that the University set the Statutory Fee at \$99 for full-time students and half that for part-time and postgraduate students, but it also recommends that the Entrance Fee be abolished.

Union Council made this decision after full debate and in the context of continuing assessment of the Union's financial position since the beginning of the year, when the situation began obviously to deteriorate.

The decision was made with some reluctance, for all the obvious reasons but with only one dissentient in an almost fully-attended meeting.

The proposal put to the Council by the Union Finance Committee was that the fee should increase to \$99, and that the present Entrance Fee of \$20 should be retained.

After debate the Entrance Fee was rejected, on the strongly-held (if apparently contentious) grounds that it represented a most unfair penalty on first-year students.

It is useful to contemplate the effects of inflation upon the Union Statutory Fee income, in an historical context.

In 1965, the Annual Fee was \$27. There was no Entrance Fee. In order to provide a reasonable quantity of finance for the building programme the Annual Fee was raised to \$45 in 1968.

In 1971 the Annual Fee was raised to \$48, and an Entrance Fee was introduced of \$29, intended to represent a lump sum contribution by each new student in recognition of the fact that there were considerable amenities available.

The present Annual Fee of \$66 has been in force since the beginning of this year. To restore the fee income to its value at that time, while abolishing the Entrance Fee, it would be necessary to increase

the Annual Fee to \$82. That Fee was formally agreed to six months previously, but it had been understood I think by both the University Finance Committee and the Union Council from early in 1972 that the fee should be \$66 from the beginning of 1974, and certainly the same as at Flinders. To restore the value of the Union's fee income to the level anticipated early in 1972 it would be necessary to increase the Annual Fee to at least \$90, if the Entrance Fee is abolished.

The Union is saying in other words, that it wants the real value of its fee income (as anticipated in 1972) to be maintained in the face of inflation, and it would like an extra component added in 1975, to take account of the completion of the Union's redevelopment programme and very big increases in the variety of services available to its student, staff and graduate members.

During next year, the Union Council will undertake an investigation of differential fees which might be appropriate for different categories of students, but it is not in a position at the moment to recommend breaking the nexus between full-time, part-time and postgraduate fees.

It will also shortly consider what changes it might make in the Annual Fee for non-student members. It is my opinion that the present nominal fee will be greatly increased. I would expect to the point where the fees for Union membership and University Club membership are at least comparable.

You will already have from the Secretary a letter relating to the position of members of the University staff who are also students. This letter is still valid.

If the Union's recommendation is accepted by the University Finance Committee and Council it is likely that the Union will be able substantially to complete its building, with adequate furniture and equipment, and adequately staffed, while maintaining its existing services.

If the real value of its total income from all sources is maintained thereafter, it is probable that the Union could once again build up a Renewals and Replacements Reserve, now totally exhausted.

Yours sincerely,

R. Middenway Warden.



The University of Adelaide
in conjunction with the
Adelaide University Union
invite you to
join with them
in joyous celebration of

Barr Smith Lawns

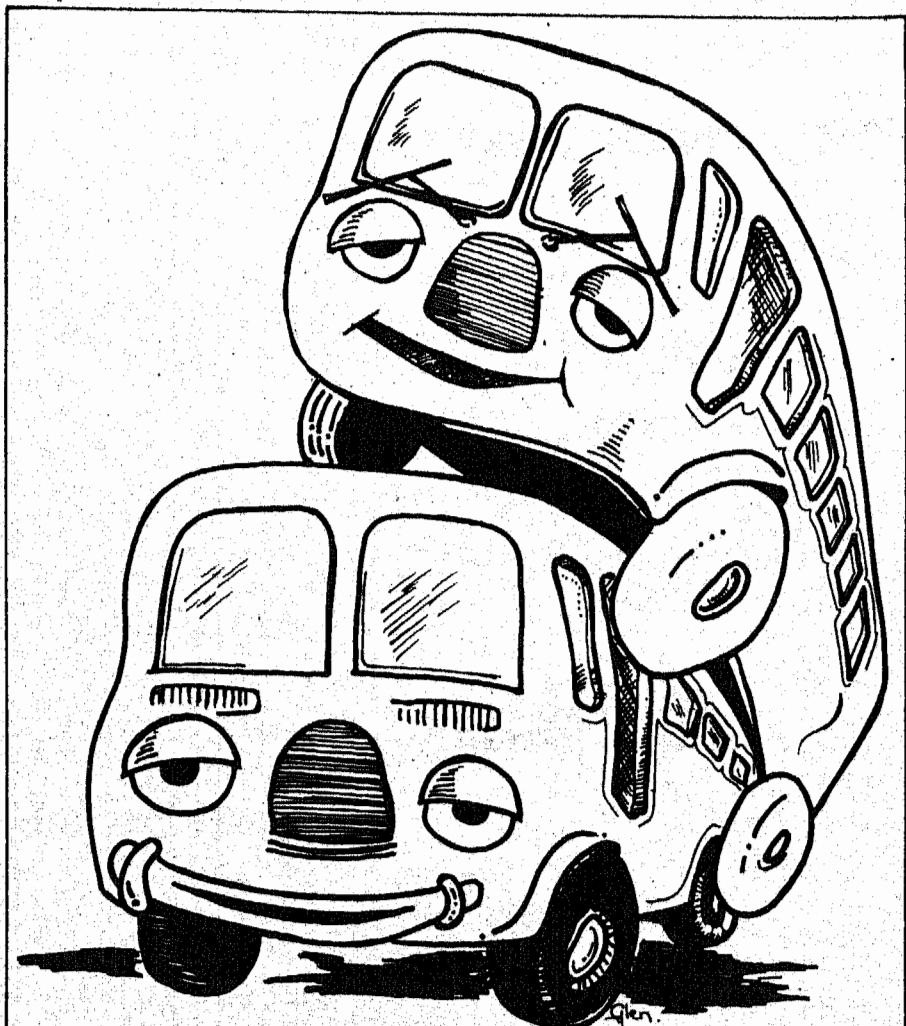
The End

Dress: Bizarre-ish

of the
University's Centenary
(Thank God!)

on
Friday, November 1st
all day (10.30 on)

with
Anti-Environmental Domes, Video, Music
Refreshments



Bus Route

For all their posing as professionals, union officials are not above politics, especially when they direct the activities of an association of about 9000 people and especially at a time when that union is institutionalising its own self-image in a bricks-and-mortar building

One of the central notions of any university is that of community, a coming together of students to meet each other and with teachers. Originally, in the medieval universities, the university was almost a self-contained community. Oxford and Cambridge, for example, were towns that were founded by the decision of scholars to settle there. The students lived in colleges (hence, colleagues) which were the basic social units of the university as its population grew.

Technological University

The University of Adelaide, although a Victorian university (and hence embodying in plan and attitude the Victorian characteristics of industry, fugality, progress, body-hatred and empire) was built somewhat in imitation of the old medieval universities, the traditional universities. Hence the neo-Gothic architecture of some campus buildings, the Latin inscription in the Barr Smith Library's undergraduate section, the cloisters (medieval universities were very similar to monasteries), the bull-shit traditions of gowns, colours and graduation ceremonies etc. It was all an anachronistic attempt to convince society that learning was still alive and relevant. There were even colleges established, independently by the churches, in a vain attempt to establish something of the communal spirit of college life at Oxford and Cambridge.

With the development of the capitalist demand for technologists and professionals any pretence that the University may have had towards Learning became submerged in the rush to produce the trained administrators who would not only maintain but actually increase productivity. The university, in service of the factory system, became a factory itself, the end product being well-trained graduates, able to work within well-defined frameworks, but scarcely educated. It was possible to get a degree without even bothering to think.

There may have been some type of community at Adelaide University before the sixties - it's hard to tell because the Good Old Days have always passed; perhaps the 'twenties and 'thirties were the Golden Days; there were less than 750 undergraduates in 1928. (Those were the days of Max Harris and Geoff Dutton, of University rags, of billiards, beer and debating societies). But certainly by the 60's, the University had sold out to the Government and the capitalists. Far from being a seat of learning, the University had become a degree factory. Of course there was some education, but mostly it was pressure-study, exams, graduation and jobs.

The student eruption of the late 60's brought the campus to life and together for a few years. By challenging the nature of the society that involved itself in the Vietnam War it also challenged the role of the University within that society, and thereby articulated the disenchantment of students with what the University still dared to call education. The cries of the students at the Sorbonne in May '68 against an education institution and a system that demanded the erection of barriers rather than their destruction was echoed in Adelaide as it was all around the affluent world. The University had to make up its mind about what it was doing in society: if it had abandoned the medieval ideals of pure knowledge in favour of a political service to the status quo, it was only reasonable to expect a political activism to develop amongst its students, especially against a background of increasing disenchantment with the aims and means of Western technocratic "civilization". The hippies who dropped out of their parents' world of ambitious materialism were part of the same mood of dissatisfaction with the state of the world and the contradictions it contained. There was a mood of imminent change, a belief that once the dissatisfaction had been expressed, a better world would somehow naturally evolve.

Union as Institutionalised Schizophrenia

But it didn't work like that. The counterculture as any sort of identifiable movement (as apart from the ideas of the counter culture which have been around for as long as culture itself) either split to Nimbin for the Aquarius Festival and stayed on, or else wandered about lost, eventually becoming teachers, joining the public service or going somewhere else. The University made a few token gestures towards recognising that the students had something to say and things returned to normal. The degree production line started moving again (did it ever really stop?) and, with government money financing vast building projects (keep those technicians rolling out, Geoff!), the campus died again. Politics were left to the Government again. So that today's grim-faced student scurrying from library to lecture-theatre, to lunch, to library is more pressurized and determined than ever.

The Adelaide University Union has always been an institution which assumes that the University is not a University - that is, that the medieval university which integrated life and learning in the colleges just didn't work in the twentieth century technological redbrick university. So we establish a union to provide for the uni part of the university, thereby institutionalizing the social and intellectual dichotomy, the necessary schizophrenia of living in the capitalist state, which uses my mind and body to aid its materialist productive

purposes and then leaves me with what's left over. Given that this is the structure which underlies most activities at the university (this doesn't entirely preclude any real education or non-capitalist learning: it just makes it very unlikely and unusual), the union then ought to become a force for the reintegration of students and staff, it ought to be the prime agent for the establishment of what community can be experienced in an institution so directly based on the separation of living and learning, based on alienation.

Unfortunately, the Adelaide University Union is run by men (women are generally left to do the cleaning and typing) who totally lack any political perspective about what they are doing. The Chairman of the Union Council (Dr. Harry Medlin) writes in his annual report (ON DIT 3/10/74) about "the professionals" who run the Union: "Both in the Council and in the Standing Committees the members (he doesn't say whether of the Council or of the entire Union) have, quite properly in my opinion, held the professionals to be accountable and, again in my opinion, the professionals have acquitted themselves well." The trouble with professionals is that they do well the things that they have been trained to do, but that they become blissfully unaware of the political, social and cultural implications of what they do. The cry that doctors, for example, are professionals is the cry raised whenever anyone questions the assumptions which govern the functioning of doctors in our society. Professionals are specialists in the profession for which they have been trained - but beyond the boundaries of their profession. They are hopelessly unaware of what they are doing. By avoiding politics, that is, by encouraging the attitude that there are professionals and specialists who know what they are doing, the Union is doing stupid things which will remain as monuments of the folly of trusting the professionals, folly Dr. Medlin endorses in his annual report. This report is, incidentally, addressed "to the Union and to the Members of the Union": a distinction which sets one wondering just what the Union is if not its own members, or do the walls have eyes as well as ears?

It occurs to me that this malaise of letting "professionals" run the Union is mirrored in the State politics of South Australia. With Don Dunstan acting like a benevolent dictator surrounded by a group of professional "experts" to advise him about the right things to do with the State, there is virtually no chance for any opposition to the politics of what he says and does. Check out the number of intelligent and creative students who are now working within Dunstan's bureaucracy. There's really no intelligent questioning of what Dunstan is doing with this State, but by God there needs to be. The State has everything under control and one gets the impression that it is all being done, not for the people, but for the TV cameras and the newspaper reporters. In States where the ALP doesn't govern there's much more alternative political and cultural activity. Sydney's Film Makers Co-operative has its counterpart in the Government-financed Media Resource Centre; even rock 'n' roll is presented by the Service to Youth Council. One is almost tempted to vote Liberal next time, just to remind Dunstan that politics does exist!

Middenway as Professional

The New Union Building, for example (like any building) makes certain assumptions about the people who will use (and be used by) the building, and all of those assumptions seem to be based on an idea of the university as a model of Oxford and Cambridge in the 20's. This idea simply fails to recognize any of the things which the worldwide student movement of the late 60's was saying and assumes that students today really are interested in drinking in "taverns" and playing squash, billiards and ping-pong. The Games Room assumes that students want something to take their minds off their lectures and tutorials and practicals for the hour or so that they have off between them. The dining room assumes formal dinners of the Liberal Club and for presenting "blues" to the outstanding players in the A grade Hockey Club; the Bookshop (which one of the "professionals" described as "probably the best of its kind in Australia") assumes the nice-ness and intellectual-vacuum of the academic family in "Sunday Bloody Sunday" (Remember the Oxfam poster above the packed fridge, and the kids smoking dope: mummy and daddy don't mind). There's also provision for a "chess and cards room, workshops where you can paint, model, sculpt etc." (the professional's words again). No doubt there are some students who will use these facilities, just as there will always be people stupid enough to bet on horse-races, or believe "The Advertiser".

Our Union for Students

An article which Ralph Middenway wrote for the orientation bag in 1972 (as Secretary of the Union) illustrates the blinkered vision of the professionals who are organising the way students at Adelaide University will react to each other for at least the next few decades. The article is entitled "This is your Union", but, this double talk of the professionals can roughly be translated to mean: this is the way we think your Union should be; that is, this is our Union for you.

He writes - in 1972, mind you, when the new buildings had been planned and building commenced - "The other side of life on the University campus, the extra curricular activities." He goes on:

"Academic studies in all its (sic) various forms, lectures, tutorials, practical work, etc. are not the whole of the life which a University can offer. A mainly non-residential University like Adelaide can very efficiently provide all those requirements of a University education which are associated with the granting of degrees and diplomas certifying that an acceptable level of proficiency has been reached, but if the Union is regarded as only a convenient place to buy food or books, the years spent here up to graduation are not nearly as rewarding as they could be. In a residential university, such as the older European ones, it is much easier for students to obtain a well-rounded education - extra curricular as well as curricular." Bearing in mind that this is the man who more than anyone else has been responsible for the nature of the new union, let's look at what he's saying here about what goes on at University.

First of all, there's no reference at all to the social role of the University: that is, the system that Ralph sees operating is a closed system that people experience for 3 or so years and then "go out into the real world" (he actually uses that phrase later in the same article). The "real world" is somehow taken as fixed and given, unable to be changed by those people who in fact constitute that world.

Secondly, he characterizes the system of learning and studying which the administration provides as "efficient", and, true to his professional world-view, he talks of the degrees and diplomas as "certifying an acceptable level of proficiency". Terms like "efficient" and "proficiency" are typical professional in talk, and serve only to hide the wider implications of the processes they are applied to.

Thirdly, in a typically 1930's manner, he accepts, without qualms, the schizoid division of the student's life into curricular and extra curricular activities. If the student riots of the late 60's communicated anything at all to established educational ideas it should have been that this sort of division was simply not tenable any more, except in the non-personal, anti-life terms of production and consumption, that is, work and leisure.

Fourthly, the language-metaphors that Ralph uses are capitalist-investment-money oriented: "offer", "provide", "granting", "acceptable" (to whom?) "buy", "rewarding", "obtain". They reflect the terms in which he sees people and people's activities with each other. Listen to Pink Floyd's "Money" for what that means.

Professionalism as Non-Politics

For all his posing as a professional, Ralph Middenway is not beyond or above politics, especially when he (unofficially, but in practice) heads and directs the activities of an association, a union of about 8000 people, and especially at a time when that union is spending over \$2 million institutionalizing its own self-image in a bricks-and-mortar building. It's scarcely surprising that the University administration has appointed Ralph Middenway to the rather ill-defined position of Warden of the Union, which position is financed by the University. Unfortunately, the professional style which Ralph Middenway typifies is not so much non-politics as bad politics. It means that people can act to affect other people without examining principles and assumptions on which they are acting, and perhaps without even being aware of the implications of that action. The deadly impasse which presently afflicts any type of student activity on this campus can be directly attributed to this style of administration. Small wonder that the only students who are attracted even to stand for election to University Council (which theoretically is where the politics occurs - in public) are second-hand student bureaucrats; they, too, are almost professional students.

Similarly, the Students Association elected officers become professional administrators, never articulating their values or even hinting at the politics of their own positions. One tends to assume a shared belief in leftist, if not radical values amongst these people - until one sees how they cling to constitutional regulations, how they treat "outsiders", and, perhaps most startling, how they treat the office staff of the Students Association. (The smell of the stance of the last C.E.C. as "The Family" still lingers around the Students Association offices. Bob Walsh, for example, is associated with the University Regiment, the Rifle Club, and is unashamedly chauvinist towards women; his style of politics is viciously personal when it does emerge - and this "man" is our Vice-President.)

It is about time that the Union and the Students Association break with this attitude of deference before the professionals who "do a good job" and begin to wonder why Adelaide campus remains a mausoleum, a barely-living wax-works exhibit of how we learned to stop talking and live without politics. The sooner we bring politics (which, after all, is only talking about what people are doing with and to each other) into student activities, the happier it will be to come out of the library and onto the lawns - and perhaps even into the Union that we all know could exist!

In my opinion
Paul Paech

meet the new boss, same as the old boss

APATHY

Most students at Adelaide University are depressingly apathetic, and at this time of the year tend to seem to the few politically enthusiastic students like pieces of well-used, limp plasticine. They don't pick up, or read, news sheets or On Dits, and don't come to lawn meetings. But not all the failures of our Students' Association can be blamed on student apathy. Nor can the situation be improved simply by changing the words in the constitution.

There have been three different forms of student political organization at Adelaide in the past few years: the old SRC, the first Students' Association, and now the brand new (can anyone work out what's changed?) constitution: yet all have run into problems, which tends to suggest that it is not so much the structure at fault but the people who are running it.

Student apathy is a problem, but there must be reasons why there is more student apathy right here than at most universities. There have been major student political actions at five universities this year, and not all of them were at the radical 'young' uni's. Melbourne Uni, (one of the oldest) had an amazing occupation over the child care issue, and last year Sydney Uni went on strike over Women's Studies.

There's no doubt that student radicalism is on the rise again now, along with increased political consciousness and activity in the community generally. Why not here?

Apart from the existence of the Flinders reputation to draw off most students who are politically aware in matric., is there a reason why students at Adelaide should be any less concerned about the issues which provoke other student bodies, with smaller numbers, to occupy, strike, 'strongly urge' or 'severely condemn'.

ISSUES

There are several issues which could be brought to the attention of students and should concern them. The administration and autonomy of the Union is one, assessment methods is another and a contentious issue at most uni's and CAE's these days. How amazing it is that the Education and Welfare Committee is floundering hopelessly when there are so many things to be done about assessment, housing, the health service, a dental service, students rights, child care, tertiary allowances, curriculum and course content. Surely that's what Education and Welfare is all about, just like the Universities Education and Welfare Committee. Flinders students are just about to appoint a full time Education officer. The type of things which cause most students to get up in arms these days are the 'bread and butter' issues, like money, in fact, mainly money. Both law students here and social work students at SAIT are upset because they may have to endure, with very little notice, an extra year of education before they can get out and earn money. The issues which need student action, and are likely to gain support, exist, but it will take a massive amount of dedicated work from the student politicians to make students aware of what is going on, to negotiate, do surveys, print posters, hold meetings, take votes and make the University admin, or the Union admin, aware of what the students want, and how badly they want it.

PEOPLE

At the moment this type of leadership is unlikely to come from our S.A., mainly because of the type of people who are active in it. There are those who can only be described as careerists holding such and

such a position on the SRC or whatever, may not impress your future employer very much, but you will have had that bit of bureaucratic experience that the average graduate hasn't. You know all about meeting procedure, minutes, cheques, invoices, how to treat secretaries, and how to speak in public. Many students who stand for election to committees very obviously have this in mind when they nominate. Some are even honest enough to say so in their policy statement. Others are sincere about working for the students interests but their aims tend to be conservative, and their methods even more so. They show a tendency towards bureaucracy, time wasting official procedures and the right channels. And then many, of course, simply want the ego boost of being in a position of power.

The type of people who get into the SA are not really representative of students. At least with the old SRC each faculty had to scrape up a representative, and an inexperienced student could nominate for a position knowing that he or she would only be one of thirty others and need not be taking on a great responsibility if elected. At present only people who know a bit about what goes on in the Association that is, friends of those who are already in, stand at elections, which is why so many were this year elected unopposed. It's not surprising then that not many students vote when, as one candidate pointed out, every one knows in advance who will be elected, and the difference between any two policies is negligible. The situation has become absurd. There is no longer any need to hold elections, referendums or even GSM's. Almost everything gets passed - 500 to 2.

The present structure could be as good as any other if the people in it had a higher level of political consciousness. Student government is now in the hands of apolitical people who have no personal opinions about the issues they are publicising and who can argue either side in a political debate in order to present 'both sides'. The students like that just haven't the enthusiasm.

POLITICS

In other words, its time to bring politics back into student politics. Not the party or faction correct line politics that dissipates energy in internal squabbles, but the type of political awareness that demands more than simply maintaining the university machine, or oiling the cogs a little.

A constant struggle to change the system is necessary, not only to correct existing faults but to keep up with changes in society. For instance, developments like the abolition of fees and the growth of CAE's have changed the needs of students and the priorities of student politics. The system won't remain static and student politicians must be people who, at the very least, are prepared to fight for changes which will benefit students.

For some reason political groups at Adelaide have never taken an interest in student political organization, which is unfortunate. No that there are many political groups left on campus; most are inactive or have concentrated their activities in the community 'outside.' Of course, politics in the SA would lead to the evils of factionalism, and candidates standing on party platforms with high powered campaigns, but surely that would be preferable to faceless people, elected unopposed deciding policy in little rooms lost in the heart of the Union.

FRANK

WHY DOES THE UNION STINK?

Read the following letter

Memo to Tenants and Board of Management Non-Collegiate Housing.

On Monday 12th April a Tenants Association Meeting was held at which a censure motion was declared. Subsequently I rang Baden the next day, twice, but he was out or busy so I left a message detailing the Motion and asking him to ring back. I did not have the call returned.

On Tuesday 20th August I made an appointment for the T.A. to discuss various matters with Baden at 2.00 p.m. 27th August.

On Monday 26th August at 9.30 a.m. I rang Baden's office to confirm the appointment and arrange a venue. He was not in but a message was left with his secretary to ask him to ring back. I did not have the call returned.

On Tuesday 27th August I verbally informed Baden's secretary (Baden was busy) that the venue was 109 MacKinnon Parade, North Adelaide. Steve Galliford, Warwick Biggs and myself waited 40 minutes and then disbanded.

On Wednesday 28th August I rang Baden's office to enquire as to why he did not attend the T.A. meeting. His Secretary said he was sick and on checking to see that Baden had received my messages she said that Baden had spoken to the Secretary about the Washing Machine and everything was alright (according to Baden).

During that week I verbally informed the Secretary of the Board that the tenants would want to pass a censure motion at the next Board meeting and requested space on the agenda. (Note: the censure motion was not described.)

I subsequently had left the onus on Baden to contact me but on Monday 16th September I asked Baden why he did not attend. He said he had been busy that day.

As both the Chairman and Secretary had been independently informed of the censure motion I can see no reason why it was not placed on the agenda of the next meeting (17.9.74).

Subsequently the T.A. modified its negative approach and has offered a positive motion that would hopefully overcome some of the tenants' and Board's administrative problems as outlined in its minutes of 9.9.74.

I am therefore upset that such business must come under the heading of Tenant Matters on the Board agenda and then be ruled out of order because it has not been placed on the agenda.

I am also informed that the matter of the Park Terrace washing machine was brought to the Chairman and Secretary's notice well in advance.

Rodney Barrington,
Tenants Association Executive.

And that, my friends, is the kind of thing that makes the Union stink. Oh, don't worry too much about "the matter of the Park Terrace washing machine" - God knows what that means. And don't worry too much about Baden Teague, either - he's more or less alright (he's the Welfare Office by the way; that means about as much to most people as the Park Terrace washing machine). But do you catch the drift of what's going on?

What's going on is that our Student's Union - (Union!) what images that conjures up! All brothers and sisters together! Singing songs of solidarity, arm in arm with a common aim! Ha! really - just cold red-brick anonymity - yes! that's it - cold redbrick anonymity! Anyway, our so-called Union doesn't want to know you. That's what's going on.

Our (ha ha) Union is administered by people who are very busy, you see. VERY BUSY, VERY CONCERNED - YOU can't possibly UNDERSTAND what a difficult job it is running a gigantic machine like the A.U.U. Oh, yes, the students should have a say in what goes on up to a point, but there are certain matters which students simply aren't equipped to handle - must be decided at executive level. WE'LL TELL YOU LATER WHAT WE'VE DECIDED - once things are under way, contracts are signed and it's too late to stop it.

No! no! not true! All Union employees are ultimately responsible to Union Council - a democratically elected body. But who gets on Union Council?

Read their election creeds: there's the type who says: "I've been on Union Council for thirty-seven years and also on this and that and was chairman of something else and also did that and I DARE YOU to shift me!"

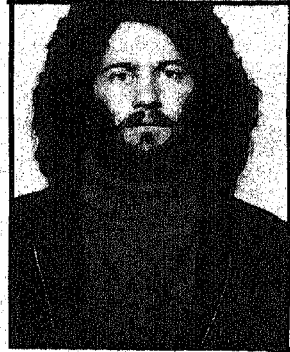
Then there's - no kidding! Did you bother to read them? - there's the type who says: "this is my third attempt and if I don't get in this time I never will. Help!" (or stuff like that).

Now let me tell you an amazing but true story. I observed a Council meeting at which one member was asleep with one hand propped up. A vote was held and the sleeper was counted on the for and against side!

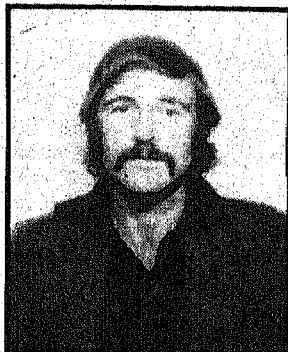
YOU GET THE GOVERNMENT YOU DESERVE! It's all TRUE! All that stuff people say about Student Apathy - it's true! The Union hierarchy USES apathy as a mandate to do just what it bloody well likes. Those who bother to get into things are set for life. There's no checks, no censures - who can blame them for being a little corrupt. THEY DON'T EVEN REALISE THEY'RE BEING CORRUPT!

I think I'm gonna sit down and cry.

WHO'S GOT IT AND WHAT THEY'RE DOING WITH IT



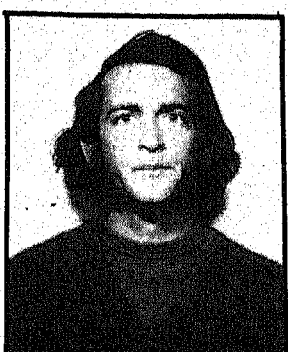
PRESIDENT - Jim Hyde, 26, married, Arts. Political opinions - who knows? Certainly not radical. Nice chap, but how could he have become president when I can hardly remember him addressing a lawn meeting this year.



VICE-PRESIDENT - Bob Walsh, in the cmf and rifle club, aggressive, dominating, patronising, contemptuous of anyone who differs from his views. Unfortunately one of the officers who cares about his policies, knows what he wants and pushes for it. Also has not been heard at many GSM's.



SECRETARY - Ruth Hayes, Second Year Arts. Elected unopposed, nice person, honest. Wants to get experience so she can get a good job. Unfortunately the CEC isn't meant to be for the purpose of producing good private secretaries.



TREASURER - Nigel Stapeldon. Political opinions - conservative. Thinks anything he doesn't agree with must be a joke and cuts the budget to suit.

TWO OTHERS - but only one nominated and was elected unopposed.

PAC - intended as a committee to actively promote student awareness of important issues but has been reduced to a financial hand out agency. One member has resigned (or been dismissed) already because he couldn't cope with the bureaucracy.

SAC - has lost two members so far this year for one reason or another and co-opted two replacements, the two candidates from the elections who weren't voted in by the students which seems a strange perversion of democracy. The big issue here is drink or no drink and the numbers must be carefully controlled to maintain the present no drink policy. Doesn't seem to be doing as well as the last committee.

Frank Trumble



WHATEVER HAPPENED TO THE TEENAGE DREAM

Dan O'Neill is a lecturer in English at the University of Queensland.

Most Australians believe that our university campuses have now returned to their pre-Vietnam condition of calm. This isn't true. During the last year, we've seen the first signs of a new phase of activism in our universities. At Armidale, Monash, Flinders and Queensland, for instance, there have been either occupations or mass meetings to protest against examinations and other features of academic work. In some universities there have been splits in departments because administratively powerful senior academics have resisted the introduction of certain new courses. There is constant unrest among the tutors over their insecure conditions and excessive work. There's increasing attack on the groupings of "god professors" who wield disproportionate influence in all universities.

Such events don't get reported well, or consistently, in the press, so that the popular impression that the universities are now quiet is not disturbed. The tumult of the late 60's are thus considered a brief episode, a sort of fever produced by the Vietnam war and present students, by contrast, are compared to the generation of the 1950's. People speak of a deadness in extra-curricular life, and the usual explanation is put forward — the atomisation of increasing numbers of government-subsidised individuals in vast unrelated bureaucratically organised masses of students, who have long since abandoned the ideal of the university as a community of scholars. According to such a view, it takes the sudden eruption of world-wide political aberrations into the quiet of the middle-class tertiary playground, and perhaps even the threat of conscription, to disturb the lemmings in their privatised march towards safe jobs.

But, if this is so, why are we seeing the increase of protest, and the increase of student organisation, against many features of the present classroom situation? To cite the example of the university where I work, a protest movement has come into existence almost simultaneously with the introduction of a supposedly improving semester system, and action committees within many departments are producing slogans like this: that students control their work loads; that there be staff-student democratic control of courses; that no student be excluded from the university; that students be permit-

ted to continue until their assessors consider their work adequate and completed; that the category fail be replaced by other categories; that the 1-7 scale of assessment be abolished, and in substitution there be the concepts "completed the course", "didn't complete the course."

Such demands, which are similar to demands arising spontaneously in other places and which will certainly be produced more and more in the future have not come out of the blue. They must be understood as the product of the whole recent university movement, a movement which came into being in the last five years of the 1960's. That movement was international in its scope, and in its pre-occupation with the Indo-China War. It led many students to develop a radical critique of western industrial capitalism, for they came to see the war not as an aberration at all, but as the outcome of deep structural imperatives by seeing the relations underlying the gap between rich and poor nations, the realities of an imperialism, of which Vietnam was simply the most obvious and heroic victim, but which was as permanent a feature of their societies as the endemic domestic poverty of large under classes, whether 40 or 50 million in the United States, 7 million in Britain or 1 million in Australia. With their colonies outside and inside, the advanced societies were seen as increasingly similar outgrowths of the same multi-national corporate capitalism which aspired to hegemony everywhere, whether by force, in defence of its elites, or by the social engineering of the consent of its masses.

This radical vision was not obliterated by the so-called ending of the war. Further, and more complex reflection, had in fact begun, as the experience of students moved them beyond old modes of relating to one another and to society. The vision of an alternative system was getting beyond easy formulation in either theory or practice. The movement began to attempt to incorporate an understanding of the enormous fact of the ancestral oppression of women, and the even more enormous possibility of the ecological collapse of the whole industrial mode of production. A whole new climate of cultural and political feeling was brought into existence by the time the war ended — or at least was alleged to end. It is this critical consciousness — more tragic, than either social democratic, ALP or any other electoral politics — that is the spectre haunting the present quiet of the campuses.

An indispensable part of this stifling was the proliferating specialisation, the crushing and boring workloads of technical and professional material, the predominance of examinations, the incessant competitive grading of people locked hermetically into subjects that scarcely ever opened out onto the common realm of social concern to which all the subjects must eventually relate in the real world.

Everybody was virtuously dealing with his own coherent, stable, interlocking body of facts and theories, whether these were called engineering, physics, economics, law, politics, medicine, philosophy or literature. They all led, under the supervision of experts and authorities in charge, to lucrative careers; all fitted into the status quo; all took for granted that disturbing questions were virtually unaskable; all invoked subtle secondary lines of defence, called by names like the neutrality of science, objectivity, positivism, operationalism, behaviourism, descriptive method, the aesthetic self-sufficiency of the work of art, or whatever other crystalline synthesis of self-deception was the thin ice under the particular discipline. Behind all this apparent sophistication and complexity, students and teachers — whose numbers eventually spilt over into the secondary school system — began to see a very simple reality — namely this: the education system as a whole, and the examination and certification system in particular, prepares people for life mainly in the sense that — apart from teaching to cope daily with almost insufferable boredom at the hands of bosses — it is a convenient and cheap way for future employers to get literate, specialised competitively checked, and adequately disciplined units of production, trained well to disconnect themselves from disturbing moral or social questions, and adapted to the short-term and long-term needs of the present economic system.

It is still now, as it was then, incompatible with the very organisation of the daily life of the universities. For an essential part of the developing movement had been coherent and very disquieting account of the post-war university itself. It was shown as the logical issue of the Robbins Report, the Murray Report, the Martin Report, the human capital view of the university as the knowledge industry supplying the demand for the technological manpower that is the life-blood of advanced capitalism. In the name of intellectual values and social justice, the university was exposed, not just

for the more spectacular examples of the corrupt service of power, but for supplying, in the words of one critic, merely three kinds of technician: technicians of production, such as engineers; technicians of consumption, such as economists and market researchers; and technicians of consent, such as compliant teachers or "understanding" social workers. In this way, it was argued, the 19th century's emancipatory view of universal education was being perverted to stifle, in the 20th century, an even older and more indispensable function of the university as a civilising force — the function of intellectual community; of the critical pursuit of knowledge and the educational development of young people into mature and autonomous moral agents, and of the informing of the conscience of an often unjust and irrational society.

It is in this light that we must place the present unpopularity of the examination system, and the growing restiveness with its replacement, the method of continuous assessment. One could understand the critique of these things in terms of the strictly educational or intellectual arguments proposed against them, but there is more to it than that. One could see how reasonable it is to bow to the evidence that examinations predispose students to shallow coverage of too much material; to consideration of questions that are testable, rather than of the assumptions and presuppositions that are less adapted to journalistic discussion; how unimportant an ability is usually tested by examinations — that of memory in an artificial crisis situation; how unfairly exams favour one set of temperaments over others. But this does not go to the root of the present objections. Similarly, with assessment, one could show that there is ample evidence that markers themselves vary crazily, from month to month, in the grades they give for the same essay, and that they vary just as crazily between themselves. One could show that assessment is either obviously subjective, or objective at the expense of being about trivial things. One could show, especially in the humanities and social sciences, that the attempt to give grades, to render quantifiable what are, after all, qualities of perception, insight, sympathy, comprehension and understanding is to falsify serious discussion of major problems, and to encourage superficiality in programmes.

But here again, although this is important, and needs saying, it is not at the root of the objection. The real

objection is to the whole culture of competitiveness and individualism that is fostered by these intellectually indefensible procedures. To accept exams and grades as normal, is to acquiesce in a role for teachers which gives them the right to initiate students into this competitiveness. They are given an authority that is unwarranted, an authority that is not answerable to reason. It allows them, on the assumption that mere expertise or experience gives irrefutable insight, to rank all the other contributors to the discussion, i.e. the students, on a scale which will affect their futures in that larger context of competition and possessive individualism which is our society. Thus, students are expected to learn here that appeals to reason, and a communal decision to democracy, have only so much power. Above them are the rights of the assessors, of

management, of the bosses, of those responsible to the governing elites, both inside and outside the institution concerned. It is to this dimension of the teaching staff, which they share with all the social and economic autocrats dotted across the institutional network of this supposed democracy — to their "boss" element in short, that the students are beginning to object.

This is leading to perspectives similar to those of the workers' control movement in industry. It looks forward to wide-spread corrosion of that old illegitimate sentiment of obedience to authority, which is enjoyed neither by the old master and disciple tradition of studies, nor by the enlightenment view of the potential democracy of critical reasons, but which is continuous within universities with the authoritarianism outside them. For this is the real

grease that turns the cogs of capitalist society. In fact, there is a whole side of the teaching profession, whereby they are members of the controlling elite in this society, with a vested interest in its socio-economic organisation.

A growing number of students, and some staff, do not share this attachment, but rather are convinced that in the name of pursuit of truth, co-operative morality, social justice, and even the survival of the society, discussion must be allowed to take new and bolder forms — forms that will erode the existing disciplines, and the way they interlink uncritically as supports of the system. The demands of the 60's for student power, for the self-management of universities by those who learn and teach there, these are going to revive. For as the crisis of the international economy, as the ecological crisis, and the polarisation of society, both internat-

ionally and in the developed world continues, it is clear that only the re-orientation of our institutions can break the deadlock of power that presently inhibits the radical decisions needed. Such a re-orientation is scarcely conceived of in the present public discussion. Lively students cannot help seeing that this is so, even in the majority of the classrooms. It is here that they are motivated to clear away the obstacles to real critical consideration of the issues. It is at this depth that we must understand recent moves within Australian universities. We are seeing the first beginnings of the next phase of the international student movement against capitalism.

Taken from a radio broadcast
A.B.C. 2nd Network
7 p.m. 27 Sept. 1974.

DEMOCRACY?

Democracy in Australia is largely a myth — Oh, we have freedom to form political parties, hold demonstrations, (usually), say and write what we like (within reason) etc. But our ability to make decisions about the structures in which we live, is minimal. Structures like 'education', 'work', 'housing' & co. are defined for us; the purpose, relationships — between the people in these structures, what happens in them etc. is largely constrained by the structure. For example, most "educationalists" would assent to the notion of "creativity" as a basic — if vague — area of personality needing development. Yet the "creativity" allowed in our education systems is minimal or non-existent — try being creative with your 'role', as a student or teacher, try being creative with learning methods!

Democracy is approved by all, but denied to most in practical situations — the examination/essay system, in choosing course content, disciplinary systems. In 1971, this University (which operates under a State Parliamentary Act) had the chance to legislate democracy (government by the people (staff students) by the people for the people — has someone else said that?) into its structures. Eventually, after some devious manoeuvring by the Administration (those were the days of the twilight of student activism) the principle of **student presence** on the university committees was accepted, students were given reps on University Council and Education Committee (N.B. Finance Committee meetings remained closed).

CAN'T STUDENTS EVEN HAVE REPRESENTATIVE GOVERNMENT?

The present Students' Association people suffer from the delusion that we now have a situation of representative government — albeit a **TOKEN** one, which does not reflect the numerical strength of students. We do not have even **TOKEN** representation: there is no way "student reps" can be made answerable to **articulated** student opinion which is all we have to go on.

Once a student is elected to a Department/Faculty/University Council she/he (hardly ever "she") becomes a **member** of the committee, subject only to it, not students; i.e. the supposed "rep" has no obligation to heed a General Student Meeting resolution and cannot be recalled by the GSM or the Students' Association (SAUA). Ultimately, the body which could — if necessary — discipline the rep is the committee itself; even that may not be possible.

So, electing "reps" is simply electing free agents, and is a "privilege" granted us by the Administration in an attempt to keep Adelaide campus quiet, by appearing to be progressive in making "concessions" which concede no power at all!

A CAMPAIGN FOR LIMITED DEMOCRACY?

(Limited democracy — minority representation of students, the reps being answerable to students.)

Other than (1) **doing nothing** and accepting this university structure as inevitable

(2) Instituting a prefect system,

uniforms etc., and making the lack of democracy obvious.

we can adopt either of 2 tactics (1) campaign for limited democracy (what a hybrid!) or

(2) campaign for student power Since this campus is basically autocratic, neither have much chance, unless student protest can embarrass Badger into granting alternative (1) as a concession

The following points suggest what limited democracy will look like.

1. simultaneous SAUA/Union Council/University/Faculty elections, with everyone getting all the ballot papers at the same time in one envelope, return post paid.

2. provision for "recall" of reps. on university committees and faculties etc; by

2.1 GSM or Student's Association Representatives' Council

2.2 electing a replacement for the discredited rep.

2.3 the new rep would, (with SAUA support, if necessary) insist on her/his validity as a rep if the committee was reluctant to recognize the change.

3. policy directives could come from the SARC, (Students Association Representatives Committee) or ultimately a GSM (or referendum as allowed for in the SAUA constitution).

What would all this do? I predict it would continue the status quo!

TO BUREAUCRATS, HEAVIES, ACTIVISTS etc., etc., THE MYTH OF APATHY.

Frustrated student activists, after 3 years of no mass action are hardened cynics about that vast majority of students who just study, play etc., without challenging oppressive structures, on-or off-campus.

They call it "student apathy". Rubbish! People are not "apathetic" when they refuse to be active in struggles they see no hope of winning.

So not enough people stand for Uni. Council elections?

What's the point, considering the "rep" isn't a "rep" really?

Anyway a real "rep" could do nothing. Why waste the effort?

Students don't attend demonstrations anymore **with good reasons**.

1. assessment has become more continuous since 1970, and for those of us still trapped in the degree obtaining system, there is less time to act.

2. the unfriendly, alienated behaviour of pseudo-heavy lefties who feel themselves obliged to play a "tough" role to be bloody unimaginative in their protesting tactics and quite incommunicative to other protestors (I fall into this traps also): effective solidarity and openness is one of the protestors greatest weapons and attractions: Adelaideans are just too conservative and inhibited?

3. Some issues are so trivial, obscure or raised so unimaginatively, you'd have to be a compulsive protestor or activist to participate.

4. When the so-called activists get off their arses and use their nous the "masses" do turn up.

Last year 2 issues produced 4 general student meetings with attendances of 400, 200, 300 and 1500.

Just as long as you pick the right issue, choose a tactic that will get people stirred up, and articulate the issue "student apathy" will no longer exist as it seems to now.

union council from the inside

The new look Union Council is now into its second time around and the number of students who have been interested enough to stand for election is commensurately large compared with the number of students who show enough interest to vote in the elections. I wonder if they are called on to give? Each Council meeting occupies from four to five hours when members laboriously rubber stamp decisions taken by Standing Committees. Minutes of each Committee of the Union are presented by its Chairman (n.b. Women's Lib — no need to say "Chairperson") and each resolution has to be ratified by the Union Council. A quick glance at the agenda for the last meeting will show the subjects for discussion were "Business arising from the Council's Business, business arising from the Planning & Development Committee Meetings (minutes of three meetings for this one) business arising from House Committee Meeting, business arising from Finance Committee meeting Goody, by this time it was coffee all around then back to work . . . Business arising from the Theatre Committee (what, four meetings and quite a rustling of papers to find the place I can tell you), Business arising from the Refectory Board Meeting and so on . . .

What tempts students to stand for election to the Union Council? Is it that they think this is their big chance to have a voice in the running of the Union? There are fifteen elected members of the Council but if someone nominates and fails to get elected then there is always a chance to stand as Chairman of a Standing Committee and still have a say on the Council. The Chairman of a number of committees are graduates who are no longer known to the student body and if or when standing for election would be or were defeated.

What is this — participatory democracy? Students have available to them the opportunity to get onto the Union Council and take part in the running of their Union. To do this involved the equivalent of one full working day per month. It is mostly boring and bureaucratic. Would it be better to leave the running of this bureaucratic monster to the professionals? At least they should know how to commission a building, equip it, launch it and maintain it. What do students know about running a refectory management board unless they are on it for so long that they know as much as the professionals? Is it a rude awakening when they find themselves elected and then having to carry out this task for the next twelve months until some other hopeful students nominate to take their place?

Having raised all these facetious questions, I now say "Yes, it is worth while." It is at least participating in the level of affairs with which students are involved. It is good to be interested in one's own environment and involved with the running of organisations which are instituted for the comfort and enjoyment of the student body. It is good to start this involvement at this level and hopefully interest will spread to wider fields and the experience gained will prove helpful in other spheres. The alternative is to sit back and say "No way!

To this story there are two, one more potent than th'other.
The clues remain within the names revealing a story of great infame.

By Colin (Boy Wonder) Herring

RECOUNT

or

What's-a-matter with the Union?

Spring time had arrived, and old Divad thought it was about time he got to and fixed the books, which had been in need of "attention". In fact FLAR, his master, had been "asking" him for the past couple of centuries to fix up those dusty old books and see if everything balanced out on Earth.

You see Divad was no ordinary man; in fact he was FLAR'S clerk, and made sure that everything his master did was organized and recorded in the "official" decrees so that whenever Flar wanted to refer to something, it was written down in one book, and FLAR's "memory" being what it is, — well you might say this book was "God-sent".

Divad started his apparently tedious job with a passion, and opened up to page one: the day FLAR decided there should be earth. All the checks and figures seemed to balance out finely with the up-to-date statistics which were available to him, until he got to the tenth day of creation where he noticed a slight but devastating discrepancy in the figures. Divad had noticed that in "The Book" it stated that there were to be 473,874,374 species of living organisms on the earth, and, according to the latest statistics of Earth there were only 473,874,373 species living on earth. On reading this Divad who was not one to panic when such a terrifying situation presented itself, rushed over to the stop button (which had the power to stop creation and suspend the universe in a warp where time no longer existed) and pressed it . . .

Divad did not know it but at that same time in the "character" department a similar problem had presented itself. The Character Blenders for the earth division had made a gross error in their calculations which of course could only be attributed to the problems associated with conversion to the metric system.

In their haste, a few centuries ago, to devise characteristics for all the species on the earth, they had spilled a large amount of two qualities of characters and had forgotten to collect them and send them to earth, having thought that 50 kilos in fact was equivalent to 50 ounces, and was a small, negligible amount anyway.

In fact there were two qualities or characteristics which the earth sadly lacked . . . One being PRIDE and the other being FURY. Pride is that quality which gives an individual the self respect and (dare it be said) love for one-self; and fury that animalistic desire to rip and tear anything in its path without reason.

The people in the character department understandingly, but strangely enough, pressed their stop button at that exact time as did Divad . . .

All bedlam broke loose: FLAR, interrupted with only one more number to go in his Bingo Game before he won again, was furious, but once the situation was explained he calmed down saying on the side that if one more problem arose from that pest earth, it'd just have to go'. He also said, and on a more serious note, that the solution seemed simple: Go to the Ideas Department and have a new species thought up using the left over PRIDE AND FURY ingredients . . . It was a crisis like this that the lads who were FLAR's clerk realized why they were just clerks and FLAR was their master . . . Upon saying that, FLAR went back to his Bingo Game and left what was apparently an easy job for his clerks to work out.

Both Departments though it was an open and shut case (merely a matter of formality) until they reached the Ideas Department and heard the bad news — that there were no more brand new species of animal to be made available for earth anyway: once again in their ignorance and despair, they pressed the stop button . . .

Never before, in the whole of creation, even when FLAR was a little prodigy, had the stop button been pressed, let alone three times in the one day. FLAR of course was more than furious (his winning card was being cross-checked at the time by his own Bingo caller). He raised his mighty arm in a fit of irrational irritation trying to create a good Atom Bomb War and finish off earth for good, when his powers of reasoning made him realize that the problem with earth was merely a clerical error and he asked, what was wrong this time?

The situation was explained once again and of course FLAR at once had a solution (and so fast too!) as he always did. He told them that, as the problem was in earth, so the problem might as well be taken to earth. Moreover, if there



THE HORSE. Illustration to Hayley's Ballads. 1805. British Museum.

were no more species left to create, why not combine two species on earth which had the characteristics of Pride and Fury because 50 ozs (I mean 50 kilogram) was not really enough for a whole new species. Each of the species was going to remain as such, but they were to choose delegates from their ranks to make the new species. FLAR added that they (the clerks) had better convince the chosen species that their selection had been on an honourable basis and not because of a clerical error — Just to make them feel good . . . Once again the clerks realized why their hero was where he was — and he was such a young man too . . . The clerks themselves weren't all that happy about going to that hick place called earth and thought that maybe they could tell a younger man in the company to do the job, and eventually they narrowed the position down to one man who had been a drop-out from the University of Senses Amazing, but was "sufficient" for the job at hand. Of course they told this man, who called himself Selrahc Namleder that his was an important job. In fact it seemed like an easy job to fix the situation on earth, but it was soon to be found out that Selrahc could not really cope with the situation at hand and was quite backward.

Selrahc, to tell the truth, was quite jealous of FLAR who had been the only person in existence to have graduated from the University of Senses Amazing — and with honours at that. Selrahc could never reach the heights that FLAR had, but all that is another story — and yet to be finished.

Anyway Selrahc placed the 50 kilos of combined Pride and Fury in his haversack, and dematerialised himself to appear on earth as a being which would be accepted by all organisms on earth. But somehow during the transportation he shrunk a little as he sped towards earth at the speed of light. This did not really matter because he looked cuter than he did originally and he thought that no-one would harm him because of this.

As he sat down on a rock, the advice from the clerks ran through his mind: "You must find the two species yourself" and "please use a little discretion" and "ring us when, I mean if, you run into any trouble."

It seemed like nothing could go wrong with Selrahc because (whether by accident or design, it could not be told) he landed smack-dab into the middle of what appeared to be a zoo.

Being a rather intuitive little fellow, Selrahc seized advantage of the immediate situation and started to take notes on all the species that surrounded him . . . He was

wandering around, looking at the collected species of the earth, when he sighted the proudest of animals he had ever seen in his life. It was what the earth people termed a horse. Selrahc at once utilized the powers given to him by FLAR and made it possible for the horse to communicate with him.

Selrahc explained to the horse that he (the horse) being the proudest of all animals on earth had been selected to be part-developer of a new species of animal in conjunction with one other type of animal. Selrahc also told the horse that it was his job to find what single character trait of the horse made him physically, mentally and spiritually proud. Selrahc then left the horse to himself to work this difficult question out while he himself looked for the most furious animal in the world. He did not have to go far, for as he approached a waterhole he saw a sight which he was never to forget. There, before his eyes was a wild pig or boar smashing his way through a forest of young Pine trees for no apparent reason, using his large, white, ivory-like tusks to rip the young helpless trees apart. Selrahc at once gave the wild boar the powers of communication and advised the boar of the crisis. Selrahc asked the boar to figure out what single feature in fact made it such a furious animal. Selrahc then told the boar that he would be back with the proud feature of the horse to make the new species.

Selrahc then went back to the horse and asked him for his answer to which the horse replied, "I'm afraid, my friend, that I cannot think of one single feature which makes me proud. Actually it is our complete body which makes us so proud: such a fine head, such magnificent rippling muscles, such tender, agile feet, such sensitive eyes — no! I'm afraid you'll have to take all of us or nothing at all — and mind you, I'll have to meet the other half — to see if I approve."

Selrahc thought about the matter and hoped to FLAR that he would not be confronted by the same answer from the boar.

When he got to the boar, Selrahc found the animal in great distress "I don't know what it is that makes me furious. You couldn't expect anything from my ugly body to be symbolic of my fury — but wait . . . symbolism, . . . yes! — what is it that stands out from my body and makes me appear so . . . My tusks! Yes! they do the ripping and and scaring yes! . . . the tusks! But if this new species is to be proud as well as furious, it will have to be beautiful and two tusks would only make it look ugly. It'll have to be one tusk. Yes one tusk — or nothing."

So Selrahc had the two things to make the new species: one horse and one tusk from a boar. Now to join them together.

Of course when Selrahc introduced the horse to his other "half", the tusk, he said he (the horse) would have nothing to do, with it unless (a) the horse's symmetry was maintained, and (b) some finness was added to the tusk to make it blend with the beautiful physique of the horse.

The tusk was easily fixed. Selrahc had an inspiration from FLAR to place a spiral groove down the tusk and make a work of art out of it. This was immediately done.

Now to the more immediate question, how to maintain the horse's symmetry. Obviously the tusk had to be placed on an invariant point along the horse's line of symmetry. For once in his life the horse made things easier for Selrahc and said that it wanted to be able to see this fine work of art but it was not to be on his nose because it might look like an oversized wart, and it was not to impair his vision, which incidentally was excellent. Thus the problem was solved and the tusk was placed in the middle of the horse's forehead . . .

and that my
dear friends,
is how the
unicorn
was made

UNION THEATRES FIASCO

Robert (Clark Kent) Bath.

The average student is probably not a theatre freak. The average student will, however, probably use the Union Theatres at some stage — to see a film, concert or revue. Whatever his or her interest, the average student will in some way pay for the upkeep of those theatres, either directly through union fees, or indirectly via other costs.

(Different facilities are controlled by different committees, funds, etc., but it's all one Union.)

And the pettiness, corruption and incompetence of those who administer those theatres would make the average student's average head spin, (if he bothered enough, or was privileged enough to know what goes on).

The appointment of the Theatre Manager and the new sound equipment are the main contentious issues of 1974 (1975?). But first, some necessary background: the theatres (and soon the new cinema) are theoretically administered by the Manager, who is totally answerable to the Theatres Committee, the policy-making body. Manager is Charles Edelman, Chairman of the committee is Tony Short. Somehow vaguely allied to this is the Theatres Advisory Committee, a panel of delegates from the actual users of the theatres, chaired by Mick Davis. Their role is to advise but NOT to dictate policy. (Marshmallow fist in a velvet glove.) All this is theoretically answerable to Union Council, chaired by Harry Medlin.

And everything — EVERYTHING — is ultimately answerable to, controlled and dictated by Ralph Middenway, Union Warden. Not officially, of course. If he reads this, he will disagree strongly, maybe even point to minutes of meetings proving (?) that he had nothing to do with the evolution of certain policies. But his influence is enormous; his word verges on law.

Middenway is a large, bearded, somewhat charismatic figure who used to be Secretary, but quietly rose to the position of Warden during the long vac prior to the 1972 academic year. (More will be said below about the technique of making important decisions during the annual break.) He is an avid music and theatre freak, who virtually designed the Little Theatre, booked in an overseas act for the last Festival of Arts, then pressured the builders to complete the theatre in record time to have it ready, this may well have contributed to the late completion of the new refectory.

As Warden, Ralph attends many Council and Committee meetings, usually speaking in an advisory capacity. But what advice! He always speaks in black-and-white terms, e.g. "Such-and-such is impossible! This is the only thing we can do." He quotes intimidating facts and figures which only he (apparently) fully understands, often adding the clincher: "Time is running out and this is costing money. We must make the decision NOW!" Who has the courage to stand in the way?

Ralph has even been known to request that minutes of a meeting record that he did NOT influence a decision which went his way. Why, hmmm?

Middenway and Medlin are nearly always in agreement, Short backs up Middenway, and Davis worships Short. Every avenue is covered. Strong words? Certainly — and not really provable on paper. I invite people to start sticking their noses into what goes on, and see for themselves just how entrenched these guys are.

Now to specific issues:

1. CHARLES EDELMAN.

Somebody (who? dunno!) decided that the administration job was becoming too much for the technicians and the Warden alone, and it was decided to advertise for a manager. Now, I won't commit a libel, but I will say there's a very strong school of thought that says Charles Edelman had the job wrapped up before the ad. even went out. Two main reasons: first, grapevine rumour stuff (e.g. X's father knows Charles, and says he was approached in advance. Y and Z saw Charles and Ralph with their heads together in a restaurant while applications were being considered, etc.)

But the main reason: why on earth was Charles, whose main experience was artistic — ex S.A. Theatre Co. actor, ex Education Dept. lecturer, etc — chosen for a specifically administrative job, ahead of strong admin-orientated competition? (Sure, the ad. in the paper hinted at artistic aspects, but this was worded privately by Ralph, and a lot of people regarded the wording as misleading.)

Anyway, Charles was appointed on six month's probation, and during that testing period he revealed a great ability to: (a) not get on with people, and (b) make mistakes. And at the end of this agonizing probation period, the appointment was, after much violent debate, confirmed. The way in which the confirmation came about was, quite literally, scandalous.

First, the Advisory Committee considered the matter (only because the C.S.C. requested it.) Largely due to his mistakes (double bookings, a serious one in the Little Theatre between the German department and the August Drama Festival), the booking of the same films by our own Film Group and an outside body almost in competition — things like that) but more importantly, because some unknown quality in Charles seemed to irritate people — an unfortunate thing for a man in such a position, the Advisory Council decided AGAINST the appointment, recommending an extended probation.

Then the Theatres Committee confirmed the appointment. Bang! Take that.

When Union Council came to make Edelman's appointment finally official, a first vote REJECTED the confirmation. A blood thirsty debate followed. Harry Medlin resigned in disgust, but changed his mind

minutes later: that sort of thing. In the end, the argument ended because nobody could stand it anymore, and no firm resolution was made. Weeks later, after the fuss had died down, the new Council passed the confirmation. Charles had arrived. The Theatres Committee appointment had virtually been vetoed from above and below, and yet somehow it had muddled through.

And what of this theatre manager who will earn \$11,000 in 1975? A very prominent Union official advised me recently, on a very simple issue: "Don't see Charles about it — go direct to Ralph. Charles wouldn't know."

2. THE SOUND SYSTEM.

The University has made available to the Union up to \$20,000 to replace the sound equipment in Union Hall, which for years has been rather inferior. An extremely comprehensive and sophisticated system was ordered from a firm called Stagesound, over a year ago. No results yet. (Stagesound installed the system in Festival Hall, generally regarded as the only blot in an otherwise excellent theatre.)

One could well ask: "Isn't this system almost TOO sophisticated for the hall?" But the theory is, the money's there, might as well spend it. A reasonable theory, except the sophistication has led to

(1) the need to renovate the Hall to make room, thereby knocking down walls and evicting people from offices in the Hall;

(2) the need for an extra technician — MORE wages! — to handle it. These needs are needs in the opinion of the Theatres Committee; theatre users aren't so sure.

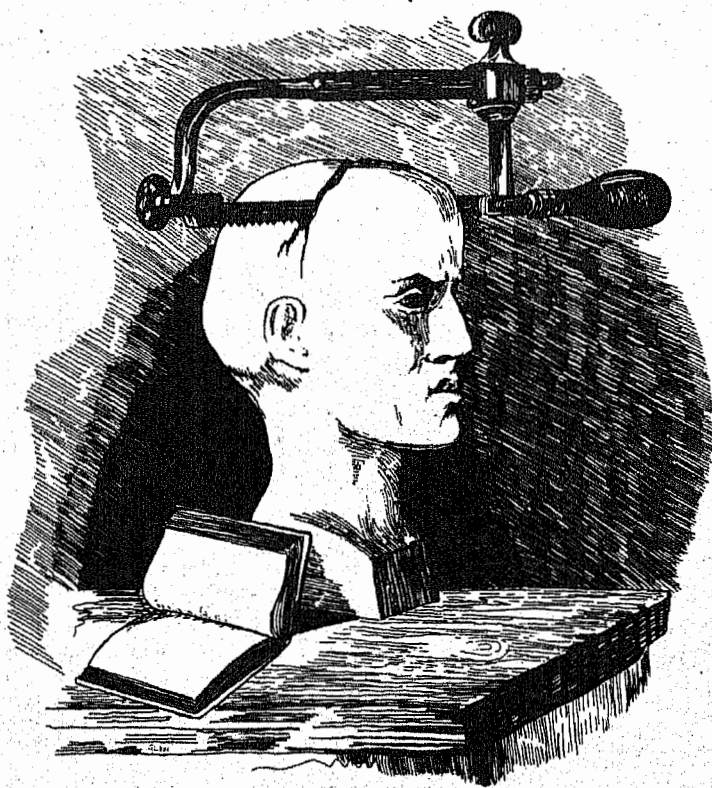
The renovations were first revealed when Middenway walked into the A.U.D.A. office one day, tapped a wall with his knuckles, and said: "Hm . . . that one'll have to go." Thereafter it was assumed (on memos, agendas) etc. that the renovations were virtually under way, unless anybody had any objections. That's the way decisions are made.

Under threat of eviction, the Theatre Guild, A.U.D.S. etc. reacted, and a long debate has raged in the advisory committee. As things now stand, nobody is too sure where the equipment will be housed.

Two theories held by some of the members of user groups: (a) The mad urge to install such a system, even to the point of knocking down walls and paying out more wages, is to attract more paying external users, maybe even to use the hall as a recording studio. The result will be to squeeze out the unprofitable students altogether.

(b) The issue is being delayed in committee until Christmas, when, in the absence of just about everybody, Tony Short will be "forced" to make an executive decision in order to "save time."

The theatre hassle is symptomatic of a general sickness of "our" Union: it's being run by non-representative, entrenched heavies; it's out of our hands. Or is it?



COLD COMFORT

the Australian union of students has published
20c Cold Comfort with the themes woven
into 'education for social change, worker
education, alternative schools, cultural values in
education, & innovation in education.'

AVAILABLE NOW JUST ASK

a.u.s. at 97 drummond street,
carlton, victoria, 3053.



... This series of articles on the Union may seem to many, especially those involved in the Union, to be a bitter and unjustified attack.

This was the sort of reaction we had expected to get from a lot of people, but as we gathered information we realised that there is a fairly widespread feeling of dissatisfaction with the way the Union is being run. We discovered already written articles which reflected our views, and people who knew what we were doing offered contributions, most of which, including another criticism of the SAUA, were not available in time to be included.

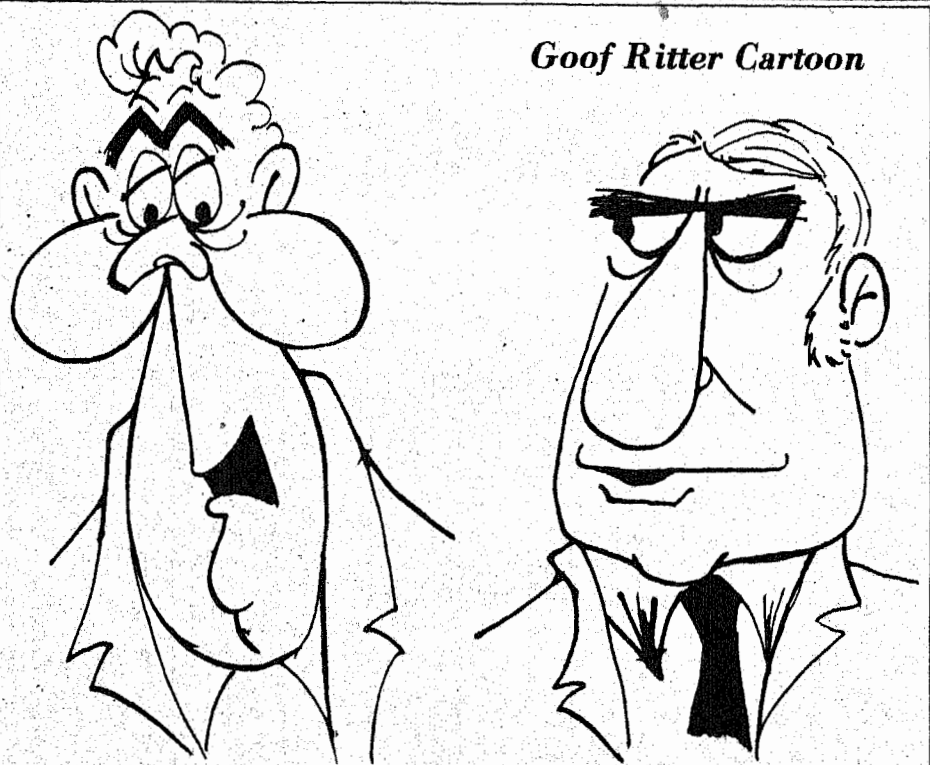
We are sorry if there seems to be considerable repetition of some ideas but each article was written independently and all show a tendency to come to the same conclusions. Even Rosemary's editorial carries the same message.

We would very much like to thank Mike Topley, Peter Love, the ABC, Dan O'Neill, well known, off-campus journalist Frank Trumble and, of course, Ralph Middenway, without whom it would have all been impossible.

MARY VENNER
ROB BATH
FRANK TRUMBLE

PAUL PAECH
COLIN HERRING

Goof Ritter Cartoon



"I intend to see that Australia
as a nation gets a head ahead"

"And I
nominate myself"

This article was triggered off by the other contributions in the Union Section.

Though I don't necessarily agree with all that is being said, I share the frustration that they express. For me it is the frustration of trying to work within a system which is not what it purports to be.

Despite all the fine words about the Union making the university community there is no sense of community. A wide gulf separates the Students Association and the Union from the membership.

My main concern is with the Students' Association.

The functions of the Students' Association as set out in the constitution can be summarised thus.

To further the interests of the members, i.e. student members of the Union and in particular

- (1) To further student participation in relation to matters affecting their interests.
- (2) To organise general gatherings of students.
- (3) To publish magazines.
- (4) To promote social life and intellectual culture.
- (5) To collaborate with the Union in supporting its aims.

These functions are to be carried out by the Committees of the Association, namely

Executive Committee	(E.C.)
Public Affairs Committee	(P.A.C.)
Social Activities Committee	(S.A.C.)
Education & Welfare Committee	(E. & W.C.)
Media Committee	(M.C.)
A.U.S. Committee	(A.U.S.C.)
Representatives Committee	(S.A.R.C.)

It was the clear intention of the original Students' Association Constitution that the Association was to be a participatory democracy with policy decided at General Student Meetings.

There was no Council and the Central Executive Committee (as it was called then) had very limited powers in being able to control the other committees.

The committees of the Association were intended to work together each committee complementing and supporting the others, e.g.

The P.A.C. was to co-operate with and assist the activities of the A.U.S. office holders in social and political matters. It was also to bring such matters to the members through General Student Meetings, broadsheets and other publicity.

The E. & W.C. was to do similar things in the fields of education and welfare.

The Publications Committee (now the Media Committee) was to support the association in its activities by providing suitable publicity and keeping the members informed of the current Students' Association activities and major decisions made.

To assist the Publications Committee there was provision for a Communications Officer who was a member of the Central Executive Committee and the Publications Committee and whose function was to keep members informed on Student Association matters. This position was dropped with the new constitution. Meetings were to be open and in the E. & W.C. any member that came along was entitled to participate.

Now one thing that wasn't taken into account in drafting the constitution and that was bourgeois individualism.

Things went wrong.

- (1) People elected to the Students' Association took the Committee autonomy bit to heart and found it easier not to refer matters to students.
- (2) The committees instead of co-operating together became isolated from each other.
- (3) Most elected committee members found they had no clear guidelines on what was expected of them. Without this, some lost interest and others acted contrary to the intention of the constitution. e.g. disregarding parts of their brief in the constitution. Some tended to become bureaucratic in contradiction to the basic democratic principle on which the Students' Association was based.
- (4) The committees such as the P.A.C., the E. & W.C. became purely administrative, either handing out money to other groups or in the case of the E. & W.C., supporting the affiliated Social Action network.

There seemed to be a lack of understanding on how to co-operate, and a lack of appreciation on the necessity of membership consultation. e.g. No Communication Officer ever fulfilled the function properly.

The common justification for not acting in a democratic manner was student apathy. "The students don't care, and therefore we have to make the decisions" it was argued.

Several have added that the students elected them as representatives to make decisions on their behalf.

It is not confined to the Students' Association. The Union Council when it passed the Union Fee rise, decided by default not to bring the matter to a General Union meeting.

With regards to student apathy, while I realise that we cannot expect massive student interest in the affairs of the Association or the Union, we can do a lot to increase student participation.

This written into the Constitution, e.g.

"The functions of the P.A.C. shall be to create and maintain student awareness concerning social and political issues".

And one of the functions of the association itself -

- "(1) To increase and promote student participation in the consideration of matters affecting their interests."

In the first place, for students to become aware and participate, they need to know what the association is doing, they need the opportunity to make decisions, and they need to be able to guide the association in their interests.

The officers of the Students' Association tended to fall down on these requirements, the situation still applies. They never let people know what is happening (except that we are starting to get reports from the Executive Committee.)

They rarely give students a chance to make decisions except sometimes to half heartedly to advertise for interested students to attend meetings to discuss and organise something.

The representative justification can be exploded simply. Just because you have been elected as a representative doesn't mean that you can do what you like.

open letter to campus

You should consult with those who elected you, especially on important issues, where there is the machinery to do this. At the very least you should let people know what you are doing to give them a chance to participate.

To create and maintain student awareness and participation requires a lot of hard work. You can't use student apathy as an excuse if you haven't tried.

Good things have come out of the fairly loose structure of the Students' Association though.

Some of the more self sufficient have and still do contribute a lot to the work of the Association, through hard work which is often insufficiently supported. But if students don't know what is happening they assume nothing is happening. What has kept the Students' Association going has largely been tradition.

It is traditional to have say Prosh Week so people can always be found to organise it. Innovation is difficult because of tradition, as I found out in trying to establish Bread and Circuses and as the Video Officers are finding out in trying to establish Video. You just don't get much support for something new and different.

One internal problem of the Students' Association is a lack of communication between members of committees.

To overcome such problems the S.A.U.A. constitution was modified to have the Chairman from each of the committees on the executive. At the same time the executive was given more power. The executive becomes a sort of octopus with a feeler in each committee. This may provide information to the octopus but doesn't provide information to ordinary committee members. The Chairman of the committees, if they do discuss what was said at the executive with their committees, usually only discuss matters of immediate concern to the committees.

Apparently either the executive or the committee of treasurers passed a motion to say I wasn't allowed to have it printed outside. But I wasn't consulted nor have I been officially told. Anyway that is a Media Committee matter. Also the budget application was cut without consultation. Other people have similar problems.

For my part, faced with that attitude I don't want to have anything to do with Bread and Circuses in 1975, even if they don't find another editor. This is the way that interest is killed.

The third problem is a financial one. Much of the time in the S.A.U.A. Committees is spent in hassling over money.

Let me explain briefly how things are arranged.

The Union has overall control over the S.A.U.A. finances. Each year the S.A.U.A. Committees prepare a budget submission for the S.A.U.A. Treasurer. He or she knocks it into shape and it is considered by a committee of treasurers from the S.A.U.A. committees. At this stage it is usually pruned down to fit what they believe the S.A.U.A. can ask for. Then the overall budget is submitted to the Union Finance Committee who considers it in the light of Union Commitments. It may prune the budget down by not approving certain items or refer it back to the S.A.U.A. for reconsideration but eventually the budget along with others goes to the Union Council for approval.

The same thing can happen there as in the Finance Committee. This year the council originally rejected the recommendations of the finance committee and referred it back. You can see from this there is considerable horse trading and what is eventually passed does not necessarily correspond to the needs of the S.A.U.A. committees.

Any allocation not spent during the year is lost. This tempts people to spend all their allocated moneys on time whether or not the money is absolutely needed.

The money is allocated to the S.A.U.A. committees and in some committees split further. The executive can veto any decision of the committees (subject to appeal) and in the past, before veto provisions were put in the constitution, the cheque signatories used to refuse to sign cheques if they didn't like that decision to spend money.

Capital items are applied for separately and so too are salaries of office staff.

On occasions the committees have converted their funds for running expenses to capital items and have incurred the wrath of the Union bureaucrats in so doing. This happened with Video equipment recently. Ralph Middenway was upset that the Media Committee bought Video equipment out of its funds. (Though this didn't stop him from arranging for the equipment to be borrowed.)

The Union Finance Committee recently passed a motion to say that all capital expenditure over \$200 has to be approved by that committee.

This overall control by the Union and the year to year financing arrangements causes a lot of problems; money is not always best used.

Sometimes the minutes are placed on the noticeboard and sometimes not.

The best way to find out what is going on is to gossip.

Some of this problem is administrative. In the early days of the Association all minutes of all committees were circulated to all committee members, now none are.

On a couple of occasions I have as Bread and Circuses editor asked for regular copies but without success.

The minutes on the noticeboard are often out of date.

Another problem is that the Executive makes decisions affecting the other committees without general consultation and without consultation with the people concerned. A similar thing happens in the committee of treasurers which prepares the S.A.U.A. annual budget submissions. As an example, in my budget submission for Bread and Circuses I submitted a proposal to have the publication printed outside.

The Students' Association cannot plan further ahead than one year. It cannot save for future expenditure. New activities not budgetted for at the beginning of the year can't be started through lack of finance. Much of the committee time is spent over finance. When the Union is in trouble financially, the S.A.U.A. gets the squeeze. And the list goes on.

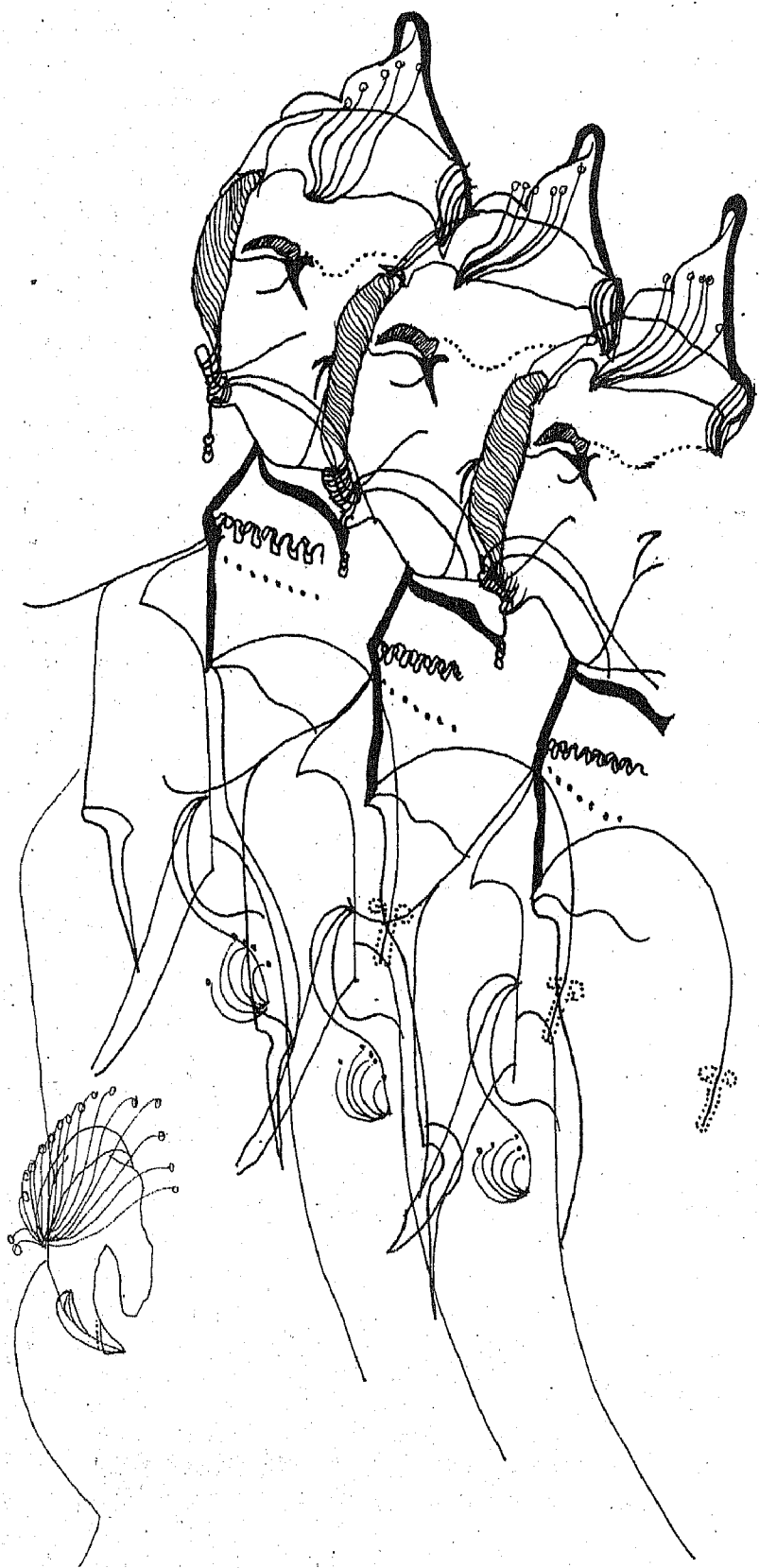
To my mind the best solution is for the Students' Association to become autonomous financially and take say a fixed proportion of the Union Fee (before the Union gets its hands on it).

FINALLY

There is not enough space to go on further or to elaborate on what I have said but I would be willing to discuss the matters raised either privately or publicly.

My main object in writing this letter was to bring the matter out into the open.

Peter Love
October 1974



DRAWING BY ROXY

Refectory Management Board

Union Council will at its October meeting declare all positions on the Refectory Management Board vacant. At that same meeting Council will appoint up to six members to the Board and from those appointed will elect a Chairman.

1. The Refectories of the Union are run by a Refectory Management Board.
2. Up to six members can be appointed.
3. The Board is to act as a Management Board and not as another Committee.
4. The Union is about to expand its services to include:
 - 1) Three Bar areas (about 500 capacity)
 - 2) A licensed Bistro (seating 200)
 - 3) Two dining rooms (Special Function Catering)
 - 4) Upper Refectory (Non-smoking 300 people)
 - 5) Helen Mayo and Wills Refectories (500 people)
5. The overall turnover for these functions should approach \$500,000 in a full normal year's operation.
6. Also serving the Board are:
 - ... Mr. Gordon Fish, Catering Manager; Mr. David Muir, Secretary; Mr. Arthur Hanson, Hon. Treasurer; Mr. Ralph Middenway, Warden of the Union.
7. Policy
 - ... Union Council has recently adopted the following points covering operation and terms of reference for the Board:
 - a) To operate at breakeven
 - b) To give the best food service possible at the cheapest price
 - c) Board year to run January to December
 - d) Progressive change in membership desirable
 - e) Confirmation of membership in December each year
 - f) Continuity of membership is desirable and appointments should perhaps be for a two-year-term.
 - g) Casual vacancies should be filled by Council when they occur.
 - ... Any member of the Union who would be interested in being considered for a position on this Board should contact the Secretary of the Union (David Muir) as soon as possible and certainly before, Tuesday, 22nd October, 1974.

Many highly intelligent people suffer from Intellectual Loneliness. Does it affect you? MENSA offers you the stimulating companionship of meeting people at your own level - an I.Q. in the top 2 per cent of the population.

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VICTORIA 3102.

STUDENTS

are required for University and Union Committees. If you are interested in representing Students in the University please leave your name and address with Mrs. Osman, Student Activities Office. A list of Committees is in the Office for those interested.

RENAULT GORDINI 1962
...Very economical - 40 miles per gallon. Runs well - very good engine. Michelin radial tyres.
Best offer Phone 44 1525.

ON DIT retracts the statement that S.A.I.T. Students at August Council were accommodated at excessive cost to their Union and apologises to the S.A.I.T. contingent for any insinuation that \$17.00 expenses per day was at all remarkable.

FAMINE

Current Affairs Club Inaugural meeting November 27, 1-2 p.m. Meeting Room 1, above refectory. Note the meeting has been changed from Oct. 29th.

COMMUNITY BROADCASTING SEMINAR

The seminar intends to explore the potential needs of, and interest in, community broadcasting in South Australia. To this end background literature will be provided on developments in community broadcasting both interstate and overseas. Two radio programs will be broadcast over VLSUV immediately prior to the seminar which will also provide useful background information. In these ways we hope to cover the necessary groundwork and leave the seminar open for active participation by seminar members.

TOPICS FOR DISCUSSION

- (a) What community broadcasting means and whether there is justification for it. Supported by background experience from overseas, particularly the U.S.A.
- (b) The broadcast spectrum; 'FM' and 'AM'.
- (c) What has been proposed for Australia; recent Inquiries and Reports.
- (d) What kind of public stations/services should be set up to meet various needs in South Australia? e.g. educational, ethnic, music, political, religious, local and regional, student or experimental.
- (e) What has VLSUV so far offered and what can it offer in the way of community access?
- (f) How can different kinds of community stations be managed, financed and efficiently used by community organisations?

FRIDAY EVENING - NOVEMBER 15

Enrolment Fee:

\$3.00 (Full-time students and pensioners \$2.00). This includes a booklet of background information, lunch and refreshments.

SATURDAY - NOVEMBER 16

Venue:

The Flentje Theatre, Level 3, The Barr Smith Library Complex, The University of Adelaide.

PRE-SEMINAR LISTENING

Program I The U.S. Experience - Lessons for Australia
Community Radio in Australia

8.00 p.m. Tuesday, November 12 - Programs I and II
8.30 p.m. Wednesday, November 13 - Program I (repeat)
10.00 p.m. Thursday, November 14 - Program II (repeat)

Tune in to VLSUV on 1630 KHz - (past 5AD)
Further details will be available on enrolment.

Enquiries: Contact Edult Education Department.

UNIVERSITY ELECTION RESULTS

- (a) To the University Council
 - Alexander C. McFarlane
 - Phillip E. J. Broderick
- (b) To the Education Committee for 1975
 - (i) To serve a two year term
 - Ralph C. Bleechmore
 - Ruth F. Hayes
 - Jonathan R. Bray
 - Duncan N. Reilly
 - (ii) To serve a one year term
 - Ian G. Forbes
 - Peter A. Jarrad
 - Leo J. Reynolds

Robert Raymond presents
THE AMAZING MAHAVISHNU ORCHESTRA
 also **Jean-Luc Ponty**
 with **JOHN McLaughlin**
 "... world's greatest guitarist since Jimmi Hendrix"
THEBARTON TOWN HALL, FRI. NOV. 15, 8.15
 Bookings now open at Allan's, \$6.40 (Inc.). 223 2050. 

JOHN McLAUGHLIN'S MAHAVISHNU ORCHESTRA TO TOUR AUSTRALIA

The band of musicians on the Australian Mahavishnu tour were recently heard to glorious effect on the album APOCALYPSE, which was augmented by the London Symphony Orchestra and produced by George Martin of "Sgt. Pepper" fame.

The players include RALPH ARMSTRONG on bass (well known after his long tenure at Tamla-Motown) and French violinist JEAN-LUC PONTY, who was much-admired across Australia when he toured with Frank Zappa some time back. His wizardry is also evident on the Elton John album "Honky Chateau".

The present lineup also places emphasis on a four-piece string section, a brass section, and vocals ("I think the human voice is the most beautiful instrument," says John).

Audience reaction ranges from the ethereal to the ecstatic. After a recent Milwaukee concert, critic Stephen Wiest reported one young fan's reaction as "Wow, he's even faster than Alvin Lee." Another critic stated that McLaughlin's spiritual fervour was "tolerant and anything but condescending."

Miles Davis described John McLaughlin thus: "He's the one. He has the knowledge, you might hear anything. He plays out of his environment and then goes to his knowledge."

Here is a tour which should cause many kinds of ripples.



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\$3.00



penguins

Penguin this month publishes **Alternative London** which Ian Forbes will review for the bumper holiday edition of ON DIT.

Recent important titles from Penguin have included **Lawrence on Education**, edited by Joy and Raymond Williams for Penguin Education, and **D. H. Lawrence: Novelist**, the definitive F. R. Leavis biography, or whatever-you'd-like-to-call-it, for Pelican.

A Dictionary of Australian Education is out in Penguin Reference at \$1.90, and includes such interesting items as "Dorey Report. The progress and assimilation of migrant children in Australia, Canberra, 1960. Named after the chairman, Mr. W. R. Dorey". No details. There are details of the 1971 Lyttle Report, and the 1971 Overton Report, the Karmel Reports, 1 and 2; not to mention the Murphy Report, the Neal Report, the Neal and Radford Report and the Scott Reports, 1 and 2. What every good cog-in-the-system should know.

Penguin Biographies offer good holiday reading with Peter Green's scholarly and readable life of **Alexander of Macedon** about the thirty-three year-old emperor of the world. There is a large appendix, some one-sixth of the book, or one hundred pages, and a good bibliography for classics and ancient history students. \$3.25.

In Pelican, Roy Arenes's historical survey **Film and Reality** is dully presented, 'though it too has a fine bibliography and will appeal to humanities students whose interests are in the social sciences rather than the graphic arts. \$1.55. Parts One and Three, on Film Reality and Film Modernism respectively, are more interesting than the Hollywood centred Part Two which describes Film Illusion with some lingering on the "star" system which kept Mary Pickford playing a curly-headed twelve-year-old from the slums when she herself was over thirty, and which was to make a "star" of Shirley Temple in 1935. In the chapter 'Bunuel and Surrealism' in Part Three, there is some history of Bunuel's association with Dalí (un Chien andalou) which will seem too sketchy for film buffs and Bunuel fans; while Cinema 74 subscribers may be interested in the notes on The Chronicle of Anna Magdalena Bach, Jean-Marie Straub's exercise in fresh narrative structures and in experimenting with reality.

As if to remind us in good time that next year is International Women's Year, Pelican and Penguin have recently published several titles dealing particularly with women's rights. Sheila Rowbotham's **Women's Consciousness, Man's World** is a highly readable, short book which departs somewhat in fact, 'though never in spirit, from Shillamith Firestone's thesis. "Sex and class are not the same. Similarly people from oppressed races have a memory of a cultural alternative somewhere in the past. Women have only myths made by men." Sheppoints out that, in the fifties in particular, the kind of feminism which had "survived the movement for the vote" was "somehow off-key", and that the Katharine Hepburn type of a good-brick girl (The Rainmaker) was being superseded by the Doris Days of the world, the "sexual-little-girl-lost-who-gets-the-nice-feller-with-glasses-who-conveniently-happens-to-be-a-millionaire. The bibliography which Sheila Rowbotham recommends range from recent and current English and American publications ("Try the British Museum for the publications which have ceased"), and include the News Left Review, Shrew, and Socialist Woman, to articles on the family and on work and Trade Unions. Even if you're not an ardent feminist, you'll probably enjoy Ms. Rowbotham's autobiographical chapter "Living Doll."

The best-ever critical comprehension of Bordeaux wines is now in paperback. Penguin Cooking and Dining has published Edmund Penning-Rowse's long and fascinating, with maps and all, treatise, **The Wines of Bordeaux**. The book is directed to the English market, but is an excellent handbook on red wines, and if you are not scrupulous about buying French goods (a bas la bombe) it's got all you ever need to know about buying Bordeaux, right to Appendix C (Rainfall in the Gironde, 1952-1972) and D (Wine Organisations) and F, along with a splendid bibliography (including Alfred Dauflou's Les Grand Crus Bordelais, 1867). And if you are fussy about who you buy your luxuries from and whose treasury your cash is helping to fill and whose hardware its helping to purchase, then you can have a drool over those liquid names - Mouton-Rothschild, St. Emilion, and cry for the good old days, before the frogs went mad in the Pacific.

In Puffin, Rosemary Sutcliff retells **Tristan and Iseult**, and in Young Puffin Titch, by Pat Hutchins, is an aid to young readers.



LES BY ROB GEORGE

LITTLE THEATRE, UNION BUILDING
 UNIVERSITY OF ADELAIDE
 8.15 PM NOVEMBER 21-23, 27-30
 DIRECTED BY MALCOLM BLAYLOCK
 BOOKINGS AT ALLANS

CREDITS

ON DIT NO. 18 OCTOBER 30, 1974

A co-operative edition co-ordinated by Peter Love Union Stir Section produced by Paul Paech, and Mary Venner with contributions by Colin Herring, Rob Bath, Frank Frumble, Mike Topley, Peter Love, Dan O'Neill etc.

Education Section produced by Peter Love and Glen Reynolds with contributions by Marg Tudor, Max Hicks, Prof. Badger, George Molnar, AUS Education Dept. Assisted by Karen and Darrell and other members of the education group.

Worker Supplement prepared by S. Boyd and Chris White.

Remainder

Produced by Peter Love in co-operation with Rosemary O'Grady.



Cover by Paul Paech

Thanks also to Tim Lake, Gail Wilson, Goof Ritter and Roxi plus any others left out.

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OVERSEAS STUDENT'S NEWS

Malaysian Students Support Squatters

MICHAEL YEOH is O.S.S. Director for A.U.S.

On October 17 he was in Adelaide for a fund-raising exercise on behalf of the University of Malaya Students Union.

The University of Malaya has taken up the case of 300 families of landless workers who are squatting on state land in Johore Baru. Johore Baru is governed by the National Front, the conservative ruling party of Malaysia, and the students believe that the Chief Minister of Johore is interested in selling the land in question to foreign investors for industrial development.

When student leaders took up the issue with State Government officials, there were several arrests made in

Johore Baru.

Since then there have been large demonstrations against the government, in the capital, Kuala Lumpur. Tear gas was fired at the demonstrators.

It is possible that there will be reprisals, or reprimands, to students who speak out against their governments during their study-time in Australia, though no action has yet been taken.

Response on Australian campuses has been sympathetic, but so far only a few hundred dollars have been collected.

The appeal has been mounted in Victoria, South Australia, Tasmania and New South Wales. No appeal has been launched yet in Queensland.

R. O'G.



**AUS
Media
News**

VIDEOTAPES AVAILABLE FOR
CAMPUSES.

The following tapes are now available. Please send 1/2" tapes to me, and copies will be sent (preferably 'Jet Cargo'). If possible, please send High Density tapes, as the equipment in the Carlton Video Resource Centre (in the Secretariat building) can only record High Density Tape. 1. Monash — The occupation meetings, and the confrontation with the police — 20 minutes — 2. PRG delegation — Interview with the PRG delegation currently touring Australia — approx. 20 minutes — 3. ASA conference — Tape of the debate to expel NVIS from ASA at the conference held in Melbourne during July, 1974 — 50 minutes — 4. GUPS — Interview with Abu Bassam, delegate of the general Union of Palestinian Students to the ASA conference — 30 minutes — 5. South Africa — An entertaining interview by Neil McLean with Neville Cortis, former leader of the National Union of South African students who recently arrived in Australia from South Africa — 15 minutes.

Most of these tapes are well worthwhile, and should be utilised. (It's hoped to be able to provide copies at cost, rather than requiring empty tapes to be sent in, but at the moment there is a shortage of tape.)

Media conference, as suggested at August Council, will be held in mid-January, and will be the official media conference for 1975, as far as transport/fare subsidies are concerned. It will be a three day conference, with sessions of discussion and practical work each day. The days will be: 1. Newspapers/print. 2. Video/FM radio. 3. Media nationalisation/other.. Further details will be available later.

Media rationalisation committee, as established at August Council, will meet on November 16, 17, 18. This is an ad hoc committee, and everyone is welcome. It will be held in the Secretariat, 97 Drummond St. Carlton. Could people who intend attending please let us know.

Nice letters from Millicent

Mr. John Russell,
Appeal Secretary,

Dear Mr. Russell,

Many thanks for your letter of October 9. If you think young students would be interested in my letter, I don't mind if you publish it, but it seems better to use it as a whole and not leave out para 3.

May I draw your attention to my name: Mrs. Millicent Furrer-Proud. In Switzerland it is usual to add the woman's name, so I take the name of my husband (Paul Furrer, Ph.D.) and keep my maiden-name.

Today we have received the American "Bulletin of the Atomic Scientists" for September and notice that they have re-set the clock to 9 minutes to midnight. In the Editorial they say:

"Our assessment is that in the past two years and in particular these past few months, the international arms race has gathered momentum and is now more than ever beyond control."

The same issue of BAS brings a statement by the Canadian and the US Pugwash Groups which ends:

"Somehow we must dispel the complacency that has enveloped this problem and restore a sense of urgency and concern. For individuals, as for nations, an ethic of arms control must replace the ethic of the arms race."

With all good wishes for "our dear old Adelaide Varsity" from
Millicent Furrer-Proud.

Sir James Irwin, OBE,
Centenary Appeal President,

Dear Sir,

When after 60 years' absence from Australia I received the History of the Adelaide University in October last, you may imagine with what joy and interest I turned over the pages of this book.

Unfortunately I cannot be present at the Lunch of Graduation Year (1900-1921) — I graduated in 1912 and was admitted to the degree of Master of Arts in 1915 — but I should like to make a small contribution (\$100) to the Centenary Appeal.

I often regret that I have not done honour to my teachers by mastering one of the four mother tongues of Switzerland, but I look back to the Classical Studies under Professor Darnley Naylor and Professor D. H. Hollidge with deep appreciation. I only wish I could have the choice again and could study one of the Asian languages (preferably Chinese) as devotedly as I studied Greek and Latin — or study Science as thoroughly.

Knowing how essential it is that we find some way of living together without killing each other I worked for years on the small Committee against Scientific Warfare under Professor Gertrud Woker, University of Berne (Women's International League for Peace and Freedom) and I should have been much more useful if I had had a knowledge of Science.

Wishing success and inspiration to your Centenary Celebrations,

I am,
Yours sincerely,
Millicent Furrer-Proud

WOMEN IN SOLIDARITY FOR PEACE.

Over recent years the Women's Federation of Vietnam has received many invitations to visit Australia from a variety of womens and peace organisations. They now wish to send a delegation to Australia in March 1975, and have asked AICD-CICD to arrange the visit with the participation of all interested women. They also hope that following their visit a group of Australian women would visit Vietnam.

In response to their proposal for a joint delegation of the Vietnam Womens Unions and the Union of Liberation Women of South Vietnam, women from the AICD and AIS in Sydney, and CICD in Melbourne, have set up the group called Women in Solidarity for Peace.

WOMEN IN SOLIDARITY FOR PEACE.

This is a project open to all women who wish to participate. The Vietnamese women will be here for a period of three weeks in 1975, United Nations International Women's Year, and will celebrate March 8, International Women's Day, with us.

The project will provide an opportunity for the womens and peace movements to pay tribute to the part played by the women of Vietnam in the struggle to liberate their country: It should assist in activity for the full implementation of the Paris Agreements, in particular for Australian recognition of the Provisional Revolutionary Government of South Vietnam and for Australian assistance to secure the release of the many thousands of political prisoners in Thieu's jails and for a further development of aid to help reconstruct Vietnam. It will provide an opportunity to discuss the role of women and the position of feminism within the Vietnamese revolution.

Through face to face contact we can all learn something of each others lives and develop solidarity.

Donations may be sent to:
WOMEN IN SOLIDARITY FOR
PEACE.

c/o AICD, 232 Castlereagh St. Sydney
NSW 2000.

or
c/o CICD, 208 Little Lonsdale St.
Melbourne, Vic 3000.

Finance so raised will be used to pay the fares and expenses of the delegation, which will consist of three or four women. A few thousand dollars will be needed for air fares alone.

In October we will hold meetings in each centre to discuss and plan the visit and, later in 1974, a national meeting, to finalise an itinerary. Later, support will be sought from women's organisations and also from individual men, peace organisations and trade unions. But the actual project will be the responsibility of individual women.

Experience of other delegations from Vietnam suggest that it may be more fruitful for us to limit the itinerary to a few cities. This would not exclude the participation of women and supporters from other areas. The project should include various activities, e.g. it has been suggested that a conference be held in Melbourne to discuss the different positions of women in over-developed/under-developed countries, and our different approaches to our liberation. Such a conference would provide a greater opportunity for women from areas not included in the itinerary to participate and meet the Vietnamese women.

For further information contact:—

Delia, Glenda, Joan, Kim, Margaret, Mavis, 232 Castlereagh St. Sydney, NSW 2000.

THE

SOCIAL CONTRACT....

TO 'GIVE-IN A LITTLE'

IS TO

LOSE EVERYTHING

**DON'T BE CONNED BY THE
BULLSHIT OF WHITLAM
AND THE MULTINATIONALS**



GMH - Nationalisation - is that the only answer?

THE SOCIAL CONTRACT—AND THE STING

The first question we should ask is what is the boss's strategy? Then we've got to go back a question further. Well, what are the problems of the ruling class today? It seems to me that the biggest problems they've got stems from their inflation, and the workers' reactions to their plans.

And one thing with capitalism and inflation is that the multinational corporations find it more and more difficult to be able to plan and invest so that they can get stable and higher profit rates. And another thing, which Whitlam is aware of, is that the working class in Australia is very strong.

What is the key then to the boss's strategy? What they're talking about in the Australian Financial Review is the SOCIAL CONTRACT.

Most of our union leaders have not taken the issue far enough. What the social contract is going to involve is a fake package deal. Cameron is selling this together with Hawke.

In January they plan to have productivity bargaining on 3 levels.

1. It will be at the National level with Hawke and politics controlling the National Wage case.

2. It will be at the industry level. The boss's want large union bureaucracies with amalgamations to control the wage claims.

3. At the factory level it will be productivity deals controlled by the management industrial psychologists.

Whitlam is using the threat of more unemployment as the stick to frighten workers into accepting these deals.

Workers in low productivity industries will just miss out. If the economic recession continues for the next 5 years, then two things will help the multi-

nationals. If their productivity drops wages will be forced even lower. Workers will be split up, and will be forced to come every day to work even harder. The Prices Justification Tribunal will

help the boss's to pass on prices to the public and to claim that business can't pay.

The boss's strategy is to gain for them predictable wage costs and a docile work force so that they can plan their profit making.

Whitlam's strategy is to trick the workers into thinking that this social contract will compensate for inflation. But workers' living standards will be declining rapidly by Christmas. We don't want it to get worse, especially for our kids.

It seems that we have to come up with some sort of answer to this. We need a workers' government. It's no good struggling against the multinationals if we're going to be soft on Whitlam. We've got the experience to organise and control the factories and the economy. We've been fair. Whitlam's had his go.

DURING THE CHRISTMAS BOOZE UP THINK ABOUT THESE QUESTIONS.

If you get a productivity deal increase which doesn't take into account the fact that we pay high taxes (and higher for the welfare schemes), we will be agreeing to a cut in our purchasing power.

THIS IS DUNSTAN'S QUALITY FOR WORKLIFE UNIT'S IDEA OF INDUSTRIAL DEMOCRACY. EVEN THE WILSON GOVERNMENT IS GOING TO LEGISLATE SO THAT WORKERS HAVE UNILATERAL CONTROL OVER SAFETY.

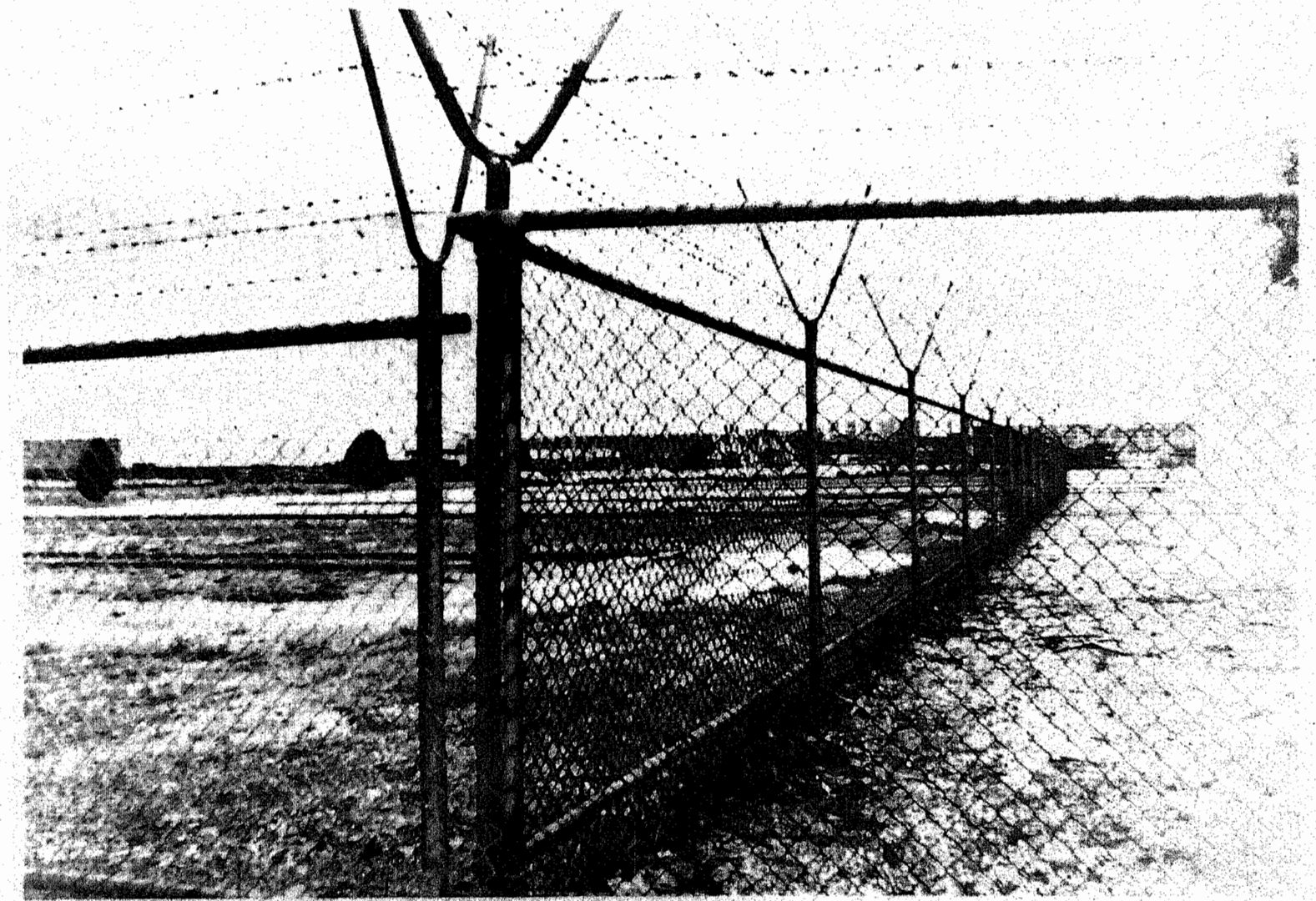


I participate ...
you participate ...
we participate ...



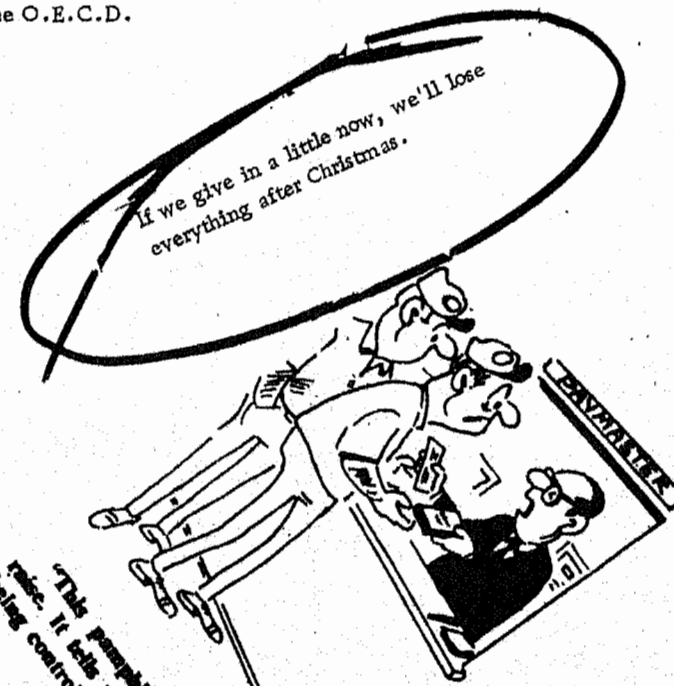
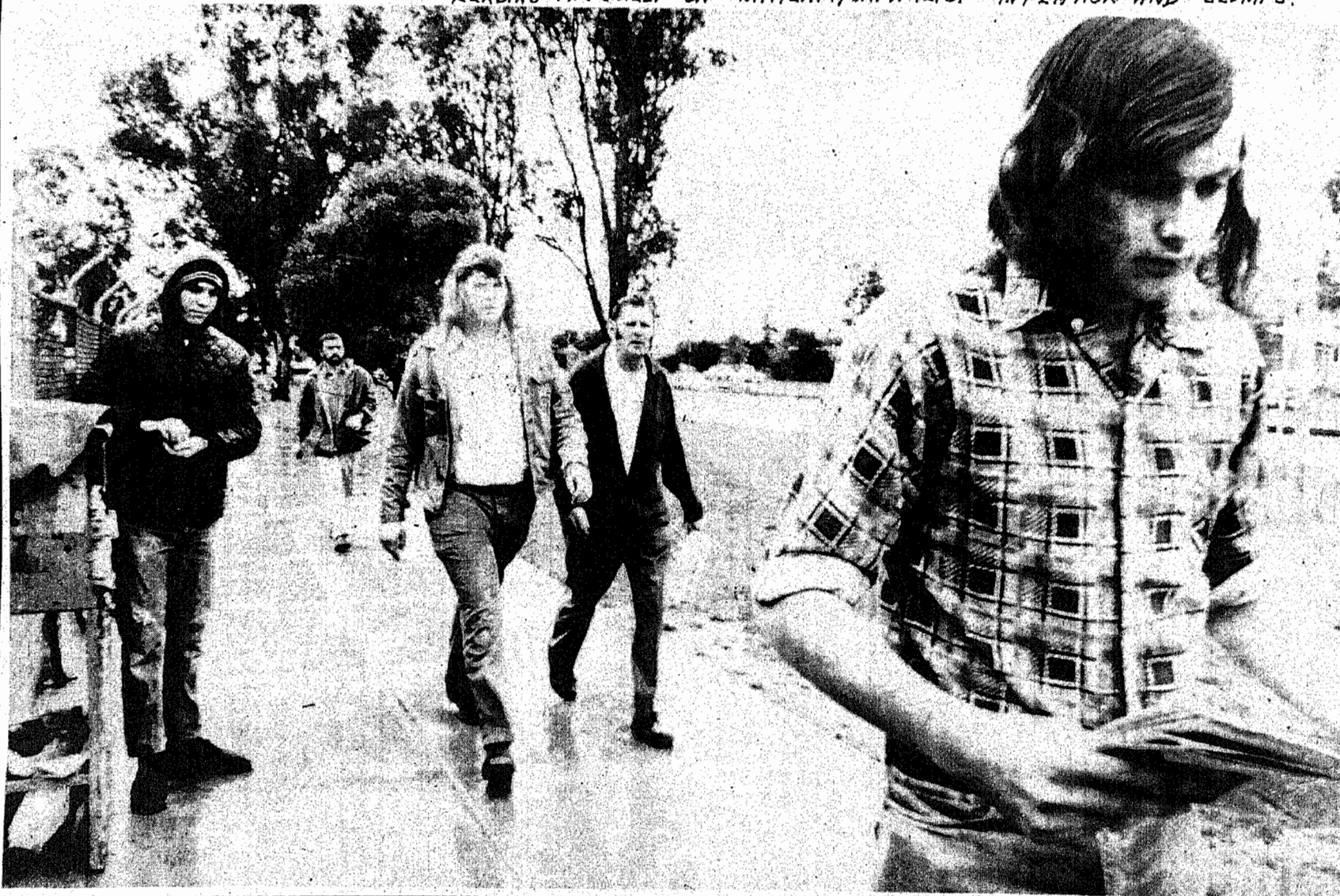
they profit!

DRAMATIC PLEA BY DUNSTAN IS SAFE YOUR MONEY



WHO WANTS TO PARTICIPATE IN THIS?

READING THE LATEST ON WHITLAM/CAPITALIST INFLATION AND SLUMPS.



WHITLAM'S HAD A "FAIR GO" WITH HIS PROMISES OF FULL EMPLOYMENT. WE DON'T WANT 1/4 MILLION JOBLESS BY CHRISTMAS. WE DON'T WANT CAIRN'S ECONOMIC POLICIES. WE DON'T WANT CAMERON'S CIVIL CONSCRIPTION POLICIES. WE DON'T WANT ANOTHER CAPITALIST DEPRESSION.



MERRY CHRISTMAS

FROM GOUGH



Jobless rises 1,000 a day

From our Canberra Bureau
CANBERRA — The number of unemployed in Australia has soared to nearly 131,000. Government sources said last night the number of people out of work was increasing by about 1,000 more people each working day. Reasons for the increase were given as:

- the actual number of people employed
- Last week the Minister for Labor and Immigration (Mr. Cameron) predicted that 280,000 Australians could be unemployed by early next year after school leavers swelled the ranks.
- The Labor and Immigration Department has asked the Public Service Board to lift the 1 p.c. ceiling on the Public Service growth rate to help it overcome the heavy workload on it caused by the regional employment and training schemes.
- department has told the Commonwealth Employment Service it needs at least 1,000 more staff to cope.
- considering the
- available
- part
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INFLATION HITS RECORD 21.6 p.c.

CANBERRA, Today: The rate of inflation in Australia soared to 21.6 per cent. over the past three months.

From Peter Barron

The official Consumer Price Index figures for the September quarter released by the Bureau of Statistics today show an annual rate of 21.6 per cent. In Sydney, an increase of 5.5 per cent. represents a 23 per cent. annual inflation rate during the quarter. In Adelaide, the increase was 5.3 per cent.

The inflation during the September quarter was the worst for that quarter since 1972. It is the highest since 1972 for any of the major cities. The cost of living index rose 0.9 p.c. for the quarter.

Today's figures are a staggering blow for the Government which has confidently been expecting an increase only marginally above the last quarter's 19.8 per cent.

For probably the first time in Australia's history the country is suffering galloping inflation hand in hand with huge increases in unemployment. It was learnt today that a first fortnight of wage cuts were being considered.

UNION REVOLT BUILDS UP AGAINST WHITLAM

SYDNEY, Today: A massive revolt against the Australian Labor Government is growing among the trade unions.

Amid bitter allegations of failure to protect jobs, wages values and charges of misleading statements and financial support.

There has been a big rise in a number of industrial unions which are threatening to withdraw their support from the Government.

The threat to cut off contributions to the Labor Party has been made by the Australian Labor Party.

The Labor Party has been accused of being a 'big spender' on its own party and of being a 'big spender' on its own party.

The Labor Party has been accused of being a 'big spender' on its own party and of being a 'big spender' on its own party.

COL up 5.4 p.c. — and PM nand

CANBERRA — The cost of living skyrocketed by 5.4 p.c. in the September quarter — and both the Prime Minister (Mr. Whitlam) and the Treasurer (Mr. Crean) warned yesterday that the inflationary spiral could continue.

From BRETT BAYLY

The Minister for Labor and Immigration (Mr. Cameron) also said yesterday that unemployment, which was worsening at the rate of 20,000 this month, or about 1,000 every day, would continue.

Mr. Whitlam said there is a 'big danger' of a wage-price spiral.

Mr. Crean said the Government will continue to fight inflation.

ALP funds Threat to cut

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Gough turns on workers

Well, Labor has been elected and employees are getting a bigger share, but this is precisely what Whitlam and Crean have been lambasting for the past week. The root cause of inflation, they are now saying, is the failure to moderate wage demands. Poor old business, they say, is not being left with funds to sustain a healthy level of investment.

All of this might be true enough but it's a far cry from the electioneering rhetoric. And no matter how much the new gospel is preached, there seems little hope that it will have much effect on the huge rise in both prices and unemployment staring us in the face over the next few months.

RANK & FILE news

NO. 40 23/10/74

DON'T ACCEPT LAYOFFS

GMH & CHRYSLER WORKERS SHOULD FIGHT FOR THE RIGHT TO WORK!

Workers producing this leaflet believe that massive layoffs are imminent at both GMH and Chrysler. Surely workers in 1974 deserve a secure job for 12 months of the year and surely firms such as GMH and Chrysler can afford to pay us when they make millions each year by our sweat.

For those who accept that the car giants have the right to lay people off or those who allow their fellow workers to be laid off, the situation is going to be extremely grim, the bills are still going to keep rolling in, food prices, rents etc., are going to continue to rise and jobs just won't be around. You only have to look at the current employment page to realize that things are bad and getting worse.

Everyone knows that GMH is a gigantic, very rich company. General Motors is the biggest monopoly in the world. Between 1950 and 1972 GMH has sent back over \$300 million in dividends to America. Total profit for General Motors in 1972 was a fantastic \$2,160,000,000. The Chairman of GM in America, Richard Gastenberg has a salary of \$18,000 a week.

In view of this information, what right has GMH to kick us onto the street and sit on their precious profits???

We should fight for — 37 hour week on full pay

Nationalization of GMH and Chrysler, without compensation.

These things can only be achieved if workers are prepared to FIGHT. WE NEED TO SET UP SHOP COMMITTEES ON THE FLOOR NOW AND ORGANIZE ON THE JOB.

When you are laid off! — get your shop steward and demand ACTION.

- don't leave the factory — stay with your mates
- get shop stewards to call a Meeting.

THIS IS UNION POLICY

If you are on afternoon or night shift and you get a telegram, come to work as usual and organize as above.

DISCUSS THIS LEAFLET WITH YOUR MATES. YOU MUST DECIDE THE BEST POLICY TO FOLLOW IN THIS SITUATION OF CRISIS.

«Ο κωδικός ζέρει, πώς η κρέμερα κότερος χλάντεν είνεκι μετ τερσάτα, στέν κόμο, έτε χρόνια από το 1950 μέχρι το 1972 έστειλε 300 εκ. δολ. τώ στήν Αμερικη σέν μερλόιο τών μετσών της. Τά γενικά κέρδη της τής στήν Αμερικη έρτέσπρντ κέρσιος τών 2.160.000.000. Ο πρόεδρος της τής ΣΒΑΔΟΜΑΑ.

Κάτω από τό φως κούτων τών στοιχείων, ποιό βικάλωμα έχει ή χλάντεν νά μετ πετάει στό δρόμο καί νά έκπολεσά τά δικαιώμα της κέρσιος; Πρέπει νά παλαίουμε για — 32 ώρες δουλειά με άδελφική γούρτζα — βελτιστοποίηση της χλάντεν μετ κρούσλερ χωρίς απομνημόσυ.

Αυτά μπορούμε νά τά πετύχουμε μόνο όταν οι εργατές είναι άποκαταστάσει να νά κλάψουν. ΠΡΕΠΕΙ ΝΑ ΣΤΙΑΣΟΥΜΕ ΕΡΓΟΤΑΞΙΑΚΗ ΕΠΙΣΤΡΟΦΗ ΣΤΑ ΑΝ ΣΕ ΑΚΟΛΟΥΣΟΥ: Πήγαινε στέν σόν-στίοκέρτ καί ζήτησε ΝΑ ΑΡΑΞΗ Μην στέγεις από τό εργοστάσιο-κατένε με τούς συνάδερφους σου. Πήραε τόν σόν-στίοκέρτ νά καλέσει μετρή συγκέντρωση. ΑΥΤΗ ΕΙΝΑΙ Η ΠΟΛΙΤΙΚΗ ΤΟΥ ΓΙΟΥΝΙΟΝ ΕΛΕΥΘΕΡΗΣ ΤΗΣ ΙΠΟΚΡΗΤΗΣ ΑΥΤΗ ΜΕ ΤΟΥΣ ΣΥΝΑΔΕΡΦΟΥΣ ΤΩ ΕΙΣ ΠΡΕΠΕΙ ΝΑ ΑΝΙΣΤΑΙΣΘΕ ΠΟΙΟΣ ΕΙΝΑΙ Ο ΚΑΛΥΤΕΡΟΣ ΔΡΟΜΟΣ ΣΤΗ ΚΡΙΣΗΝ ΤΟΥΤΗ ΚΑΤΑΡΤΑ;»

NON ACCETTATE IL LICENZIAMENTO

Lavoratori della GMH & CHRYSLER. Dobbiamo combattere per il diritto del lavoro.

I lavoratori che scrivono questi volantini credono che un massiccio licenziamento è imminente, alla GMH & CHRYSLER. Nel meritiamo un sicuro posto di lavoro per tutto il periodo del 12 mesi dell'anno.

È inammissibile e inaccettabile che ditte come GMH & CHRYSLER, dicano di non passare i mezzi per pagarci, quando ogni anno, col ricavato del nostro sudore investono grossi capitali per aumentare i loro interessi.

Per quelli che accettano che "L'Automobile Gigante" ha il diritto di licenziare o quelli che concordano ai loro compagni senza estremamente seria.

I prezzi dei cibi, degli affitti ecc., continuano ad aumentare, per accorgersi che la situazione economica va peggiorando, basta guardare sui giornali e ci accorgiamo che le richieste di lavoro sono in diminuzione.

Tutti sanno che la GMH è una compagnia gigante quindi molto ricca. La General Motor è il più grande monopolio del mondo. Tra il 1950 e il 1972 la GMH ha spedito oltre \$300 milioni di utile netto in America. Il totale profitto per la General Motor o nel 1972 era di \$2,160,000,000.

Il direttore della GM in America "Richard Gastenberg" ha un salario di \$18,000 alla settimana. In vista di queste informazioni, ci dobbiamo chiedere che diritto ha la GMH a scacciarci lontano alle strade, mentre loro elidono comodamente sui loro preziosi profitti??

Non dobbiamo combattere per 32 ore settimanali con piena paga, e nazionalizzazioni della GMH & CHRYSLER, senza compensazione.

Queste mete saranno conquistate solo se i lavoratori sono preparati a combattere. Bisogni adesso formare un comitato per ogni azienda sul lavoro. Quando tu sei licenziato cerca il rappresentante della tua unione per difendere i tuoi diritti. Non uscite dalle fabbriche rimanete insieme ai vostri amici. Chiedete al capo dell'unione di riunire subito tutti i lavoratori-queste e la politica dell'unione.

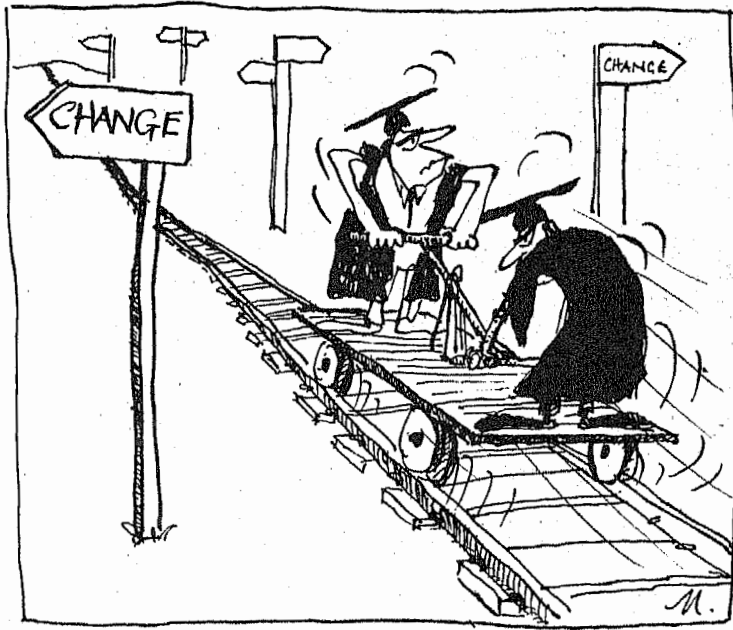
Se lavorate notturno del pomeriggio o in quello di notte e ricevete un telegramma di licenziamento rinchieste al vostro posto come fate usualmente e organizzate una riunione.

Esaminate questo volantino con i vostri compagni dovete decidere l'azione politica da seguire in questa situazione di crisi.

Car makers in sales slump

From our Staff Representative
MELBOURNE — Three of Australia's four car manufacturers had significant sales drops in the first eight months of this year, compared with the same period in 1973.

THE EXAMINED LIFE IS NOT WORTH LIVING



1. What do examinations measure?

There is no clear agreement on what examinations are supposed to measure. The formulations recorded in the specialist literature are variable and mostly vague, e.g. exams test "knowledge and quality of mind" (1); the student's ability at a stipulated time to "give proof of a certain well-defined knowledge" (2); it has even been suggested that exams measure moral and psychological fibre (3). Two things however stand out: first, examinations would be bereft of justification if they were not supposed at least to measure cognitive achievement; and, second, exams are not supposed to measure certain other things, such as what year it is, what university one is

attending, what subject is being examined. There exists however direct and very clearcut evidence that exams measure all of these things. This evidence thereby counts against the claim that exams measure knowledge or cognitive competence.

The Robbins Report (4) ten years ago showed that in British universities candidates tended to be classed in categories that remained constant within particular universities and faculties. While statistics alone do not establish that these fixed proportions are predetermined, additional evidence indicates just this. In the Arts faculty of Sydney University there's at least one department where the normal curve of distribution is used ex-

PLICITLY as a criterion of proper marking. My experience as an examiner is limited to eight years in a middle-sized department. Even here I've seen enough to convince me that for large batches of scripts something like the normal curve of distribution is used as an implicit criterion of proper marking. Continental studies of exam scripts show that the pass/fail line is frequently drawn according to fixed proportions and independently of variations in the quality of scripts. The investigator summed up his results in these words:

Pass-fail decisions at fixed percentages are, in fact, not the outcome but the very intention of examination processes (5)

The bearing of this conclusion on the question of what exams measure is clear enough. The grade awarded to a given script varies depending on the quality of the other scripts in the same batch. Grading is comparative, as any honest examiner reflecting on his or her practice can confirm. So exams do measure what year it is.

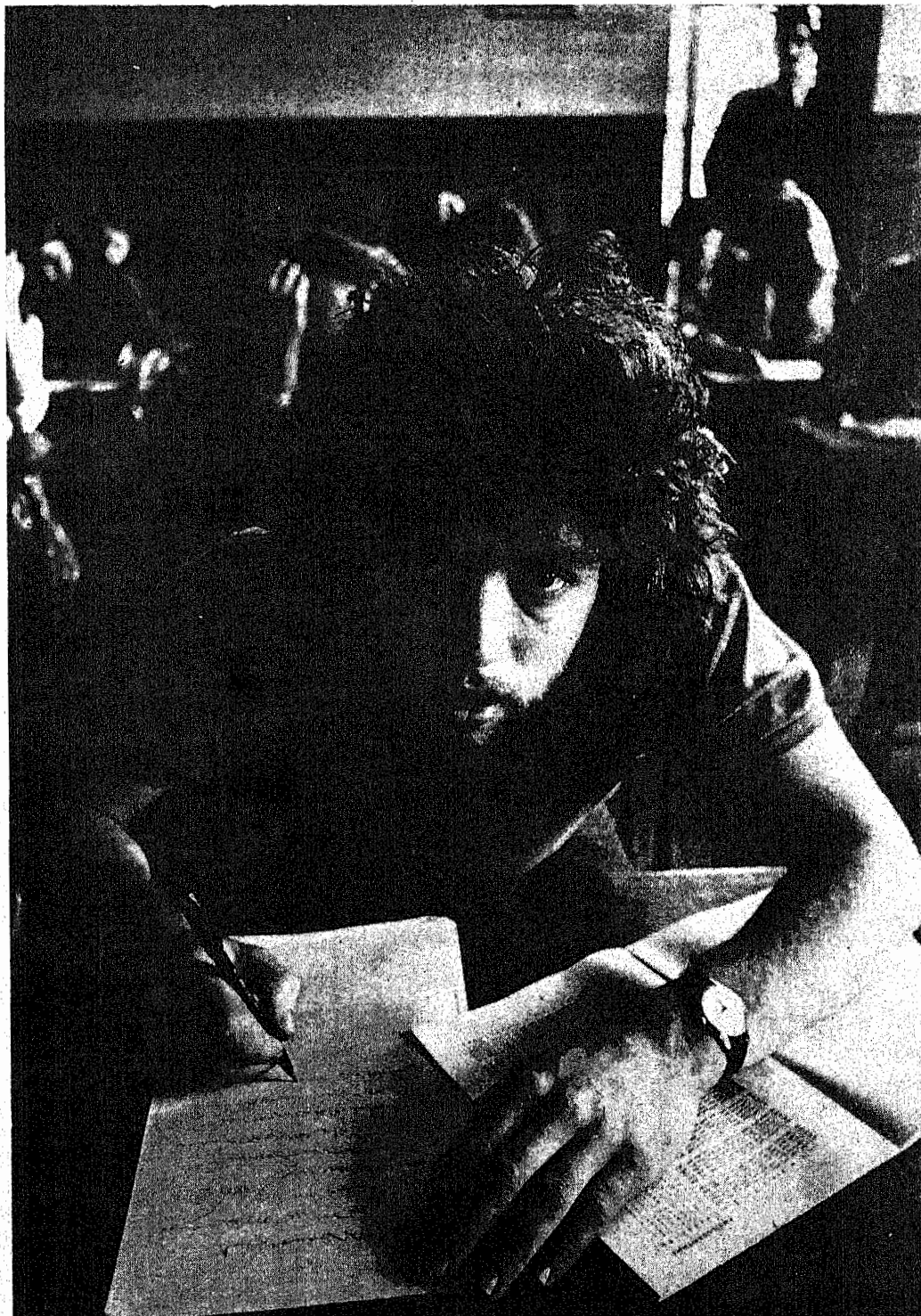
Moreover, the fixed proportions themselves tend to vary between faculties and universities. Thus it is well-known that there are systematic discrepancies between Arts and Science faculty results (6). Science faculties award many more firsts but also fail more people proportionally than do the humanities, and these variations are unrelated to such predictors of performance as matriculation results. The reason has to do with the greater spread of marks actually used which occurs in Science subject examinations, compared with Arts subjects. The two sorts of

(Con(continued))

The sort of tests which involve graded assessment of students for purposes of certification, I'll call examinations. Examinations characteristically, though not invariably, issue in little or no feedback on the details of the performance to the student. Their direct educational value, therefore, is either minimal or zero. For purposes of present discussion I shall not in general distinguish between the various types of examination found in tertiary educational practice. I'm concerned mainly with what all examinations have in common.

Is it your fault that you fail?

Oppose
competitive
assessment.
Work for
student choice
of assessment.



The assumptions

- 1 The assumption that assessment can measure imponderables such as "quality of mind", "critical thinking", "understanding" etc.
- 2 The assumption that these imponderables can, and must, be rated in order from "top to bottom".
- 3 The assumption that practical work — the demonstration of skills learnt — is best measured in a competitive written form (i.e. not orally, or in group work).
- 4 The assumption that competitive assessment is a mock-real-life performance.
- 5 The assumption that when a student "fails" it is the student's "fault".
- 6 The assumption that competition is needed to "make students work".
- 7 The assumption that students cannot plan their own courses, work progress and assessment.
- 8 The assumption that giving a student a mark, or failing him, "teaches" him something about his understanding of the course.
- 9 The assumption that assessment is impartial.
- 10 The assumption that academics do not need training in the skills of leading groups of students to teach and assess them.

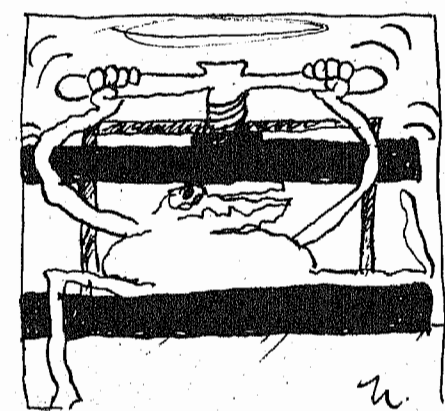
The effects

- 1 Assessment determines the ends of the course — a course on mathematics becomes in the mind of students and staff a cram session to equip the students for the blindman's bluff game of assessment. Instead of all involved ranging widely in small study groups over the entire field of knowledge, the field of knowledge is compressed to be put through the eye of the assessment needle.
- 2 Assessment discourages interrelationships of the diffused parts of knowledge. Each subject and course is a world of its own: all other variables are assumed constant. In a time of rapid change education has not moved to encourage students to learn for themselves in different areas of study. We remain specialised idiots.
- 3 Assessment is based on competition. If students have to be forced to learn then the educational system is defunct.
- 4 Assessment preserves a rigid, uncritical education system. It is in the effect on the course content that assessment's social role can be clearly seen. Students who master the intellectual technology of capitalist economy are graded to work later in life to keep the wheels of industry turning.

marks are not comparable, and exams do in fact measure what subjects the candidate is taking.

Again, if grading is comparative, the comparison lies between the candidate and those in his/her group, rather than being a comparison of the candidate against the generality of students. Since there's not the slightest evidence that classes at various learning institutions are comparable, exams also measure what university the candidate is attending.

There is ample evidence that exam-induced anxiety adversely affects the performance of all but a small proportion of students (the exceptions are students in the highest performance categories). (7) There is even evidence that the quality of the handwriting effects the marking (8). So exams also measure how upset students are, and what calligraphic skills they have. In the light of all this, what is left of the claim that exams measure the cognitive competence of the candidate by some non-comparative, objective standard? That claim is shown to be foundationless.



2. How reliable are examinations?

The evidence here is even stronger and older. Experimental studies going back to 1888 (9) show that marking is a highly unreliable process. The classic study by Hartog and Rhodes (10) reported mean ranges per candidate of from 7 grades to 18 grades per paper (four papers in English), with an average correlation between markers of only 0.44. In maths, the mean range per candidate was 34.7 marks. Similar disastrous outcomes were obtained in experiments in which papers were marked and remarked after a while. In numerous cases examiners failed to better a correlation of 0.5, in some cases going as low as 0.28 which does not significantly differ from chance. But even taking the highest correlation that can be reasonably expected (11) between two examiners (or one examiner on two occasions), namely 0.85, there are still 16 per cent of candidates subject to a pass/fail difference between examiners. And with less than maximum correlation, which is likely in practice, this proportion can go very much higher (50 per cent or even 70 per cent). Averaging the marks of different examiners does not really help, since it tends to result in a convergence of the mean scores of various candidates making the separation into grades appear even more arbitrary than it now seems.

Examiners differ widely, among themselves and from occasion to occasion. The reason is not that they employ different general standards or have differing ideas of what is required of them. In the Hartog and Rhodes study the mean mark given by different examiners did not vary greatly — it wasn't that one examiner marked consistently high and another consistently low. Powell and Butterworth (12) have suggested an explanation. They argue that students bring a variety of abilities to examination and the variations stem from the attempt to assess all these in a single dimension — by giving a mark. This would account for the experimentally established unreliability of exams.

3. Why are examinations needed?

What are the justifications usually offered for having exams? This is not the same as asking what functions exams actually have. The position here — as with many of our social practices — is that the real function is hidden and what is overtly pointed to is a set of supposed uses of the practice which allegedly provide its justification. I want now to examine this overt ideology of exams.

The first and most influential argument in favour of having exams is put as follows by Prof. C. B. Cox:

Exams have an essential social purpose... Examinations serve a function for society at large in attesting to standards of academic performance... it is inherent in professional work... that the public is not in a position to judge the quality of performance which it must take on credit. Passing examinations before entering a profession is, thus, a necessary protection for the public. Before we call in a doctor, we want some proof that his studies have not been confined to witchcraft. Before a headmaster appoints a teacher of French, he needs proof that a candidate has reached an acceptable standard. If a specialist is wanted for sixth form work, it is a great help to know that one man has an upper second class honours degree, and another only a third. The simple truth is that these class divisions represent very real differences in performance, as anyone who has taught and examined for a few years will know. A complicated society depends on such safeguards and classifications. To abolish exams would leave us altogether too vulnerable. (13)

We have seen that one essential premiss of this argument — which is here dogmatically asserted as being the 'simple truth' — is in fact false. Exams do not measure nor attest to "standards of academic performance". If exams do not measure the quality of performance they ipso facto don't measure abiding competence, and therefore don't provide the public with protection against incompetence.

Second, it is not true that the lay public's inability to judge professional performance is "inherent in professional work". Such inability does not, even today, extend to judgement of the result of performance. Lay people are capable, and do, form opinions on the skill of professionals who thereby acquire a reputation which even as things now are does more to influence their standing than educational certification. (Have you any idea of what final results your dentist achieved? Is it because of his exam results that you patronise him?) In any case the lay public's present inability to judge professional performance depends crucially on a system of education which allocates resources entirely to the training of a few specialists while leaving the bulk of people ignorant of the basics of the professional field (medicine, law, or what have you). It is only in the context of a culture which systematically fosters the imbalance between lay persons and professional experts that the public is vulnerable.

Finally, the argument commits the common fallacy of trying to prove too much. Even if it were shown that tests of competence are needed to protect the public against exploitation by charlatans, it does not follow that such tests need to be associated with the learning process, and hence it does not follow — that the 'protection of the public' justifies examinations as we have defined them and as they exist. We shall see later that some of the deleterious effects of exams arise precisely from their being associated with the learning process.

A second defence of exams is that they "make people work hard" (14) This too is usually asserted without evidence. That is because, as Powell

and Butterworth write, "there is very little evidence for the general truth or untruth of this claim" (15) Prof. Cox argues.

Much opposition to (exams) is based on the belief that people work better without reward or incentive, a naive view which flies in the face of human nature. All life depends upon passing exams. (16)

Unfortunately, no details of the theory of human nature in question are given. Of course, we are in deep waters here: the whole complex issue of material versus moral incentives lurks just beneath the surface. Perhaps this much can be said: in circumstances where students do not select their studies on the basis of an interest in the subject, but are on the contrary faced with an imposed curriculum which they have to master at the cost of incurring a variety of life-long penalties, in such circumstances examinations may perhaps act as an effective incentive to work. But to generalise from this to 'human nature' is reckless to say the least. It is analogous to passing from observation of a prison workshop to the conclusion that human beings by nature will not work unless armed guards stand over them.

A related point is that the 'work' which is exacted from students under threat of failure in exams etc. may be qualitatively different from the work done by spontaneous learners. One would need to have a lot of evidence on long-term retention, and other matters, before accepting the simplistic hypothesis according to which there is an effectively homogenous process called work which students facing exams do and those not facing them evade. We know at any rate that the 'work' which exams cause people to do is just the work required to pass exams, and it remains to be proved that this is the same as intellectually fruitful 'work'.

Another defence of exams is along the lines of 'life's like that'. J. Chadwick has written of the Cambridge finals exams:

There are of course people who go to pieces under that sort of pressure; which is another way of saying that a First is not simply a certificate of academic brilliance, and most employers would like to be warned if a prospective employee can only be trusted provided he has plenty of time and no pressures on him. In most professions, life is not like that. (17)

It's questionable how far life's like an exam situation in any profession. However, the crucial point about this sort of argument is that it puts forward as a valuable aspect of exams that they prepare and condition candidates to situations of tension; and thereby foster their capacity to maintain required levels of performance despite the evident suffering entailed. That this sort of conditioning is in the interests of 'prospective employers' I do not doubt, but what the argument altogether fails to show is that it is in the interests of the examinees.

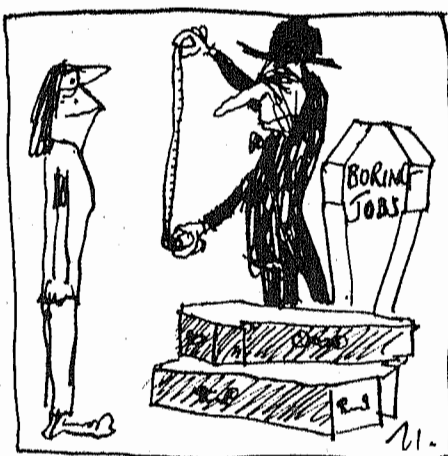
Finally, it has been argued that exams provide protection against nepotism, or corruption in general. Prof. Cox again:

... dons write references for candidates for jobs, and... at the moment the student is protected by his exam result. In future, apparently, these confidential reports can be entirely subjective, and the don can indulge his own whims and prejudices. How are we to stop the professor from exaggerating the virtues of his friends and relatives, or, more subtly, those likes and dislikes which can easily warp judgment? The authority of exam results protects the student from the need to curry favour. (18)

Just how authoritative exams are we have seen already. The argument seems, in addition, to have no application to those numerous cases where examiners and referees are identical. Nor does it cover cases of people with similar

results, where references alone are used to favour one over another. Most important, however, the problem to which exams are supposed to provide the solution can be removed much more simply by a change which is desirable on other grounds anyway: removing the confidentiality of references. This will do as much as one could ask for to protect students against the caprice of referees. (A system of open references could be strengthened by a custom of supporting job applications with samples of one's work — in applying for employment one submits a portfolio of work, such as commercial artists do now.)

I conclude that these justifications for exams do not stand up to scrutiny. They give no good reason for thinking that examinations are needed, or that a system of education without assessment is either impossible or undesirable.



4. What do exams achieve?

So far I have argued that exams do not measure what they are supposed to, that they do not measure anything reliably and fairly, and that the reasons conventionally advanced in their justification do not hold water. These conclusions are consistent with certification by examination being a harmless, if idle, social practice that does not call for reform or corrective action. I now want to look at some of the major consequences of exams.

The first achievement of exams is that they spread sickness and death. There is no doubt that exams annually precipitate a wave of tension, unrest, and misery among students. 'Third term blues' is a well-known phenomenon. Statistical evidence shows that the known incidence of mental illness among students is significantly higher around exam time, than at other times. (19) At the British Student Health Association's 1968 conference it was generally agreed that between 8 per cent — 11 per cent of all students seek medical treatment for various exam-related conditions. (20) One can only guess at the number of those who don't seek treatment for similar conditions (or seek treatment away from student health services) and therefore don't enter the statistics.

Here are some descriptions by medical authors of the reactions to exams commonly encountered:

During the course of an exam students are sometimes brought out in a state of almost total psychic collapse, shivering, unable to write, think or even to walk. (21)

Examination panic. These are the cases of students who start their papers, but get increasingly anxious or exhausted and finally leave the examination room. Sometimes they actually faint or have nosebleeds, sometimes they are overcome by headache or migraine, but for the most part it is just an increasing and overwhelming feeling of nervousness, tension, and despair, with an incapacity to remember things they previously knew. The great majority of these students have already suffered from a long period of mounting pre-exam strain. (22)

Such (i.e. pre-exam) behaviours include all the well known symptoms, ranging from restlessness and bladder irritability to full blown panic attacks and mania. (23) There is reason to believe that examination stresses in some circumstances can give rise to thought disorder not immediately distinguishable from that of schizophrenia. (24)

Dr. Malleson, already quoted above, has compared exam reactions of students to pre-battle reactions of soldiers, and has suggested that exam panic may be treated with techniques applicable to shell shock. (25)

These observations could be multiplied many times. The picture of misery they suggest ought to be familiar to anybody involved in the schooling process. The impact of exams on the health of students is not uniform: women (as usual in sexist society) suffer from exam anxiety more than men, and overseas students more than locals. A study conducted in Manchester shows that the proportion of women made sick by exams is nearly twice that of men! (26) This is additional to the demonstrated fact that exam performance is adversely affected just before and during the menstrual period. (27) Since, as was argued above, exam results are essentially comparative, the outcome is not only that those who are sick underperform, but that those who are not automatically benefit from the ill-fortune of their fellow candidates. This makes exams one of the most unsavoury forms of competition I know. (28)

Exams do not merely cause widespread suffering and distress among those who have to face them. They are a causal factor, directly, in many cases of dropping out; and at least indirectly, in many cases of suicide. Clear evidence shows that suicide rates among male students in England and Wales are higher than among the comparable non-student population. (29) The evidence connecting student suicide with exams is there, but because of paucity of studies is perhaps not conclusive. Rook (30) analysed the suicide figures in Cambridge in the decade 1948-58, and concluded that

It is difficult to believe that exams do not have some influence on the Cambridge suicides, for over half of them occurred around the exam period, and four out of five of those who were believed to be worrying over their work died in May.

Carpenter (31) showed that over a longer period (1923-1958) the proportion of third-term suicides in Cambridge (—43.3 per cent) was higher, but not 'significantly' so that the proportion of third term suicides among non-students (—34.5 per cent). The difference is however considerable. I know of no more recent studies of the nexus between exams and suicide: a neglect in medical research which is itself symptomatic of our general indifference towards the life-destroying aspects of exams. I have however known of cases of people who have suicided for reasons which at least include exam-anxiety.

The second achievement of exams is that they maintain and reproduce hierarchic stratification, and thus are the means whereby educational processes are deployed in the perpetuation of social inequality. On the one hand exams are used to exclude people from further study (by the setting of entrance requirements, quotas, the distribution of the scholarships, stipends, etc. on the basis of exam

results). On the other hand exams are the method of distribution of a whole range of socially important rewards: on results depend entry to professions and types of work, with attendant financial and status rewards. (32) Thus examinations are the means for 'slotting people into their stations in life'.

The usual defence of this aspect of exams — is meritocratic: the process is seen by those who are not egalitarians as selecting the able, the bright, clever, and meritorious people for positions of rank and reward. In this way exams are seen as 'maintaining high standards'.

This meritocratic defence fails not only because exams do not measure cognitive capacity or excellence of mind, but for two other reasons as well. The first is that exams cannot measure, even in principle, more than what the candidate currently knows. No exam can tell you anything about what the candidate could come to know in the future, as a result of further study, experience, changed interests and motivation, etc. The use of exams to exclude people from further study has therefore no meritocratic justification whatsoever. The second, and more significant, failure of meritocratic defence derives from the abundantly demonstrated fact (33) that certified scholastic achievement depends more on family background, the cultural milieu of the home, and such like factors which ultimately trace to social class position, than on all other types of factor. The hierarchy which certification perpetuates is not a hierarchy of merit, talent, excellence, or any of the other qualities of which educational conservatives are so fond. It is the class structure of capitalist society.



A third achievement of exams is that they produce, and reproduce, alienated, dehumanised social relations. Exams have this effect on the relation between teachers and students, as well as on relations among students. The teacher's role as assessor cannot but place a strain on the relationship between him/her and the student. This tension has often been remarked upon. (34) The result is particularly deleterious in a learning situation. Continuous assessment (or course assessment) magnifies this effect, and it has been said that its introduction is capable of "poisoning the whole teaching atmosphere". (35) The basic point, I suppose, is that in the relation between assessor and assessed the latter is dominated by an interest in being

favourably assessed, and the former by a totally false sense of authoritarianism which his teachings (and other actions) gain as a result of his power as an examiner. Critical interaction between minds is made impossible: what people say in a testing situation bears no intrinsic relationship to what they believe. Candidates only say or write what they believe will get them good marks. Exams which are so carefully guarded against so-called cheating, infuse into the relationship between teacher and taught a much more profound bad faith and inauthenticity. (36)

Around exam time relations among students become marked by jealousy and explicit competitiveness. (37) Evidence shows that students often feel that their own chances are improved by not sharing their ideas and work with their peers. This feeling is of course justified, but even if it weren't, its mere existence would tend to cut off people from one of the most important sources of learning: the insights of one's fellow learners. Exams are also the most drastic means of reinforcing the bourgeois ideology of individualism in intellectual matters. By being individually assessed, the student is irresistibly driven to the privatisation of knowledge, i.e. to the false and socially pernicious belief that the creation and transmission of knowledge are the private achievements of isolated individuals. Powell and Butterworth sum up the matter aptly:

By discouraging students from cooperating with each other the assessment system inhibits the prime virtue of civilised society — that of mutual aid. By isolating people from each other in a highly formative stage in their lives, and encouraging them to regard their work as a private and measurable achievement, it enforces or reinforces the view that different people deserve different rewards in life. (38)

I should add that in a fuller discussion of this whole area one would have to explore also the role which exams play in relationships between students and their parents. (39)

A fourth achievement of exams is that they constrain and narrow curricula and militate against diversification of study programs. This they do in the following ways: first, they determine exclusions from the curriculum along the 'principle' expressed by one Sydney headmaster's saying "If it's not examinable, don't teach it". (40) In an exam-dominated education system the inclusion of a subject in the curriculum tends to become conditional on the availability of administrable forms of testing associated with the subject. Second, exams set up administrative (bureaucratic) barriers against diversification of study programs. It is easier (cheaper, more convenient) to design and administer a single test for assessing a given (large) group of students than to design and administer a multiplicity of tests for the same group. This clearly generates a tendency favouring narrowness and imposed uniformity of curricula as against wide

diversity and flexibility in the choice of study programs.

A fifth achievement of exams is that they waste money. How much exactly assessing costs has never been calculated. In a recent conversation the Vice Chancellor suggested, as a very casual guess, that the recurrent costs of examining at Sydney University may be around \$100,000 p.a. I regard this figure as the lowest possible estimate. Even so, if we take this amount as our basis, the annual cost of examining in Australian tertiary institutions alone would come to something between 2.5 — 3 million \$. The over-all costs of examining — throughout the whole school system is many times this sum. The money is from an educational point of view totally misspent.

5. Conclusion.

There is no conclusion beyond the obvious one. Exams are a means of social control in an authoritarian sense. They are a pivotal part of an education system geared to forcing people into pre-existing and uncriticised economic and social roles. Certification, which issues from this education system — the system of schooling — labels the skilled labour power which its individual owners then sell on the labour market. Certificates do not measure cognitive skills. It has been shown (32) that the matters most crucial to employers for the hiring of certified labour have little to do with grades or indices of scholarly achievement, but rather with the evidence which certificates provide of the possession of attitudes and acquired behavioural habits that make the student suitable for work. The certificate matters insofar as it shows that its possessor has absorbed the lessons of the hidden curriculum. Submitting to exams is more crucial than results gained, the grade matters insofar as it shows the extent to which one has submitted to the assessment system. One's certificate shows one's exploitability — it's as simple as that.

The radical transformation of this situation involves a comprehensive liberating social revolution. This is no easy task, but an integral element of the long struggle for a fully self-managed world. Since however even the longest journey begins with a short step, we can define our immediate aim as the discrediting and delegitimising of exams in the eyes of students, teachers, parents, and people at large. The talk you have just heard, although it contains nothing new or original, is a modest contribution to this first task. We must get ourselves as speedily as possible to the position where the whole question of the value of exams will be generally considered as settled. Then we will be able to use the worthlessness of exams not as a conclusion to be argued to, but as a premiss, to be developed, both in theory and in practice!

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October, 1973.

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PROF. G. M. BADGER

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ASSESSMENT

Before we had a chance to occupy a building or two over the issue of assessment, or to harass a few reactionaries, Professor Badger has set the wheels in motion to form a committee to consider the assessment procedures.

This report was prepared for the University Education Committee.

1. I do not think it can be denied that students are under greater stress today than they ever were in the past. At school they are under social and parental pressure to pass the Matriculation Examination and to achieve a total mark sufficient to enable them to gain entry to the course of their choice, at a University, or College of Advanced Education. Failure to do so may entirely prevent access to certain forms of education and to certain professions. At University they are under similar stress to pass, to avoid preclusion under Clause 4C, or to achieve a living allowance. Some of them may be under additional stress caused by family conflicts of a social or political nature, or pressure to begin gainful employment and so contribute to the family income. In later years students are under stress to perform sufficiently well to gain high honours, postgraduate scholarships, or satisfactory equipment. It is well known that the class of honours one obtains is often quoted as evidence or otherwise of high intellectual ability throughout one's entire working life.



2. These stresses have increased since the war. In pre-war days most of the students at Universities were drawn from the relatively affluent families, the social elite, and the small minority who did not come from upper middle class families had to be of such ability that they could win the handful of scholarships available in those days. For the sons and daughters of affluent families failure to enter a University, or failure to graduate, was not particularly calamitous; there were always managerial and similar positions to be obtained in

commerce and industry which did not (in those days) require a University qualification. Most students are still drawn from relatively well-to-do families, but there has certainly been some improvement in access to University places for students from less wealthy families. The big difference is that tertiary qualifications are increasingly required in the technological world and failure to obtain such a qualification can have disastrous effects, and can be enormously limiting on the nature of employment one can seek.

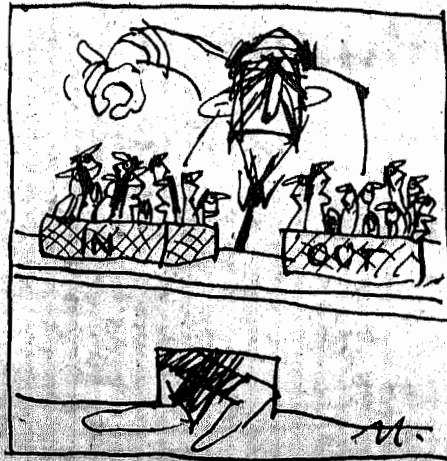
3. It is not surprising therefore that examinations and other forms of assessment are being increasingly criticised and that the fundamental purposes and aims of assessment are under question by both staff and students.

4. I do not want to set myself up as an expert on 'assessment', because I am not; this will doubtless be clear from what I have to say below. Nevertheless, I hope that the following notes may encourage further discussion on the question and some changes in outlook and in current practices.

5. There is an enormous literature on the question of assessment, and one of the most recent books seem to me to be helpful. It begins:

Assessment takes up a considerable proportion of the university's time, energy and resources. It occupies a central place in the lives of undergraduates; it is closely integrated with teaching at every level; it totally dominates parts of the university year. Assessment divides into several major categories (e.g. class exams, final exams, continuous assessment); it comes in many different forms (e.g. traditional three-hour papers, essays throughout the year, dissertations, orals); and it serves an assortment of functions (e.g. certification for society, feed-back to the student, selection for Honours). The questions raised about assessment are numerous and varied: the causes of examination stress; the effect of

assessment on staff/student relations; the best methods of marking; the advantages and disadvantages of new techniques; what to do about the ever-lengthening examination timetable; the value and the role of the external examiner; and many others.



6. I think I'd better begin with a couple of statements, which may be provocative. First: **assessment** is an essential part of the teaching and learning process. The student needs to have his work evaluated or assessed by someone who has mastered his subject and is qualified to evaluate or assess it. How else can he learn from his mistakes and his misunderstandings?

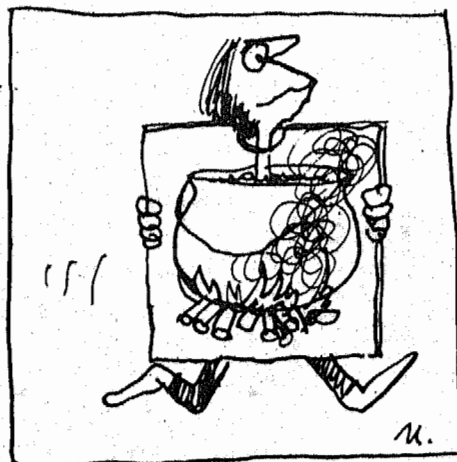
The learning process will be improved if there is frequent dialogue between student and teacher on the assessed work. In this connection I have never understood why students should be prevented from knowing their examination marks. If examinations have to be chosen as the method of assessment how can the student 'learn' if he has no feed-back? I should personally favour a system which entitled the student to have his marked examination paper returned to him and perhaps even an opportunity to discuss it with the examiner. At least he would know where and why he did badly. Students, also learn from other students and peer-assessment, especially in the later years, would seem to me to be worthy of study and comparison with other methods of assessment.

7. My second provocative statement is that **competitive assessment** has little or nothing to do with the teaching and learning process. This is not to say it is unnecessary, although some may so regard it. Competitive assessment is used (however imperfectly) to choose students for entry to the University, to choose students for postgraduate scholarships and as a certification for society. These reasons are all contentious. There are those who maintain that everyone who wishes to enter a University should be given access and that competitive assessment for this purpose is a denial of the principles of education. There are those who maintain that the University should not allow itself to be used by society for certification, and especially by the commercial and industrial world. In my experience, however, the commercial and industrial world is much more interested in its own assessment of the 'personality' of a potential employee, his ability to mix with people, and to play sports, and in all his other extra-curricular activities, than in the academic assessment provided by the University. In any case only 10 per cent of our students enter employment in this area. The remainder become doctors, dentists, teachers, and so on, and society does demand a certificate that the doctor has a basic knowledge of medicine and does not practice witchcraft, that the dentist is a competent tooth-puller and that the teacher of French has some basic knowledge of the language. It can of course be maintained that these 'certificates' should be provided by external authorities — as they are in some cases. If you need a surgical operation for example you look for a man with a 'Fellowship' from the Royal College of Surgeons; but most people would regard external certification of teachers of French, economists, research scientists, and the like, as an unnecessary duplication of assessment.

8. My own opinion therefore is that — at least for the moment — it is impossible completely to escape some competitive assessment. At the same time we should, as far as possible, concentrate on non-competitive assessment and use it as part of the teaching and learning process.

9. I think we should take all this into account in deciding which forms of assessment should be used: the assessment which most assists the teaching and learning process should be preferred. Of course we also need to be convinced that such assessment methods, if used for **competitive** assessment, will produce the most valid results.

10. The most common form of assessment, and especially of competitive assessment, is the written examination. Everyone knows that examinations are an imperfect method of assessment and that examiners are not infallible, yet we still seem to behave as if they are, and as if the marks given are sacrosanct. I can recall an Examiners' meeting where it was reported that one first-year student had obtained good passes in three subjects and had failed in his fourth subject with 49½ per cent; but the examiner in question had such faith in the validity of his marks that he was willing to agree that the candidate be given a 'Faculty Pass' only under pressure. I also recall meetings of the Scholarships Committee where it was claimed that the entire academic staff of the Department believed John Smith to be of First Class Honours standard; but as he had not performed as well as expected at the final examinations he had been given a 2A Honours! The unanimous result of the year-long continuous (but informal assessment had been set aside by two or three final examination papers!



11. In an article in the **Universities Quarterly** in 1967, Cox remarked:²

Considering the importance of examinations in modern society, it is surprising how little sustained research has been carried out. The one large scale and conclusive piece of research appeared thirty years ago. After reading this, published initially by Hartog and Rhodes in **An Examination of Examinations** (1935), no one could feel quite the same about examinations again and yet in this country at least, the situation as far as examining practice goes is much the same as it was then. There has been no serious attempt to challenge the conclusion of this book that examinations calling for the marking of long written essays are extremely unreliable.

12. This is not to say that written examinations have no place in assessment, or in competitive assessment; but the evidence certainly seems to suggest that written examinations, taken alone, do not provide a particularly satisfactory index of performance. And, as mentioned above, if there is no feedback to the student, they contribute little to the teaching and learning process.

13. Criticisms of the 'final examination' system often centre around the emotional stress caused. Cox discussed this problem at some length in his 1967 article.³

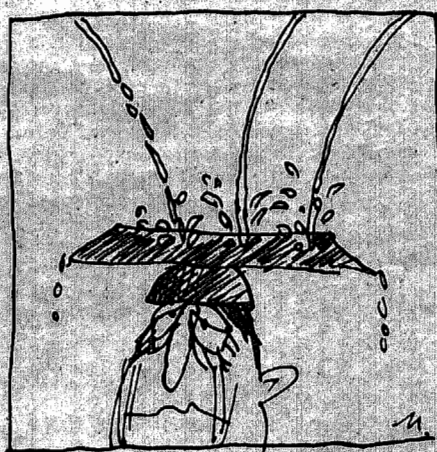
But although more research is needed on how and to what degrees anxiety and tension affect exam performance it seems clear that, with many students, university exams produce too much tension rather than too little. Malleson feels that not only are we testing how much a student may know about physics but also 'his capacity to remain calm and collected in the face of a particular type of stress'. Still finds 'one of the disconcerting features about these distresses is that their severity bears no relation to the industry and conscientiousness any more than to the intelligence of the student'.

14. There is a similar comment in the booklet entitled **Examination Papers** and published by the AUS in July 1974:⁴

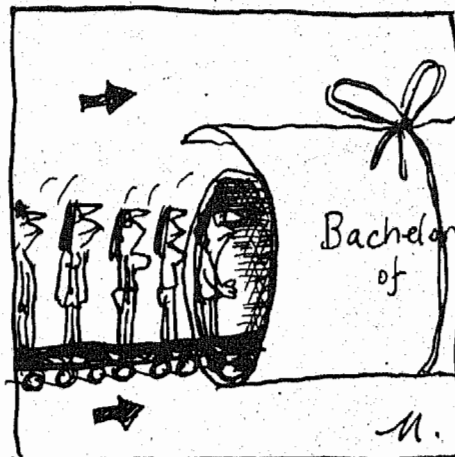
That exams precipitate every year a wave of misery and psychological illness in British universities is not often disputed. And it has been shown statistically that known cases of mental unhealth among students are far more numerous around exam time than at any other stage of the year. At a recent conference of the British Student Health Association it was agreed that between about 8 per cent and 11 per cent of all university students seek medical treatment for various kinds of exam stress. There are probably many other students who suffer similar stress and do not come for medical treatment, and undoubtedly thousands of students, while suffering no important physical reaction to exams, are simply made thoroughly unhappy by them... The unconcern of most academics about the suffering among students produced by exams is not easy to describe in restrained language.

15. A further criticism levelled against examinations is that they distort the relationship between staff and students and, because of the secrecy involved, the relationship between student and student. When used for competitive assessment they encourage **competition** rather than the sharing of ideas; they encourage a pre-occupation with possible gradings rather than the exploration of knowledge for its own sake.

16. There are, of course, a number of methods by which examination marking may be improved as an index of performance: increasing the number of markers, different techniques of marking, and increasing the number of questions. The plain fact is, however, that few teachers and few students feel the degree of confidence in the results which they should feel bearing in mind the crucial importance of the result to the student. All these methods have been shown to be fallible. Powell and Butterworth⁵ cite studies in remarking which show 'astounding' differences between marks given to the same candidate by the same examiner on two occasions. And Cox⁶ has discussed the validity of



double-marking and has pointed out that a prohibitive number of markers is needed before a considerable improvement becomes evident. It seems that the 'final examination' procedure continues to receive acceptance because 'we haven't yet been able to devise a better index of performance'.



17. The real question is whether this is true. Various methods of continuous assessment are being used in this University and elsewhere. A recent paper states:⁷

The continuous assessment method... involves the collection of a number of assessments of the performance of each individual as a course progresses. It rests on the assumption that marks collected in this way provide a more adequate sample of work completed over an extended period of time than does the terminal examination alone. A final grade determined by some combination of such marks is hence assumed to be a more valid indicator of student achievement than is the single formal terminal examination. Continuous assessment allows teachers' judgements of a student's performance to be constantly revised as the course proceeds. At the same time, it provides students with opportunities to benefit from assessment feedback and to compensate for past poor performance should this be necessary.

18. Continuous assessment is not, however, universally admired:⁷

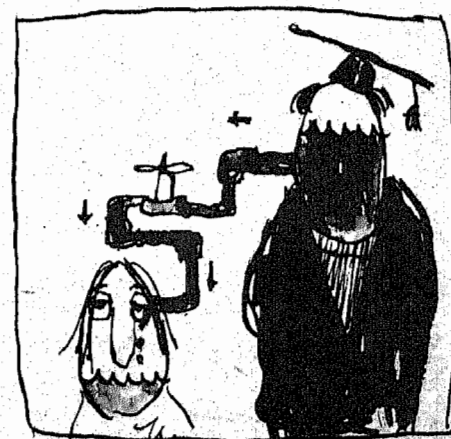
Is it fair, for example, to award part of a student's final grade on the basis of components completed early in a course considering that the student has the opportunity to learn from initial mistakes and to show improved achievement before the end of the course? Do some continuous assessment practices generate even greater anxiety than terminal examinations by subjecting students to a continuous sequence of demands in terms of essays, assignments, and tests? ... is it possible for some students to have reached a 'point of no return' before the end of the course? Or for other students to have acquired sufficient 'credit' prior to the end of a course so that completion of the course becomes unnecessary?

19. Baumgart and Johnstone⁷ have published the results of a questionnaire giving students' preferences for the different forms of assessment. They say: 'the formal terminal examination was clearly the least popular while assessment of tutorial participation was the most preferred'. In increasing order of students' preference the different forms of assessment were:

- Formal exam
- Essay test
- Open book exam
- Written tutorial prep.
- Extended essay
- Practical report
- Objective test
- Short answer test
- Tutorial participation

20. Disadvantages can be cited for all these forms of assessment. It is commonly said, for example, that essay tests suffer from the disadvantage that there is no guarantee that the work submitted is wholly the work of the student. On this matter it may be remarked that if he had help from another student or from a College tutor then he has doubtless improved his education; but of course if the essay is to be used for **competitive** assessment, this help means that the grade awarded is not a valid index of the student's own performance. Similarly it can be said that oral tests can cause nervousness (I have known one student who was so paralysed with fear that he was unable to utter a single syllable in an oral examination), and results may be biased due to the personal likes and dislikes of the examiner. In this connection it is interesting that suggestions are being made that the names of candidates submitting written examination papers should be withheld from the examiners.

21. It seems to me that there is a notable lack of confidence in some of the assessment methods being used at present and especially in the traditional three-hour examination paper. I do not pretend to know the solution and it is clearly a complex problem, but the aim of the assessment would first seem to warrant detailed study.



22. There is a large literature on the subject, as mentioned above; and some of the publications have emanated from Adelaide. Moreover, many of our staff are experts in the field and have taken a keen interest in it. I should therefore like to suggest that we set up a Committee to examine the aims and methods of assessment. What I have in mind is that the Committee might be able to advise the Education Committee and the Departmental Committees on this problem and so encourage departments to re-assess their assessment procedures.

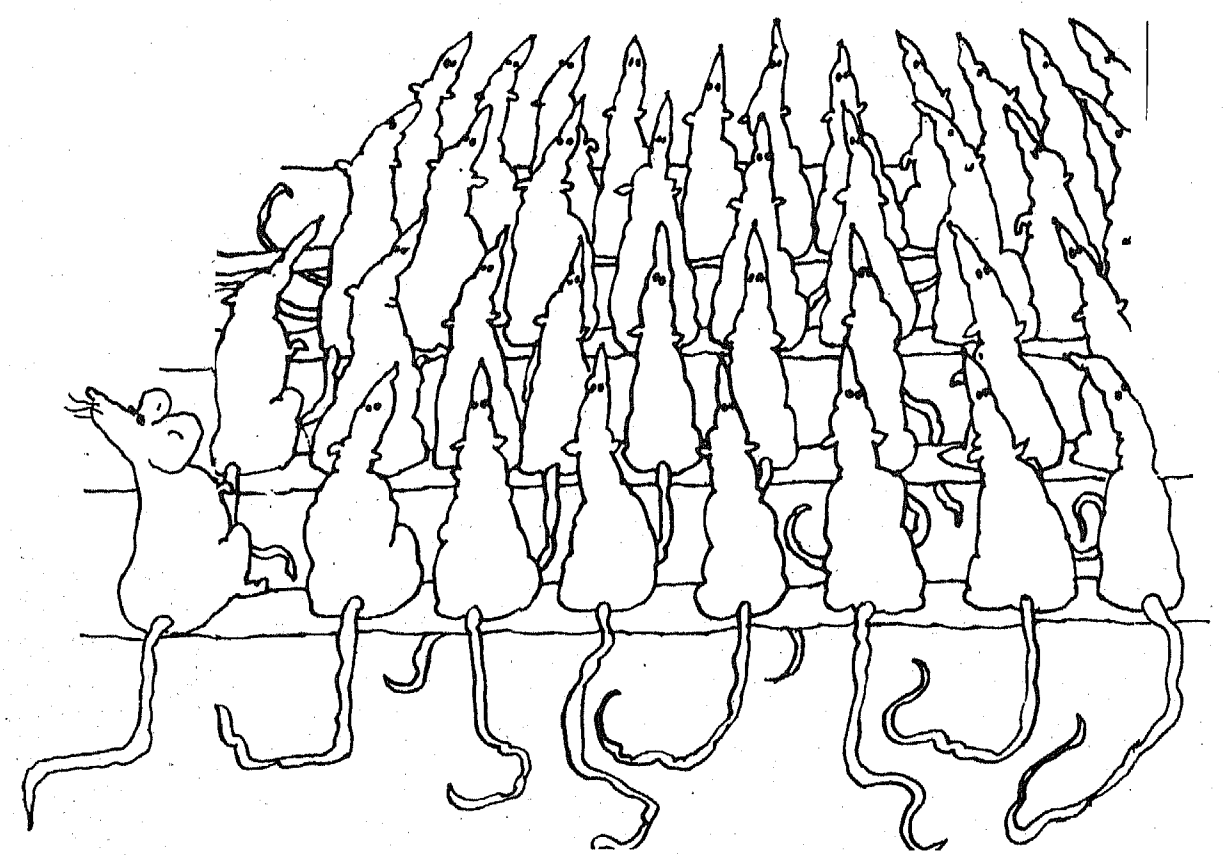
23. If this proposal is accepted it would be additionally valuable if the Committee could report to the Education Committee at its March meeting in 1975. It would then be possible to introduce changes in assessment procedures for 1975.

24. Perhaps I should conclude by suggesting that the Committee might have six staff-members and five students, and that it should be provided with an adequate secretarial help and, if necessary, funds for statistical and other work. The Committee should also maintain close liaison with the Education group recently formed by the Students Association.

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1. C.M.L. Miller and M. Parlett, *Up to the Mark*, Society for Research into Higher Education, London, 1974, 128 pp.
2. R. Cox, *Universities Quarterly*, 1967, p. 292.
3. loc. cit. p. 333.
4. *Examination Papers*, AUS, 1974, 86 pp.; see p. 50.
5. A. Powell and B. Butterworth, *Marked for Life*, London, 1972, p. 39.
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7. N. L. Baumgart and J. N. Johnstone, *Australian University*, 1974, 12, 108.

PSYCHOLOGY AND THE SCIENTIFIC WORLDVIEW



This article was originally going to be written with a view to criticizing psychology and its view of man. However, it soon became clear that the issues underlying an evaluation of psychology are ones with far broader implications than for psychology alone, and are inextricably bound up with the whole Scientific Worldview. And what is extremely depressing is the realization that the way in which we are taught Science in the university fails to ever give an overview of what science is and does, of what kind of thinking it entails, and of what its implications are for our civilization.

There is an urgent need for students of science to come to grips with just what being a scientist means, in both a sociological and a personal experiential sense

— and this is especially true for scientists who work on the study of man, for this work will be a crucial determiner of future human life styles. Wouldn't it be a pity in a hundred years time if the psychologists and sociologists and physicists and biologists had been misguided after all?

proach reality. I hope to show the effects which this basic world view has on our lives, and to indicate that there are other ways of viewing the universe. I shall go to some length in this because this broadest level is the most important and profound level to grasp: any consideration of psychology must take place within this grand overall context, since psychology is but one part of the scientific world view. I hope to show how psychology slots into the vast technological machinery of our civilization. Descending to the next level I shall criticize psychology on its own grounds, that is as a science, and point out the limits of its approach and how it could be extended. Somewhere at this level I shall also raise the very important question of ethics in the human sciences.

The Scientific Society

Few people would deny that we live in the midst of a highly technological era. We are inundated with new gadgets, new devices, new products to make life easier every day, and excited scientists announce astounding breakthroughs so frequently that today's avid T.V. viewer just blinks and chews on another potato crisp at the arrival of each new apocalypse. So to see through the glittering spangles of all this tinsel, through the brilliance of scientific achievement, to the underlying ethos of our technological society is undeniably a difficult task for the millions who live this life-style — and yet it is a task of grave importance and urgency. In the next few pages I would like to give one particular perspective on this life style and its foundations, although I am aware that to do it justice would take a vast amount of time and effort in researching and writing. Not being able to go into such detail, I shall have to make generalisations from time to time which I hope readers will colour with examples from their own experience of today's world.

TECHNOCRACY

We are living in the age of what Theodore Roszak calls the "technocracy" — the "industrial society at the peak of its organisational integration". 1. It is that form of organisation that is geared for rapidly increasing efficiency, accelerated productivity, massive co-ordination of men, machines and resources, and even greater affluence. It is therefore organisation in which: "Politics, education, leisure, entertainment, culture as a whole; the unconscious drives, and even... protest against the technocracy itself... all become the subjects of purely technical scrutiny and of purely technical manipulation". 2.

There are experts for everything. They tell us what to eat; they fix the T.V.; they service the car; they install the phone; they give us vitamins; they predict the stock market; they tell us how we'll vote; they tell us how to bring up our children; they nurture us back to normality after breakdowns; they instruct us in love-making; they mould the Citizens of Tomorrow; and of course vast hordes of pseudo-experts dictate the way we dress, the toothpaste we use, the rubbish we consume.

And this whole process of control becomes further and further removed from the man in the street. Only the experts have any grasp of the complex workings of society — and as the experts become more and more specialised, and as ever more facets of human life come under their detailed scrutiny "every-man" is rendered more and more inconsequential before the forces about him. It is when one considers this ever widening rift between the esoteric band of men behind our society and the vast majority of consumers who exchange their money for the myriad products available to them, that it becomes clear just how solidly entrenched the technocracy is. We are approaching what may be an almost invincible form of totalitarianism — invincible because it would not be concentrated in just a few people, but would have become a complete way of life for hundreds of millions of people — and a sudden breakdown of that way of life would bring overwhelming disaster. And is there any reason to believe that life under this technocratic totalitarianism would be ideal? None at all. Those who see a rosy future in a technologically-realised society are exhibiting a blind faith in the technocracy's unspoken premise that all human needs are purely technical in nature — the kind of desiccated faith essential to people who are following a path that they have no choice but to take. As the steel-and-concrete juggernaut of technology gathers momentum, the time approaches when we may "find ourselves ingeniously adapted to an existence wholly estranged from everything that has ever made the life of man an adventure." 3.

imutable facts. There are ideas, concepts and schools of thought — and since psychology is a science of man it is vital that the student actively considers the subject matter, and, most importantly, evaluates it, asking "is this good for man?" "does it improve the quality of life?" and "how does this relate to me and my own experiences?" As with too many branches of science, psychology is not constrained by any ethics; and yet it is potentially a very powerful tool, that, in the future, may almost totally manipulate and control human life. Today the student should constantly project from the lecture room and rat laboratory, in order to envisage the possible consequences of what he is learning. I believe that to gain this understanding of what psychology is and does it is necessary to view psychology from several different perspectives — to evaluate it within a number of different contexts. These different contexts are not likely to be conveyed within a course of experimental psychology, and so, not as the end product of an experimental psychology course, but as a student concerned with what is happening to the quality of life around me, I wish to take a look at psychology from these different levels.

During the above conversation I am reminded once again of my own anticipation of psychology as a study with a dynamic approach to human life, an approach which would help me understand myself and others, and above all, enhance my view of man. Needless to say, psychology did not fulfil those expectations. What two years of experimental psychology attempted to do instead was to instil in me as a student an objective view of life around me, a view of people as machines programmed by genetics and conditioning, and an expectation that every human experience and every form of human expression can be reduced to a rational, scientific explanation. And the most insidious result of this training is the establishment within the student of a rigid, objective framework from which to view the world in general; so that the sterile study of overt responses in the rat produces a confident belief that even areas never studied by the experimental psychologist, areas like creativity, mind, religious experience and the like, are also reducible to scientific explanation.

Now it is very easy during this period of tuition and training at university for a student to feel convinced that he or she is not sufficiently qualified to comment on the material being studied, and in the mathematical and physical sciences this may be true. In psychology, however, there are not just collections of hard,

Often when I have just met someone and have begun to exchange the usual little items of personal information with them, a conversation along the following lines takes place:

"And what do you do?"
 — "Oh, I'm studying psychology at Adelaide Uni."
 — "That would be really fascinating — I've always wanted to do psychology, to learn about peoples' minds and why they act the way they do. I suppose you have a pretty good understanding of the people around you..."

And there, with a considerable twinge of regret, I have to explain that the psychology taught in most universities here, and in America, is not like that at all — that our "understanding" of man is based largely on experiments in which rats were given electric shocks or made to run mazes or placed in a bare cage which had nothing in it but ajar on the wall for the animal to press — that "mind" almost surely doesn't exist, although what the poet calls mind can actually be studied by asking him to press a key when he hears a buzzer — that when the social psychologist studies people as they interact he claims, in a voice of iron, to be "investigating group elements", while the ergonomist learns those facts about people which permit a smoother blending of person and machine into a more efficiently productive combination...

THE DIVIDENDS OF TECHNOCRACY

So, having ground to dust nearly all of the traditional forms of transcendence, and having hewn the level of life down to one which can be catered for by the machinery of the day, the technocracy claims to be able to look after everyone — by having control of the army of experts. What, then, does the technocracy give us? We are either glutted by "the production of frivolous abundance", 4. or made to experience a sense of ultimate impotence and terror in the face of atomically-biologically — or chemically-mediated mass annihilation.

Science has enabled man to produce the most horrifying evil — the potential for total self-destruction, a threat that has been present in our civilization for almost thirty years! How many of the thousands who team beneath the benign gaze of the experts had a hand in the production of this monstrosity? How many of them want it? And has anyone had the power to remove it? Of course not! The technocracy has given the occasional dispensation reminding the citizen of the need for "balance of power" — and under dense clouds of rationalization and double think the bomb remains.

And then there is the ruthless objectivity of the technocracy's planning department — the terms of experts who are thinking ahead. Roszak cites the British National Health Service 5. as an example... The NHS predicted that the time will come when its principal function will be the psychiatric manipulation of those poor unfortunates who were not coping with the stresses of an every-progressing society. The NHS would, however, have other significant functions, such as the administration of a "voluntary euthanasia" program for the "unproductive and incompetent elderly", and the enforcing of contraception for adolescents, and the subsequent granting of birth licenses to those whose genetic potential was suitable.

This unfeeling, coldly efficient assessment of the future needs of British society defies being labelled by "leftist" or "rightist" — or by any other political category — and here-in lies the key to technocracy's great power. Political parties may come and go, revolutions may topple governments and reorganize the administration of the country in question — but the technocracy will remain. In the U.S.A. and the U.S.S.R. the same experiments are being done, the same investigations being made, for even Marx "aspired to a myth of social objectivity in which society would be understood as a 'process of natural history' "6. thereby producing an ideology that diminished the realms of consciousness, exiling myth, religion, dreams and visions, in order to overthrow the existing social order, and then get down to the important business of improving life by technology.

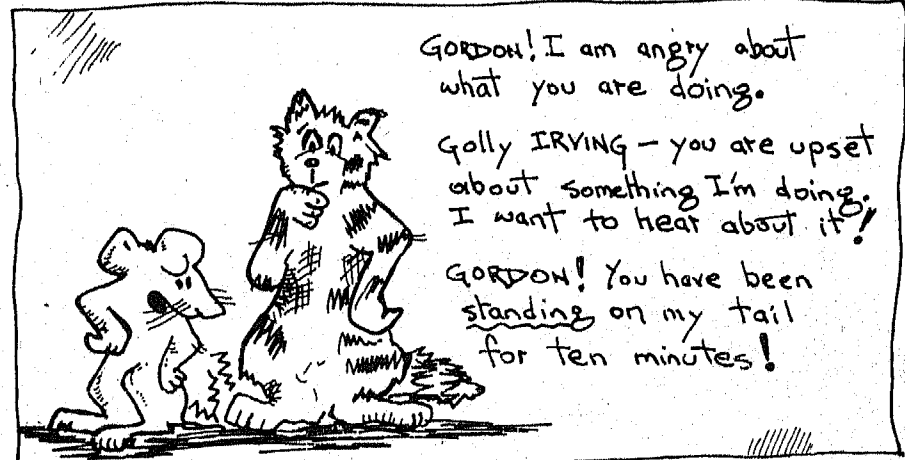
The Scientific Mind

The first is the division of the person's universe into two parts — "In-here" and "Out-there". "In-here" is that life-less domain, purged of all emotion, all human responsiveness and participation, to which awareness withdraws during objective scrutiny of the world "out-there". The scientific world view demands that there be as little as possible "In-here" and as much as possible "Out-there".

Now, as "In-here" is the sanctuary of stability and order, where all is open to explanation and reason, and where there is no surge of those "irrational" forces that once leapt within the human psyche, everything that is not "In-here", all that is "Out-there", comes to be regarded as untrustworthy or threatening, to be controlled, manipulated and organised from a distance. And as this world view penetrates into human affairs and personal attitudes, we find people who treat everyone about them as mere objects, we meet people whose greatest motivation in life is to accumulate possessions and wealth regardless of who suffers through it, we see countless figures of tragedy who live alone in great cities, unable to enter the warmth of human relationships, alienated in an empty world — and we recoil from the callousness that permits the development of despicable weapons, and in the extreme case of the Nazis, experimentation on human subjects. This is the life that evolves when we "cleanse ourselves of personal involvement". And as man's desire for control of the environment grows, we reach the last major aspect of this form of consciousness — manifested in the proliferation of the machine. Unable to trust himself against his own shortcomings, perhaps against those occasional and unnerving surges of subjective experience, the scientist has built the perfect controller of the environment. Unthinking, unfeeling, the machine works for man with total predictability and regularity. We have come to base our lives on the machine, our hopes on the machine. Devices are found in almost every sphere of life to do things "more efficiently" than we can ourselves.

Our affluence and our progress are assured when faster, more productive machines are being constructed. Two and a half thousand years ago, the Chinese sage Chang Tsi wrote:

"When a man uses a machine he carries on all business in a machine-like manner. Whoever does his business in the manner of a machine develops a machine heart."



The experts, the scientists, are unattached to any traditionally ideology. They are fulfilling an unchallenged duty; they are pursuing "a grand cultural imperative beyond question" 7. bringing total control over human life and nature even closer through scientific progress.

Yet even an elementary knowledge of history serves to remind us that the scientific approach to the world is not the only one — that a multitude of different world views have existed down through the ages — and indeed alternative world views can still be found in the few remaining non-technocratic societies of today. So what is the essence of this very predominant scientific world view, the foundation upon which the many branches of science rest? It is the fundamental belief that:

"There is but one way of gaining access to reality... and this is to cultivate a state of objective consciousness cleansed of all subjective distortion, all personal involvement." 8.

And as each successive generation of scientists rewrites and updates the text books of the previous generation, extracting what qualifies as knowledge out from the morass of false beginnings and failures, "the mentality of the ideal scientist becomes the very soul of society". 9. Roszak identifies some of the main characteristics of the psyche that has emerged since this cultivation of objective consciousness.

Whoever has a machine heart in his breast loses simplicity. Whoever loses his simplicity becomes uncertain in the impulses of his spirit. Uncertainty in the impulses of the spirit is something that is incompatible with truth." 10.

If the above words applied then, in the simple life of early China, how much more it must apply today! As the sage foretells, the people of today have lost a sense of their own true wants and needs — we no longer look within ourselves for progress in life, but place our faith in the inhuman whirring of cogs and the pounding of hammers not driven by human strength — we seek fulfilment in the external world of iron.

THE RISE OF SCIENCE

Now the world view that has led to the genesis of this New Psyche is radically different from those that existed before. Without giving exact or detailed examples, it is safe to make the generalization that prior to the rise of science, the relationships between man and nature, and between man and his fellows, were embodied in a wealth of myths, legends, folk tales and religious beliefs. People learned the perennial wisdom from those around them, through the telling of tales, and the

learning of various arts and crafts and practices with symbolic meanings far beyond the physical actions. Every member of the community had a chance to grasp the basic ethos of that community, to be close to the pulse on his society's heart. During the course of development of science, however, the myths were reduced to symbolic interpretation and discarded, and the religions were destroyed. Scholars may quibble as to whether science was responsible for the collapse of thousands of years' accumulated wisdom, or whether this would have happened anyway, but what is certainly very plain is the fact that today there is no room for mythology in the light of cold hard science. Science has replaced the Church of mediaeval times as the bestower of "meaning" in life, and the one source of true knowledge. And with the death of myth, religion, and the life of the Spirit, has come the death of imagination.

There will be those, of course, who will immediately say "but what of the great art and music of today, and the literature of this century? But then look at the DaDa and surrealist paintings or listen to 'musique concrete' or any of the other branches of modern, classical music — or listen to the brutality of the pop music of Alice Cooper or "The Doors" — they all abound with the anguish and emptiness of a technological society. Consider the literature of the existentialists alongside the plays of Shakespeare. If the arts can be taken to express comment on the fullness of life in any period of history, then clearly the quality of life has suffered, and imagination with it. Our civilization groans beneath the ruins of imagination and magic.

And probably the most pathetic and ironical aspect of the fanatical pursuit of objectivity that has brought us to this state is that some of the world's greatest scientists, working in the rigid discipline of physics, have come to realize that:

"the ideal of a science which is completely independent of man (i.e. objective) is an illusion." 11. (Werner Heisenberg)
 We can only formulate laws of nature that deal not with the fundamental building blocks of the universe, but with our knowledge of them — that is the conclusion of quantum theory. And yet science has been largely based on the notion of an "external", "objective" reality. It's unfortunate that the theoreticians did not understand the need for always figuring man into the picture say, 300 years ago, or even 100 years ago, for we have sacrificed much to the illusion of objective science.

AFTER THE WORLD VIEWS

Where do we begin to look for alternatives? Perhaps in the totally different world views of what the scientists call "primitive" tribes. Look at the archetypal native drummer — the witchdoctor conjuring up the spirits and forces in nature around him. To his people everything is sacred, everything is charged with a life, an essence of its own. In his chantings and his dances and his rituals lie the sources of what we know as present day poetry and song and drama and dance. In his magic the ancient ways of survival in nature are distilled — in his awe of nature lies his ability to work in step with the flowing of it, to exist and respond without crushing, without controlling and manipulating the world about him. There is no "In-here". There is no "Out-there". He lives as part of nature. Now the skeptic will laugh at Shaman when the crops fail. The Shaman's people come to him because the crop is poor, so he invokes the spirit of the grain. If our crops are poor, we go to the agriculturalist and get fertilizers. We don't ask the spirits for the crops to grow — we make the ground give forth. Anywhere that nature is not doing what we want we mutilate it, we push our machines into action and take from the earth.

But those who laugh at the Shaman fail to understand that what he is doing is reinforcing the relationship of his people to nature. By humility and respect for nature, his people maintain a state of natural balance. For us, however, it is only now, as the spectre of enormous ecological consequences of our actions looms into view, that we are beginning to understand the need for living as part of nature. Perhaps the spirit of the earth will have its vengeance on us after all.

Consider the world view of the Hopi Indians of North America. In their radically different view of reality, there is not the division of the universe into space and time, and time is not a linearly flowing thing, regimented by clock or agenda. When an event occurs something has changed from being "unmanifested" to being "manifested", and in doing so has flown with the stream of events from the Hopi "heart" — the heart in all things, in all men, in all creation. And what is especially beautiful is the very sacredness of this world view — for the heart is the source of all life, all events, all thoughts,

all emotions and all mystical experience. The Hopi have no Aristotelian logic, and their language doesn't allow for the concept of causality — but their lives have meaning. People who cannot conceive of how the Hopi could hold such a vastly different view of the universe, before calling it ridiculous, should be reminded that contemporary physics has revealed that the concept of separate intervals of space and of time is unable to give an account of the universe, and the two are replaced in relativity theory by the one interval of "space-time".



CLUES FOR OUR CIVILISATION

In so many different groups of these people with radically different world views, the same underlying qualities in respect for nature, flow with nature, and response to every individual aspect of nature, can be found. Perhaps it is this that can be a clue to help guide our empty civilization — perhaps we need to begin seeing the world around us as unthreatening, to respect and notice each part of nature, to see ourselves as part of it all. A new sense of nature as sacred. A desire to see nature in a form that has not been drastically changed by man. And, most essentially, a sense of people as sacred, as being individuals who should be able to experience the heights of emotion and imagination, to creatively seek within themselves for the powers that lie dormant, and to do things for themselves, and see the results of their creativity. Let man have the chance to see not atoms, but "the universe in a grain of sand." (Blake).

So, having raggedly sketched out a brief picture of the scientific and other world views, and shown how the scientists is a scientist not because of how the world is, but rather because of how he chooses to see it, I would like to comment on psychology as part of the scientific world view.

In doing so, there is no need to make a close investigation of each of the many facets of experimental psychology to reveal the objectivity and prevalence of the scientific method; it stares us blandly in the face wherever we look! A quotation from Watson, one of the main founders of experimental psychology, will serve to indicate the general attitude and approach of the subject:

"the time has come when psychology must discard all reference to consciousness... ITS SOLE TASK IS THE PREDICTION AND CONTROL OF BEHAVIOUR..." 12.

Much more recently Jaques Ellul wrote of the importance of technique in today's world:

"technique must reduce man to a technical animal... The individual must be fashioned by techniques, either negatively (by the techniques of un-education) or positively (by the adaptation of man to the technical framework), in order to wipe out the blot of his personal determination introduced into the perfect design of the organism."

Psychology today is, in many areas, attempting to provide that technique, and, as a result of the emphasis on prediction and control, some areas of modern psychology pose very grave ethical problems, and must not be considered with the mindless attitude that science is engaged in the search for absolute truth and is beyond ethics, bearing no responsibility to anyone. Before discussing ethics in more depth, however, I shall examine psychology as a science, hoping that the reader will bear in mind at all times the underlying concept of the technocracy, and will not lose sight of the way in which this "science of man" can fit into the technocracy's armory as a tool for control.

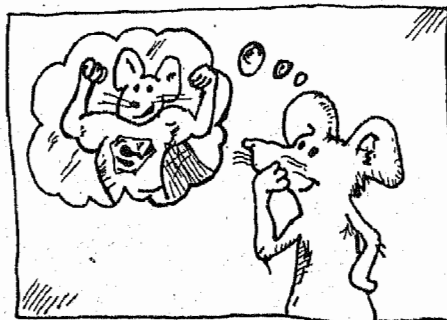
...where is a Radical Science ???

Where Psychology fits in

Within the field of psychology there are very many different areas of enquiry — and this diversity would make an exhaustive investigation of the subject a very long and tedious undertaking indeed.

BEHAVIOURISM

Behaviourism emerged in the early part of this century, when Watson called on psychology to abandon all reference to consciousness, and to no longer use the method of introspection.



This move naturally made the study of man a vastly simpler matter, since those areas that had provided such problems to the psychologist before could now be ignored.

Soon, however, a very unfortunate thing could be seen to be taking place — psychologists were now studying only those areas where behaviourists techniques were applicable.

"If the only tool you have is a hammer you tend to treat everything as if it were a nail" 1.

It is rather fitting that the bulk of all studies of behaviour was, and is, done on rats and pigeons.

Now that is a very great presumption to make — and one which study has not yet supported. Yet, as a result of this basic tenet, Hull went ahead with hundreds of experiments, building up his ever-enlarging set of 'principles underlying behaviour.'

And yet workers along similar lines, demonstrating an incongruous element of faith, take work done with rats and other simple animals, and try to apply it by crude analogies to all human behaviour — political, religious, creative or whatever!

And all this work, carried out in the firm assumption that the step from rat to man was perfectly reasonable, will have amounted to precious little if the work of Breland and Breland 3, is supported by further investigation.

It takes very little stretching of the imagination to envisage the effects this has on a view of man. It is a clear attempt to reduce man to machine-like predictability — to a system of conditioned "stimulus-response" programmes.

What is especially disturbing is the fact that this objectivity of experimental psychology seems to take over the mind of the research worker (for science does not exist outside of man, and the scientist must be affected by his work).

An excellent example, but at the same time a very sad example, is seen in an exchange between Carl Rogers and Skinner: 5.

Rogers: "From what I understood Dr. Skinner to say, it is his understanding that though he might have thought he chose to come to this meeting, might have thought he had a purpose in giving his speech, such thoughts are really illusory."

From this Skinner could well be considered the epitome of the New Psyche — "In here" would be, for Skinner, a somewhat minuscule abode!

FLAWS IN SKINNER'S APPROACH

Yet even Skinner's dogma breaks down when he comes to deal with human creativity. "The artist paints what reinforces him", "the poet what reinforces him", he would claim.

Another point of difficulty for Skinner is that the operant has to be emitted spontaneously by the animal before it can be reinforced.

This consideration of action that flows from within an organism leads us away from the fruitless contemplation of the simple rat, to man — where we see that Skinner's view of man as totally an object in the world is not the only view. For down

through the ages subjective experience has been sung of and written of by poets and musicians and writers. Today humanist psychologists like Carl Rogers stress that people do have a subjective life — that they can change themselves — that they are not helpless victims of conditioning.

And, as Rollo May suggests, this dichotomy shall never be resolved — for both perspectives are valid ones, in so far as man has the capacity to experience himself as both subject and object. Every person is subject to physical laws of nature — walk in front of a car and you'll be hurt.

Some aspects of human life fit within Skinner's perspective — but others fit within Rogers'. May writes that "in the dialectical process, between these two poles lies the development, and the deepening and widening, of human consciousness... the source of human creativity." 6.

It is vital that students and workers in modern psychology recognise that Behaviourism is only one approach to human life, for it is an approach which raises very important questions concerning the quality of life today, and the ethics of controlling behaviour.

ETHICAL CONSIDERATIONS

Watson stated that the aim of psychology was to 'predict and control behaviour' — and during the last half century the evolution of an objective view of man has made it very likely that when the techniques for control have been discovered they will be used.

Almost twenty years ago Oppenheimer warned that:

"The psychologist can hardly do anything, without realising that for him the acquisition of knowledge opens up the most terrifying prospects of controlling what people do and how they think and how they behave and how they feel." 7.

Science is not some absolute truth existing completely independently of man. It is very closely knitted into the minds and life-styles of all those who work in it.

The notion that Science is beyond ethics, that the search for knowledge must go on, regardless of any possible misuses of that knowledge, could well be the most disastrous belief ever to have taken hold of our civilization.

Science has been created by man, and must at all times be evaluated by man, on humane and other grounds. It is obviously idiotic to wait until all the evidence is in — to bury our heads in the sand until new discoveries are completed and abused.

"The moral man... is he who is aware of what he is doing". 8. We must be aware of what psychology is doing. Psychology bears a grave responsibility to humanity — at every turn it must be able to demonstrate that it is doing good for man, and not harming any aspect of human life.

Psychology is clearly being utilized by the technocracy — in advertising, political psychology, public relations, industrial psychology and 'corrective' institutions.

In fact in many places he writes of how important it is to know the exact combinations of controlling factors, to have great skills for behaviour control — to be

Is there anything wise or benevolent about the controlling elite? Social injustice and inequality on a global scale don't give that indication. And when psychologists working for the technocracy see man as nothing more than an oversized rat, it is hard to imagine the quality of life improving under new psychological guidance.



FUTURE MISUSE OF PSYCHOLOGY: AN EXAMPLE

Probably the most blatantly offensive and corruptible area of psychology is that of direct behavioural control. So, for those who believe that psychologists aren't really aiming to totally programme and control our lives, and that only panic-merchants like Orwell and Huxley seriously cry out about these things, I wish to examine an article by Professor James v. McConnell of the University of Michigan.

The bulk of this paper, which appears in Psychology Today says nothing new — it talks about the virtues of electric shock for controlling behaviour, giving a therapeutic case history, and gives an account of Hebb's mid-fifties work on sensory deprivation.

One of the first things that strikes me on reading his paper is that he seems to demonstrate an amazingly mindless and blind servitude to the technocracy. In his opening sentence, and repeatedly throughout the article, he refers to the unnamed "we" behind society:

"The purpose of a law is to regulate human behaviour — to get people to do what we want them to do."

"... somehow we've got to learn how to force people to love one another, to force them to want to behave properly. I speak of psychological force."

He appears to be devoted to some higher godly group of people (perhaps he considers himself a member) who have the unquestionable right to establish how people should and should not behave.

"The legal and moral issues raised by such procedures are frighteningly complex, of course, but surely we know by now that there are no simple solutions."

"The moral man... is he who is aware of what he is doing". 8. We must be aware of what psychology is doing. Psychology bears a grave responsibility to humanity — at every turn it must be able to demonstrate that it is doing good for man, and not harming any aspect of human life.

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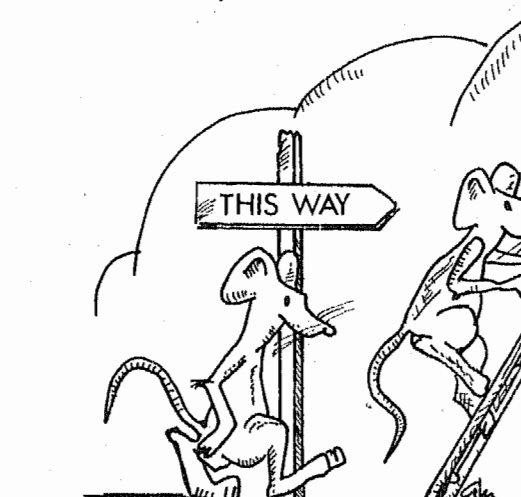
"reducing man to the lower aspects of his animal nature, manipulating him into a feeble-minded automaton of consumption or a marionette of political power, systematically stultifying him by a perverse system of education, in short, dehumanizing him even further by means of a sophisticated psychological technology." 9.

In fact in many places he writes of how important it is to know the exact combinations of controlling factors, to have great skills for behaviour control — to be

an expert before you try it out. This a rather subversive ploy, for in laying great stress upon the issues of competence and expertise in the area of behavioural control he is totally avoiding the question "how ethical is the control itself?"

He tells a patronizing anecdote about his naive but distinguished colleague who didn't know the correct formula for training a worm, and he colours the description with a totally unconcerned comment on the worm "regrettably going into convulsions, lying on its back and writhing".

"I've spent a good many years training flatworms in my laboratory, which is why I'm so knowledgeable about human behaviour, of course."



"Today's behavioural psychologists are the architects and engineers of the Brave New World." Incredible though it seems, he must actually believe that Huxley was advocating the utopia he portrayed in Brave New World!

"We'd send him to a rehabilitation centre where he'd undergo positive brainwashing until we were quite sure he had become a law-abiding citizen. We'd probably have to restructure his entire personality!"

"The legal and moral issues raised by such procedures are frighteningly complex, of course, but surely we know by now that there are no simple solutions."

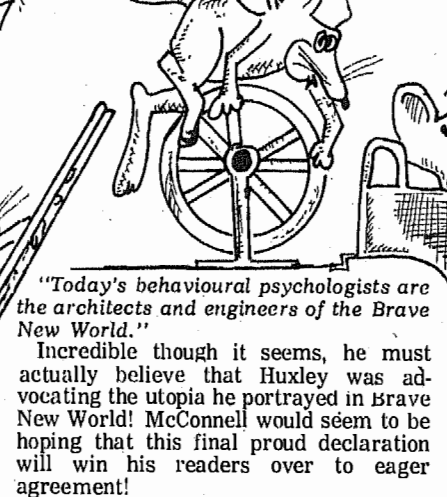
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ethical problems! Paul Goodman likens this kind of challenge to the feeling of "challenge" experienced by a ten-year-old boy who's been told to masturbate and has succeeded in controlling the urge for ten days! It's that kind of "challenge" imposed from above, from some great intangible authority, that people find exciting when they have become void of any internal spontaneity or joie de vivre.

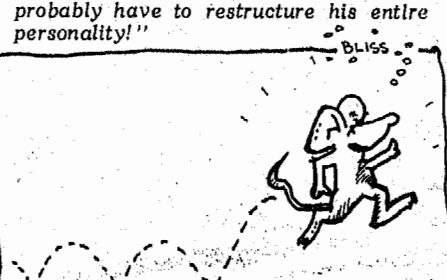
"the techniques of behavioural control make even the hydrogen bomb look like a child's toy" — and then proceeds to urge us to use it to change society!! And in what must be the greatest surprise in his entire article, he actually ends by boasting that:

"I've spent a good many years training flatworms in my laboratory, which is why I'm so knowledgeable about human behaviour, of course."



Now if James v. McConnell does consider Brave New World to be the ideal society, and believes that behavioural control techniques will bring it about, then I would like to draw attention to the possibility of using these control techniques in a "Nineteen Eighty-Four" context.

"We'd send him to a rehabilitation centre where he'd undergo positive brainwashing until we were quite sure he had become a law-abiding citizen. We'd probably have to restructure his entire personality!"



I could so easily imagine the above statement coming from a member of 1984's "Inner Party". McConnell could be describing the fate of Winston C. Smith. McConnell talks of 'restructuring entire personalities' — "O'Brien", in "Nineteen Eighty-Four" says:

"We are the priests of power... Power is in tearing human minds to pieces and putting them together again in new shapes of your own choosing."

Even McConnell's rather naive and hopeful conception of "positive brainwashing" reminds one of "Nineteen Eighty-Four's" "doublethink".

And what is McConnell's justification for total control of personality? — "I don't believe the Constitution of the United States gives you the right to commit a crime if you want to; therefore, the Constitution does not guarantee you the rights to maintain inviolate the personality it forced on you in the first place."

What kind of 'reasoning' is that? McConnell is once again looking to some 'higher' source of rationale — this time the Constitution. Here is a professed scientist basing justification for implementing behaviour control on something as arbitrary as the Constitution!

Now if James v. McConnell does consider Brave New World to be the ideal society, and believes that behavioural control techniques will bring it about, then I would like to draw attention to the possibility of using these control techniques in a "Nineteen Eighty-Four" context.

"Nineteen Eighty-Four", shows us social control through terror and punishment. We see 'Winston C. Smith' broken and brainwashed by electrical and physical shock and torture, along with deprivation — all methods which fall within the realms of behavioural control.

Any humanitarian would hope that McConnell would disagree with that kind of totalitarianism — and yet McConnell writes:

"We'd send him to a rehabilitation centre where he'd undergo positive brainwashing until we were quite sure he had become a law-abiding citizen. We'd probably have to restructure his entire personality!"

"I BELIEVE THAT THE DAY HAS COME WHEN WE CAN COMBINE SENSORY DEPRIVATION WITH DRUGS, HYPNOSIS AND ASTUTE MANIPULATION OF REWARD AND PUNISHMENT TO GAIN ALMOST ABSOLUTE CONTROL OVER AN INDIVIDUAL'S BEHAVIOUR."

I am fully aware of the fact that I have isolated one article and mounted a full-scale attack on it, and I am aware that this article may not be indicative of the general stance of psychologists on the subject. What I have attempted to do here is to demonstrate that there are ethical issues of great importance in psychology; and by my subjective response to this article I have tried to overcome objectivity and detachment and to evaluate the article on my own moral grounds.

Thus I feel that any course in psychology should strongly convey all of the ethical issues, and should actively encourage personal response and subject-evaluation by the student.

Later I hope to consider ways in which psychology could be extended to bring about greater understanding of man, and to look more closely at the value of personal response to the subject.

...where is a Radical Psychology ???

The following books make interesting reading, and any quotes I've used come from them:

- T. Roszak "The Makings of a Counter Culture"
A. Koestler "The Ghost in the Machine"
R. May "Psychology and the Human Dilemma"
R. Ornstein "The Psychology of Consciousness"

Max Hicks



NO U.S. WAR RESEARCH ON AUSTRALIAN CAMPUSES! ROGER RUSSELL - REPUDIATE OR RESIGN ABOLISH COMPULSORY EXAMS. RUSSELL REPUDIATES OR. The issues at Flinders are everyone's concern. 1 No external interference in campus affairs... 2 No use of the law by staff and administration... 3 Discussions on the nature of tertiary institutions... 4 No US war research in Australian tertiary institutions.

SCIENCE EDUCATION AND THE SYSTEM

A Letter to Faculty

Science Faculty
Adelaide University,

Dear Sir,

I prefer to qualify the attached personal opinion of Science Education given by the Adelaide University Science Faculty, by citing my own experience, which differs little from the average student.

CONSCIENCE.

My first twinge of conscience I remember clearly feeling, was during my second year. Having never been a brilliant student, I privately disagreed along with the student majority, with the unreasonable dependence placed upon the use of examinations in assessing ones ability, knowledge, understanding and extent of acquired skills.

INTIMIDATION TACTICS.

I felt reluctant to approach departments about this, because of the intimidation tactics often used when such approaches were made. These were in the form of;

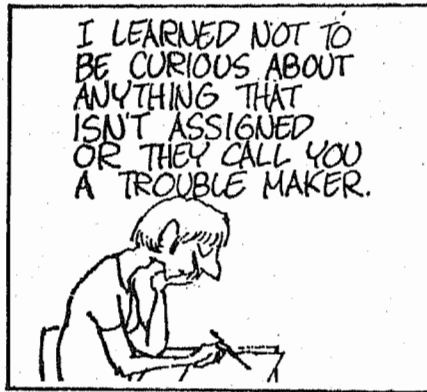
- there is basic background course-work to cover in a short time;
- therefore we cannot take time over experimenting with different

assessment methods (techniques.)

— you need the background to understand the course objectives, and as an undergraduate, you have no real basis from which you can criticise.

— you should not be doing the subject, if you cannot handle the system of assessment, ie. exams.

— if you are involved in extra-curricular activities, you obviously do not have your heart in your work; you don't belong here: or, "What are your priorities?"



CHALLENGED!

This twinge of conscience was amplified, when discussing with a Zoology lecturer the interference of exam-load with the normal work-load. For the first time in my Tertiary experience, the lecturer responded to the criticism with, "Well if you disagree with this system, what are you doing about it?"

OPINIONS.

This statement is intended to convey my long felt, but left unexpressed impressions of the Science Faculty.



My opinions are that

— Faculty limits the scope of some Scientific fields by being reluctant to try new courses that would help bridge the gap between Science and other fields.

— The Faculty as an administrative decision making body, shows great concern for research considerations, while showing indifference towards student matters. Where do the priorities of Faculty lie?

— Students views are rarely well represented either by the student reps, or the academics.

ACTION.

I have attempted to take some action, with the assistance and approval of the Science Association.

— I felt however that it was necessary to give every student a chance to comment, and chose not to take a sample survey.

— I was given very little assistance from student sources (ie other surveys); refused direct assistance in it formulation from the Advisory Centre for University Education.

— I was encouraged by some of the more progressive academics to continue with a survey, as they too, had found the Faculty reluctant to face the issue.

— It will also be valuable to conduct a survey amongst the Science Educators, to gauge their opinions and suggestions.

Finally, I endorse the statement made by the Australian Union of Students, attached to this letter. I imagine that the Faculty will see many more of these attached to exam booklets. I hope the Science Faculty will however, encourage a greater awareness amongst its Science Students of their Education, and heed their opinions and suggestions.

Margaret Tudor,
Adelaide Univ.,
Oct. 3rd 1974.

A Critique of Science Education

The Education Policy Statements agreed upon by a small National Conference of Science Students in May 1974, summarises the arguments of this article.

INTRODUCTION:

Definite problems have arisen among Science Students in Australian Tertiary Institutions, including work overload caused by course content and assessment procedures.

These difficulties in their subtle form perpetuate the inequality of opportunity in Science education.

AIMS:

N.S.F.A therefore seeks to:

- promote equality of opportunity in Science Education
- to direct Science education towards developing a social conscience in Science students.

On the aims of a science course:

— to give an individual an education.

The term Education in this context is a misnomer. Few lecturers will deny the fact that students are mainly being trained in skills rather than being given a true education.

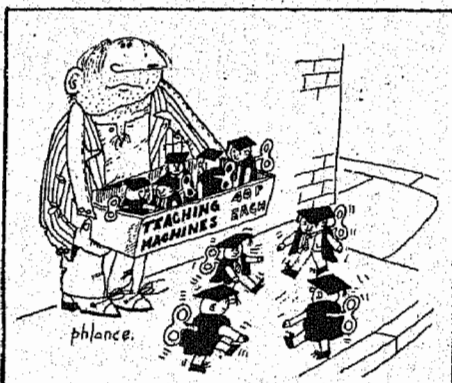
— to give an insight into scientific phenomena; thus stimulating thought processes and curiosity.

The potential exists for a Science course to achieve this. However the methods of teaching Science serve to prevent its full realisation.

Let me elaborate:

POOR QUALITY OF LECTURERS.

— Lecturers are often chosen for their research capabilities and usefulness to a department, rather than their educative talents. Consequently students must struggle with often specialised, narrow courses, which are poorly planned and presented.



FACULTY INFLEXIBILITY.

— The inflexibility of the Faculty, which maintains that there are no other effective methods of assessing Science courses other than the present methods.

ALTERNATIVE COURSE DIRECTION.

— Little opportunity has been provided to take an alternative direction in a particular course. Certainly general background is essential. However, developing an independently chosen aspect of the course is frequently discouraged because of the conflicts with the department's or an academic's philosophy.

SOCIAL SCIENTIFIC AWARENESS.

— There is no opportunity to consider the social significance of what one is studying. There is minimal encouragement for the development of a social scientific consciousness, and an underdeveloped concept of a Scientists responsibility and role in society. (Contrast this with a lawyer's or doctor's understanding of their responsible role in society.)

REPRESSION.

— By far the most important factor is the repressive assessment system. Upon analysing the organisation of the present assessment system, the inherent values of that system become apparent.

The situation as it stands to December 1974.

— Generally most departments conduct terminal examinations plus a final exam, each counting for a significant percentage. In subjects involving extensive practical work, practicals have some meagre influence on the result, and are used as a means of gauging a students enthusiasm and thus suitability to the subject. Practical and tutorial tests are frequent. Projects have some influence in determining the credit from the distinction student, and the low pass from the fail. Most exams have a time limit of up to 3 hours; very few are open book or allow the previewing of questions — consequently Science students are subjected to a work overload in terms of

WORKLOAD.

— The hours of set-work. Up to 30-35 hours each year for some students. Science departments apparently do not appreciate the individual loads each student must cope with per subject. The classic case is the huge load involved in the subject combination of Botany II, Biochemistry II and Zoology II.

ASSESSMENT.

— Assessment procedures. The Adelaide Science Faculties interpretation of continuous assessment meant the institution of continuous examinations.

What do these assessment methods measure? Exams alone measure

- neatness, speed of writing, standard of grammar and spelling
- a students rate of recall, and his ability to recall correctly. A time limit inhibits the full development of a thought.
- the student's mental state and stability of that limited period.



Do exams measure

— understanding of a concept. Can the understanding of a concept be shown when the means of showing that understanding is confined to a time limit and directed by questions (a question enforces a particular means of showing that understanding, and directs thought without allowing a choice.)

— one's ability at handling or coping with the subject material. A few hours cannot conceivably demonstrate one's technical skills acquired, range of material covered and breadth or depth of insight into the subject.



RIGID AUTOCRATIC TEACHING PROCEDURES.

— There is unwillingness to vary from the traditional lecture, practical, tutorial type of teaching techniques.

EQUALITY OF OPPORTUNITY



Look at the situation in terms or providing equality of opportunity for students.

SKILLS.

— Only a certain limited number of students are suited to examination techniques. The majority testify to reduced performance results due to poor examination skills.

BIAS.

— There is an inherent bias in the selection of the student who succeeds in the system. 10% of the population receives this privileged University education. Ponder upon the fact that this 10% were the successful minority in the secondary public exams. Therefore this 10% have already proven their skill in examination techniques. The assumption follows that this success coincides with the exposure to the required standard of course material. This skill must be further developed and refined at Tertiary level.

SUBTLE SELECTION PROCESS.

— The limited number of students achieving in the competitive assessment system eventually become the Research students or academics through a subtle grooming process. Science education tends to begin this selection process early at secondary level. The potential of a great number of students, which could be expressed in a number of other non-competitive ways, is thus ignored.

SCIENCE EDUCATION AND THE SYSTEM

Dear Science Student;

How do you align your education views? To develop any insight into education, needs constant exposure to alternative points of view.

While the opinion expressed in this letter may be extreme to some people, consider carefully the arguments that could be used to support it.

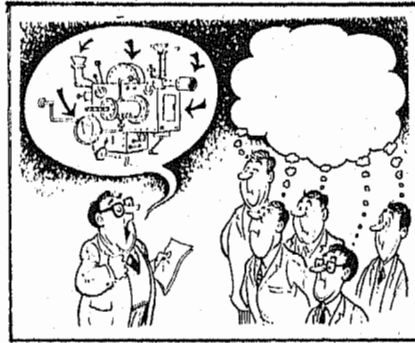
Imposition of particular assessment methods is only a symptom of the greater illness of competitive assessment. Competitive assessment creates the situation of inequality of opportunity in Science Education and has become a means by which an elite can be perpetuated.

Where is the morality involved in encouraging competition at the expense of students physical and mental stability, interest in Science, developing a social Scientific consciousness.

Where a measure is involved, students will not be free: that is free from competition pressures and thus free to choose their education, free to express themselves as Scientists in society, and free from the narrowing academic pressures and intimidation.

The values of the present Tertiary education system serve to perpetuate an elite group of academics.

**ANY
COMPENSATIONS
?**



Eighty per cent of students remain in the mediocre category, left a disillusioned majority, failing in the eyes of those who perpetuate the elite; the same group who actively campaign for status and community acceptance.

The community in reality are being duped into accepting a system that will effectively exclude themselves from participating. Participating; not in the form of joining the academic circle, but in terms of experiencing scientific phenomena and the personal mental benefits of an education.

I suppose one compensation afforded to the dissatisfied student is that he at least has supposedly developed his mental faculties to the point where has enough insight to criticize the system. He has at least developed thought process which can analyse for implications of the system imposed upon him. This is one chance academics have to take. How to maximise their privileges while adding the most brilliant conformists to their ranks, yet minimising the criticism of their structure.

What better way than through an examination system where intimidation of the student can discourage their non-conformist attitudes from developing.

Margaret Tudor

COUNTER COURSES: IS IT POSSIBLE IN SCIENCE.

Realise that you can change your subjects or your course during the year — you are not bound to complete the year according to your enrolment. If you are unhappy about your course, see someone without delay — your tutor or lecturer, the Sub-Dean or Dean of the Faculty, a Student Counsellor, Contact, or someone at the S.R.C. — and make a change. If you have complaints or concerns (e.g. about content, assessment methods, staff-student ratios, standard of lectures or tutorials, library facilities etc.), realize the avenues open to you; the faculty students' society; student reps on your Faculty Board. The SAUA can be contacted at anytime, so come up.



A Critique of Science Education

**EQUALITY
OF
OPPORTUNITY
?**

WORSHIP OF THE STANDARD.

— Academics in defending the competitive assessment system, argue that a standard must be maintained. If a non-competitive assessment system allows more students to demonstrate their potential, then a standard would not be necessary as a measure is not used. This type of assessment can be justified if Science education experiences become available to a greater number and wider range of people.

FEAR OF THE MEASURE.

— Students develop a morbid fear of the measure due to the emphasis placed on it by assessment. Standard is maintained mainly by the striving for the all important extra-percent. Thus projects etc. are directed, not by the students originality but by his conception of the lecturers expectations. Students are often forced to re-direct their thoughts at the expense of their principles, their originality, and in the final analysis, their interest.

IS THE STRAIN WORTHWHILE.

— Emotional strain is a burden common to competitively assessed students, but handled more capably by a limited group. Must the less capable suffer the threat to their emotional security for the sake of allowing a minority to show brilliance. In a non-competitive system, the brilliant are no less likely to manifest their talents, yet the mediocre are not subjected to personal traumas.

Consequences of the system: [Pardon the cynicism]

SCIENCE STUDENT VERSUS ARTS STUDENT.

Compare an average Science student's existence with that of a humanities student. In general there is no comparison for the level of maturity, perception and breadth of consciousness. The strictly course-academia directed Science students become stiflingly narrow as individuals; in fact some take the Faculty direction so seriously that they do not develop themselves as individuals. Academics preach doom and failure to the activist, out-going Science students. This serves to discourage students from seeking different insights, alternatives, and to cultivate their minds in other directions. The present Science education does not allow for the simultaneous development of a social scientific conscience. Science assumes an unemotional detached involvement. Scientists without a social conscience jeopardize their integrity.

The reward of a 3 year stretch is the feeling of alienation from the University scene as well as from the community one is about to face.

NO COMPARISON!

The consequences of the present education system virtually eliminates the possibility of constructive participation of a student in the scientific environment. While this education system continues to narrow and direct students conception of themselves and their role, there is little hope for a general agreement or move to review, justify or change the system. Students have become reluctant to struggle with the arrogant and self-assured University academics, whose understanding of the consequences of the system they impose is voluntarily limited.

Constructive suggestions:

STUDENT ACTION.

The Science Faculty has remained unconvinced of the problems and consequences of the system. With these arguments in mind, a questionnaire was prepared at Adelaide University for completion by all 1st, 2nd and 3rd year Science students. The aim of this campaign is to

— make Faculty aware of the problems students are facing

— to carefully investigate the consequences of the present Science education and in doing so (a) determining the type of individual Faculty aims to produce, (b) reforming the Science Education offered.

THE INEVITABLE SURVEY.

The survey intended to give all students an opportunity to express their opinions on

- course content
- assessment preference
- education quality
- effects of the system on the individual.

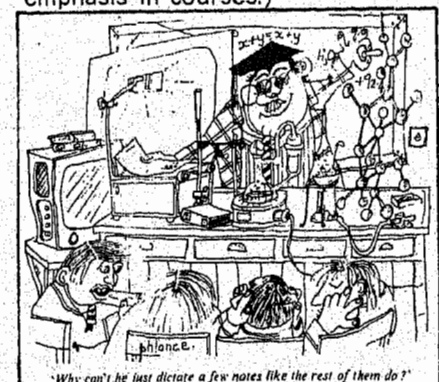
The survey was carried out during second term 1974, receiving a 10% response. Results from the survey will be presented to Faculty in due course.

Embodied in the NSFA Education Policy are the recommendations Science students should make to Faculty. These should appear reasonable to the liberal broad-minded person who is at University for education (otherwise training) benefits.

RECOMMENDATIONS.

N.S.S.A. recommends that:

1. REPRESENTATION. Adequate student full membership be given on governing bodies of tertiary institutions.
2. LECTURE[R] IMPROVEMENT. There be an improvement of lecturer and teaching quality by demanding that all Tertiary Institutions lecturers be first trained and qualified and other University teachers be trained to instruct students. We also recommend therefore a teacher training course to be compulsory for all intending Tertiary teachers (and that course encourage innovative methods of teaching, allowing for change of emphasis in courses.)



3. CHOICE OF ASSESSMENT.

Students as individuals or as a body should be given a choice of assessment methods in each course.

4. COURSES IN ASSESSMENT SKILLS.

That tuition be offered in the skills of whatever method of assessment is to be used, in particular for examinations.

5. CONSULT STUDENTS.

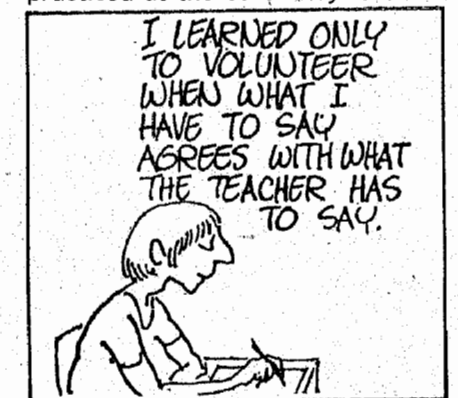
Students be consulted during their courses, on course content and the direction it is taking. There must also be opportunity for students to plan and follow an alternative course direction.

6. ENCOURAGE SOCIAL AWARENESS.

All courses must include the opportunity to deliberate effectively on the personal and social significance of these studies.

7. RELEVANCE TO SECONDARY SCHOOLS.

The principles embodied in the above recommendations 1—6 also be practiced at the secondary level.



OPEN THE FACULTY FOR DEBATE.

Finally, there is a need for more effective liaison between the Faculty, departments and students, with the opening of debate on assessment methods and their significance and the scientists social responsibility to society.

WHO HAS THE ANSWERS?

This statement intends mainly to express the problems seen in Science Education today. The development of a more equitable system will obviously take much research and discussion, amongst academics and students. No clear solution is conceivable on my part. However, I have mentioned the non-competitive assessment proposal, as the contradictions occur when competition is involved in the system. Constructive analysis of a non-competitive system is beyond my scope in this article, but deserves the serious consideration of the Science Faculty.

M. H. TUDOR.

1. THE STUDENTS' WORK SITUATION.

Authority and the Individual.

— Compulsory attendance.

Does it apply to any part of your course? Is it justified? Have the students been consulted?

— Workload.

Are students able to plan their workload so that clashes can be avoided and students and staff are given time to develop ideas as they come? Do students need deadlines to force them to work? If so, why is it that people in search of ideas and skills for their future need to be cajoled?

— Teaching methods.

Are you and your fellow students satisfied and actively learning from all the compulsory essays, lectures, tutes, seminars, pracs, essays? Are they part of the way to learn? If not, why are students not to be trusted to plan their own study patterns in groups or as individuals with the staff as participants? When was the last time the current teaching system was questioned and justified? Is the "this is the way it is always done" a satisfactory argument? Does the subject matter of the course change with time to keep abreast of recent research? Why not — perhaps because the mass production of students does not permit it? Why not allow students to follow their own course goals and methods?

— Teaching relationships.

Does the person at the front of the lecture hall know more than you? Or has s/he prepared one hour before knowing that his/her supremacy will not be challenged? Why is it not challenged? Would it not be better in a time of rapid technological change if students learnt rather than were taught what the academics were taught? Is the lecture material so specialised that it could never be relevant in your life if you remember it? Who knows what you have learnt, you or the lecturer?

— Tutor as shop stewards.

What is so special about last year's honours students that given an office and a salary they can become this year's tutors? Do they know more than you as they tutor first years? Could this mean that your first year tutors relied on their position to bluff you? Are your later year tutors working on the same "prepare an hour before" basis? Why are many of them incompetent teachers? How are they selected — on what basis, etc.?

— Department government.

When was the last time you knew that the department or faculty was meeting to discuss any aspect of the funding, assessment or content of your course? Were you consulted? Why does no one care about these issues which affect their everyday life? Are the procedures of departmental government open to you? (Is information freely available?)

— Relationship between students.

Why is pooling resources regarded as cheating? Why is competition the tertiary motive for learning?

Authority and the Mind.

— Handbooks.

Why are handbook descriptions of subjects so vague? Why is nothing done about it? Why are students and staff not allowed to change the content and structure of the course in mid-stream; why aren't full descriptions and analysis of possible courses made available to students? Why isn't there feedback from past students?

— Curriculum.

Who says that the curriculum set down in the handbook is the best way of approaching the subject? What do they do on other campuses? Why can't students and staff poke and explore a path to their own goals on a team basis? Is the curriculum relevant — relevant to what? Your future job? Will you remember it? If it is a general study subject, aren't students the best judge of what part to work on?

— Prerequisites.

How necessary are prerequisites to consequent subjects? Are they devices to bolster student numbers (and therefore funds) in otherwise decaying disciplines? Why can't students without prerequisites do the course on a trial basis? Why is there no room — is it because of rigid teaching methods relying on the pulpit lecture?

Assessment.

What does assessment measure? If it measures anything, why does a small clique decide what shall be assessed? Does the presence of assessment lead students to adopt "tunnel vision" view of courses saving only exams at the end? Why does assessment culminate in a mark and not discussion and feedback so that students can work out where they are weak, or whether what they have been classed as weak in is a relevant factor?

F— Fields of study.

What is the reason for dividing learning into faculties, departments and units in a watertight manner? Why is it so hard to take courses in other areas? Why does it take so long to get changes in courses and assessment? How are these brought about? On what basis? etc. etc.

Reprinted from courses and counter courses.
An AUS Publication.

Issues

THE EDUCATION GROUP

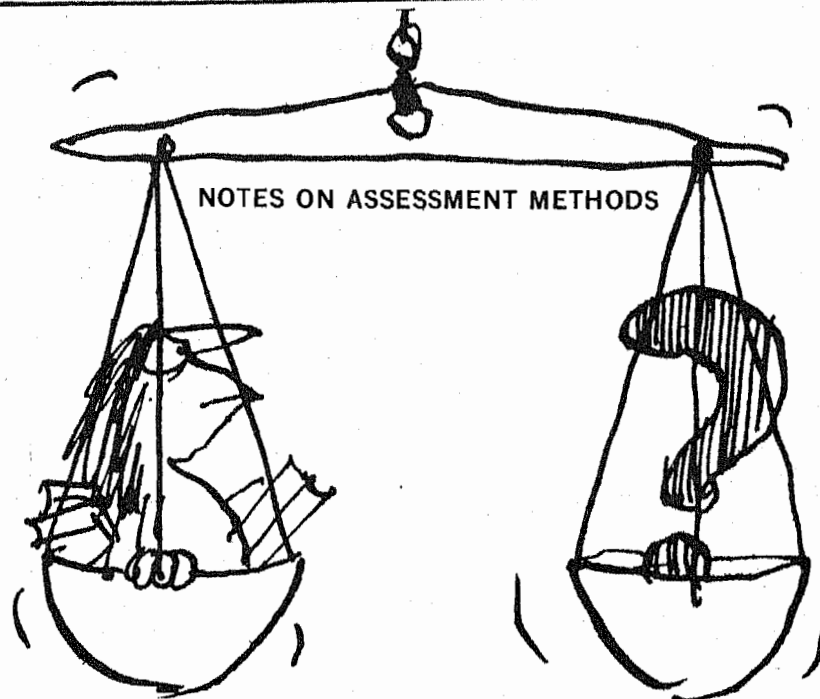
The education group has been formed to organise, assist and promote action over assessment, student rights and other matters connected with education and welfare.

This year the group is publicising issues involved with assessment and conducting a large scale investigation into the methods of assessment throughout the university. Next year a full scale student campaign is to be started to change assessment procedures, particularly in the bad areas. Associated activities are (1) Preparation of a counter calendar to go in the orientation handbook.

(2) the making of a video tape on examinations by Marg Tudor.

Group meetings are held regularly and are advertised in Bread and Circuses.

For further enquiries contact Peter Love at the Student Activities Office.



EXAMINATIONS

Essay Type Papers

Depending on the question topics, these give the most latitude to the student, though the examiner usually wants certain points covered in a question and marks accordingly.

Specific Answer Papers

More questions, more narrowly defined; often combined with problems to be solved.

Short Answer Papers

A type of specific answer paper with more questions and often no choice.

Multiple Choice Papers

Similar to the how-do-you-rate features in women's magazines, only the examiners are serious

Seen Papers

The questions are known beforehand, providing the opportunity to write the paper beforehand and then to reproduce it in the exam.

Open Book Exams

Textbooks can be brought into the exam. Handy for people who can't remember formulas, quotes etc.

Unfortunately they are usually marked harder.

Practical Exams

Usually a rigorous test of practical technique. Good training for industry. Object; to produce the goods within a time limit.

Oral Exams

Testing, without the student having the benefit of pen and paper. Good practice for employment interviews.

CONTINUOUS ASSESSMENT

i.e. assessing the student throughout the year (continuous harassment).

It takes a number of forms including

- (1) more frequent examinations and tests of the above types
- (2) marks for essays and tut papers prepared
- (3) marks for project and practical work
- (4) combinations of these

MIXED SYSTEM

eg

- (1) Students given a choice between assessment on the year's work, part exams and part years work, or exams only.
- (2) Those falling behind in years work may have the option of sitting for exams to make it up.
- (3) Years work only taken into account for students on the borderline from the examination results.

GROUP ASSESSMENT

In this type of scheme, students prepare papers which are discussed and assessed by the class.

The person preparing the paper is questioned to clarify points made in the paper and to determine the person's understanding of the subject.

Suggestions are offered as to how the paper can be improved. The group can then allot marks for the paper or simply say whether it is satisfactory.

Contrary to some criticism of group assessment the testing can be more rigorous than the usual testing procedures.

NON COMPETITIVE ASSESSMENT

The basic principle is that any assessment should be to help the learning process rather than to grade. Some would call it non assessment.

Non competitive assessment may take many forms.

- (1) Group assessment when the object is not to grade, or
- (2) Group projects.

GROUP ASSESSMENT G.A.

I participated in Group Assessment this year at Flinders Uni. It worked in the following fashion: at the beginning of the year we were asked if we wished to have our essays assessed by the group or by the tutor. Out of a tute of 10, 7 decided on GA. On the essay deadline, we would each hand in 8 copies of our essays duplicated on a spirit duplicator provided by the dept. G.A. ran much like a tute. In each session we would assess 2-3 essays arranged (and read) before hand. In assessing the essay, the person who wrote it would usually first speak about how they approached the essay and why, and the things they hope to achieve or prove. Then discussion would begin with other people just asking questions, challenging statements, checking facts, clarifying opinions. The author would be expected to answer, explain and defend or justify their position. During this discussion it would become apparent if people understood what they had written, and gave them a chance to expand on things that, possibly because of lack of space, had been brushed over. When clarification and criticism had finished, each person would give general comments on the essay, good and bad points.

Then each person would give a mark, either a general "pass", "credit", etc., or a specific mark of 60 per cent, 55 per cent etc. If there was disagreement on the mark, then people would be asked to justify their mark and the author

would ask how he/she feels about the marks. In our group we always reached a consensus (within 2-3 per cent). The author would be asked if he/she felt the final mark was justified — usually agreeing. In assessing the final mark, the group took into account such things as illness and writing abilities and gave a mark not only on the essay but on the presentation. In the discussion of the essay, the "quality" became apparent and the one person who we felt in our group who should have failed was given an opportunity to re-write the essay — not just to pass but to gain a better understanding of the topic.

Finally, discussions of assessment rest too much on the "assessment" and not enough on the purpose of G.A. — to gain an understanding, and evaluate an understanding of different topics. I found this to be the best aspect of G.A. That I gained an understanding of topics outside the few essays I did.

ASSESSMENT SURVEY

Our purpose in conducting this survey is to find out the following

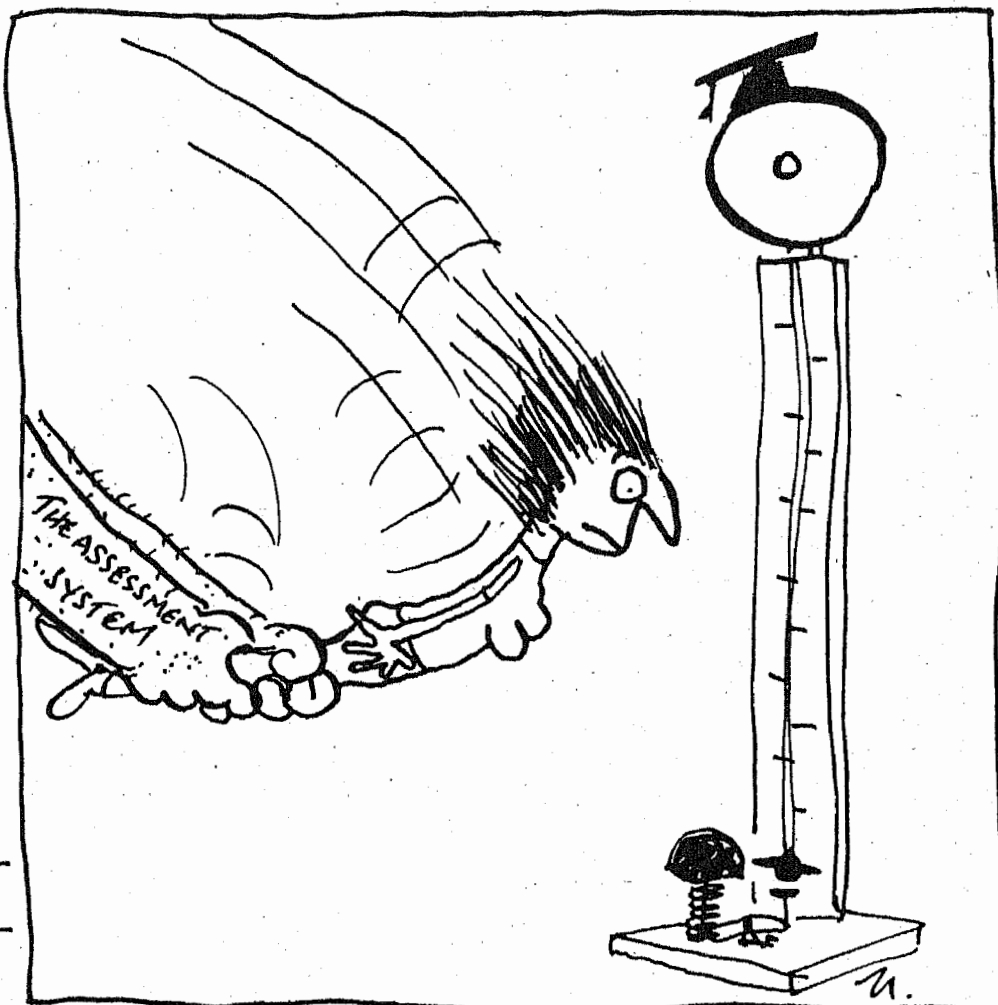
- Assessment methods used throughout the University
- How much autonomy do students have over their own learning.
- What students want in relation to courses and deciding course content
- What students feel about their University experience.

The results of this survey will help us in the Education Group to conduct a student campaign towards changing assessment throughout the university as part of a wider change in teaching and learning.

We are particularly looking for people's views rather than a set of statistics.

Views and suggestions on related matters not covered in the questions are welcome.

They may be written out on extra sheets and attached to this questionnaire.



ASSESSMENT QUESTIONNAIRE

PART A Course and Subject Details

1. What course are you doing?
2. What year are you in ?
3. What subjects / ½ subjects are you doing?
 - (a) (e)
 - (b) (f)
 - (c) (g)
 - (d)

Assessment Details

4. What method of assessment is used in each subject? (e.g. exams only; combination of exams plus essays, projects etc;) N.B. Please note if any thing such as group assessment is used rather than assessment purely by staff members.

Subject or ½ subject	Method of assessment etc.	What would you prefer for that subject
(a)
(b)
(c)
(d)
(e)
(f)
(g)

PART B Course Content

5. (a) Do you or are you given the chance to participate in deciding course content in any subject? Yes / No
- (b) If "yes", in what subject? In what way do you participate? (Eg. mass meeting, votes at lectures, tutorial discussions, faculty committee representation etc.)
- (c) Would you like to participate in deciding course content in any subject Yes / No

Assessment Methods

6. (a) Do you, or are you given the chance to, participate in deciding methods of assessment in any subject? Yes / No
- (b) If "yes", in what subject? In what way do you participate?

Decision Making Right

7. Do you think that you, as a student, have a right to participate in deciding (a) content of courses, and (b) methods of assessment? Yes / No
- (Please give any views you have in the space (c) below)

Course Objectives

8. (a) Have any staff members ever stated their views of the objectives of the courses they teach Yes / No
If so, what subject / subjects?
(a)
(b)
(c)
- (b) Have any staff members ever discussed the objectives of the courses they teach Yes / No
If so what subject / subjects?
(a)
(b)
(c)

Why are Are You Here ?

9. Why are you at University (number in order of preference).
 - (a) For job qualifications ()
 - (b) Broaden your mind ()
 - (c) Status ()
 - (d) Something to do after school ()
 - (e) Seeking understanding of the world etc. ()
 - (f) Other ()

PART C

The following section is by far the most important section of the survey. Please write your own views on (a) assessment including your views on the present methods of assessment and what assessment procedures you would like (b) Course content and deciding course content (c) Wider issues if you see fit

If insufficient space please attach extra sheets

PART D

If you are interested in participating especially next year in groups working to change assessment etc., please fill in below

NAME
ADDRESS
FACULTY

Please post the completed form in either

- (a) The Bread and Circuses Box, Student Activities Office
- or
- (b) The box in the northern foyer of the Barr Smith Library.