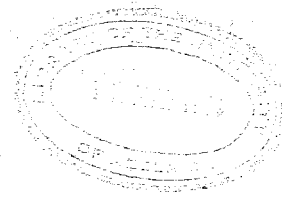


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ON DIT

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STUDENT RADICALISM

BOWEN, ASKIN AND THE PRESS

Grant Elliott reports.

Local and national newspapers have devoted a great deal of space in the past few days to student radicalism. The whole thing began with tomatoes being thrown at Sir Roden Cutler, the Governor of New South Wales. It caused a storm of publicity of course and in the storm the facts were lost to view. They reappeared in "The News" on May 5, where it was reported that, "during the demonstration one girl threw tomatoes at Sir Roden Cutler and another goose-stepped in front of marching cadets."

On May 6 "The Australian" put the whole scene into perspective when it quoted Sydney SRC President Spigelman, who pointed out that the violence was really between student demonstrators and the University Regiment. But by then the public had been treated to cartoonist "Rigby's" view of the student radical (looking like a Rundle Street hood) exclaiming, 'Ow finest hour! A mere thousand or two of us against this one legged V.C. winner!'

As it then stood the whole affair was a victory for the newspapers over both fact and reason. It should have gently died out, but the whole issue was resuscitated by Premier Askin's demand that the administration do a little expelling, backed up as it was by the threat of government intervention. The Press loved this but they were sent into ecstasy by the Federal Attorney General's sudden discovery of an incipient campus take-over bid by the radicals.

What Mr. Bowen and Mr. Askin said and did is important for the future not just for the radicals but for all students. Mr. Askin's stand has been backed by Acting-Premier, Mr. DeGaris in South Australia, and so the connection is quite immediate. It is also important to consider how the newspapers reacted because if anything does happen in South Australia, the general public will learn about it through them. What then are the implications and the lessons to be learned?

Askin's first reaction was to demand the expulsion of the students concerned. He threatened government action if "justice" was not done, and the action he proposed was two-fold. Firstly withdrawal of finance from the university and secondly withdrawal of Government scholarships from students involved. Mr. Bowen chimed in with the assertion that tougher measures would be taken against student demonstrators who break the law.

This latter would be by far the most desirable course of action. It might even be welcomed by some radicals who want direct confrontation with the law. The proviso should be added though, that any tightening of the law should be general. To take a specific instance, all of those who hand out leaflets in contravention of city by-laws should be punished. Students should not be singled out for special treatment — this would be unjust.

The measures proposed by Askin have little to commend them. The University Disciplinary Board should be trusted to do justice — it should not be forced or intimidated into doing what the Premier terms justice. There is the further point that if the administration were to bow to Government pressure on this issue, a dangerous precedent would be set. It

might open the University to threats on other issues and from other powerful bodies.

A similar objection can be raised to the proposal to withdraw scholarships from student law-breakers. Where does one draw the line? Students have been arrested in the past on Prosh Days. Under this proposal would they lose their scholarships or would this only apply to political offences? Certainly discussion thus far, even in South Australia, (by Mark Posa and others) has been limited to political infractions. But the more serious objection is on grounds of justice. If a student is to be punished by the civil or criminal courts in the normal way should he also be punished by withdrawing his scholarship? Is it just that he should be punished as a student for his political beliefs?

These questions all deserve serious consideration and the fact is at no stage were they raised before the public by the mass media. Objective consideration of them would have been difficult however, particularly after Mr. Bowen's disclosures about the coming revolution. He set the date a trifle earlier than many of the best informed radicals would have done, but his information came from "police investigations and from reading underground newspapers distributed to students". He added that "Sometimes this overlaps with the work of A.S.I.O and so A.S.I.O. contributes information."

The newspapers which had been up in arms about A.S.I.O. activities in the Japanese Embassy allowed this open admission of spying activities on campus to pass by without comment. It would be interesting to discover exactly how extensive such activities are and how long they have been going on — keeping in mind of course that three years ago it was officially denied that A.S.I.O. worked in the Universities.

Mr. Bowen's speech was quite remarkable for the broadness of its generalisations, and the lack of specific evidence with which to back them up. He claimed that "there was no doubt some of the drive behind student demonstrations in Australia was generated by non-student organisations off-campus. Some of them were even outside Australia." This may well be — but one can hardly be sure of its truth until one knows which organisations specifically are responsible for this drive. We were also informed that there were "people who used genuine dissenters for their own purposes." This is a popular belief — but one more often asserted than proved. One is justified in asking the Attorney General exactly who these "people" are — (the communists would be the chief suspect of course) and proof of exactly how they are "using" the dissenters. Until such education is forthcoming one may be justified in agreeing with Melbourne SRC President Burdekin that, "What lies at the base of this is the mistaken belief . . . that people cannot think independently without being manipulated."

To be fair to him Mr. Bowen did say, "it would be wrong to say all student demonstrators were backed by international communism." Of course it would be wrong. It would be just as wrong to imply, as Bowen obviously does, that many (or

even some) of them are backed by communists. And what exactly does he mean by "international communism"? Such an animal simply does not exist in real life, although it may in Mr. Bowen's mind, and obviously he hopes it does in the minds of the Australian people. In fact the whole thing smells like a great Ted Herring — Menzies style. N.U.A.U.S. Vice-President Tom Roper may have come close to the mark in saying "The only conspiracy is on the part of the Government, trying to win votes in an election year."

Throughout these convulsions the press has consistently aligned itself on the side of authority. At no stage has it shown any inclination to point out that the attitude of the Government (both sides and Federal) may be simplistic or that the proposed solutions tend toward authoritarianism. Nor has it suggested that the activities of A.S.I.O. on campus may be a curtailment of individual liberties.

On May 5 "The Advertiser" printed an article on S.D.A. by "a Police Reporter" who was in all probability a policeman. (they normally report police doings under the by-line "Our Police Roundsman") He described a meeting at a North Adelaide coffee lounge between "university students and professional agitators." There were in fact only two non-students present — the reporter and Eogain Gallagher — an unemployed ex-student on whose shoulders the title "professional agitator" sits stangely. The report was not altogether factual in other respects. C.P.V. was lumped together with S.D.A. Free U, Provo, S.U.C. and others as one of the organisers of future disruptive demonstrations. This link was firmly denied by C.P.V. chairman Brian Medlin on May 6. Free U., supposedly active, has been defunct for almost a month.

Editorial slant has been in the same direction. "The Advertiser" stated that "Everyone now seems to agree that the sooner students are given a voice in administration the better. But there will be no benefit unless the so-called activists are reined in by the majority of students." This of course neglects one important thing — that this fact would not be accepted by "everyone" now had it not been for the radicals, and although it is true that many students have had enough, the radicals might make more gains which in time might be accepted by "everyone." "The News" was not "happy about the latest development — when to draw fire it is merely enough for anybody on the other side of the generation gap to move."

Of course "The News" editor may not have meant it but his statement works both ways. It seems the radical student has only to move and he has the press, the police, A.S.I.O., and if Askin and De Garis have their way, the administration, close on their heels. The radicals are in a minority, and it seems they may suffer. When authority steps in the press and probably the public will rejoice. Few people will demand justice for them, and their case will not be presented to its best advantage to the public. This may be a pity, for the student radicals have awakened some people to a new and valuable realization — that a bigger slice of the cake may not be the only thing to strive for. There may be a better cake!

CONSCIENTIOUS OBJECTION, CALL-UP AND THE STUDENT

Lynn Arnold
National Affairs Officer
writes on the consequences
of conscientious objection.

As the time for next call-up approaches, male students have to start considering where they stand in relation to conscription. It is important that whatever your final decision is, that it be a well-thought out one, and that you are not accepting a compromising situation for yourself.

If you object to the concept of national service various situations and problems have to be faced and decisions made on them.

TO REGISTER?

The first problem for those in the age-group in the coming registration period is what should you do about registration. You can either register or. If you don't register two possibilities again present themselves, firstly you can inform the Minister of Labor and National Service of your action and wait upon them for their move, knowing that the end result will be two years gaol for refusing to register; or you can decide to "call the tune" and go into hiding, and avoid any contact with the Department or the police either until you are ready or until it is safe to emerge.

Underground movements for draft evaders do exist but it is important to realise the degree of disruption and tension which it would be likely to cause you.

If you are caught or if you seek to go to gaol the proceedings tend to be long and drawn out, and tend to follow these steps:

1. You will be required to attend a medical; if you refuse, the first time, you will be given another chance.
2. The police will come to interview you.
3. Summons will be issued for you to appear to answer charges of refusing to register and of refusing to attend a medical. Both charges carry fines of \$40-\$200, the gaol sentence is upward of 28 days each if you refuse to pay the fine.
4. You will be deemed called up into the military and will be summonsed, sentenced, and fined \$200 if you refuse to obey this (this is remitted if you finally go to gaol for the two years.)
5. You will be sentenced to gaol for two years without probation if you continue to refuse to obey.

Some people are already in gaol serving their two years and many others are in the various stages of prosecution.

The decision not to register, whether it be to go to gaol or to evade the police is a very big one, and should not be made on a sudden impulse; it is essential that your motivation should not be a sense of the dramatic, but true conscientious considerations.

DUE PROCESS

If you decide to register and work through the due processes provided for conscientious objection under the Act, you again have a choice since you can either have your C.O. application heard during or after your student deferment. If you wish to have it considered after your deferment, there is an important matter to be considered and that is the medical.

The Department of Labor and National Service has been advising these students to attend medicals before their case is due, since if he fails, it won't be necessary to hold the court case. But, if a student passes his medical the Department can use this fact against the student during his C.O. case, by showing that the C.O. application is only "a last ditch stand" to "get out" of the call-up, the student having already tried to "get out" by trying to fail his medical. This situation arises also with students who are unsure about a C.O. application, and lodge it at the 11th hour, having passed a medical earlier. There is no obligation to attend a medical during a student deferment until the period just prior to call-up.

The C.O. application form is a roneo-ed quarto-size sheet of paper obtainable from the Department at any time. It has procedural questions about name, address etc, and then a blank space for the applicant to fill in, giving his reasons for the application. These reasons will be used in court, what you put down is of bearing to the case, and therefore it should not be a slapdash affair. If you are unsure of your reasons see a draft counsellor.

You can lodge your application even before the ballot is drawn, however the Department usually considers it best to wait and see if your number comes up.

LEGAL AID

If you proceed with the hearing as soon as possible, then it is important that you seek legal advice. The costs for this varies, but ranges between \$100-\$230 for a days hearing, which is normal length of a case. Various avenues are available however to save on legal costs, and arrangements are currently being made to co-ordinate these.

Character witnesses are an important item in the hearing, people who can vouch for your conscientious beliefs, they however will also be cross-examined in the box. Remember the onus of proof is on you, the hearing is before only one man, the magistrate in the Court of Petty Sessions.

In the past total exemptions have tended to be granted only to complete pacifists, i.e. those who oppose all war; objections to a particular war (e.g. Vietnam) have, with only a couple of exceptions, not been exempted. Non-combatant duties (this involves any form of military service, except the firing of weapons) may be granted. However with Non-com, the same training program is gone through as with ordinary conscripts.

If you are not granted exemption or given Non-com or called up, you can appeal, successive appeals can be lodged to the District Court, Supreme Court, and possibly the High Court.

PREPARATION

Also if you only decide that you conscientiously object to war when you are actually drafted into the Army, you can still place an application for exemption either total or partial without prejudice.

Before you take the decision to object to Conscription by any means whatever, make sure of your views, investigate all the moral complications that arise, don't learn off pat answers to them, rather seek a meaningful, thoughtful approach to them. As mentioned above, draft counselling is available to you if you need help in sorting out your opinions. The job of the counsellor is not to foist any preconceived ideas upon you, rather to help you find out your own ideas and opinions and point out all the implications involved.

THE STATE OF THE UNION

Our cameo study is Miss Margaret Barry. As On Dit's eighth Bird of the Week Miss Barry will receive a book token courtesy of the WEA bookroom and is now eligible for our Bird of the Year. The photographer who captured Miss Barry in eighteenth century pose was Kenneth MacClay, Esq.

If the state of the Union is as our Union reporter suggests (though he didn't seem to realise it), it stinks.

At least, the Refectory Condition stinks. It has for years.

This, despite the Committee, which was set up eighteen months ago. In that time the committee has done nothing.

This, it is claimed, is because the committee doesn't know "what students actually want," the emphasis being on 'actually'. That is, the committee knows that students want (need, desire, wish for) good food at good prices.

Apparently it doesn't know what 'good food' is. Or 'good prices' for that matter.

An attempt has now been made to find out 'what students actually want' through a proposed survey.

It is interesting to note that the survey was, "after considerable discussion," approved by the Committee. The committee at the time was the Honorary Union Treasurer, the Refectory Manager, the Warden, the Union Secretary and Mr. Peter Balan (a student). For a committee that boasts that half of its members are students the proportions are, one feels, a little out.

The committee also discussed (no doubt 'considerably') the relevance of trolleys in the Union to help the collection of dishes (big deal).

And then it decided "as a further aid to economy" that the Refectory hours will be shorter.

The Refectory Milk Bar will now open at 10 a.m. instead of 9.30. Breakfast, thank goodness, is yet available from the Union Cellar from 8.30.

Serviettes are now available (the report goes on) and the electric clock has replaced the sundial in the Helen Mayo. Three cheers.

The business of good food and prices and good times to partake thereof appear to have lost priority to trolleys, serviettes, clocks and shorter hours. Our readers might vaguely remember that Refectory prices went up at the beginning of the year.

It is about time that students voiced their opinions concerning the Refectory in a meaningful way. Not through a survey approved by the people who are responsible for its present condition.

PROBLEMS OF TECHNOLOGY

The technological evolution (so-called), which may be difficult to pinpoint chronologically, is easily recognized through its many manifestations.

The current furore about the establishment of a space communication station outside Woomera and the N.W. Cape and Pine Gap installation are an indication of the great leaps forward Western technology has made in the fields of space defense and communications.

On the other hand it epitomizes the extent of much non-knowledge about the asperation of such installations and also the political consequences of a wide degree of scientific unsophistication.

ADVANCES

The orientation of government policy is more and more being guided by the advances being taken in the fields of science and technology. The degree to which man's support for these policies can be gained is due in no small way to the manipulation of a mass population by mass control through means made possible by technological inventions.

Our political adaptability and inventiveness are being challenged by technology. "There is a growing awareness that Tamaran's political convulsion will be different from what doctrinaires obsessed with date rhetoric about socialism vs capitalism have led us to expect, because it derives from the cumulative impact of technology, an impact that

is impersonal, non-ideological, relentless and possibly overwhelming."

ADJUSTMENT

Examples of political consternation provoked by technology are being pervasive. How, for instance, does a free society force human and land resources out of agriculture to adjust to the realities of modern scientific farming? And again, when technological unemployment in combination with scientific medicine produces a growing population of "retired" elderly persons in an urbanized, image-based industrial society, how will their heavy medical costs for the inevitable chronic ills of old age be financed?

In regard to foreign policy how are decisions to be made on the implications of establishing and maintaining our weapons system and an army so equipped for that system to be of any direct use?

The underlying dilemma arises from the fact that a democratic government must be responsive to the present electorate. Yet, since it makes decisions that determine the impact of technology upon the environment of succeeding generations, it must also be responsive if much of the present electorate to make decisions in such specialized areas makes it a very unstable body on which to base a political system.

One alternative which is offered in Australia is that the electorate is given the



WUS WAKES

W. U. S. is an international movement dedicated to the improvement of the university community around the world. The organization is not limited to staff and students but is open to all who wish to work together for the material and intellectual advancement of the international community.

NEEDS OF A UNIVERSITY

W.U.S. this year aims to study the function of the university in today's society and to discover and disseminate details of educational developments in universities. It has other projects as well, which are aimed at the alleviation of specific needs such as limited opportunities to attend a university, poor housing, lack of books, and the lack of health services and student centres.

WHAT WUS DOES

To fulfill these needs, WUS provides a large scholarship program in Asia, Africa and Latin America. It assists in building and staffing universities such as Botswana and Lesotho in South Africa, promotes the publication of cheap text books in the Philippines and Chile, plans to establish and help maintain student health services and sends medicants, text-books and educational equipment to all continents.

Last year W.U.S. raised money for a bus for students at the University of Papua and New Guinea. This year it is co-operating with 5AD in collecting dictionaries for a university in Indonesia.

This program has come a long way since it began in 1920 to give relief to students and help rebuild the war-shattered universities in Europe. In the 1950's it expanded its work in Asia and Africa. In the 1960's W.U.S. extended its program to Latin America. Adelaide University participated very actively in this charity until 1966. But then Adelaide W.U.S. died.

WORLD DEVELOPMENT WEEK

In early 1968 a reconstruction of W.U.S. in Australia began. At an assembly in Melbourne people worked at the problems of universities generally and at international development outside the traditional charity role of W.U.S. This interest has continued and this year W.U.S. plans to promote World Development Week from July 14-18. It is intended to educate and promote discussion on problems of development, overseas aid and trade and tariff restrictions. A study of the Welfare of overseas students has been proposed. A meeting has been planned for 1.10 p.m. Tuesday, May 13, to find out if students and staff want W.U.S. on campus. If they do it is planned to elect a committee at this meeting.



KIKI: TEN THOUSAND YEARS IN A LIFETIME

I was surprised when I first met him. He looked young for a Papuan of 37, and he was relaxed and self-assured. When he spoke one felt immediately his warmth and charm. All this I had not expected. For in his home, Papua-New Guinea, Albert Maori Kiki has a reputation amongst some whites for being an outspoken trouble maker. This view takes some support from his statements such as the one cited in THE AUSTRALIAN in 1968 when he is reported to have said "We have to bow down and lick your (the Australian Government's) boots."

But his criticisms are not bitter arrogance; mostly they are pertinent and well-founded. This often causes embarrassment among certain Australians in Papua New Guinea and Canberra. His views arise from a life split between two cultures which sometimes clash at the expense of the invaded culture.

As a boy he followed the customs and rituals of the culture of his tribe in the Gulf District of Papua. Soon he moved towards the white man's world, and took a job as a "tea boy" for a white officer. When he made the mistake of spilling some tea into a saucer, the officer picked up the boiling hot tea and threw it onto his bare chest.

Later he was helped by a more enlightened person, and eventually qualified in Fiji as a pathologist. On his return to New Guinea he took up with enthusiasm and skill the job of helping and fighting for his people. He worked as a welfare officer, patrol officer and trade union founder before being named, in 1967, as the first Secretary of New Guinea's most important political party the Pangu Pati. Pangu Pati, which seeks home rule leading to ultimate independence and unification of the country, now boasts a membership of 13,000, and an acknowledged membership of eight in the House of Assembly.

Last year Mr. Kiki's autobiography, the first by a Papuan or New Guinean, was published.

Mr. Kiki is at present on a tour of Australian Universities as a guest of N. U. A. U.S.

RIGHT UP



Government Plea

It is a fair indication of the incredible stupidity of the present Federal Government in its foreign (and other) affairs that the only justification it attempted for the establishment of secret military-space installations in Australia by the U.S. was a plea of A.N.Z.U.S. Treaty commitments. Their logic appears to accept the fact that a regional mutual defence pact (whose reliability must be shaken by the present isolationism of the U.S. public, Only 20 percent saying they would support aiding Australia if attacked) can be used to involve Australia in American world-wide military-space activities.

Foisted Installations — Shabby Treatment

U.S. global strategic planning sees the need for "communications" bases and other tracking (and directing) installations in the Southern Hemisphere and which better country to foist them on than good ol' uncomplaining Australia. The Australian government is the only possible source of complaint as no one else is told what goes on; the Australian government has never shown any tendency to independent action no matter how shabbily it is treated by its U.S. "partner", in trade or information regarding the course of the supposed joint commitment in Vietnam.

Nuclear Retaliation

So Australia is made a target for nuclear retaliation without the people being given a chance to say anything "But the election of 1963 showed that the people accepted the principle of secret bases", replies the defenders of the Government's actions.

Was the North West Cape base the only issue in the 1963 elections? And anyway, with the support of the D.L.P. and the antics of A.A. Calwell and the A.L.P. Victorian Central Executive, the L.C.P. could have won on a policy of legalising our de facto 51st State position.

Arrogant Contempt

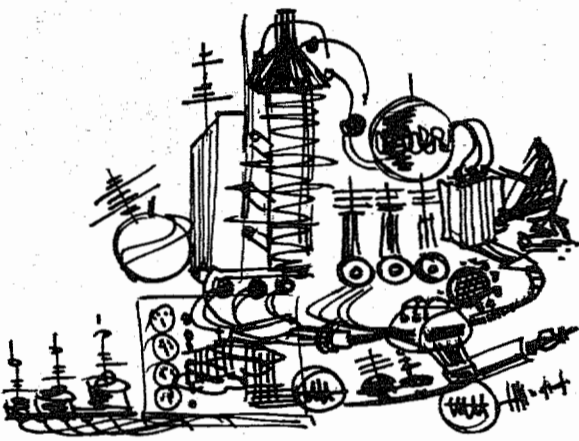
The representatives of the people and the people are treated with such arrogant contempt by the Cabinet and the Prime Minister, as they administer us according to their definition of "Australia's interests" that St. John's claims of the nearness of "guided democracy" gain an added frightening validity.

Liberals of Australia unite, you have nothing to lose but your censors.

Vote liberally, vote for someone like St. John.

G. W. Battersby.

The editors will be pleased to make available space for columns of like kind, provided the views expressed are argued in a literate fashion, and with at least some semblance of logic.



chance to approve or disapprove for general defence plans but the implications and practical effects of such plans are hidden behind the euphemisms of ANZAS and SEATO — quite patriotic sounding agreements; but would the government be wise in opening the discussion of these agreements to those who lack expertise?

CONFERENCE

Some of the many problems that such considerations have presented and are likely to present in the future are (to governments and people) to be discussed at a Conference on Political and Scientific Alienation being convened by the History and Politics Club of the University of Adelaide from May 18 - 25, 1969.

The Conference will open with a talk on Political and Scientific Alienation which will attempt to describe then explain the gap that exists between the electorate, the politicians and the technocrats and suggest possible remedies for bridging this gap.

This will be followed by an outline of current developments which have caused one part of this gap and by a history of these developments and some good and bad uses to which they have and may yet be put.

This part of the Conference will be sounded off by seeing how politicians are able to put sufficient knowledge to enable them to make a more enlightened decision

and how they manage to get this information to the electorate.

There will then be three talks on specific fields of technological development — on nuclear warfare and foreign policy, on the acts with reference to the development of mass culture and on the impact of technical development on non-Western countries. The Conference will be concluded by a discussion of the degree to which existing systems are compatible with the increasing influence wielded by technocrats and new critiques for society.

Application forms and further details are available from the S.R.C., History and/or Politics Offices. The Napier Building will be the venue for the Conference which will have its lighthearted sides as well. A full program will be available shortly after this edition is released. History and Politics Club, University of Adelaide.

NOTICE TO ALL STUDENTS ON DEFERMENT.

In other states a number of medical students have been given call-up notices at 24½ instead of 26 (or 30 as the case may be). If you know of medical or other students in similar situations please send their names to me so that action can be taken. Lynn M. F. Arnold, National Affairs Officer.

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SAUAF

The Festival of University Arts is only a few weeks away. May 23 will see its official opening in the Bistro at Melbourne University. Probably few "ordinary" students will be invited, but the opening itself will represent something which has not occurred to most students.

If the festival is a success, and there is no reason, even at this late stage why it should not be, it will have proved a great deal to our community. The festival will do far more than boast its artistic achievements.

ARTISTRY

If our society has any perception at all it will realise something more about students. That they are capable of raising great sums of money from pessimistic and often reticent firms, and some of the largest firms in the country have sponsored our festival. Other things, too, will be proved. Having first established that artistic fervour is a worthwhile venture, people should realise that it is this kind of activity that adds a new and exciting flavour to not only our University, but to the reputations of all the Universities in the country. The Festival of University Arts, being on a national level, has not only its local and interstate organisers to hold responsible for its impact, but anyone, from any part of Australia who decides to come along to the festival.

The festival mural is a situation where you are given the materials, and you add your own contribution to the art or anti-art! Living chess could not possibly exist without the co-operation of an audience. The players are not just pawns, so to speak, they are actors in a gigantic play on a common theme.

PLASTICITY

Little has been said so far about the unique PLASTIC ENVIRONMENT. Melbourne Uni. campus has a large sports centre into which will be built an original plastic edifice, or rather series of shapes, tunnels, colors and

experiences. Explorers through this maze which apparently will take them through the depths of the swimming pool, will be giving opinions, comparing their ideas on what exactly they are looking at and so forth. They will also be assisting each other out of the dream-like environment of the place, minds spinning on to the next experience.

But no one can paint the atmosphere of the festival for you, no one will be able to adequately describe the achievements. You must come, give something of yourself, and receive one hell of a lot.

SLASHED

There are probably students on the brink of a decision as to whether their presence will grace the festival. If this is the case, take heed. Never has so much organisation gone into working out in advance the comforts you will require. Your accommodation has been slashed to 50 cents per night. Your breakfasts will be free. Entrance to all events at the festival if you are a student has been slashed to a bare minimum, and the number of free events far exceeds that of the paying activities.

Your Cultural Affairs Officer, whom you will find somewhere around the SRC Office will be able to fill you in on some of the other details of the program; how you may be able to receive concessions on fares and other relevant details.

DECEPTION

Finally, don't be deceived by the word "culture." You'd be surprised just what that collective noun includes. Music, including jazz, folk, pop, classical; Films, including some by Fellini; Drama, we are anticipating some rather controversial stuff; Modern Dance; P s y c h o D r a m a ; Photography; Painting; Debating, Film Making, we're actually having a professional film made of the festival, Chess; Singing; Rocking; grooving, carousing and so much more.

All that can be said, is 'come'.



WANTED DESPERATELY

Since the SRC sees fit not to supply On Dit with (among other things) typists, **ON DIT URGENTLY REQUIRES TYPISTS WHO COULD WORK OVER THE WEEKENDS AND FRIDAYS AND MONDAYS.** WE ARE UNFORTUNATELY UNABLE TO PAY BUT COFFEE IS FREE. HELP!

CURRICULUM REFORM

In the first of a two-part series, Warren Osmond and Peter Flynn consider the radicalizing of teaching methods and subject matter.

During recent agitation on the issue of university government and administration, other fields in which the university can be "radicalised" and "democratised" have been neglected. Part of the radical critique of tertiary education in our society must involve the actual learning process of the student, in addition to the ways in which overall functions are allotted, finance distributed for, etc.

In two crucial areas, from the point of view of a radical approach to institutions, there is room for great change; they are

(a) subject matter — its content and division, and (b) teaching methods — involving the role of the teacher as "authority" and "expert," study predetermined by a course of work that cannot be changed to suit students' interests or pace or learning.

From our point of view, the distinctiveness of the radical position on these questions has two roots. These might be called, in brief, "the radical method." The radical method consists in a particular way of analysing the relationship of the individual human being to his social institutions, to the social relationships that define his place, his potential, his limits, his future and present experience of the world. The radical always asks: does this or that particular institution (religion, education, family, bureaucracy) basically enable him or her to develop his capacities, his creativity and curiosity, or does it stifle, repress and crush those potentialities and aspirations?

The radical must constantly ask this type of question. And he decides, on principle, for the development of the individual, against the needs of the institution. Further, the institution, should it crush, repress and "alienate" men, must be challenged and changed to better facilitate the development and "liberation" of the individual.

THE RADICAL METHOD

In addition, this approach provides a definite explanation, or theory, of how institutions are related to the types of people who make them up. That is, it suggests that alienation, boredom, loneliness, etc, are a result of sustained contact with structures, or institutions, that are not harnessed to human needs and development. Thus, the answer to things like apathy is to destroy the influence that real powerless, separation from information and direct satisfaction of needs and desires, have over the individual.

Applied to education in general, this approach is in principle opposed to artificially, and prematurely, creating divisions between "sciences" and "humanities"; and insists that children, or adults, should be allowed to develop their own interests and preoccupations, in their own time, at their own pace, without prodding and "teaching" by teachers, parents, etc! Streaming and grading, thus, are out.

The implications of this approach to education — and to call it "radical" is not meant to detract from the fact that it is the philosophical basis of liberal, humanistic, education, particularly people like Dewey, etc. — naturally are most fundamental at the beginnings of the education process, and can hardly be introduced, en masse, at the end of the education system in our society — the universities. But these two articles insist that many changes could be introduced, which, in the long-run, would greatly change the face of university education, and would clear up many of the deficiencies of the current system.

This article will deal with science education in university, and next week's will cover "the humanities" and "the arts."

PROBLEM SOLVING

One way of stating the major function of a science course at university, is that people who have experienced it will be in a better position to solve problems, whether they concern research, education, or industry, or even more grandiose, all the problems that the graduate will encounter when he leaves university! Many problems will be like the pseudo-problem in high school algebra texts; once the basic technique is learned (that's all that matters), the rest of them are merely repetitions of the same operation.

Fortunately (or unfortunately), many if not most of the problems which will ultimately be faced, will be unique and not just another application of the

basic techniques. Our contention is that this latter type of problem involves creativity, or the fusing together of previously disparate elements.

Much modern science teaching is ideally suited to the solving of the first type of problem; the lecturer is presented as the dispenser of basic technique and "essential" facts. The examinations and tutorial papers have replaced the high school algebra books, and test recall of information and application of basic techniques to what essentially are the same type of pseudo-problems. Exponents of this learning-situation justify it along several lines, one being that if the person is in command of enough basic techniques or has enough "essential facts," the problems will appear as being of the pseudo-problem type.

CREATIVITY

Another way of skirting creativity in the undergraduate schools is to presume that the creativity, which was involved in the original work, will rub off on the students or that being exposed to a situation where disparate elements were fused will transfer this skill to the student, even if the course is only concerned with basic skills and "essential information" and neglect this aspect.

The annals of science contain many examples which demonstrate the paucity of the first view. Kepler, the neurotic astrologer-astronomer's initial insight, so-called, was not provided by an abstract calculus, but by the consideration of Iato's harmony of the spheres and of the Platonian ... He later translated the insight into an empirical study.

Kekule, who contributed a major advance in organic chemistry, with his revolutionary proposal for a structure of benzene didn't arrive at the structure by applying note learning. He reports that the structure appeared to him in the flames of a fire that he was warming over one night (presumably after a few grogs).

The criticism which I would offer of the second view is somewhat less picturesque. Since scientific knowledge is reputed to be doubling every 9 years at the moment, students (and lecturers) are not even starters in the race to keep pace with the basic techniques and essential information that is being produced. Nor should they try to compete, for the basic problem is not the acquisition of factual knowledge, but the solution of real problems.

One of our basic assertions is that creativity arises from being provided with the results of widely divergent fields of endeavour, as the two illustrations show. Hence, a narrow or highly specialised training is a disadvantage. Further, if creativity is the key then obviously the best way to 'learn' creativity is to be creative. The pedagogical situation which best ensures the development of the students' creativity is to provide the maximum number of "open situations" to the students, instead of at present, the "closed situations" where the department determines completely the scientific experiences a student will have, and the fashion in which he should have them.

OPEN PRACTICALS

Examples of the "open-situation" would be project work in practical, where the student is given as wide a choice of problems to solve as possible, using the resources of the lab. The corollary to this would be, of course, the acquisition of the highly prized basic techniques! These would replace the present "cookery" courses. The present lecture system would be largely replaced by seminars, tutorials and essays, not just exercises in precise, or the skimmings of textbooks.

The approaches to topics dealt with would be suggested by the students own interests and reading, but of course the students here already have at least 12 years of rigorously closed situations, so the topics would, initially perhaps, be suggested by the lecturers, and the topics would include explanations of scientific ideas, novel approaches to old problems, ways of arriving at new problems. Another necessary condition would be a more flexible university structure, to facilitate interdepartmental communication at the undergraduate level.

The possibilities do not stop at the barriers of science, but possibilities such as influential analyses of language, historical approaches to science and scientific discovery, immediately come to mind.

Continued next week

S.R.C. GENERAL MEETING

ABOLISH PROSH DISCUSSION
WEDNESDAY MAY 14.
1.10 p.m. CLOISTERS

ARTS FACULTY MEETING

Thursday May 15 1 p.m.
UNION HALL

To consider the Faculty Board's establishment of a curriculum committee consisting of three appointed staff and three students.

IF YOU ARE A MEMBER OF THE ARTS FACULTY AND YOU WANT A VOICE IN THE CONTENT AND TEACHING OF YOUR SYLLABUS ... ATTEND!!

GET FIT THIS WINTER for \$1!

Swim in heated pool comfort with the Adelaide Uni. Swimming Club.
Be at the PARADE POOL
(Parade, Norwood — 1 mile up Parade from Norwood oval.)
THIS SUNDAY at 5.30

SCHOOLS LIAISON

Any person interested in assisting the Student Counsellor with visits to Metropolitan secondary schools and colleges is invited to attend a meeting MONDAY MAY 12 AT 1.10 p.m. upstairs above the flat. If unavailable, please contact Schools Liaison Officer (S.R.C. Office or ring 61-4415 after hours).

EXHIBITION

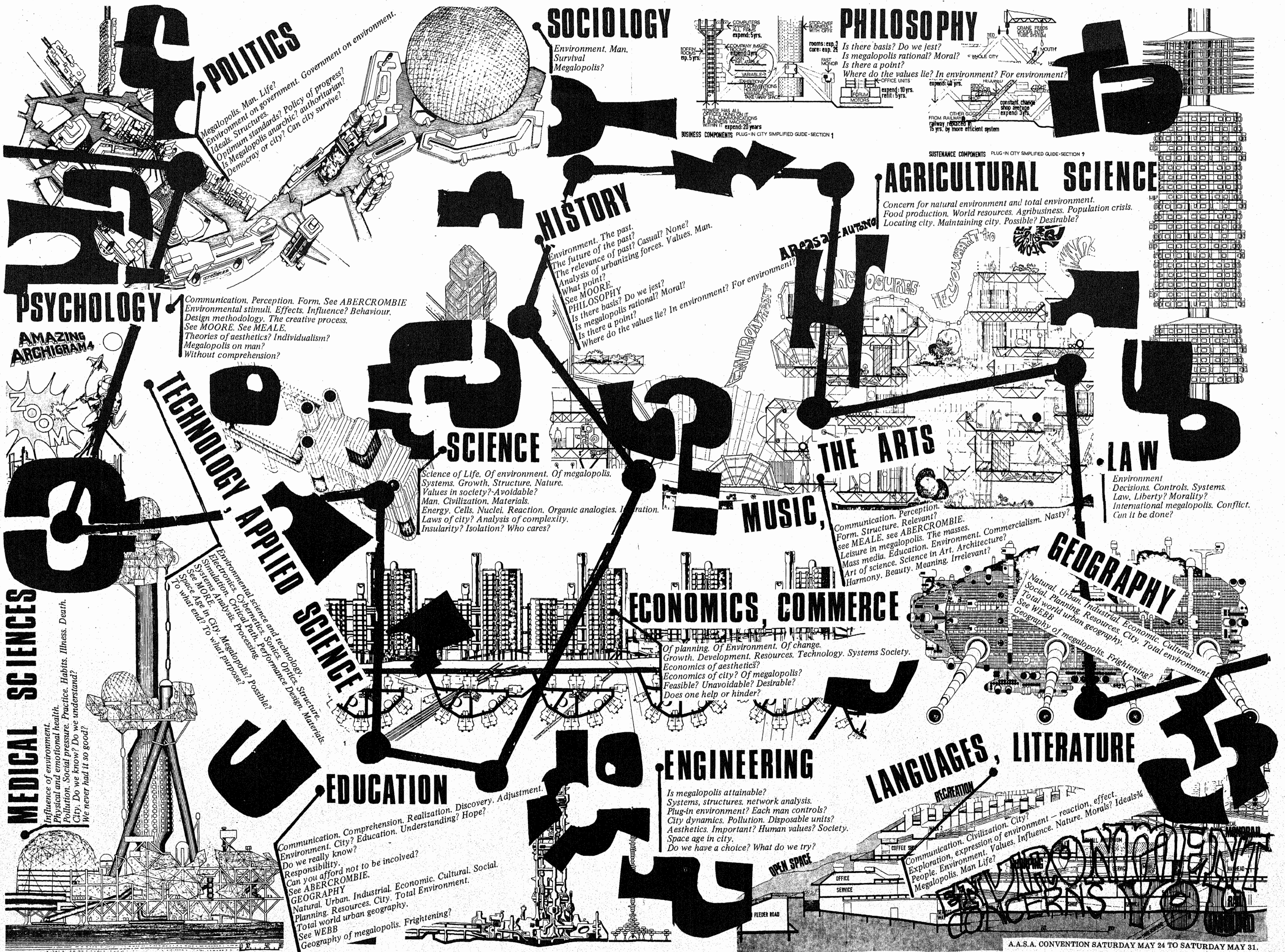
**ON DIT
SPECIAL**
Designed by members of the School of Architecture

AUSTRALASIAN ARCHITECTURE STUDENTS' ASSOCIATION CONVENTION

SYDNEY

24-26

MAY



POLITICS

Megalopolis. Man. Life?
 Environment on government. Government on environment.
 Ideals. Structures.
 Optimum standards? Policy of progress?
 Is Megalopolis anarchic? authoritarian?
 Democracy or city? Can city survive?

SOCIOLOGY

Environment. Man.
 Survival
 Megalopolis?

PHILOSOPHY

Is there basis? Do we jest?
 Is megalopolis rational? Moral?
 Is there a point?
 Where do the values lie? In environment? For environment?
 expend: 10 yrs.
 Office Units
 Forum
 Motors
 refit: 5 yrs.

PSYCHOLOGY

Communication. Perception. Form. See ABERCROMBIE
 Environmental stimuli. Effects. Influence? Behaviour.
 Design methodology. The creative process.
 See MOORE. See MEALE.
 Theories of aesthetics? Individualism?
 Megalopolis on man?
 Without comprehension?

HISTORY

Environment. The past.
 The future of the past?
 The relevance of past? Casual? None?
 Analysis of urbanizing forces. Values. Man.
 What point?
 See MOORE.
 PHILOSOPHY
 Is there basis? Do we jest?
 Is megalopolis rational? Moral?
 Is there a point?
 Where do the values lie? In environment? For environment?

AGRICULTURAL SCIENCE

Concern for natural environment and total environment.
 Food production. World resources. Agribusiness. Population crisis.
 Locating city. Maintaining city. Possible? Desirable?

AMAZING ARCHIGRAM

TECHNOLOGY APPLIED SCIENCE

SCIENCE

Science of Life. Of environment. Of megalopolis.
 Systems. Growth. Structure. Nature.
 Values in society? Avoidable?
 Man. Civilization. Materials.
 Energy. Cells. Nuclei. Reaction. Organic analogies. Irradiation.
 Laws of city? Analysis of complexity.
 Insularity? Isolation? Who cares?

THE ARTS

Communication. Perception.
 Form. Structure. Relevant?
 see MEALE. see ABERCROMBIE.
 Leisure in megalopolis. The masses.
 Mass media. Education. Environment. Commercialism. Nasty?
 Art of science. Science in Art. Architecture?
 Harmony. Beauty. Meaning. Irrelevant?

LAW

Environment
 Decisions. Controls. Systems.
 Law. Liberty? Morality?
 International megalopolis. Conflict.
 Can it be done?

MEDICAL SCIENCES

Influence of environment.
 Physical and emotional health.
 Pollution. Social pressure. Practice. Habits. Illness. Death.
 City. Do we know? Do we understand?
 We never had it so good?

Environmental science and technology. Structure. Materials.
 Electronics. Cybernetics. Sonics. Optics. Performance Design.
 Simulation. Critical Path. Performance Design. Materials.
 See MOORE. See MEALE.
 Space Age in City. Megalopolis? Possible?
 To what end? To what purpose?

ECONOMICS, COMMERCE

Of planning. Of Environment. Of change.
 Growth. Development. Resources. Technology. Systems Society.
 Economics of aesthetics?
 Economics of city? Of megalopolis?
 Feasible? Unavoidable? Desirable?
 Does one help or hinder?

GEOGRAPHY

Natural. Urban. Industrial. Economic. Cultural.
 Social. Planning. Resources. City. Total environment.
 Total world urban geography.
 See WEBB
 Geography of megalopolis. Frightening?

EDUCATION

Communication. Comprehension. Realization. Discovery. Adjustment.
 Environment. City? Education. Understanding? Hope?
 Do we really know?
 Responsibility.
 Can you afford not to be involved?
 See ABERCROMBIE.
 GEOGRAPHY
 Natural. Urban. Industrial. Economic. Cultural. Social.
 Planning. Resources. City. Total Environment.
 Total world urban geography.
 See WEBB
 Geography of megalopolis. Frightening?

ENGINEERING

Is megalopolis attainable?
 Systems, structures, network analysis.
 Plug-in environment? Each man controls?
 City dynamics. Pollution. Disposable units?
 Aesthetics. Important? Human values? Society.
 Space age in city.
 Do we have a choice? What do we try?

LANGUAGES, LITERATURE

RECREATION
 Communication. Civilization. City?
 Exploration. expression of environment - reaction, effect.
 People. Environment. Values. Influence. Nature. Morals? Ideals?
 Megalopolis. Man Life?

A.A.S.A. CONVENTION SAT. 24 MAY TO SAT. 31 MAY.

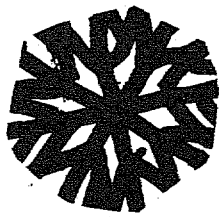
THE CONVENTION.

Well, it's run by students of architecture.
But our definition of ARCHITECTURE is pretty broad.
You see, it includes the total built environment and it's concerned with the natural environment. It's to do with cities and machines and houses and trees and cars and billboards and people and people and
We believe total environment (or architecture) should concern all in society. It's everyone's responsibility — not just that of the professional designer.

POLICY.

Anyone can register at this convention.
We hope they will.
Not just architecture students.
All students at a University or a Teachers' College or an Art School or anyone else.
We believe your attitudes, your ideas, your fears, your hopes, are important.
Communication. Exchange Synthesis? ... Hope?
Look at our guests. We learn from you. You learn from us.

GUESTS.



They include:
Jane Abercrombie (London) Biologist, Psychologist, Educationist. (in architecture).
Gary Moore (Massachusetts)
Architect Psychology, Mathematics, Design Methodology, Environmental Behaviour.
Martyn Webb (Western Australia) Professor of Geography, Planning. Richard Meale
(Sydney now Adelaide) Music, Composer, Teacher.
Don Johnson. (Arizona, presently in Adelaide) Architect, Teacher.
And there are others — from interstate and from Adelaide.
A wide selection of backgrounds.

EXHIBITIONS.

Watch out for details.
One in City Cross. One in Old Red Cross House. At least three others.
Look for the sign.

ACCOMODATION

An optional extra for five dollars or less for the week.
Use you own sleeping bag and air mattress.
Locals included.

PROGRAMME.

Australasia suffers from isolation. Isolation without. Isolation within.
The purpose of the convention is to get people together — to talk, discuss, listen, experience, argue....
Our program is not rigid. There are few formal lectures, sitting up like cocky. Lots of discussion work. We allow the maximum chance for delegates to talk with our guests, other people, other delegates — not to be talked at.
Pretty informal.
Balance sheet: two trips (Barossa and Hills, each with a party), a Ball, three other parties, three public lectures, four exhibitions (and two others) plus eight days opportunity to participate fully.
And that's important.
In the process, we use the Universities, Old Red Cross House, City Cross, 20 Plus, the City of Adelaide and the Metropolitan Area.

THEME.

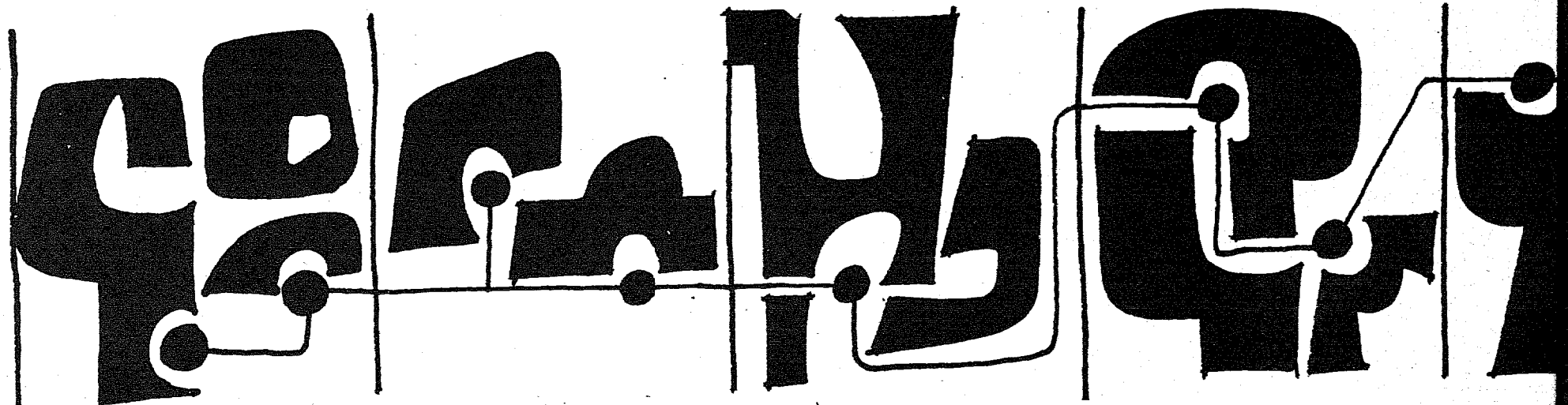
Well, it's pretty big.
You see, we're prepared to talk about whatever you decide to talk about. Within reason.
Our guests obviously have some preferences. So do our delegates.
It's up to them.
Why not try: Art, Technology, Society, Cities, Education, Perception, Design
Methodology, History, Structure, Form,
People...
And so on.
Environment is not just our concern. It's yours too.

PUBLIC LECTURES.

Dates: Monday May 26 (probably Abercrombie "Perception and Communication")
Wednesday May 28* probably Moore "Design Methodology" or "Environmental Research" or "Architectural Research" or all three)
Friday, May 30 (probably all our guests in forum).
Place: Adelaide Boy's High School
Time: 8 p.m.
Fee: Sixty cents for non-delegates.

PUBLICATIONS.

Delegates receive a collection of published material including a special Convention Report.



REGISTRATION.

You gotta pay, kid.
For all undergraduates (University, College, School) \$20-00.
For their wives \$10-00.
For non-undergraduates \$30-00.
For their wives \$15-00.
Partial Registration \$5.00 or \$6-00.
Forms from School of Architecture.

PARTIAL REGISTRATION.

Includes the fabulous Cluster Ball.
Partial Registration at five or six dollars provides
● an invite to the opening of an exhibition
● an invite to the other exhibitions
● a folder of published literature
● an invite for two to the CLUSTER BALL (details elsewhere on campus).
Apply SRC Office or School of Architecture.

TON WITSEL

For the first time in Australia, a local group is doing mime. Ton Witsel is one of the few if not the only teacher of classical mime in Australia, and he is at present designing movement for the AUDES production of *Prometheus Bound*.

BACKGROUND: Several generations of his French/Dutch family have been associated with the arts; mainly music and painting.

TRAINING: He studied drama in Amsterdam where one of his favourite teachers was the late Eduard Verkade. Later he studied with Paul Steenbergen.

EXPERIENCE: He joined the Netherlands Mime Company, directed by Jan Bronk. With the help of a government grant this group went to Paris to study with Jean Louis Barrault and Etienne du Croux. He then joined the National Netherlands Theatre Company and worked with this group for nine years, performing throughout Europe, the Far East and the United States.

PREOCCUPATIONS: His work with AUDES, the preparation of two mime plays — one to be performed in December this year, the other in January 1970. Searching to find a new performance with mime, music, poetry, dance and drama all combined. He is desperately looking for a place combining as living quarters and studio close to the city.



Of his work, Ton says, "Talking about drama and mime is interesting enough, but if this talk is not supported by much hard studio work, the result might be nil. Therefore I enjoy working with AUDES and hope to raise it to a new level of professional skill. An important part of this is to aid AUDES performers in creating contact with their audiences. For this contact, when it is achieved will bring that sudden spark to a performance.

Those who have performed regularly have at one time or another experienced that chilling indifference which may radiate from an audience. This sensation is to an actor like being confronted by a cold enemy. Such an audience may, depending on the actors experience and personality infuriate or make one incapable of performing. I have seen how a good actor when confronted by this type of audience, changed into what could only be called a clumsy beginner.

At other times, and under similar circumstances, this same actor rose to a brilliant performance despite his audience. Before long the atmosphere would change, that same audience would respond, contact was established and mutually accepted.

The important thing in theatre, the only relevant thing is to love that theatre and with that love to accomplish something.

To bridge the gap between stage and audience is such an accomplishment. To be on the stage, to work with people who respond is working with living material, creating a living theatre. To be part of the action and not merely sitting on the side watching the action go past, commenting on its merits or shortcomings is the ultimate in theatre.

I would much rather blunder badly whilst attempting a good, live performance, than not running any risk at all, for this is to sit safely on the side, content with mediocrity.

Of course being an actor, director and mimicker, one will at times suffer from the strain of performance, disillusionment, misunderstanding and uncertainty. All these may at times give the feeling of being unable to go on. But who knows, maybe tomorrow will be the day that makes up for all past doubts? The sudden spark in a performance when audience meets actor and both are swept along, as if caught in a *machstrom*.

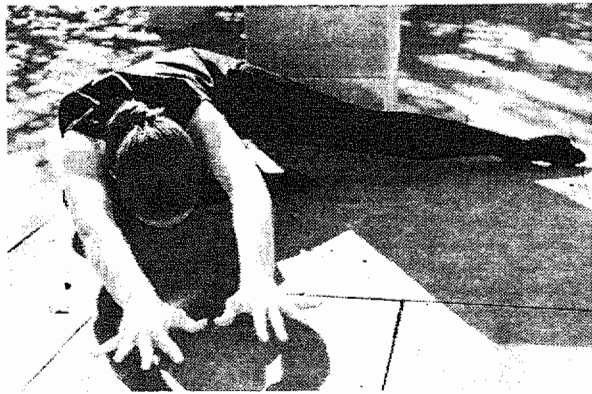
All this is possible because of a love we carry in us, a love of theatre. That is what theatre means to me — a mutual and permanent love which has many faces; but whatever the form, it is always there.

One cannot help being dedicated to this theatre

REVIEWS

PROMETHEUS BOUND

Jan Saies in Mime



On Thursday, May 8, AUDES will open its first production for 1969, *Prometheus Bound* by Aeschylus at the Sheridan Theatre. Last December, AUDES held its first completely off-campus production with *Rites Underground* at Theatre 62. The experiment of bringing student theatre to the masses will be repeated with Aeschylus' tragedy. Justin McDonnell research student in drama at Flinders University has directed and designed the production using vivid

non-classical costumes and mind-bending electronic music. Chorus movement and mime segments have been under the supervision of Ton Witsel.

Student concessions are available at 75 cents and AUDES member concessions 60 cents. The play will run from Thursday, May 8, to May 10, at the Sheridan and will be included in the Drama program of the Festival of University Arts with performances at the Guild Theatre, University of Melbourne, May 30 and 31.

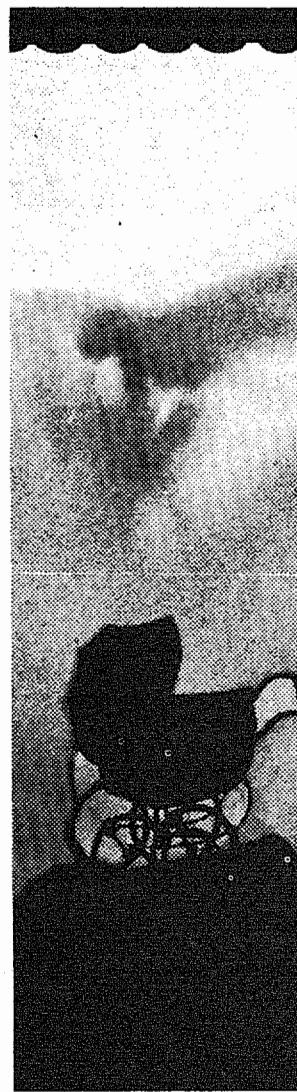


Pam Moore as Io

YOUR BIG CHANCE

AUDES 2ND TERM WORKSHOP

Miss Loraine Archibald will direct training in all aspects of theatricals. Place applications, including name, address and phone number, in Drama Box next to S.R.C. Office by end of FIRST term. Running time to be arranged for mutual convenience of applicants.



The first hour of 'Rosemary's Baby' is innocuous, if not actually tedious. Only followers of the career of Mia Farrow and readers of 'Time' cover stories will realise the significance of a panning camera's lingering on apothecary bottles gracing the toilet, on a homely looking array of herbs in the kitchen of an apartment in a house with a 'past.'

It's witchcraft, that's what it is. There's a whole coven of witches in that house, and they're in need of an anti-mother so that the Christmas story that all know and love can be re-enacted for the modern scene.

It's very boring to begin with, but there's a gruesome fascination that becomes completely gripping as Rosemary begins to piece together the extraordinary happenings that seem to surround her pregnancy.

The climax is a triumph for American motherhood, and quite absurd.

John Cassavetes as the proud father to be lacks that domestic touch, but then he is supposed to be an actor, and it is a fact that they are all quite heartless. Even to the extent of seeling their potential for fatherhood in order to advance a promising career.

Mia Farrow becomes increasingly drawn and tortured, but she never quite loses that Alison McKenzie waif-like look.

Ruth Gordon won an Oscar for her supporting role. It was not undeserved, but other supporting roles were executed quite as well.

A film that's worth a Saturday night at the picnics.

G. Sand

Pray for Rosemary's Baby

ON DIT LISTINGS

THIS WEEK: Sheridan Theatre May 8-10. 8.15 p.m. *Prometheus Bound* by Aeschylus. Adelaide University Drama Society. Directed and designed by Justin McDonnell. Elaborate use of mime and formalized movement are a feature of the program. Mime and choreography has been designed by Ton Witsel. This is the first time ever in Australia that mime has been done by a local group.

CHARITY-PURITY DISCO: The last for the term, the Sciaes Disco proceeds will go to aid the April the Eleventh Movement. Groups playing are Red Angel Panic, Hard Time Killing Floor and W.G. Berg.

LECTURE: Rev. David Pope will speak on "The Christian in the Twentieth Century" on Wednesday May 14 at 1.10 p.m. in the Cloisters. Sponsored by S.C.M., Rev. Pope believes that the meaninglessness of God-talk has not exhausted the Christian Faith of complete relevance.

BLUES & UNDERGROUND: Cellar Blues Promotions are presenting a program of blues music at the Caledonian Hall, King William St., Saturday night May 24. Groups featured include Abraham Lot Blues Band, Red Angel Panic, W.B. Berg, Hard Time Killing Floor, Steve Foster. Lighting by HILLITES. The above groups plus The Birds of Prey are also appearing in a program on Channel Ten on the same date between 12.30 and 1.30.

BALL: 1969 Thrilling Ball — Lutheran Students on the last day of term Friday, May 16, 9.00 p.m. - 1.00 a.m. in the South Adelaide Football Clubrooms just off South Road. Good music by the campus six. \$3.00 double at the SRC.

ON DIT

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ON DIT SPORT

ROWING



STATE PREMIERSHIP

At the end of the South Australian Rowing Association season the University Boat Club had achieved its object and won the State Premiership for the 1968-69 season.

Since the conclusion of the season there have been two regattas run under the auspices of bodies other than the S.A.R.A.

HEAD OF THE RIVER

The first was the Head of the River Regatta on April 19 and in this regatta University oarsmen abounded in the capacities of oarsmen in Old Boys' VIII's and coaches of schoolboy crews.

The winning Old Boys' VIII contained six University oarsmen (Mike Jeffries, Brian Southcott, Mike Magarey, Geoff Simpson, John Bullwinkel and Chris Douglas) and Richard Parkes and Mike Magarey coached the winning schoolboy 2nd III and U16 crews respectively.

KING'S CUP REGATTA

The other major event was the Jubilee King's Cup Regatta in Bundaberg, Qld. The Club Captain, Henry Newland, rowed in the bow seat in the Lightweight IV which came third. The King's Cup VIII contained four University men, W. Hay (str), J. Ferry (7), G. Jeffries (4), M. Finze (cox), and this crew also came third.

With the return of the State VIII and Lightweight IV coaches to Adelaide, I.V. training is more seriously getting under way, with these coaches (Geoff Taylor and Bill Wallace) coaching the IV, VIII and IX respectively.

I.V. CREWS

The I.V. VIII will contain two members from the State VIII and the I.V. IV one member and the reserve from the State IV. So

far the I.V. Lightweight IV's raining has been spasmodic and interrupted but the VIII although under difficulties, has done some good work training a squad. Final selection will be made this weekend, and an intensive training program for the ensuing from weeks will follow.

Both crews are being looked after by very competent and experienced coaches and the VIII has shown already that it will be capable of moving quite fast. So again, Adelaide will go to the I.V. competition on May 31 with hopes but with a very healthy respect for Melbourne, Monash and Sydney, the last of whom is being coached by Alan Callaway, the man who took the Australian Olympic VIII to Mexico. This year there is even a hint that a collection of supporters will be in Ballarat (undoubtedly to drink to the good luck of the Adelaide crews) and so it seems that the new 2,000 in I.V. should be quite an experience.

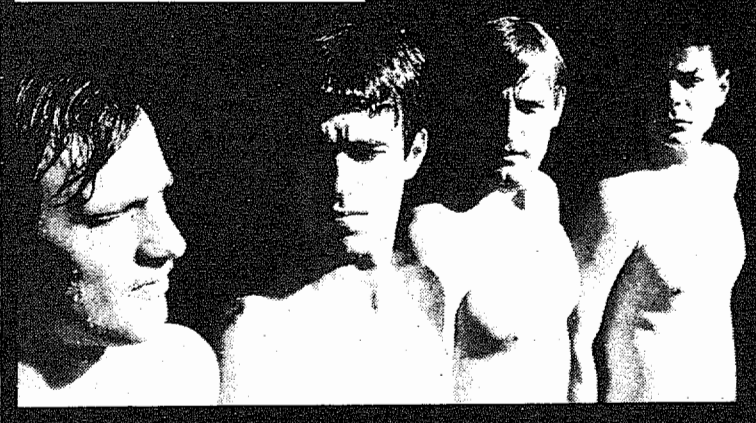
performances consecutive years. During the same competition evening solid individual performances, from Fleig, Palesy and breastroker John Pym saw University snatch the Aggregate Points Trophy from the much-fancied Victorian Life-Saving Team, who were present at the carnival by invitation.

Although extremely weary at the evenings end, the swimmers teamed again for the Medley event and by withstand the efforts of a determined S.A. Police Team managed to gain a further State Championship for Adelaide.

HEATED POOLS

The University Swimming Club is extremely keen to maintain and improve its record in the future. With this in mind heated pools have been hired for members throughout the Winter.

LEFT TO RIGHT: R. Hancock, S. Panketz, G. Fleig, S. Palesy — Photo John Pym.



However, swimming recruits — male and female — are needed now. For further details see advertisement in this issue.

SWIMMING

The Adelaide University Swimming Club, reigning State Life-Saving Champions, made it three premierships in a row last month.

Team members Gerd Fleig, Rob Hancock, Steve Palesy (all State representatives) and new comer Ben Bidstrup once again performed the four competition rescues in the fastest time with the least number of errors.

TROPHIES

This win, together with those of 1968 (when the University Team established a record low error deduction of 3.2 points) and the win of 1967 saw University gain the B.P. State Premiership Trophy for a record number of consecutive years. During the same competition evening solid individual

SKIING

Snow skiing is one of the fastest growing sports in Australia today, and the past five years have seen the popular ski resorts grow beyond recognition. The sensations which the sport has to offer are those of speed, exhilaration and the satisfaction of conquering a totally strange environment. In addition to this the lively and relaxed atmosphere of a ski village is unique and once experienced is never forgotten.

On August 15 the club is going to take forty naive undergrads and whisk them away in a luxurious coach to Thredbo Alpine Village. The driver will set them down at the doorsteps of two modern, comfortable

groups of flats. They will be provided with food and wine, and will find excellent cooking facilities in the flats. Hire of skis will have been arranged for them; they may pick them up as soon as they arrive. They will then be left to their own devices for one week, and some may even attempt to ski in this time. Giant slalom and downhill competitions will be organised for those who wish to participate. Girls who do not do so well on the slopes will be eligible to compete for the Snow Bunny of the Year Award.

At the end of the week the bus driver will return and round up forty not-so-naive skiers from all over the mountainside to drive them home. Having just experienced the most switched-on week of sport and good fun that they are ever likely to, they will come back to spread the doctrine amongst their fellow students.

If you feel that you are strong enough to resist becoming addicted to this way of life, then you may be able to survive the trip unaffected. It is recommended that you give it a try. Application forms for the trip are available at the Sports Association Office. All vacancies must be filled by the end of this term. If you have already caught the bug, and have reached the stage where you can do reasonable parallels, you are wanted by the club for the intervarsity team. Inter-varsity will be held at Thredbo in the same week as the club trip.

For those who cannot make up their minds about going on the trip, the club hopes to be screening some more knockout films on skiing at the Union Hall during lunch-hour. Watch out for them.

TENNIS

The Men's A Pennant teams had another successful season in 1968-69, finishing third in the competition. For the second successive year, the premiership title eluded them by a narrow defeat in the semifinals.

During the year, most of the team had their moments. Peter Oatey again had a fine season, culminating in his Burr Medal (Magarey Medal of tennis) win... a great honour both for Peter and the club.

Captain Ian Bidmeade began the season slowly during exams, but found his feet in a long match against Gary Woollacott, in which he saved five match points before eventually winning.

He did not lose another match after this.

Dave Middleton was determined and reliable as ever, and superior fitness this year saw him wear down several more favoured opponents.

The usual third player, Peter Muggleton, had his ups and downs this season. He gets married in August and we badly missed his ability and enthusiasm during the matches he did not play.

NEW REGULAR

The only new regular was Rob Fowler, who thoroughly deserved the most valuable player award for a season in which he displayed great application and will to win.

Brian Daniels, in his second season, showed greatly improved form in blending his already proven ability with a more determined and resolute approach. Brian's persistency at Inter-varsity should again annoy all the birds.

Emergencies Geoff Roberts and Tony Abbott were not particularly successful in their few matches but they tried hard.

The season ended with a great dinner at the Morphet Arms when the Men's and Women's Club combined forces for the evening.

University should feature high again next season, but Ian Bidmeade and Peter Muggleton will be missed after several years of fine service to the club.

RUGBY

The Rugby season started off in low gear through lack of co-ordination between the many new and untried players.

In the trial game against Old Scotch and in the last thirty minutes of more recent matches many have shown themselves to be unfit.

With teams settling down there is obviously tremendous potential amongst club members with outstanding new players. Andy Strachan and John Vashbinder in the A's, John Paget and John Friend in the B's and John Gladwell in the C's.

Injuries until last week were negligible, but on Saturday two players had to visit the hospital. Bruce Foster keeps getting kicked in the head but seems to be unaffected.

MATCHES

Saturday's A game against Old Collegians (14-14) was a heart-stopper. The equalizing points being kicked in the last few moments of the game.

The first half was patchy. The team's inability to score more tries was probably because of their inexperience.

Collegians took control immediately after half time and quickly scored twice.

Robin Laidlaw scored a courageous try by smothering the fullback's kick. This was closely followed by the whole team swarming up the field to score again.

Laidlaw's piece de resistance was a seventy-five yard dash to score the best try seen for a long time.

B TEAM

The backs played well on Saturday but they were not supported by the forwards who seem to be unfit. The team has lost all three games so far for this season.

HALF SCORE

The C team defeated West Torrens 34-3 last Saturday. Half the members of the C team scored.

Everyone played much better than the week before when they were thrashed 38-0 by Woodville. The team badly needs a talented kicker for conversions or penalty kicks.

Training for Rugby is on Tuesday or Thursday night on the University oval.

FAIR GAME

A Sense of Relativity

We have all come to expect sensationalist-type news headlines from the daily afternoon paper, THE NEWS, but the epitome of sensationalism was surely reached last Monday. On the billboards(?) in very large letters we read 'Kerley Storm' and, as an after thought, in the space usually reserved for items such as Lottery No. 152, (in small type) 'DeGaulle Quits.'

The end of the rule of one of the world's most controversial leaders had been subordinated to a petty Adelaide sports incident in which even the facts were far from clear.

It was so ridiculous that it was funny in a pathetic sort of way.

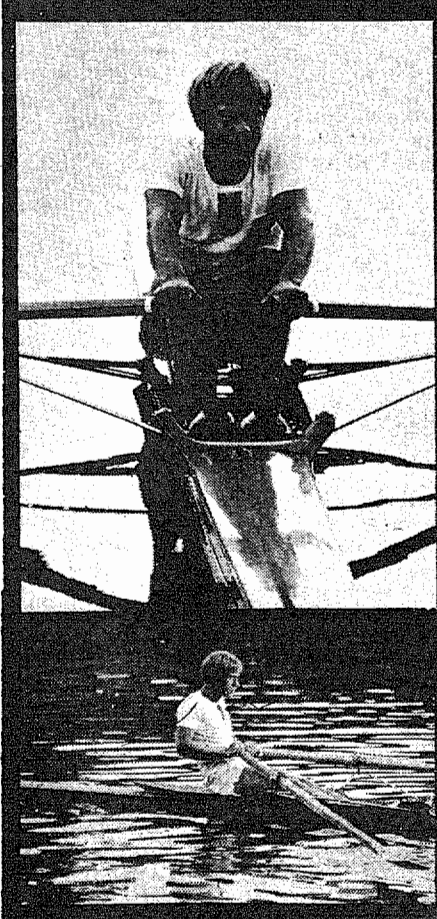
SPORTSMAN OF THE WEEK HENRY NEWLAND

Henry Newland combines up to six nights a week training with a fourth year Med. course. He represented Adelaide University as a member of the Lightweight four in the 1966-67 and '69 I.V.'s. In 1966 the crew won the Lightweight four title, the first event Adelaide had won for some years.

Henry was awarded his Blue in 1967; the same year he was reserve for the State Lightweights.

Last year he concentrated on his studies but this year saw him at Bundaberg as a member of the State crew. At present he is captain of the A.U.B.C.

Henry's academic and sporting successes certainly explode the "But I haven't got time for sport" myth so commonly heard. He will receive a book token courtesy of the W.E.A. Bookroom for his services to sport in the University.



JOHN CHANDLER ON UNIVERSITY GOVERNMENT

How far should the university be a democratic and self-governing community? There are two questions here, not one: how far should decisions involving the university be made outside the university, i.e. should it be self-governing? and in as far as it should be governed by its members, should this power be shared equally by them all, or restricted so that some have more power than others?

I want to present answers to these questions based on my interpretation of liberal-democratic principles but I believe that there is a second issue, not obviously related to these, which is at least as important, and which is in danger of being obscured: that of the quality of education in the university.

The university is essentially an institution devoted to education: this purpose must always be seen as primary.

First then: has society at large any right to a say in what the university decides? It seems clear society has a right to make some decisions concerning the university. Public money pays for the university, and its graduates are the future elite. Such questions as to how many places to provide for doctors versus teachers or computer operators have to be decided outside the university and in accordance with society's needs. Should this take the form of outsiders being represented on university councils and committees? I think it ought, on the principle "no taxation for universities without representation."

However, while there should be some outside representation, control, i.e. the decisive majority representation must rest with the present members of the university. It should be self-governing, free from outside interference in academic matters. The Draft Act does not improve things in this respect; it gives a minority of Council positions to students and staff at present in the university. That the Senate representatives together with non-elected and co-opted members, should outnumber all others, violates the principle of autonomy for the university. It is true that de facto power rests, and will continue to rest in the hands of the present members; but if so, why not bring the forms into greater accord with reality?

The second question now becomes how far should power within the university be distributed; equally among all members, staff and students, on democratic lines or not? To answer this I will have to talk about the nature of democracy and its rationale. The principles of political democracy are clear; those who rule must be under the control of the ruled; and this control is exercised according to the principles of political equality: one man, one vote, and the majority principle: in disputes the greater number should have their way. These principles are what every democrat demands for all government. But how far are they applicable to university government?

One's answer to this question partly depends on whether one regards the principles of political equality and majority rule as absolute principles or as largely justified by their consequences. I think that no principle whatever is absolute in the sense that it should be applied in all circumstances, no matter what the consequences, or what other values suffer. This is why I want to argue that democratic principles are not fully applicable to the university. My idea of self-government is staff power: the ultimate power over decisions within the university should rest with the academic staff. Hence I reject the idea of a council elected by staff and students on a common roll, which would result in a vast student predominance. Should every issue be settled by majorities? Very many issues are such that answers cannot be found by counting heads. It is not true that the opinions of each person are equally valuable, or equally well-informed: there are experts in many fields, who alone are competent to judge. But a great many university matters are of this kind, such as pass standards, appointments to the staff, which parts of a discipline are essential prerequisites. It would be absurd to decide all such matters on a simple majority principle, just as absurd as if the patients in hospitals outvoted doctors concerning medical matters. No democrat denies this.

In politics the relevant difference is that there are no objective tests as to who the "experts" are, especially in matters concerning goals. But this is not so within the university. Its goal is fixed, tho not precise: to educate. The questions which remain are largely factual ones, as to the best means to the end of education. If the academic staff don't know more about their fields than their students, they oughtn't to be there. There is a basic inequality in at least much of education: one class (primarily) teachers, another class (primarily) learns. Only those with academic competence, are entitled to set standards concerning their discipline. I don't mean to deny that education at its best is itself a co-operative, two-way learning process, not an authoritative, one-way process. But it's more one way than the other. This is more true of earlier years at university. Most of the people in Philosophy I for instance, are beginners in the subject. By later years, especially in honours year, the knowledge-gap should be very much less, the

conclusion for me is that these students should have much nearer equality of power with staff. But this is to enforce my point that circumstances have to be taken into account in considering the application of democratic principles (and all others).

Within the academic staff, I would want a greater equality between lecturers and others, and professors. The principle of the "God Professor" is not only anti-democratic, but a hindrance to the educational process in many cases. Many professors would prefer not to have administrative tasks. Chairmen annually elected by their departments might be better. This is the sort of concrete suggestion which seems to me important, but which hasn't figured in the agitation for reform. There should be the closest links, consultations, and personal relationships between staff and students: both for itself, and because feedback is essential to planning courses. Of course, student preferences should be taken into account when courses are determined; more that at present. But this is not to make them decisive, as a majority criterion would. But my claim is not about these, but about ultimate control. I want to have as great an infusion of democracy as the university can take: but I am arguing this will be short of full democracy.

Another basic principle of democracy is that all decisions, including those made by experts be made openly, and full information provided for all to judge of their rightness. I support this principle: the council should be open to observers — students, and the general public too, and I can't see why many of the committees in which real power lies shouldn't also be open. This is the only way to keep the bureaucrats and the academics on their toes; there's no reason why students shouldn't publicly criticise them.

But in all the discussion about democracy we are losing sight of the second issue, educational reform. There are plenty of concrete defects and shortcomings in the educational process needing reform. But this is not what the present agitation is about. The issue of government is an abstract one in that whatever changes are made in the franchise are unlikely to make much difference to the daily life of students, or the routine of lectures and tutorials. Democracy has been advanced as good in itself, not for its educational benefits. (Though it can and should be).

But the university is above all an educational institution. The primary right and interest of every student is the quality of the education he receives. This should then be the overriding criterion by which any proposed change is tested: will it further the aims of the institution, and lead to better education? Not an easy question, and not a field for quick and easy solutions.

JOHN CHANDLER
Philosophy Dept.

BRIAN ABBEY REPLIES

I find John Chandler's article unhelpful in dealing with the problems raised by the various demands for staff-student control. Mr. Chandler misrepresents his opponents: and bases his main argument on a false distinction. He leaves some matters unclear whilst attempting to settle others that should have been left unclear, or recognised as problematical.

But first some points of agreement. He's right about the "God Professor"; and the need for a great improvement in staff-student relations; and, yes, there are plenty of concrete defects needing reform.

INFORMATION PRINCIPLE

I also support the democratic principle that all decisions be made openly, and that relevant information be made available to all. This is a very important principle, and it holds for the Committees as much for the Council. At the same time one must recognise that there are some situations in which this principle should not apply. But it should be waived only to avoid individual pain, or profiteering, or the like; never simply to avoid official embarrassment or justifiable challenge. Practical difficulties arise, I know, but the principle from which we begin is clear.

And finally I suppose I'd accept the absolute principle he doesn't know he has — namely, "that no principle whatever is absolute . . ."

That is about as much of Mr. Chandler's paper as I can accept. My criticisms follow.

Mr. Chandler makes two main points. First, university councils and committees should be made up mainly, but not entirely, of staff and students. Second, power should not be divided evenly among staff and student representatives; staff should have a clear majority.

SELF-GOVERNMENT

Let us look very briefly at his first argument. Here he gives society at large the right to decide certain kinds of questions about university affairs but insists that, for the most part, university

self-government must be assured. Several important questions are glossed over. What does "society at large" mean in this context? Politicians? Or professional associations perhaps? Business groups? Who is to say which of society's needs the university must meet? How much right of control should public money buy?

But allow for a moment that some decisions ought to be taken outside. Outside representatives in a minority on councils and committees couldn't enforce acceptance of outside decisions. What then could they do that could not be done by accredited observers having the right to speak? Perhaps there are answers — but they have not been given yet by Mr. Chandler or anybody else to my knowledge.

Anyway, this first argument isn't directed against the case for staff-student control, only against those who insist on excluding outsiders altogether. So, having noted those difficulties, I pass on.

DEMOCRACY

In his second and most important point Mr. Chandler argues that there is a crucial difference between the university and the larger society such that democratic procedures are less applicable in the former than in the latter. Once again, this may be so; it has not been shown.

The difference he finds is that in society "there are no objective tests as to who the experts are, especially in matters concerning goals, . . . but [that] this is not so within the university."

The point is broadly true of society, of course. But is it any less true of the University? What is the pre-determined and agreed-upon goal of the university, and who are the experts who will lead us to it? For Mr. Chandler the answer is clear: the university's goal is "to educate." Once that is accepted, he tells us, "the questions that remain are largely factual ones, as to the best means to the end of education."

WHAT'S EDUCATION?

This answer just won't do. Does it really carry us far to know that our goal is "education"? No, it does not. Mr. Chandler himself admits elsewhere in his paper that it is "not precise" and must be defined broadly. But just because it is defined broadly the term is not a common bond upon which we can all build detailed schemes, but a mine of dissent. Each man will have his own interpretation, and wrangles multiply. That is probably a good thing; but the main questions won't be factual ones. For example, Chandler himself says that participation in university government is educational. Can he be sure that all his "experts" will agree with that? If they will not, can he produce the facts which will convince them? How shall we balance the demand for qualified specialists against the need for students to become "well-developed human beings?" What are "well-developed human beings?" And so on, and so on.

I would go so far in the other direction as to claim that the meaning of "education" (that is, the primary purpose of the university), is one of the central issues in the present dispute at Adelaide and elsewhere.

WHO IS EXPERT?

It is interesting in this connection to ask who these "experts" are. Mr. Chandler's answer: the staff. And why? Because "they know more about their fields than their students" do. Whoever doubted that? What is at issue is whether being a good philosopher or physicist usually enables a man to know, in an expert way, what "education" really means, and how it is to be furthered. Mr. Chandler's opponents clearly don't accept that it does.

Mr. Chandler has not been able to show that university affairs are significantly different from society's political problems. He could have framed his case better, but it can still be answered. In fact, any community, be it university or larger social system, faces many issues which require expert knowledge. And every community has an uneven spread of talents, information and experience.

The democrat's response is three fold. He will ask those who wish to reserve any matter to the experts to defend their doing so; to require them to explain, to those from whom they wish to take the natural right of choice, why it would be impossible for laymen to cope. Second, he will attempt to ensure that "experts" are chosen on relevant grounds. Third, he will make the experts responsible to those for whom they decide; that is, their authority will rest on their evident competence and concrete results and will be revocable by the majority. Democratic societies have not shown themselves particularly unreasonable in these matters. Elitists have always feared the arrogance of the ignorant, but their fears have not materialised. We may hope there is less to fear in a university.

I do not suggest that equal student participation would make for plain sailing. But would more bad decisions be made than are made now? At least a critical process would have been built into parts of university government where none now exist.

ELITIST OR DEMOCRAT?

It is simply to misrepresent the case for staff-student control to say that its proponents have failed to ask: will it lead to better education? This question has recurred frequently in hand-outs and discussions in the Union Hall. Much has been said about the alienation of the student from the intellectual core of his work, about the graduation of highly qualified cabbages, and so on. Most proponents of reform have suggested that a bigger dose of democracy in university affairs could and probably would assist it to educate its members.

Mr. Chandler's paper almost makes me wonder whether he is a somewhat confused and somewhat timid democrat or really a very subtle elitist.

EDITORIAL

THE DISCIPLINE ISSUE

ON DIT reproduces below two documents signed by the Registrar. The first was sent to Rob Durbidge informing him that he had been called before the Board of Discipline. The second is a duplicated sheet informing the Board of Discipline of Durbidge and O'Brien's offence.

Reproduced also is a statement issued to ON DIT by O'Brien and Durbidge.

One expects the Administration to administer the rules, including rules that cover the breaking of rules. But the decision to try (and possibly discipline) O'Brien and Durbidge is not the act of bureaucrats under stress, it is the act of dishonourable bureaucrats.

If all eighteen students who "occupied" the Council room are equally guilty (or innocent) of the charge — of disobeying a lawful directive of the Chancellor — then why are they not being acted against? Why has the Administration chosen to act against only two of the eighteen?

In times of crisis, decisions like this must be made tenderly. To select, discriminate, in this way, must have some rationale. If it was done simply because no-one knew the other sixteen, then it's a careless decision.

The only other interpretation is that we are witnessing the old school-masterish ritual of "setting an example" to the rest of the (non-political, passive, decent and law-abiding) students, through threatening O'Brien and Durbidge. The Administration not only has its back against the wall, but it's prepared to go to any lengths to crush student dissent.

In doing this, they make a dangerous and careless assumption, that O'Brien and Durbidge are unrepresentative — the dreaded "subversive minority" incarnate. Now the Administration is going to deal with them once and for all. This assumption could prove to be wrong. Many hundreds of students now support the principle of staff-student control, and thus they do not endorse the legitimacy of the discipline board. The eighteen were acting in accordance with the decision of a large meeting of students called by the SRC and the Union — that Council meetings should be open, without restriction.

So the Administration is assaulting the legitimacy of general student meetings and as well the integrity of all students who accept what the radical case puts forward. It is unlikely that these hundreds of students will take this intimidation lying down. The civil war in the university has now been extended, this time by the Administration.

And, it all shows that Chancellor Bray and his Council haven't even read their Newsweek. Surely, after dozens of university administrators throughout Europe and the United States have got either dismissals, forced resignations or heart attacks from a series of student riots, sit-ins, occupations, etc., one would think that Adelaide equivalents would have read and learned before it was too late. Or are they really so bound up in their own authority and sanctity as they seem to be?

The principle of open University Council meetings has been accepted.

The SRC has as binding policy with this regard the staff/student meeting motion that University Council Meetings be open "without numerical restriction."

This rejects the "ticket" arrangement suggested as an interim arrangement for student observers. Nevertheless substantial suggestions for open meetings have to be made as soon as possible.

The University has formed a sub-committee to discuss these matters.

Submissions on these ideas are invited to be sent to Chris White c/o SRC office.

For example, does the student body want University Council meetings to be held in the Union/Bonython Halls/Barr Smith lawns or perhaps for the University to spend money in altering the existing Council Rooms (for example a public gallery).

LATE RELEASE WEDNESDAY DEMONSTRATION

The S.R.C. condemns in the strongest possible manner the behaviour and actions of the police at this afternoon's demonstration.

Although the S.R.C. does not necessarily agree with the aims of the demonstration, it supports the right of the demonstrators to express their views in a peaceful, non-violent way.

It condemns the police actions for the following reasons:

1. the initial rush of police against the ranks of the demonstrators was not preceded by any warning that any law was being broken;

2. the police were all in plain clothes and the demonstrators had no means of ascertaining who their attackers were;

3. b cause the police were unidentified, those arrested had no way of knowing that they were in fact "resisting arrest"; the first impression was that it was a violent attempt to break up the demonstration by civilian bystanders;

4. n demonstrators were arrested on charges deriving directly from the nature of the demonstration itself, before it was broken up; charges were laid against the demonstrators as a result of actions only after the police onrush;

5. the demonstration was peaceful, non-violent and was not in anybody's way, and so the S.R.C. is forced to conclude that the actions of the police constituted an unwarranted attempt to prevent free expression of opinion.

In view of these facts the S.R.C. requests that all charges be dropped against those arrested, and furthermore that the State Government conduct an official enquiry into the incident, and the part played by the police.

This FRIDAY, on the Barr Smith lawns there will be a general meeting of students to discuss the disciplinary action by the Administration taken against O'Brien and Durbidge. Although not an official SRC meeting, the SRC has cancelled a previous meeting at that time so that its members can be present.

VE/BM

May 5, 1969.

Dear Mr. Durbidge,

I am instructed by the Council to require you to appear before the Board of Discipline to answer a complaint that you disobeyed a lawful instruction given by the Chancellor.

The Board of Discipline will meet in the Council Room on Saturday, May 10, 1969, at 9.15 a.m., and you are required to appear before the Board at 9.30 a.m.

The complaint is set out in the document attached to this letter.

You are entitled, if you wish to do so, to have the Warden of the Union appear with you as your friend.

I am further instructed to inform you that, if you fail to appear before the Board, the charge against you will be considered in your absence. Yours faithfully,

(Sgd.) V. A. Edgeloe

Registrar.

Mr. R. S. Durbidge,
24 Baviss Street,
North Adelaide, S.A. 5006.

THE UNIVERSITY OF ADELAIDE

To Members of the Board of Discipline:

As Registrar of the University, and acting on instruction from the Council, I lodge with the Board of Discipline a complaint against two students — R. S. Durbidge and P. J. V. O'Brien. The complaint relates to their conduct in the Council Room on the afternoon of May 2, 1969.

The circumstances relating to the complaint are as follows:

1. Immediately after the Chancellor had taken his chair at the meeting of the Council on May 2, 1969, or any member of the Council had spoken, a number of persons (of whom Durbidge and O'Brien were two) who had been admitted to the vestibule of the Council Room on the understanding that they would remain there throughout the meeting of the Council picked up their chairs, entered the Council Room and seated themselves within the room.

2. The Chancellor twice requested the unauthorised persons, namely, those who were neither members of the Council nor invited observers, to leave. They did not do so.

3. The Council then adjourned for thirty minutes during which the Vice-Chancellor and others discussed the situation with the unauthorised persons present.

4. On resumption the Chancellor again requested the unauthorised persons present to leave. They did not do so.

5. The Chancellor then read the statement embodied in the Statute relating to matriculation which every student when enrolling in the University had signed, namely: "I do solemnly promise that I will faithfully obey all existing and future Statutes, Regulations and Rules made or approved by the University of Adelaide or the Council thereof in force from time to time, so far as they may apply to me; and that I will properly demean myself and respectfully submit to and obey the constituted authorities appointed by the said University; and I declare that I believe myself to have attained the age of seventeen years."

6. The Chancellor then again requested those who were in the room without authority to leave. They did not do so.

7. The Chancellor then instructed them to leave. Only a few did so. Neither Durbidge nor O'Brien left. The Council then adjourned again for fifteen minutes.

8. On resumption of the meeting a number of unauthorised persons still being present, the Council adjourned to a time to be fixed, having empowered a quorum of the Council to transact those items of Council business which were of an urgent nature.

May 5, 1969.

VF/BM

(Sgd.) V. A. Edgeloe

Registrar.

The action of the Administration in calling the Discipline Board underlines the repressive and authoritarian nature of the government of this University. This is evidenced by the following facts:

1) We have been singled out for discipline from the sixteen other students present at the Council meeting.

2) We are precluded from having any counsel of our choosing with us at the hearing.

3) We are to be tried by a closed court which is totally unrepresentative of the University community — there are no students on the Board of Discipline.

We demand that this meeting be at least open so that our fellow students can observe the proceedings. We do not intend to be martyrs but we refuse to be intimidated and will not back down in the face of bureaucratic repression.

Peter O'Brien and Rob Durbidge