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THE UNIVERSITY  
OF ADELAIDE  
24 MAR 1975



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KUSH

inside on dit empire collapses,  
dope, elections, flinders, cellar,  
dod research, assessment.....



# EDITORIAL

## NOTES

### ON DIT EDITOR RESIGNS.

Eleven days before the first 1975 edition of ON DIT was due to hit campus, the elected Editor, David Hall, announced his resignation.

The Students' Association (SAUA) Executive Committee and Media Committee combined decided that the Media Committee collectively would produce both ON DIT and BREAD AND CIRCUSES until new Editors can be elected (BREAD AND CIRCUSES also being without an Editor).

The election for both editorial positions will be part of the coming SAUA and Union by election.

Further details for the election are given elsewhere in this paper.

### CONTINGENCY PLANS.

For the interim period until a new Editor is elected, the production plans are as follows.

Starting from this edition there will be a fortnightly ON DIT and BREAD AND CIRCUSES combined. On the off week there will be an edition of BREAD AND CIRCUSES. Either publication should be ready for distribution each Monday morning.

To complicate matters further, we will attempt to print both publications at the STUDENT ACTIVITIES OFFICE.

During the vacation the Union purchased a larger offset press to be used in the Student Activities Office. It prints to a maximum size of 17" x 11", which when folded yields this size publication.

A query was raised as to whether the reduction in the size of ON DIT would make it unacceptable to students on campus. Against this can be argued that it's the content and not the format that is important.

However, the printing of ON DIT on campus will involve a lot more work than having it printed commercially. We need to allow 3 or

4 days for platemaking, printing and collating as against 1 day before. Thus deadlines will have to be strictly kept.

The deadline for ON DIT is the 5 p.m. the Monday before publication. The deadline for BREAD AND CIRCUSES entries is Wednesday at 5.00 p.m.

A smaller format will also mean that space is critical as we don't want to print more pages than we have to. We cannot allow a lot of space for longwinded articles (not many people read them anyway).

Small ads submitted by people and organisations on campus will be printed free.

## RAVE

The situation with the Students' Association Media Services is at a crisis point.

At the moment we have no ON DIT Editor and no BREAD AND CIRCUSES Editor. Both elected people resigned before producing one edition of their publication.

On top of this Andrew Zweck, one of the two Video Officers, has resigned because he is no longer a student.

Fortunately radio is in good hands, with an expanded program this year.

It seems that there are very few people around who are prepared to take the responsibility for organising basic media services.

Part of the problem is that people are deterred because they feel they lack the knowledge and experience to do the job.

This seems to be the result of our stupid education system which reinforces the belief that you have to be qualified to do anything.

What is needed more than anything else, is initiative and persistence.



You can gain the knowledge and experience by doing the work. Sure, mistakes will be made through inexperience, but you learn from those.

The major part of the problem is that people are afraid to take on such work because they know they will be left to carry the can. This is particularly so with ON DIT.

Students pick up their free copy of ON DIT without a thought to the amount of work that goes into it. If they think its ratshit they grizzle a bit or don't bother to read it.

Meanwhile back in the ON DIT office, there is a minute band of people working their guts out to produce each edition.

For years ON DIT Editors have been unable to get many helpers and as a result, the paper has suffered.

What is needed is a lot of people sharing the workload. There are a vast number of things that people can do in producing ON DIT. Some of these are listed below.

People need not be involved in a big way, but can still provide their services on a regular basis.

Small ON DIT staffs have meant that there are few people around who have worked on ON DIT, and therefore in the best position to take on the editorship.

The task of the media committee then is to use the interim period before the new ON DIT Editor is elected, to involve as many interested people in the production of ON DIT as possible; so that people can gain experience. The same applies to Video and to BREAD AND CIRCUSES.

I suggest that those interested in standing for the media positions should get involved now!

Interested people can contact Mrs. Osman in the Student Activities Office, or myself through the same office.

Peter Love.

### BREAD AND CIRCUSES EDITOR

For the last two years BREAD AND CIRCUSES has been a weekly publication, in a small magazine format. It publishes a weekly program of what's happening around campus, small ads and notices, general publicity and campus news.

The position is voluntary and last year involved one night a week in writing up and selecting material, and one night a week pasting up the pages ready for printing. BREAD AND CIRCUSES is printed at the Student Activities Office and last year was collated by a team of volunteers.

As an experiment, until the new Editor is elected, BREAD AND CIRCUSES is combined with ON DIT once a fortnight. If this practice continues, then presumably the BREAD AND CIRCUSES Editor would still produce the BREAD AND CIRCUSES part of the combined edition.

### ON DIT EDITOR

This is meant to be a full time position. The Editor is paid equivalent to the dole for the period the Editor produces the paper, ie. about \$30 a week.

In addition a layout fee of \$1.50 is paid for each 11" x 8½" page of ON DIT produced.

This is usually shared between those who help on the paper with layout etc. The layout fee may be reviewed this year because it hasn't been changed since 1969.

The Editor is responsible for the whole production of the paper, which includes the following functions.

#### PREPARATION.

Collection and selection of material. Arranging Typesetting, photographic work and art work.

#### LAYOUT.

Organised by the Editor.

#### PLATEMAKING.

ie. Arranging for negatives and plates to be made.

#### PRINTING.

The printing is done by the Student Activities Office. The Editor needs to work to a system to fit in with the office arrangements.

#### COLLATING.

This can be done by a team or can be arranged outside the office.

#### GENERAL ORGANISATION.

Getting people to cover events, write articles, etc.; arranging advertising, budgetting etc.

#### WAYS PEOPLE CAN HELP.

#### COLLECTING MATERIAL.

- Reporting events.
- Conducting interviews and transcribing tapes.
- Processing mail and writing up notes and articles for publication.
- Taking Photographs.
- Arranging articles and writing them.
- Reviewing books, films, plays, records, TV shows etc.
- Acting as Sub Editors, eg. Review Editor, Poetry Editor, Features Editor.

#### Cartooning.

Going through student and underground papers for interesting articles, ideas, notes, graphics, news, etc.

#### GENERAL PREPARATION.

Assisting the Editor in specifying for typesetting, editing, arranging typesetting, photowork etc.

#### LAYOUT.

- General page layout.
- Letrasetting headings.
- Drawing graphics.
- Searching for suitable graphics.
- Photographic work such as doing enlargements and reductions, screening photos for reproduction (ie. assisting Sheelagh Boyd who is responsible for the Dark Room).

cont →

There will be a meeting Thursday 7th March 4.30 p.m. in the ON DIT Office for people interested in assisting with ON DIT.

WAYS PEOPLE CAN HELP (cont)

PLATEMAKING.

Preparing negatives and plates for printing or arranging for them to be done.

COLLATING.

Initially collating will be done by hand using a team of people. Later a collating machine will be purchased.

GENERAL ORGANISATION.

- Arranging advertising.
- Processing mail and answering letters.
- Helping to build up a media resource Library eg. filing, cataloguing etc.
- Building small items of equipment eg. light boxes.
- General running around on messages.

The above list is not exhaustive but will give some idea what can be done.

PHOTOGRAPHERS FOR ON DIT

MEETINGS

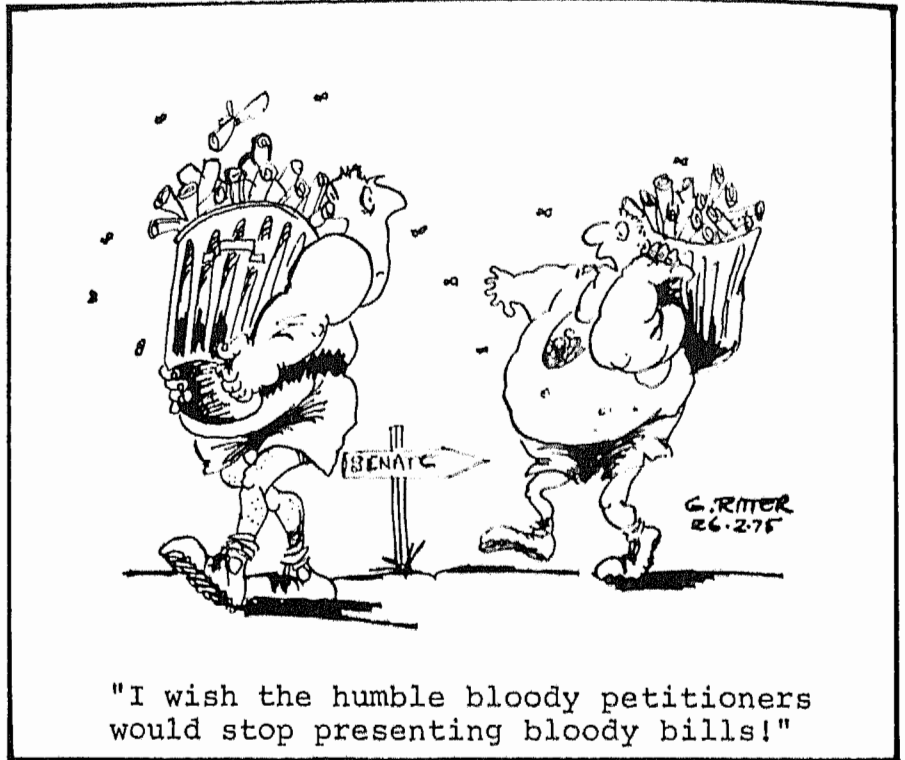
Thurs 6 March, 4.30pm  
On Dit Office.

Frid 7 March, 4.30pm  
On Dit Office.

Interested people welcome.

ON DIT

Published by the Students Association of the University of Adelaide. Produced by the Media Committee and printed in the Student Activities Office. Those who helped were Peter, Ralph, Rob, Margaret, Maureen, Carolyn, Sheelagh, John, Bob, Roy.



Yamaha YDS5 250 twin road bike. Excellent condition. Carrier and panniers, crash bar, new back tyre, 10 months registration - \$350.

- Also Leather Jacket - \$25
- Leather Boots - \$20
- 3 Helmets - \$7 to \$15
- Also Gents 3 speed push bike \$25 o.n.o., lights and large back carrier.

F2, 535 Esplanade, Grange.  
Chris Quirk.

**FREE LECTURE AND FILM!**  
About ECKANKAR - The Path of Total Awareness - Ancient Science of Soul Travel.  
Sunday 9th March at 7.00 p.m. at the Media Resource Centre on Union Street, just off Rundle Street.

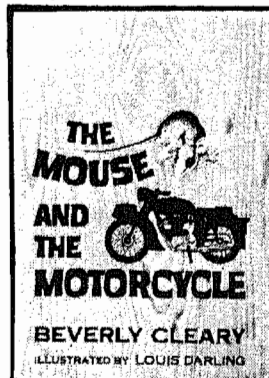
1964 Volkswagan (good condition). FOR SALE Female student going overseas only \$400.

Ring Ruth 71 8618

It's International Womens Year!

You wouldn't know it if you need Childcare facilities at Adelaide University.

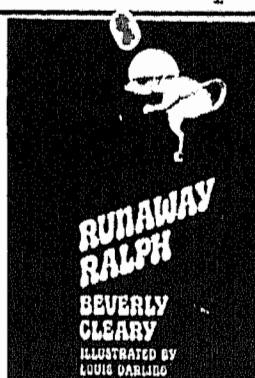
If you are interested in activity to improve the situation leave your name with the AUS Secretary Student Association - who have offered to act as a contact point and to provide resources.



**THE MOUSE AND THE MOTORCYCLE**

**Beverly Cleary**

When Ralph looked out of his mouse-hole one day, what he saw was about to change his life. There on the table stood a motorcycle—a mouse sized motorcycle, just waiting to be ridden. A lively and funny book for under-tens which should be as popular as Cleary's other book RAMONA THE PEST.



**RUNAWAY RALPH**

**Beverly Cleary**

On his very own motorcycle, Ralph sets off to explore the outside world. The dare-devil mouse hero of THE MOUSE AND THE MOTOR CYCLE is here again, in another series of funny and exciting adventures that will delight young readers.

# EXECUTIVE ACTION

YOUR EXECUTIVE TAKES A STAND AGAINST THE CONTINUING OPPRESSION OF CANNABIS USERS.

Tired of the continuing busts, arrests, fines and imprisonment of students and other members of the community for cannabis use, the Students Association Executive took action this week to provoke action from the 'trendy' Dunstan Government to reform drug laws. Nudists apparently have a higher priority than those suffering from the antiquated Narcotics and Psychadelic Drugs Act.

The Executive has decided to give one months notice to the Government that it will provide the basic services provided by the Dope Smokers Union so far ic. The supply of Cannabis on a non-profit basis (about \$18/19 oz.) and more important, providing information and legal advice about the drug. It will not go ahead if the Government makes clear its intention to renew the Act, separate Cannabis offences from Narcotics offences and decriminalize the law with regard to Cannabis. A Commission on the question is long overdue.

The Executive released the following statement, which both daily papers ignored.

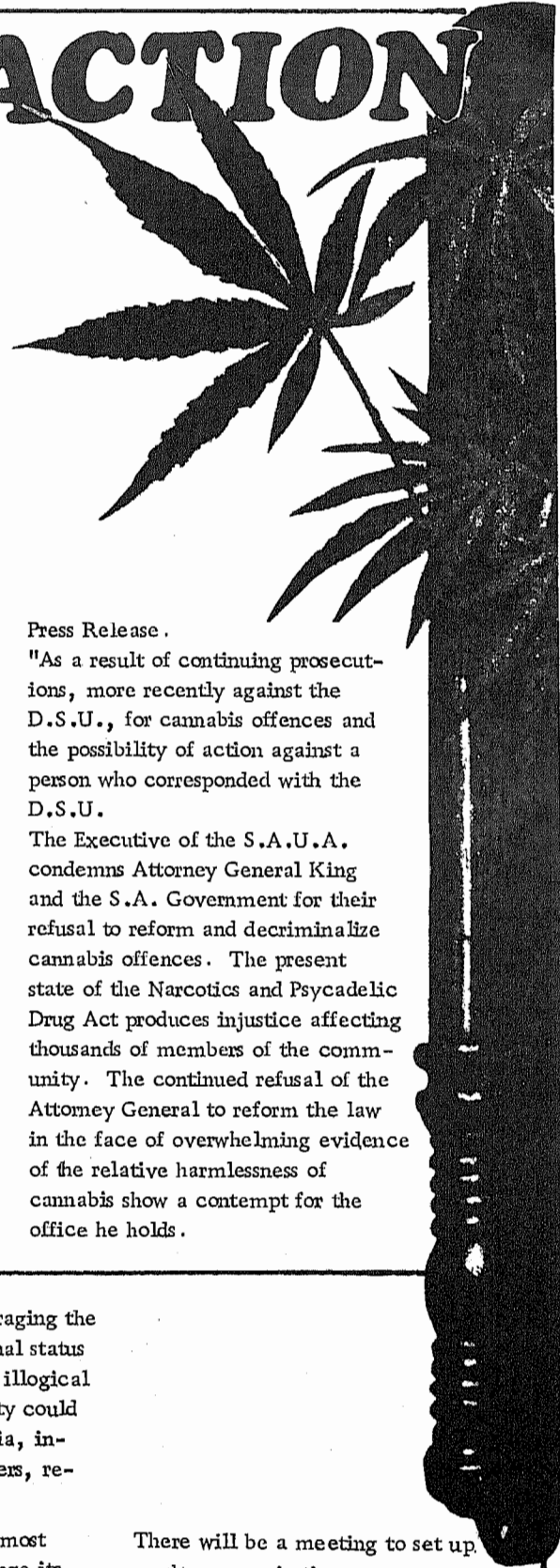
The present situation is a farce alienating thousands of young people daily.

We regard cannabis a non-issue. The issue is the antiquated law and the oppression it has created.

To provoke action from the Government, to obtain justice for students and other members of the community threatened by raids, arrests and huge penalties, the Executive give notice that in one months time it will provide a similar service to the D.S.U. unless the Government carries out its mandate and reforms the law.

The AUS-SA Executive Member, Duncan Reilly, said that S.A. campuses have already passed motions and supported actions in favour of decriminalization of marijuana. Further a campaign for decriminalization was A.U.S. national policy."

There seems to be a contradiction on the subject between the Attorney General King and the Health Minister Banfield. Banfield says there is no proof available that Dope is harmful, and King refuses to change the Act - he says Magistrates and Judges should have discretion (10 years and \$4,000!).



Press Release.

"As a result of continuing prosecutions, more recently against the D.S.U., for cannabis offences and the possibility of action against a person who corresponded with the D.S.U.

The Executive of the S.A.U.A. condemns Attorney General King and the S.A. Government for their refusal to reform and decriminalize cannabis offences. The present state of the Narcotics and Psychadelic Drug Act produces injustice affecting thousands of members of the community. The continued refusal of the Attorney General to reform the law in the face of overwhelming evidence of the relative harmlessness of cannabis show a contempt for the office he holds.

## MARIJUANA REFORM

In the U.S.A. a group known as NORML - the National Organisation for Reform of the Marijuana laws is helping that country move state by state towards virtual legalisation of Marijuana.

What Australia desperately needs is a similar organisation that can work actively and efficiently to get the laws changed. The campaign would most probably be centred around re-educating mass opinion towards

Marijuana: while not encouraging the use of Marijuana, its criminal status must be made to be seen as illogical and unjust. Areas of activity could include assaults on the media, independent advertising, posters, research and public speaking.

South Australia is the state most likely to be the first to change its laws. All it needs is a viable and active lobbying group to carry on a continual and substantial campaign for reform. The style and direction of the campaign would be the decision of those people actively working in the campaign.

There will be a meeting to set up such an organisation, on Monday 10th March at 1.00 p.m. Meeting Room 1 (behind Games Room).

For more information before or after the meeting, ask about NORML at the Student Activities Office.

A.U.S. POLICY COMES BACK TO STUDENTS

During April/May of this year contentious decisions made at the Annual Council will come back for General Student Ratification.

The Council meet during Jan/Feb. at Monash University. There were over 300 delegates from about 75 member campuses. The Union now has approximately 240,000 members. A full report will be made by the Adelaide delegates for the next "On Dit".

Any 10% of campuses can require motions passed to be sent back to be ratified by students - preferably by General Student Meetings or Referendum. Most of the Council ran relatively smoothly - the exception being the two motions to be ratified - which relate to Palestine and the Builders Labourers' dispute in NSW and AUS's involvement in that dispute.

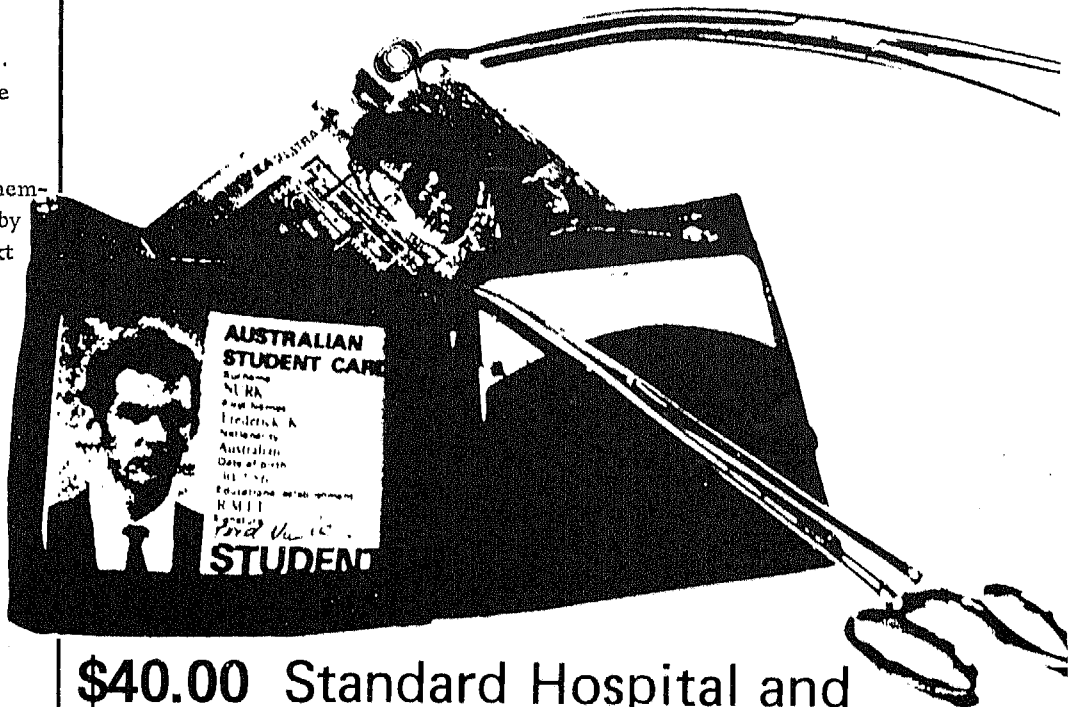
When the time comes - exercise your right as students to determine A.U.S. policy.

Info from the AUS in the Open Access File at the Students Association.

- 15/2-4 Services News.
- 15/2-2 Minutes of National Executive Meeting.
- 15/2-1 Info on Womens Organiser.
- 21/2-1 Comments on Sexism in Student Media.
- 21/2-6 Booklet - A closer look at Australias Secret Service.
- 21/2-2 Motions from Annual Council International Commission.
- 21/2-3 Paulo Freire Cassettes (Education).

Anyone interested in forming a SNOOKER Club, with the idea of forming an Intervarsity team to be sent to Sydney, contact The Students' Association.

# Stop the pain. Save on health insurance



**\$40.00** Standard Hospital and Medical Cover.

**\$46.00** Intermediate Hospital and Medical Cover.

ASK AT YOUR STUDENTS ASSOC.  
• CLOSSES MARCH 31

## AUS Friendly Society

The Australian Union of Students Friendly Society

Underwritten by NHSA, registered to provide benefits under the National Health Act.

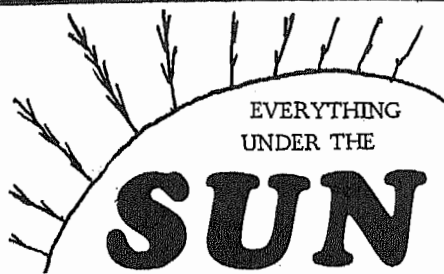
HAN SUYIN - famous writer and world authority on China to talk on -

'CHINA TODAY'  
Union Hall, Sunday 9th March  
at 8 p.m. Cost 50¢

### URANIUM

LITTLE THEATRE.  
THURSDAY 13TH MARCH.  
1.10 P.M.

FILMS AND DISCUSSION  
PETER HAYES (F.O.E.  
MELBOURNE).



Everything under the sun is the sky, the sea, the land and you.

This is a new column for ON DIT and is a radical departure from the mediocre and often tiring tirade of trifling token tyranny our political comrades throw at us.

Everything under the sun is a column of natural events. News from your garden, news for your garden, games to play on your basic lawn, and of healthy real life.

Everything under the sun is gossip, scandal, vile lies and all those beautiful things that were beautiful until they were polluted by intellect.

Come out of the shade, everything under the sun wants your contribution. Phone University 2061. Ask for John Arkinstall and leave your articles.

Above all, everything under the sun is a place for you to tell other people under the sun all about your beautiful world under the sun.

So much for everything, which after all is only one infant thing under this sun. Meanwhile, back in real life the apples on your trees are probably ripening; after last years poor crops, this years shows hope. A hint is to pick half now - green, so that the others will fill out. You can still stew the greenies and make pies!

Don't pull up a carrot yet! Give it a few more weeks under the sun, and it will give you more to eat!

So if you want to contribute garden, sports, fun, or scandal DO EVERYTHING UNDER THE SUN!



ADELAIDE UNIVERSITY  
UNION CATERING

The Catering Department has a policy of using Student casual labour in the Bars and Bistro.

**BARSTAFF** - Initially only those with current Hotel Bar experience are required. Later a training programme will be introduced.

**WAITERS AND WAITRESSES** Again initially only experienced persons.

The policy is to roster students so that the work is spread between the maximum number. Bar staff might expect up to \$30 p.w. See Jim Creswick in the Refectory for further details.

**SOFTBALL**

Women interested in forming a Softball team to play in a newly formed Tertiary Students Softball Competition - previous experience a help - enthusiasm essential.

**CROQUET**

Anyone interested in learning to play Croquet beginners classes will be organised according to the demand. Do not be put off this absorbing and skillful game by the fact that the majority of players in Australia are old. (The game has been popular in U.K. Universities for many years.

Leave your name and address/telephone number at the Sport Association Office.

**Boomerang Book Centre**

*Gordon J. Ross, Prop.*

Tel. 223 2796

NEW - SECOND HAND

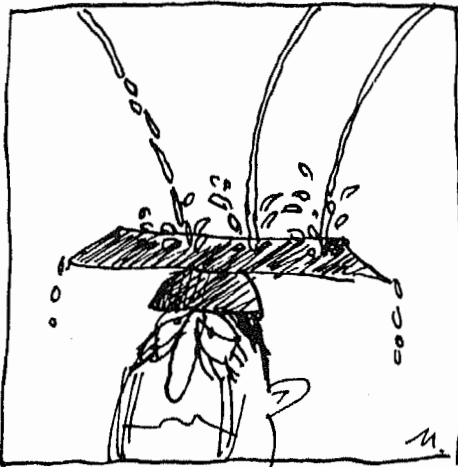
233 RUNDLE ST., ADELAIDE 5000



*SOUTH AUSTRALIA'S LITERARY RENDEZVOUS*

STUDENT - DISCOUNTS

SPECIALISTS IN AUSTRALIANA



Got over exams '74?  
Still feeling pissed-off  
or pissed on?  
'75 doesn't look much  
better.

Assessment changes will  
only be made by your  
efforts in '75.  
Start from the first  
lecture for Education  
Reform.

Assessment should be  
\*diagnostic not  
\*\*evaluative.

\* DIAGNOSTIC, ie to help you with  
your learning.

\*\* EVALUATIVE, ie grading for  
selection and certification.

#### ADELAIDE UNIVERSITY SPORTS ASSOCIATION ELECTION OF OFFICERS '75

Nominations are called  
for the following to  
serve during 1975:

1. President.
2. Deputy-President.
3. Hon. Treasurer.
4. Hon. Assist. Secretary.

Nominations must be pro-  
posed and seconded by  
members of the Sports  
Association. Nominees  
must sign the nomination  
as an indication of  
their willingness to  
stand for the office.

SECOND HAND BOOKS  
Adelaide University Book  
Exchange (AUBE). Sell-  
ing from 24th February  
to Friday 7th March,  
Lady Symon Library.

"ANARCHISTS Send name,  
address and stamps for  
the Federation of  
Australian Anarchists  
Bulletin to P.O. Box 45,  
North Richmond, Vic.,  
3121."

#### FOR SALE

YAMAHA 350cc R5.  
EXCELLENT CONDITION  
NEW TYRES AND BATTERY,  
ASKING \$380.

RING 31 2950 AFT 6 p.m.



Australiana - Art of all  
countries - Classics,  
Poetry - Theatre - Pol-  
itics etc.

Edmonds Book Gallery  
48 Unley Road.

Discount for all Students  
and we will exchange  
paperbacks.

Nominations must be  
lodged with the General  
Secretary by Monday,  
10th March, 1975.

Votes may be recorded in  
the ballot box in the  
Sports Association Office  
between 9.00 a.m., and  
5.00 p.m., Wednesday -  
Thursday - Friday, 19th,  
20th and 21st March.

Results of the voting  
will be declared at the  
A.G.M. on Wednesday,  
26th March.



#### VOLLEYBALL

Enter a team or teams  
in the 1975 lunchtime  
Volleyball Competition  
(played 12 noon-2.00pm)  
Teams from departments  
or faculties, male,  
female or mixed.

Enter your team by giv-  
ing the following info-  
rmation to the Sports  
Association Office:

Name of Team  
Name Team Manager and  
University Department  
telephone number.

JAZZ, ROCK & BLUES CLUB  
presents Orientation  
week concert featuring  
the "DINGOES" live from  
Melbourne, plus Genestera  
Jams & Preserves.  
Monday 3rd March 8-12pm  
in Union Hall.  
Admission only \$1.00  
80¢ for J.R.B. members)  
Bar and Cellar open.



# FULL TIME PAID PRESIDENT

From the time that the Students' Association was formed in 1971 there has been discussion within the Association on the need for a full time paid President.

There are already full-time Presidents at all campuses of our size in Australia - and many smaller ones.

In South Australia alone there are full-time Presidents of Flinders University Students' Association (Interim), S.A. Institute of Technology Union and Torrens College of Advanced Education Student Union.

The benefits of the full-time Officer have proved to be considerable.

Submissions have been better researched and more professional in their approach - consequently student welfare and services have improved (Housing, Education, Health Service etc) as have the contact with other campuses and the National Union.

Hopefully it will mean that more policy decisions are made by General Student Meetings and that the level of political activity rises on campus.

The following submission is provided for your comments and suggestions.

## DRAFT SUBMISSION ON PAID S.A.U.A. PRESIDENT.

### STUDENTS AS COMMITTEE MEMBERS.

The effectiveness of students on university and other committees is obviously governed by the personalities involved, but is largely limited by the time available to do justice as an effective member. This means the committee members must spend a considerable amount of time outside meetings in research and generally familiarising themselves with the problems continuously arising.

Few students find enough time to attend formal meetings. The effectiveness of students is often minimal due to the lack of awareness of issues and general current feelings in any particular situation. This criticism can be levelled at any University committee or position in which students participate in this University.

Among Australian Universities, Adelaide has been progressive in student admittance to University committees, with the ulterior aim of thus creating or increasing greater participation within the University community.

This, it is submitted has not been fully achieved due to the part-time status of all students involved in student government.

It is felt that Adelaide is in need of a full-time President, paid by the Union, to alleviate this problem.

### THE FUNCTIONS OF THE POSITION.

Such a position would entail:

(1) The co-ordination and dissemination of all relevant information to all student committee members and to the student body at large.

(2) The provision of an efficient and stable link between the administration and the student body, especially on a day-to-day basis, where at present much valuable time and information is lost owing to the part-time nature of the Students' Association.

(3) To act as a spokesman on student and general affairs for the Students' Association.

### A PAID STUDENT.

A student who stands for the Presidency is almost certain to be (based on past experience) one who has been involved for some time in various University and Union projects. In addition to these interests, he is expected to sit on the University's Students Loan Committee, the Union's Planning and Development Committee and generally involve himself in student affairs.

Increasingly too, the President is being called upon as a consultant or to give opinions to various University and Union committees and projects, all of which take up a considerable amount of time.

Unless the Presidency is a full time position, the President is forced to do much by halves (which ofcourse leads to much valid criticism). In addition, he/she is often forced to give up various activities in which he/she is already engaged. It is, I suggest, unreasonable to expect him/her to give up those activities. The provision of a full time paid President would enable him/her to continue involvement in both those activities and duties of office.

### TERMS OF OFFICE.

1. That the period of office shall be from 1st January to 31st December each year. That the President for 1974-75 shall continue in office until 31st December, 1975, and the new position begin operation from 1st January, 1976.
2. That the President shall be elected annually in July and shall serve no more than two consecutive terms of office.
3. That the President shall be a part time student, taking not more than 50% of any one year's work load and not less than one subject during his period of office.
4. That the President shall work a normal working week with study time allowed, and shall be expected to attend after hours meetings etc. when they occur.
5. Four weeks annual leave shall be taken during vacations, plus public holidays and the Christmas/New Year break, plus appropriate study leave during swot-vac.
6. Sick leave shall be according to the University's sick leave provisions.
7. The salary shall be the Australian Basic Wage. A travel and Conference allowance of \$500 shall be in addition to the annual salary.

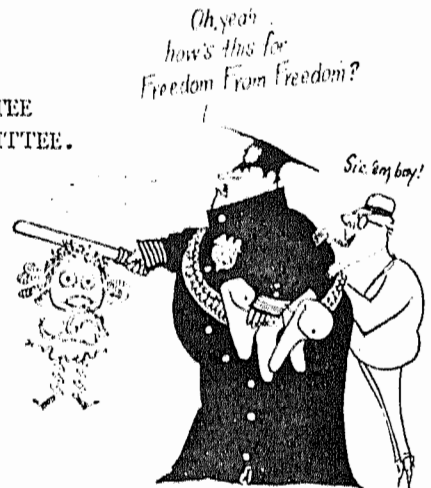
Jim Hyde.



# SAUA BY-ELECTIONS

## POSITIONS VACANT

- ON DIT EDITOR.
- BREAD & CIRCUSES EDITOR.
- 2 MEMBERS OF THE P.A.C.
- 2 MEMBERS OF THE S.A.C.
- 2 MEMBERS OF THE EXECUTIVE COMMITTEE
- 1 MEMBER OF THE ED. & WELFARE COMMITTEE.
- 1 MEMBER OF UNION COUNCIL.
- 1 VIDEO OFFICER.
- 1 A.U.S. INTERNATIONAL OFFICER.
- 1 A.U.S. LOCAL SERVICES OFFICER.



## NOMINATIONS

Any student of A.U. may nominate.  
Nominations close at 5.30 p.m. on Wednesday 19th March in the S.A.U.A. Office.

## ELECTIONS

To be held on Friday 21st March.  
Ballot box will be in the S.A.U.A. Office from 9.00 a.m. to 5.30 p.m.

## CHILDCARE ON CAMPUS?



The S.A.U.A. believes there is a need for this facility to be available to students, so if you're one of those students left holding the baby or paying the bill....  
Come to a

PUBLIC MEETING  
FRI, MARCH 7  
12-30 SAUA

Or contact Ruth Hayes  
S.A.U.A.

# DID YOU SEE THIS AD

## A fair slice of the pie.

How Holden revenue has been shared in 26 years of building cars for Australia.

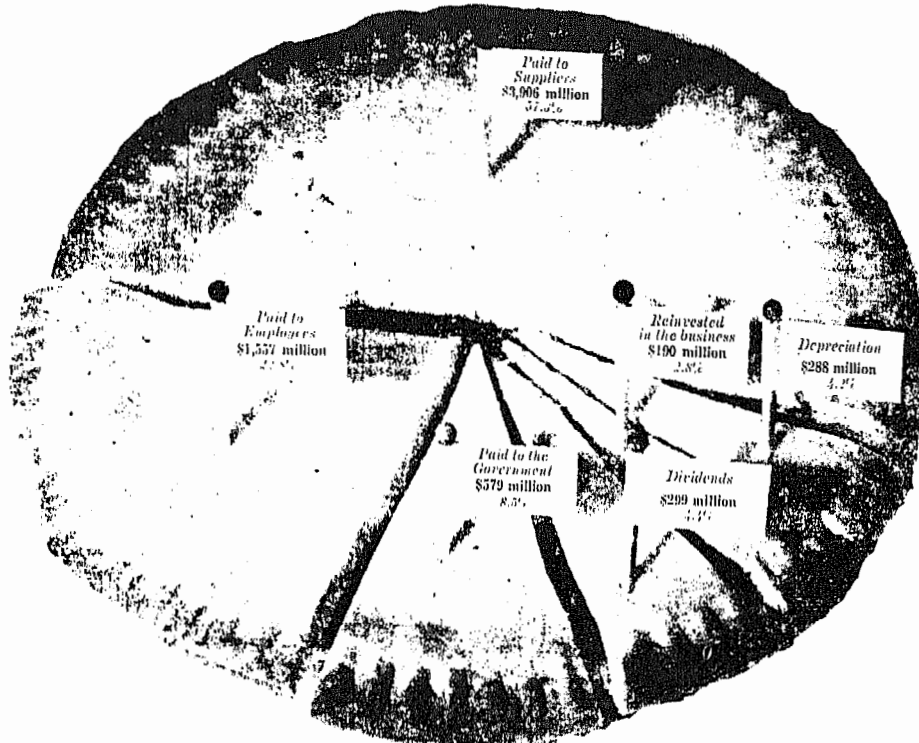


Illustration tells a story about revenue to Australia that you may not know. Total revenue from 1948 to 1974. (Figures for 1974 are preliminary.)

recirculated throughout the community—for the good of the whole community. Holden directly employs more than 25,000 people. Additionally, more than 200,000 work for GMH suppliers. Since 1948 Holden has paid suppliers nearly \$1,000 million for materials, parts and services. In one way or another, Holden touches the lives of every Australian. The whole nation has benefited from the \$579 million paid to the Government.

**Holden has brought more dollars to Australia than it has sent out!**

Since 1948, Holden has remitted \$299 million (after payment of taxes) to shareholders. In some years more than \$100 million.

This pie appeared in all major newspapers in response to the outrage of Australian workers at threatened mass retrenchments. A predictable plea on behalf of the U.S. owners of "Australia's own car"? Certainly. But it is more than that.

Leave aside the distortion of the history of the Australian motor industry.

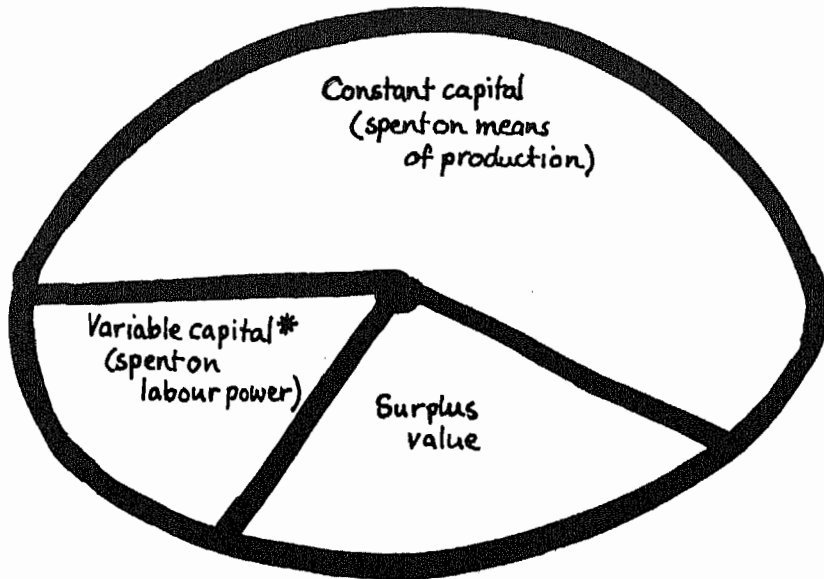
Leave aside the fact that not one US Dollar has actually been invested by GM in its Australian operations in those 26 years.

Leave aside the "cooking" of the figures in the pie (eg. what happened to all those Government subsidies?)

Let us accept this GMH propaganda at its word. Because, if we do, that allows us to concentrate on the fundamentals, ie. the relations of production which characterise capitalism... *Continued next page.*

# WHO MADE THE PIE ?

How American capital "shares" in the surplus product of Australian labour



\*This does not include the salaries of management and staff. Un-productive labour is funded from surplus value.

GMH used its pie to show how its revenue "has been shared in 26 years of building cars for Australia". It claimed that dividends accruing to US capital (\$299m.) were "a fair slice of the pie". We should not dispute this. The labour movement must not be sidetracked into a discussion on the "morality" of profits (or their destination). "What you think just or equitable is out of the question. The question is: What is necessary and unavoidable with a given system of production? (Marx, "Wages, Price and Profit").

Hence, our pie is different. Instead of showing how "revenue" has been "shared" (!), it illustrates how it was PRODUCED.

Once we discard the apologetic categories of vulgar economy which deals in appearances only, and replace them with the categories of scientific political economy which investigates the real relations of production, an altogether opposite picture emerges.

Surplus value represents that portion of labour's product which is unpaid. This occurs, as Marx proves, even

though the wage-labourer may receive the total value of his or her labour-power, i.e. the amount socially necessary to maintain and reproduce him/her as capital. Profits, interest and rent are only the forms in which surplus value appears on the surface of society. Here, at this level, they delude the capitalist and his sycophantic economist into thinking that they have been "earned".

These spoils are then further divided, in the case of GMH, among the direct consumption of the capitalist class, company tax to keep its state apparatus and banking system functioning, and "reinvestment", i.e. the further expansion of capital.

It is this last-mentioned phenomenon which is the fundamental cause of crises, like the one in the present world economy. Given a capitalist social order, GMH are not being "unfair" to demand that "Every business has the right to make a profit. Or else there would be no business". But, contrary to the ignorant prattling of the bourgeois economists, the current "squeeze"

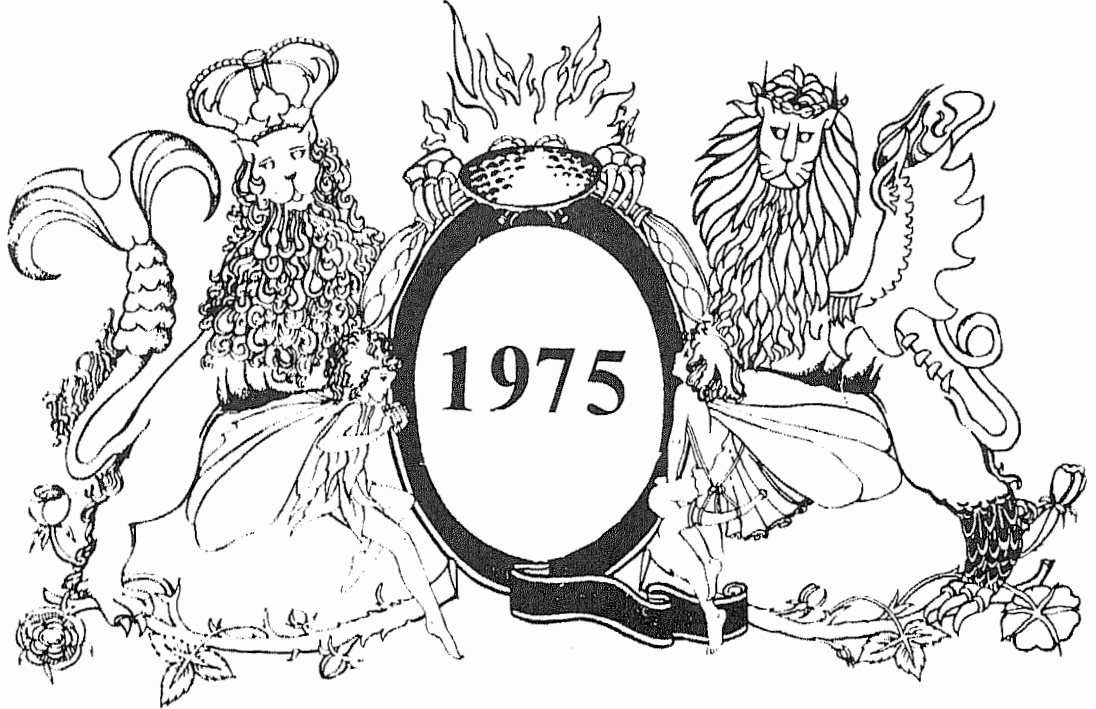
on profits does not result from rising wages. Rather, its origin lies in the rising productivity of labour.

Capital itself, then, becomes the barrier to the further development of the productive forces - a contradiction which is immediately apparent in the growing gulf between the maintenance of capital and social need. At such a time the capitalist mode of production must (and will) be forcibly reconciled with Marx's law of value.

From this standpoint, the lay-offs at GMH are not "callous" or "arrogant"; they are as objectively necessary for the maintenance of capital as, for example, the slaughtering of beef herds, or the so-called "oil crisis", or world inflation. They cannot be prevented by import quotas, Cairns' tax concessions or Government handouts (remember Leyland?). On the other hand, unemployment and the cutting of working class living standards can be offset by the immediate nationalisation of GMH without compensation.

Continued page 17.

# COMMENCEMENT BALL



featuring  
ON LAWNS

**KUSH**  
Phil Manning Trio  
Ova  
Breaksband

IN GEFEC

Steve Foster  
Mark Holden & Friends  
Robyn Archer  
Sonia Bennet  
Tidewater  
Swift  
Petchell & Margrett

**FREE** < Beer  
Wine  
Cider  
Soft Drink

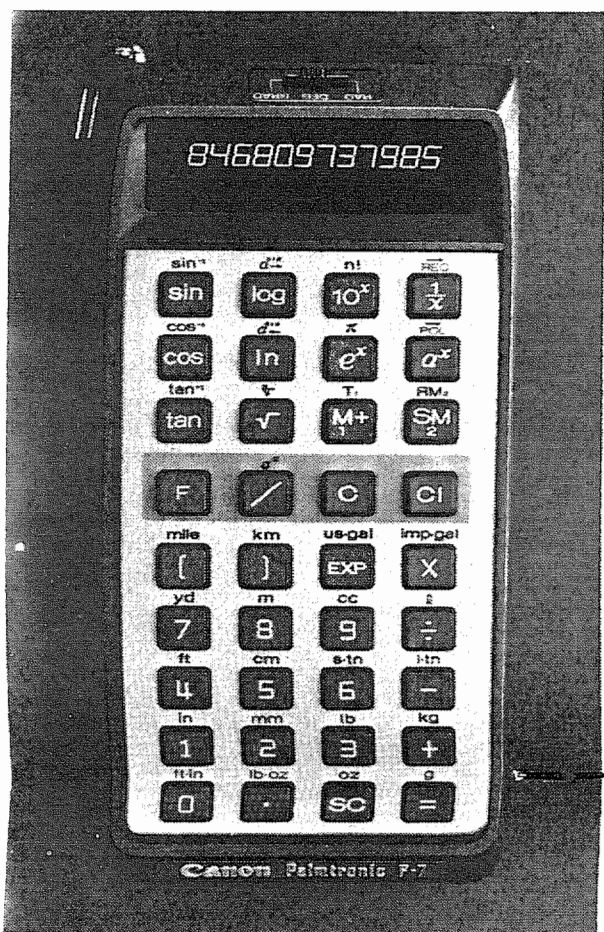
Tickets (still only)

## \$3.00

with card from  
Student Office

**march 7<sup>th</sup>**  
8 on 1 z

# If you're buying a student calculator this year, make sure you won't have to buy another one next year.



**\$135**

**Including NiCid batteries and charger.**

The first rule about buying a student calculator is to avoid any pressure to buy a cheapy.

If your parents are paying for it, it's understandable that they won't want you to go crazy and spend more money than you need to.

On the other hand, they're not very likely to be thrilled with the prospect of having to buy you another one next year.

Which could very easily happen if you don't think about the future.

If you're paying for it yourself and you can only afford a cheapy, our advice is to wait.

Used calculators don't bring big trade-in prices, so when you discover that you need a better calculator, you'll discover that your cheap calculator has become very expensive indeed.

You'll be shelling out more of your own money.

Which is even worse than shelling out your parents' money.

The Canon calculator shown here costs \$135. It isn't cheap, but it has been designed to cope with any problem you might normally expect to face as a university graduate.

## A calculator you'll grow into

You're unlikely to be able to use this calculator to its full extent when you buy it. Next year you'll know more.

Then you'll be able to use more of it.

For instance, the Canon F7 has seven memory registers for brackets in addition to two normal memories. You're not going to need or know how to use all these tomorrow, but you certainly will in a year or two.

So when all your mates are discovering their student calculators are inadequate, yours will be up to the new problems you're facing.

## What you get for your dollar

No matter how smart you are, buying a calculator is a pretty confusing business.

The market has been flooded in recent years and every Tom, Dick and Harry will be only too happy to flog you a calculator for a few dollars off.

You can go bananas trying to find out what you're really getting for your money.

So if you want to go comparison shopping in the \$135 area, here are the functions the machine should have. They'll all be useful for a university student or a graduate.

We shouldn't have to talk about the importance of an easy-to-read display, but when you are shopping around, you'll realise why we've mentioned it.

We print this list very confidently, simply because we don't believe anyone can offer you a comparable machine for the money.

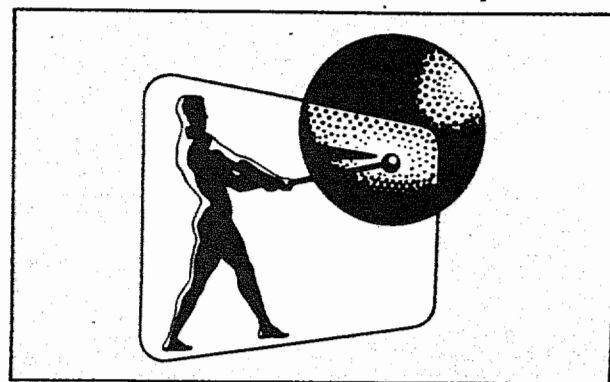
For some extra dollars you may be able to buy some extra gimmicks.

We can't imagine what they'd be. But if you stumble across them, we suggest you keep the extra dollars in your pocket.

1. Scientific notation display
2. Full algebraic logic
3. Brackets that may be nested
4. Logs and anti logs to base 10 and base e
5. Sin, cos, tan and inverse sin, cos, tan
6.  $a^x$ ,  $\pi$ ,  $1/x$ ,  $a^2$
7. Rectangular to Polar and Polar to Rectangular
8. Dynamic range  $10 \pm 99$
9. Cube root key, direct factorial key
10. Key for direct entry of fraction
11. Operation directly in degrees, minutes and seconds
12. Operation in degrees, radians or gradians

13. Conversion from tons or tonnes to kilograms or grams
14. Imperial/US gallons
15. Feet and inches directly to metres/centimetres
16. Pounds and ounces directly to kilograms

## The man with the gong, and what he means to you



That's the symbol of Rank Australia and you're probably more used to seeing it at the movies than in ads for calculators.

Rank Australia are, however, involved in far more than motion pictures.

For instance, they import Arriflex cameras which a lot of people make movies with. And Tandberg tape recorders which people record sound tracks with.

They handle some of the most respected names in hi-fi, like Sansui, Leak and Wharfedale.

And they also distribute Canon cameras in Australia. No one needs to tell you that Canon make finely engineered professional class cameras.

But it may be worth adding that they make their calculators the same way.

Also available Canon F5 @ \$79.

# Canon

If you'd like to know more about Canon calculators, write to Rank Industries Australia, 2 Bowen St., Kensington, 5068, or call 332 4288, or contact your Student Council.

Name \_\_\_\_\_

Address \_\_\_\_\_

Postcode \_\_\_\_\_



**RANK INDUSTRIES AUSTRALIA**

# Guess who's going to survive this year?

Each year, some 130,000 students enroll in a university in this country.

And that's tough competition. Competition that brings out only the best. You probably know already how many don't make it to their next year. No student is going to pass without effort — and **organisation**.

Part of that organisation is cutting down on wasted time and energy. That's why we made a range of notebooks that make reference tidy and efficient around exam time.

Some are perforated and punched so you can tear out the sheets and file them away.

Strong double-wire binding. In a range of convenient sizes — both notebooks and sketch books.

They're called Campus. They're made by Croxley. Go ask your stationer now. Before the term gets under way.

**campus**

by *Croxley*

581.P.027



Only with the "expropriation of the expropriators" can the technology of GMH plants be put to productive use, consciously regulated in conformity with human requirements. The blind law of the profit imperative would no longer stand in the way of the construction of efficient public transport, alternative energy sources etc. Is it as simple as this? Yes, concede the careerist politicians of the present Labour Government, "except for one thing"... the Constitution. This must be the

biggest con since The Sting. Contrary to such procapitalist fairy-tales, nationalisation is not "against the Constitution". You would think that with all the lawyers in the ALP we would all be clear on that!

In the case of GMH - the biggest multi-national corporation in the world - the choice is obvious: either we control it, or it will continue to control us. In a crisis of the capitalist productive process, viz. the present inflationary coll-

apse into classic depression, choosing the latter means vicious policies against the working class. In the 1930s, GM bought the excellent public transport system of Los Angeles and sold it for scrap. Perfectly "fair" in the bourgeois legal order. As are the plans to turn their operations in Australia into an assembly plant for the world market and dispose of "their" superfluous labour in the process. Now is the time to take over GMH - before they sell us for scrap.

THE ONLY ACCEPTABLE "RATIONALISATION" OF THE CAR INDUSTRY IS NATIONALISATION WITHOUT COMPENSATION.

WHAT IS THE CAUSE OF THE PRESENT CRISIS?

- A disintegration of moral and/or spiritual values.
- Greedy trade unions.
- Subversion by Peking.
- The Labour Government.
- Excess demand (a Keynesian economist).
- Deficient demand (a Keynesian economist).
- Over population.
- Subversion by Moscow.
- Arab Sheikhs.
- Governments printing too much money.
- Land speculation.
- International Zionist conspiracy.
- High taxes.

If you ticked more than one box, you will make easy fodder for demagogues in the days ahead.

If you ticked none of them, you may be interested in coming along to a regular forum on Marxist political economy.

About 100 years ago, Karl Marx constructed the basic theory of the "laws of motion of capitalist society".

These scientific discoveries remain valid for as long as the capitalist mode of production exists. (It should be noted that Marx proved the necessity - not the inevitability of socialism).

The crisis in the present world economy can be satisfactorily analysed only by proceeding from familiarity with Marx's contribution.

This crisis is not a "natural disaster" (like a flood or an earthquake); it is inherent in the nature of an historically specific productive process.

To comprehend the laws governing this process is the object of the proposed forum/study group. It is open to anyone who is prepared to think rigorously about these questions. We shall be dealing with the following texts, one or two at a time in order to provide a fairly general and reliable introduction to capital - Marx's central work.

Marx's World view.

Communist Manifesto.

"Materialist conception of history", in Bottomore and Rubel (eds), Karl Marx: Selected Writings in Sociology and Social Philosophy (Penguin).

Marxist programme and communist society.

F. Engels, Socialism: Utopian and Scientific

Marx, Critique of the Gotha Programme "Future Society", in Bottomore and Rubel, *ibid*.

Rosa Luxemburg, Stagnation and progress in Marxism

— Reform or Revolution?  
V.I. Lenin, State and revolution.

Understanding the world economy.

Luxemburg, What is economics?  
N. Bukharin, Imperialism and World Economy

Marx, Poverty of Philosophy  
— Capital.

The first meeting for questions and discussion will take place at 8 p.m. on Thursday, 13th March, in Meeting Room 3 (Union). Otherwise, contact can be made by ringing 42 6450.





# **NOW LET'S GET DOWN TO WORK**

**AND  
NATIONALISE**

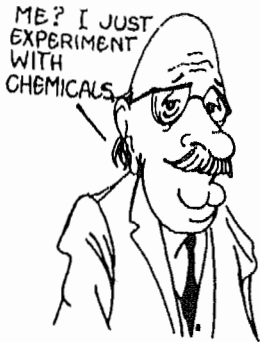


**HOLDEN-AUSTRALIA'S OWN CAR**

# CONCERNING DoD RESEARCH

DEPARTMENT OF DEFENSE

In the recent excellent 'Trojan Horse' booklet published by Ian Yates (Flinders Union Secretary) and Andrew McHugh (Editor Empire Times) we see examined the question of Russell's involvement in Bio-chemical warfare and links with organisations like N.S.A. (National Security Organisation) and 'fronts' like Batelle more locally. The booklet contains frightening information on the infiltration of the U.S. Armed Forces into Universities both in the U.S. and overseas. (The Report of the Panel on Defence Social and Behavioural Sciences of 5-14th July '67 - Russell was on it).



Concern in the U.S. about the activities of the Department of Defence was voiced by Senator Fullbright in 1969 (Congressional Record May 1).

Fullbright's comments show to what extent the DOD has extended its tentacles into tertiary education.

'A panel of the Defence Science Board, whose recommendations for increased activities by the Defence Department in the behavioural and social sciences have been endorsed by Dr. John S. Foster, Jr., Director of Defence Research and Engineering, has stated that the military has a responsibility to wage "peacefare." I, for one, do not wish to see the United States involved militarily in waging "peacefare" around the world any more than I wish to see us wage warfare. Judging from the titles of some current research projects, I fear that "peacefare", as

conceived by the military oriented social scientists, means Pax Americana, and inevitable involvement by the United States in internal disputes of countries all over the world.'



'There is trouble aplenty over military research being carried out in our own educational institutions and there is no need to ask for the same kind of trouble in 44 other countries. Unless the brakes are put on this program, more incidents are inevitable. A compelling need in our foreign affairs today is to make the American presence abroad less visible. We do not accomplish that by linking foreign universities to our military establishment. Most of this research has little, if any, direct bearing on the proper role of the armed forces or could not be carried out in a domestic institution. I urge the Committee to phase out all but the essential foreign-based research as rapidly as feasible'.



In 1967 the Department of Defence initiated Project themis, whose purpose is "to stimulate the development of additional centres of defence-relevant research." Dr. Foster told the Committee on Foreign Relations last year that THEMIS could provide "a wider geographical distribution of Defence research funds favoring institutions and areas which do not now receive substantial support." Translated, this means a direct subsidy program for higher education. One reason for the widespread turmoil we now have in our colleges is their too obvious association with the military establishment.'



'The increasing dependence of colleges and universities on the Defence Department largesse is not a healthy situation for the institutions, the students, or for our free society. The type of thinking that assumes a role for the Defence Department in subsidizing higher education, however, sees no conflict between the role of the academician as a teacher and independent thinker and as a hireling of the Defence Department.



WHICH  
KILLS  
ME.



In summary, I recommend that the Committee take the following action on the Department of Defence research program:

- (1) Reduce the authorization request for the social and behavioural sciences by at least one-half.
- (2) Phase out all research in foreign institutions not involving a direct essential military requirement.

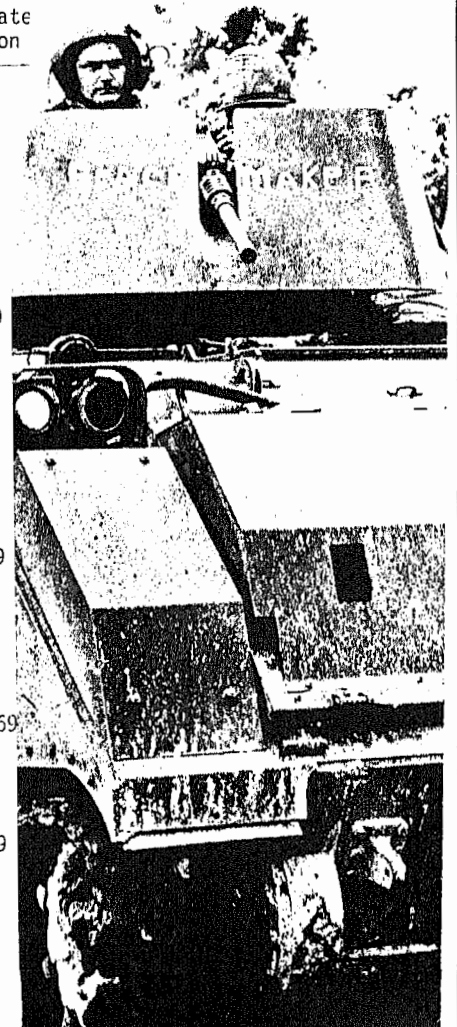
(3) Reduce substantially funds for the "think tank" operations and institute stricter controls over their operations.

(4) Require that, upon request, appropriate congressional committees be furnished with copies of any research report prepared under Department of Defence auspices.

(5) Eliminate funds for expansion of project THEMIS and phase out the program as existing contracts expire.

Contract Agency	Title	Cost of project (thous-ands)	Estimated date of Completion
Monash University.....	Microbiological and Immunological Studies of Pathogenesis and Virulence in Leptospirosis.	\$44.0	March 1971
Adelaide University.....	Water and Electrolyte Economy of Desert Aborigines and Indigenous New Guineans.	\$16.0	March 1971
University of Queensland...	Vertical and Oblique Incidence Phase Idonosomes.	\$36.0	December 1970
University of Melbourne....	Nuclear Spectroscopy Measurements with Melbourne Batatron.	\$37.9	April 1969
University of Western Australia.....	Energy Spectra of Low Energy Electrons Scattered by Solids.	\$10.7	April 1969
University of Queensland...	Nature and Pharmacological Action in Toxin from Deadly Jellyfish.	\$26.0	December 1969
University of Adelaide.....	Atomic and Molecular Photodisintegration.	\$42.0	April 1970
University of Sydney.....	Study of Cosmic Radiations at Extremely High Energy.	\$378.3	September 1969
University of Western Australia.....	Solid Non-Stoichiometric Oxide Phases Inner and Outer Transition Metals.	\$76.5	February 1969
University of Queensland...	Charge and Energy Transfer in Organic Systems.	\$20.8	May 1970
University of Sydney.....	Numerical Studies in Gas Dynamics.	\$56.5	April 1969
University of Melbourne....	Study of Ionospheric Irregularities in the Southern Hemisphere.	\$ 0	July 1969
University of Adelaide.....	Research Directed Toward Propagation of Star Particles.	\$52.2	February 1969
University of Sydney.....	Stellar Intensity Interferometer	\$342.0	March 1970.

For the greater part of the project titles look pretty innocuous, and research being done in these areas would not generally attract our attention. However we should remember that all DoD research is related to its military programme in one way or another. This is pointed out pretty clearly in the preceding articles. Some of the research may even be useful for and applied to, the Australian situation - which is recommendation 1. of Appendix B of the Panel Report.



FOR SALE - Honda CB-450, 1973 model only 11,000 miles. Very good condition. New battery, new tyre, full tune and service in last two months. Carrier and extras. Genuine sale by student going overseas. \$730 o.n.o. Phone Andrew on 71 8618.

# RADICAL ECOLOGY CONFERENCE

From Friday 28th March to Monday 31st March (Easter), a gathering of people will take place in Melbourne to talk out and develop action on ecology issues.

All the human and non-human aspects of our environment are in a mess. Cleaning up a few smoke stacks, anti-litter campaigns and emission controls on motor vehicles are usually just a sidetrack from the real issues. It used to be Bex, now it is valium and mogadon, but peoplewise the problems grow bigger. What we must do is work out the causes or combination of causes producing social breakdown and environmental destruction and ways to tackle the problems.

The Radical Ecology Conference hopes to build a strengthened, effective confident radical ecology movement.

It is hoped that as many people as possible will be able to attend the Melbourne Conference, however, activities leading up to the main conference will be of great value for those who cannot go to Melbourne, as well as preparation for those who will do so.


When you register for the Conference or for the South Australian preliminary Conference you are asked to also complete the second form which is headed 'Network'. Here you specify exactly (or broadly) what issues interest you most. What you may have some expertise in or what you want to know more about.

In South Australia, the Learning Exchange is collating all local NETWORK forms to help organise effective pre-conference activities.

A South Australian conference will be held at Adelaide University (Union Building) on 15-16th March. The Saturday afternoon session will include some short talks covering various views of the origins of the ecological crisis. There will be ample time for discussion. There will be a folk dance and social at the same place in the evening. Sunday morning will be used for area group discussions. (Urbanisation, alternative technology, agriculture, capitalist growth patterns, transport, third world etc. etc.) It is tentatively suggested that Sunday afternoon be devoted to 'The Path Forward'. The form of this session can be left to the feelings of the meeting. Simple meals will be provided for Saturday evening tea and Sunday lunch. More information about both the Melbourne and Adelaide conferences can be obtained from:

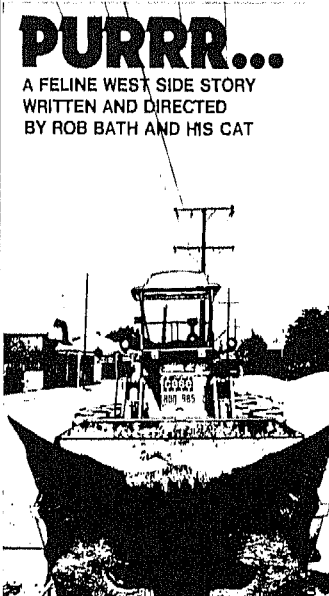
Friends of the Earth at the Student Activities Office, or Clearlite Bazaar, 201 Rundle Street, or Learning Exchange, 177 Payneham Road, St. Peters - telephone 422 870

## THE UNIVERSITY OF ADELAIDE THEATRE GUILD PRESENTS:



THIRTEENTH CENTURY ADELAIDE BAY  
AND THE FUTURE AND HOW  
WE'LL HOLD IT ON THE WAY

**EVOLUTION**  
EVOLUTION STARRING WAYNE LYNCH  
SURFOPERA BY BRENTON HANN  
A HARD CORE ROMANTIC MUSICAL



**PURRR...**  
A FELINE WEST SIDE STORY  
WRITTEN AND DIRECTED  
BY ROB BATH AND HIS CAT



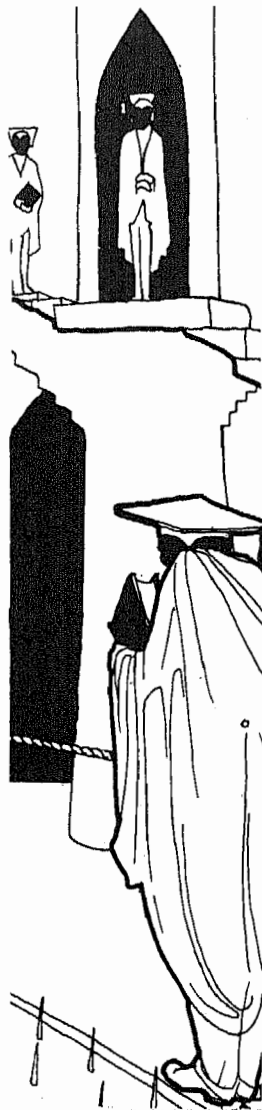
WRITTEN AND DIRECTED  
BY LENNY LINDON

A LIGHT OPERA FOR HAMMOND ORGAN  
AND FIVE VOICES

## THREE BEAN MIX!

THREE SHORT MUSICAL COMEDIES  
LITTLE THEATRE UNIVERSITY OF ADELAIDE  
MARCH 15-22 (NOT MONDAY) 8:15 P.M.  
BOOK AT ALLANS STUDENTS \$1.50 GOOD ONE!

# FLINDERS '75



The backlash is on. The Administration and Russel are out for scapegoats. Eight students have had charges laid against them so far and police have interviewed 14 more. These are in outside courts and all arise out of the occupation period. There are internal discipline charges against 12 students. An injunction is still in effect on 13 people.

The series of administration blunders that took a simple history dispute to an occupation will leave scars enough in the University community but Russel persists in the same suicide course to embitter and divide the campus by searching for scapegoats. He has still failed to see, as the press have avoided stating, that despite the violent re-occupation of Wednesday 28th August and the action of hired security thugs (cost \$6,064) - not one student has laid external charges against staff. The principle throughout - supported by Adelaide students - is that the matters are to internally solved.

Flinders University must stop this selective persecution so that there can be a chance of sane dialogue and Education charges made. Their lack of understanding is even more

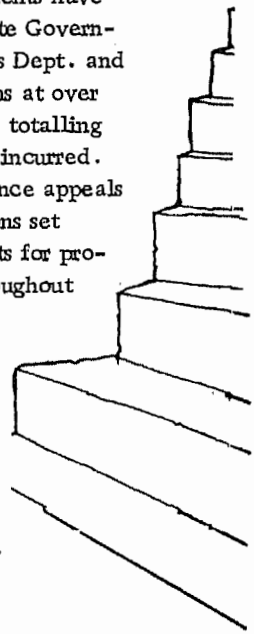
apparent when we look at the 'scapegoats' concerned. Many were less involved than 40 or 50 other students. The attempt to persecute leaders will fail - anyone who attended the General Occupation Meetings know how the democratic procedure adopted involved everyone in the decision making process. If you want the leaders you'll have to charge 800 Russel!

So far, a number of students have been charged by the State Government Attorney-General's Dept. and bail money currently runs at over \$3,100. Fines and costs totalling \$415 have already been incurred. Money is needed to finance appeals in cases where convictions set extremely bad precedents for progressive movements throughout Australia.'

Adelaide students can support Flinders students both financially and by demonstrations and protests against the trials.

A fund has been started and you can add to it at the Students Association.

For further info contact Flinders or Ralph/Duncan in the A.U.S. Office of the Students Association.



The following are the students and charges so far;

- 1) DAVE MACPHERSON -
  - (a) Assault of Prof. Walter Cherry (Drama Prof) - during staff re-occupation). - dropped before heard.
  - (b) Throwing stones so as to be likely to damage floodlights. - found unproved; BUT, charge changed to "throwing stones so as to be likely to annoy persons". - found guilty of that charge.
  - (c) Unlawfully writing on a window. Of the Registry (Admin building).
  - (d) Unlawfully writing on a window. Of the Registry (Admin building).
  - (e) Unlawfully writing on a door.
  - (f) Unlawfully writing on a foot-path. - pleaded guilty to c. d. e. f.
  - (g) Assault on Dr. David Gibbs (Psychology Lecturer) - (day after occupation). - found guilty on 3rd January.
  - (h) Assault of Dr. David Gibbs - (after students tried to question Gibbs following Mass Discipline Hearing). - start delayed until 10th March.
  - (i) Attempting to pervert the course of "justice" by intimidating a state witness (Dr. David Gibbs). - (same events as (h)). - start of Committal hearing delayed until 10th March.
- 2) CHRIS STARRS -
  - Assault of Dr. David Gibbs - (day after occupation). - start delayed
- 3) BRIAN DU BOIS -
  - Assault of Dr. Eric Murray (Physics Lecturer) - (during staff re-occupation). - start delayed until 5th March.

# Inflation and your Tertiary Allowance

Whether you like it or not, by the end of this year your Tertiary Allowance will be monthly effectively 30% less than it was at the start of last year.

Your Incidentals Allowance (still \$100) will be swallowed up by the Union fee increase (\$66 to \$87).

Student Housing has gone up (\$26 to \$37) per month.

The maximum allowance has increased only 12½% despite a Student CPI of approx. 20% during last year ('74) and a higher rate expected this year. Apparently when the squeeze is on it is the low income earner that suffers - student, pensioners and wage earners. Wage restraint and not the reduction of company profits is the classic answer, we are told.

If students want an allowance that is not continually eroded by inflation we must support vocally submissions by AUS and other bodies made on our behalf. There is at present a major review of the TEAS going on in Canberra - our silence will ensure the continued low priority of students.

We can take a lesson from student teachers last year who took their case to the streets and the offices of State Government. It was because of the

exposure to the community of their predicament that they pressured the Government to pay reasonable allowances.

Early this year, when we know the results of the Review, we must be prepared to be vocal about the effective cuts in allowance.

If you do have problems with the allowance, the Welfare Officer in the Union, or Students Association Officers will be happy to help.

Despite AUS submissions for quarterly adjustments and for a substantial increase in students' allowance - we still fall further behind.



## Labor Action

DO YOU KNOW ABOUT THE TERTIARY ALLOWANCE SCHEME'S CATCHES - AND HOW THEY AFFECT YOU ?

DO YOU KNOW HOW SOCIAL SERVICES DISCRIMINATE AGAINST WOMEN ?

HOW ARE YOUR CURRICULA AND ASSESSMENT DECIDED ?

DO YOU KNOW HOW AND WHY BOSSES FIRE WORKERS ?

INFLATION - WHO CAUSES IT, WHO BENEFITS, WHO SUFFERS ?

DO YOU KNOW THE EXTENT OF POVERTY IN OUR "AFFLUENT" SOCIETY ?

THE LABOUR ACTION IS BEING FORMED BY A GROUP OF STUDENTS TO FULFIL THE NEED FOR A LEFT-WING PRESENCE ON CAMPUS, THROUGH WHICH STUDENTS CAN BECOME AWARE OF THEIR OPPRESSION WITHIN THE UNIVERSITY, AND ALSO THE PROBLEMS OF OTHER OPPRESSED GROUPS IN CAPITALIST SOCIETY.

IT IS FELT THAT THIS CAN ONLY BE DONE BY STUDENTS ENQUIRING INTO THE ROLE PLAYED BY THE UNIVERSITY IN REPRODUCING SOCIAL AND POWER RELATIONS, AND BY DEVELOPING A CLASS ANALYSIS OF SOCIETY.

## CHILE

A meeting is to be held on Monday March 3rd at the Brown Room at Trades Hall, South Tee. Adelaide, at 7.45 p.m. to form a South Australian Chile Solidarity Committee. A film will be shown, and a call made by Chilean speakers for individual Australians and organisations to support the committee. Tribune readers are urged to attend and show their solidarity with the Chilean people in a concrete and active way.

### 4) JEFF HYDE -

(a) Damaging a window. Of the Registry?

(b) Writing on a door. Of the Registry?

(c) Writing on a footpath.

a, b, c, on night of staff re-occupation.

- start delayed until 19th March.

### 5) KELLY MORRIS -

Damaging a window - (after being thrown through a window by Admin-hired M.S.S. Guards).

### 6) BRIAN WHELAN -

Throwing stones so as to be likely to damage floodlights.

### 7) & 8)

Police are looking for Simon Spareboon and Nicholas McKay so as to serve summonses for charges relating to the night of the staff re-occupation - 28th August.

SUPPORT OUR FELLOW STUDENTS AT FLINDERS. INTERNAL DISPUTES CANNOT BE SOLVED BY EXTERNAL COURTS.

# Learning Exchange



## BEWARE!

117 payneham rd. st peters ph 422870

'Learning Exchange' is an experimental project in open community education which two years ago grew out of the 'deschooling ideas of Ivan Illich. The Exchange now maintains a growing file of over 300 teachers willing, often without cost, to pass on their information or skills to all seekers of that particular bit of knowledge. Apply to the Exchange as a learner or just someone wanting others with similar interests and a match-up will be attempted, free of charge - the Exchange lives by donations, occasional grants and hardworking volunteers and more of all three are constantly needed.



### CHECK WHEN FIRST ATTENDING THE SUBJECT

- (1) The aims of the course
- (2) The material to be covered
- (3) The proposed assessment for the year
  - (a) Percentage given for exams
  - (b) Percentage given for year round work
  - (c) Whether the class plays any part in deciding the forms of assessment
  - (d) Do you have a choice of assessment methods?
  - (e) With essays, projects etc. are you able to choose what you will do?

*If you are not given this information ask the lecturer.*

*Ask the lecturer if the class can be given the opportunity to discuss the various aspects of assessment.*

# assessment



The University Assessment Committee which was set up in November, will shortly be presenting its interim report.

The committee made this recommendation which was noted by The Education Committee

That, at the first opportunity in first term, the staff and students concerned in each class should discuss the recommendations in the Committees report (s) in class, and in any other way deemed desirable).

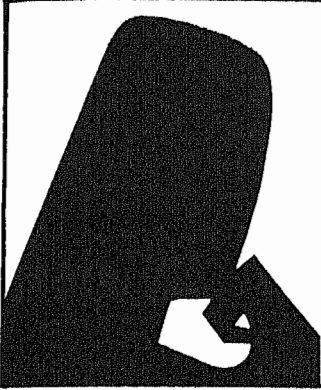
## WHO JUDGES YOU AND HOW?

1. Compulsory Exams - Is a 3 hour exam a true reflection of your knowledge and understanding? Why should exams not be optional if you have shown the requirements in course work during the year.
2. Practical Work - Assessable work related to the community The people pay - why can't we repay - even a small percentage?
3. Forms of Expression - options to present compulsory written form. Why not oral, video or taped work?
4. Co-operative Work - rather than making us compete against others, why can't we be assessed on group work?
5. Redeemability (ie. the possibility to take further assessment when you have done poorly) - Repeating years is a waste of the community's money, the student's time and the University's resources. Reform the supplementary exam system.
6. Group Assessment - At the moment it's a game of staff vs. students. We should be given an opportunity to assess our own work and as a group to assess fellow students work. This is already being done in many courses throughout Australia - Education is a joint activity, not one persons opinion.

If this is put in to practice by the Departments, at last students will be directly involved at looking at the way that their work is assessed. If opportunity is not given for class discussion, raise the matter yourself. It is in your interest and in the interests of education generally, to become involved in these discussions and to put forward your views on -

AUS/Education Action.

6/10 ✓ Fair.



# Methods of Assessment

The following short-list of assessment methods has been compiled after reading the relevant sections of the assessment committee's interim report. It is meant to be a brief guide as to the range of assessment methods which can be used for assessing course aims.

## 1. EXAMINATIONS: WRITTEN ESSAY (limited time, whole course, no aids type)

- range of skills can be sampled
- cheating may be minimised
- widely used
- can result in oppressive stress which can result in students performing well below their ability
- numerous problems e.g. marker inconsistencies, personality biases
- low reliability (due to differences in opinion etc)
- not possible to define "quality of thought"

## 2. EXAMINATIONS: SHORT ANSWER (limited time, whole course, no aids type)

- involves writing a brief definition, explanation, fill in a word or number etc.
- similar advantages and disadvantages to written essay.
- more limited range of processes may be assessed.
- greater course content can be assessed.
- greater inter-score reliability possible when factual or closely specified concepts are assessed.

## 3. EXAMINATIONS: MULTIPLE CHOICE (limited time, whole course, no aids type)

- student required to choose between a number of alternatives.
- great variety of actual formats.
- Possible to assess higher knowledge aims.
- widely used, gaining increasing acceptance.
- high inter-scorer reliability, machine scoring possible.
- when student numbers large, savings in time possible.
- can encourage the learning of material in isolation.

## 4. EXAMINATIONS: UNLIMITED OR EXTENDED TIME

- extended preparation time or extended writing time.

## 5. EXAMINATIONS: WITH AIDS

- no reason in principle why aids should not be available.
- examination papers should be constructed so as not to handicap students unable to afford the aids e.g. calculators.

## 6. EXAMINATIONS: PART-COURSE TYPE

- used to assess parts of a course or terminal units.
- may be supervised adequately.
- can be more flexible than end of year examinations.
- provide important feedback to student during the course.
- examinations should not be used so extensively that students feel they are under continuous assessment.
- other methods of examination may be used to assess overall effect of the course.

## 7. ESSAYS

- conventional method for partial assessment.
- cheating is possible although it may not be a significant problem; can be offset in some ways.
- such method demands more by way of careful composition, persistence in research and critical thought.
- time limits can become an important consideration.

## 8. PRACTICAL WORK AND PROJECT WORK ASSESSMENTS

- commonly assessed by direct observation or submitted reports
- can be time consuming if considerable staff observation necessary
- practical work often concerned with basic skills, the question of the weighting of practical work is raised.
- creative work is possible.
- a contribution of supervisor should be considered.
- assessment should be by two independent persons (as for post graduate projects)

## 9. TUTORIAL DISCUSSION/SEMINAR

- students knowledge of a subject, breadth of reading and his ability to apply these in discussion may be assessed.
- several disadvantages e.g. personality interactions favour the appearance of biases and after the aim of the assessment is not clear.
- can be very valuable where assessment is for diagnostic purposes only.

## EXAMS

It is clear that exams exist not merely as an unhappy appendix to an otherwise pleasant set-up. They are part and parcel of a power-arrangement in the school College and University that is thoroughly ratshit.

Exams are commands. You are ordered to answer these questions, in a given time, in a manner acceptable to the examiners. If you don't attend and obey the orders, you're stuffed.

## 10. ORAL EXAMINATION

- usually provides less information than tutorial or written examination.
- can be very stressful; consideration of stress essential.
- exceptions eg assessing language fluency.
- examinations should aim to bring out the best efforts of the student.

## 11. SELF ASSESSMENT

- students should be encouraged to evaluate their own capacities, study, behaviour.
- should be aided by detailed feedback by staff, teaching machines etc.
- problems may arise where self assessment counts as part of the final assessment.

## 12. ASSESSMENT BY FELLOW STUDENTS

- assessment is possible by members of the same course or subject.
- in accurate assessments can result where there is insufficient experience.
- can be useful where assessment is used diagnostically only.

## 13. NON-WRITTEN PRODUCTS

- includes tape recordings, models, audio-visual, movies.
- maybe appropriate, depending on the aims which are assessed.

## 14. EXTERNAL WORK ASSESSMENT

- maybe advantageous to assess a student in a work situation.
- may assess practical skills.
- problems arise when the assessor is not skilled at assessing while still being highly acceptable as a teacher.

## 15. REALISTIC PROBLEM SOLVING

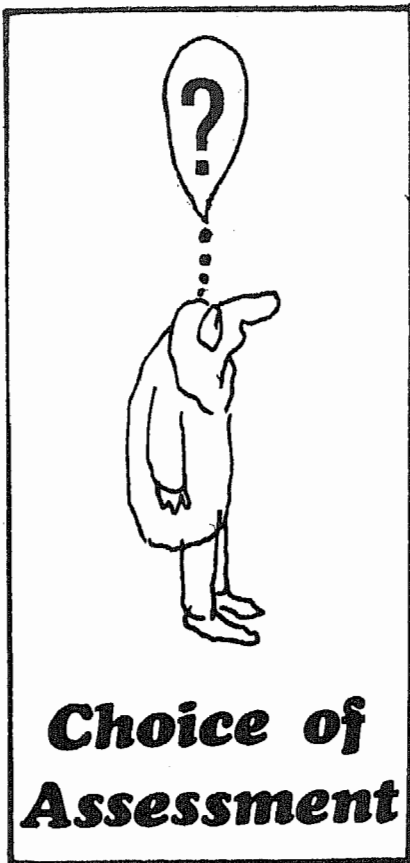
- problems can be solved by senior students using knowledge and skills gained.
- resulting solutions may be compared, discussed and assessed like other products.
- provide considerable incentive.
- providing new problems can become a problem.

### ASSESSMENT, WHO SHOULD DECIDE?

It is AUS Policy that each student should be able to choose her/his own form of assessment.

Underlying the AUS Policy is the belief that students should be able to manage their own work situation and have the capacity to do so.





Reprinted from the Interim Report of the Committee on Assessment, the University of Adelaide

## APPENDIX G

### CHOICE OF ASSESSMENT FORMS

Working Party Report. Not debated by full committee.

The question of what are the advantages and disadvantages of a choice of assessment involves two kinds of choice:

- (1) Students participating in deciding what forms of assessment are to be offered.
- (2) Students choosing from or within this.

These involve slightly different kinds of arguments. Many of the following arguments, however, apply to both questions.

1. Students participating in deciding what forms of assessment are to be offered.

#### FOR

This argument generally is based on a particular view of learning — it emphasises choice as a right of the individual and sees choice as catering for individual needs.

- (a) Students may adopt assessment methods to suit individual capabilities since the same assessment method is not necessarily suitable for each student.
- (b) Students have a right to participate in decisions directly affecting their welfare.
- (c) Students are able to choose the form of assessment which enables the pursuit of their own interests (e.g. research, practical application etc.).

- (d) Student choice/student responsibility/student autonomy may lead to more thought being given to assessment/learning process.
- (e) An individual's chosen assessment planning programme is unique to that individual and therefore is a lessening of the anxiety attached to competitive assessment.
- (f) Techniques may be chosen which may assist the student in his/har future career since not all students plan to have similar career experiences.
- (g) Course content may be unduly limited by little or no choice of assessment techniques e.g. objective type exams merely testing understanding of lectures. This provides no motivation to explore course materials in depth.
- (h) More variety in assessment techniques might bring staff and students together to discuss individual assessment programs, and in understanding the aims and possibilities for learning within a given course.
- (i) The greater the choice the greater the flexibility allowed to each student to organise a comprehensive and balanced work/study programme. There would be no compulsion e.g. to write an essay in every subject in one term when no essays were required in another term.

#### AGAINST

This argument generally is based on a particular view of learning — it assumes that competitive assessment is necessary and many of its points are problems with competitive assessment.

#### (a) STUDENTS

(1) supposed 'choice' might be determined by pass rates etc. of previous students who have opted for particular techniques (compared with choice to further the learning experience.)

(2) there is a chance of wrong choices, with students not knowing how to get the most out of a course that they have not done.

#### (b) STAFF

(1) there could be more work involved.

(2) difficulties with competitive assessment — students won't have competed on the same basis, and there would be smaller numbers of students participating in each type of assessment.

(3) the aims of a teacher in a course may be so well defined that the range of assessment techniques compatible with these aims is necessarily very limited.

(4) content validity of assessment may be impaired.

#### (c) EXTERNAL IMPLICATIONS

(1) difficulties in indicating precisely what each student has accomplished. Degrees may come to mean different things and thus there could be confusion as to the validity of degrees.

(2) difficulties with ranking students in terms of relative performance. There may be no 'performance'.

2. Students choosing from or within forms of assessment already decided upon.

#### FOR

- (a) Students can determine their own particular interests and can pursue them, compared with students having 'interests' forced upon them. It makes some allowance for student autonomy and responsibility.
- (b) Students are able to explore narrow areas in depth leading to a greater chance of original and personally rewarding research and thus a better learning experience.
- (c) Staff/student relationships may be improved by student ability to express own thoughts, aspirations etc. — the more choice the less some students may feel helpless and oppressed.

#### AGAINST

- (a) Difficulty in grading students relative to each other.
- (b) Content validity of assessment may be impaired.
- (c) Choice may be incompatible with the aims of the course as viewed by the teacher.
- (d) More work required for assessor to be able to properly assess the greater number of problem/subject areas covered.

## Recommendations

### Draft Recommendations on the Provision of a Choice of Assessment Forms.

1. In principle, the committee regards it as desirable that students should have available to them, in each course, the maximum number of different assessment options/techniques as are consistent with the teachers' stated aims and objectives and which are practically and administratively feasible.

It is recognised that the more assessment options that are open to students in a given course the less the validity of competitive grading, of all students, in that course will be. It is considered, however, that the advantages flowing from the ability of students to tailor assessment to their own requirements far outweighs the disadvantages involved in not being able to accurately grade students, who have undertaken uniform assessment, relative to each other.

It is also recognised that the teaching/learning/assessment environment is far from perfect and, that for practical reasons, such as poor staff/student ratios or a lack of technical equipment or facilities, it may not always be possible or desirable for a full range of choices to be offered. Nevertheless, the policy of the university should be to do everything possible to ensure the provision of maximum choice.

2. Teachers should consult with all students at the beginning of each course on the range of assessment options which are practical and desirable and which are consistent with the teachers' stated aims and objectives for the courses.

# ...some good news

## THE EDUCATION GROUP

The Education Group is an activist group of students formed in the latter part of 1974 to work towards changing the education system at this University in such matters as assessment, control of courses, and general teaching.

The Group has no fixed membership but consists of those who come along to the meetings and participate in the Group's activities.

It is affiliated to the Students' Association through the Education and Welfare Committee.

### ACTION SO FAR

In 1974 the Group publicised the various issues through the education newsletter in Bread and Circuses and in ON DIT.

Early in November the Group conducted the Assessment Survey.

Also in November the Education Committee of this University set up a committee of enquiry into assessment.

The following members of the Education Group were appointed by the Students' Association to this committee: Peter Jarrad, Karen James, Kathy Millard and Peter Love.

**NOTE** The Assessment Committee meetings are open.

The Assessment Committee has prepared an interim report for general discussion which was released on the 26th February. A final report will be released later on this year.

The Education Group plans to publicise this report and seeks to have it discussed in class throughout the University as soon as possible. In addition, the Group will be running seminars and discussions on the report and assessment in general, and will continue publicising the various assessment issues.

The members of the Education Group don't necessarily agree with all that is in the interim report but want it discussed as widely as possible to get people thinking about assessment, sending in their views to the Assessment Committee and working to change assessment in their own departments.

**NOTE** A report from the Education Group on the Education Group Questionnaire will be published with the interim report of Assessment Committee.

All interested students are invited to participate as members of the Education Group.

Meetings and other activities of the Group will be publicised through the student media.

The Education Group has gained wide experience in pressing for reforms in assessment and can offer advice and support to anyone wishing to change current practise.

Meetings are held on Tuesday Evenings at 5 pm in the student Activities office. The first meeting is on 4th March.



## STOP PRESS

STUDENTS AND STAFF TO DISCUSS ASSESSMENT EDUCATION COMMITTEE DECISION.

The following motion was passed at the Education Committee Meeting on the 26th February.

"That this Education Committee recommends to Departments and Faculties the open discussion of the years assessment, assessment generally and the Interim Report of the Assessment Committee, between staff and students at the first opportunity in the academic year 1975, in a manner to be decided by those staff and students in a direct lecture room situation."



First try talking with the teaching staff concerned. If a group of you feel the same way go along together.

The if you are still not satisfied there are a number of things you can do depending on the circumstances.

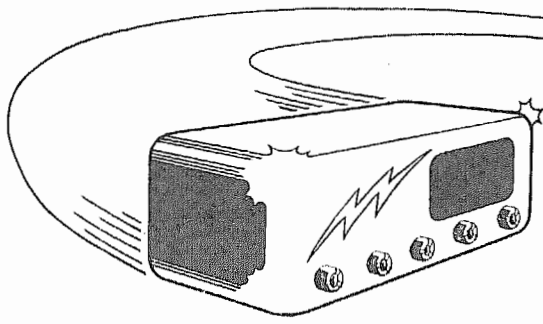
- (1) Get together with other members of the class with a view to talking joint action.
- (2) Produce a broadsheet on the matter and distribute it around the classroom. Seek assistance to produce it from the students' Association.
- (3) Contact students on the appropriate University Committees.
- (4) Enlist the aid of the Students' Association. Contact the Education Group.
- (5) Write to ON DIT, Bread & Circuses or put notices on notice boards.

### COMPETITIVE ASSESSMENT

This is assessment which is not used diagnostically but rather to evaluate students for purposes other than to directly assist in the learning process. It involves grading and selection and in so doing, encourages competition and competitiveness. In operation it reinforces the control that the staff exert over students in their learning. It fosters an acceptance of the present education system and ultimately the present social system with all its inequalities.



*if you enjoyed this issue, or didn't - come in and join us for the next. Love P.R.R*



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