

GO DOWN STUDENTS!

way down in brisbane-land
TELL OL' PIZZARO:

LET MY PEOPLE GO!



As you might have guessed by now, Semper is right behind the Workout. Someone suggested that Semper is a very good example of the crisis, but notwithstanding such bias, we continue to support Keith Gasteen and his ever-growing band of workers-out; no matter how much we muck about while we're doing it. You'll find inside a couple of pages of well-written material, contributed by the staff members of the Education dept of the University. Here are a few of the more basic thoughts:

While Australia spends less per student on Education than most of the countries of the world, except perhaps Tibet, Queensland herself spends 20 per cent less again per student than the national average. This means that we here in the funshine state should applaud and embrace this Workout scheme, rather than spurn and despise it and smugly write it off as "southern-inspired" (cf. the latest edition of *Magnus Taurus*). In fact, we might all cry with Keats "O for a beaker full of the warm South!"

But poetic exhortations won't fill Brisbane letter boxes with vitriolic stuff about education. Students will. The Workout team has prepared the pamphlets. They need your help getting them out. Please don't waste this day and please don't go to lectures. If we pass up this chance we may not get another. April 20th is the day. When it's over, go in force to the Public Forum at the city hall, where various experts will address the citizens of Brisbane.

Most importantly, don't feel that we can't do any good. Even if we stir up some discussion and no more we've succeeded. It's encouraging also, to know that workouts in West Germany and New Zealand, held recently, achieved the major part of their objectives.

SEMPER FLOREAT

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by post as a Newspaper
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FRIDAY APRIL 15 1966

The views expressed in this newspaper are not necessarily those of the University of Queensland Union Council. As will be readily perceived by even the dullwit reader.

PRICE
10c.

Saved!

Dramsoc's second major production for the year opened last night. Semper doesn't believe in rushing its reviews, so you'll have to wait till the next issue for the considered critical cliches. This means you have to make up your own mind about the play.

If you like only Absurd theatre, don't come to see *Saved*, because it's the most naturalistic play presented by Dramsoc for ages. If it does break new ground, it's in the nature of its content rather than in its form.

A few clues. The story is about Pam who picks up Len and then dumps him. Len stays on as boarder with Pam's mum and dad, who haven't spoken to each other for years. Fred is next on Pam's list and she, unhappily, has his baby. Fred dumps Pam just as ruthlessly as she dumped Len . . . but that's enough of the story.

If you've been following the newspapers closely, you'll realize that, yes, *Saved* is the play which recently had a brush with England's Lord Chamberlain, whose Act (of 1843 — yes, 1843) doesn't like representation of infanticide on stage. Infanticide is not a pleasant event, and this play does not romanticize it at all. Edward Bond has written a play which is certainly not a recipe on how best to kill a baby, but implies a scathing indictment of a society which allows such acts to happen.

Some of the dialogue and actions are earthy and even crude when taken out of context. In context, they are relevant to the play's presentation. Neither the squeamish nor those who like to take things out of context are likely to enjoy the play.

Presentation of this play by a University acting group poses problems. For instance, it's all very well to have some sort of intellectual grasp of the characters, but there is the matter of well-fed University students having to convincingly portray characters who are shallow, anti-social, dangerous and crude.

There was a discussion of the play after the opening performance last night, chaired by David Clendinning. If it is warranted there may be another one. You'll hear about it.

Those mainly involved on the acting side are Rory Sutton and Di Roberts. Doug Anders had a go at the production.

Saved plays at the Avalon on April 13th to 16th, 20th to 23rd. Bookings can be made in the refectory at lunch times.

EDWARD BOND

No Rococo for Rocco

"Rocco and his Brothers" (14th April, Brisbane Cinema Group — Astor) rocks the see-saw of the critical faculty. If you see it as an intense emotional drama perhaps you are tricked by violent sensation-alism; but always if you feel it's only sensation, you have that fear you have lost a great, brutal tragedy.

It's a film that probably says more about its viewer than about itself. But even acknowledging Connolly's claim that adolescence is when people are afraid of not feeling things deeply, I believe no person who sees it will be quite the same again. Which could mean anything. And is meant to.

At one level, it's a bitter comment on slum Italy, of corruption apparently necessary to progress, showing the alleged escapisms of the Italian proletariat — sex and religion, in that order. But far deeper into the problem — in fact what creates the problem — is the slow erosion of man by simply being what he is. This is the essence of tragedy. The social exposure is but a showcase for this moral exposure.

The stories of Rocco and his brothers Vincenzo, Simone, Ciro are intricate in detail but are fused somehow into one story by the catalyst, Nadia, the prostitute. Simone makes sex to Nadia and becomes too possessive for her. Then Rocco makes love to Nadia, feeling so much compassion for her that she proposes to change her mating habits. Simone catches them together, rapes Nadia in a frenzy of anger while Rocco is held by his brother's cronies. The fight between brothers must surely be one of the most savage fist-fights on celluloid, completely authentic.

But Rocco's love for his brother is greater than his love for the whore. Nadia receives Simone but feels bitter about Rocco's easy preference for his brother and tries to revenge herself on him. All the while Simone's venality has festered into horrible forms but Rocco saves him. Grateful, he murders Nadia, as a kind of offering of thanks.

But when he confesses this, during a family celebration, grief pours like blood out of the mother, Rocco — and Simone — for different reasons in each case, a magnificent emotional structure, darkened by the prior joy at the party. Concentration on the younger brother, Luca, as the mother's only hope, is quite subtle in that any thought of his childhood innocence after this gamut of emotions would be only an illusion the mother builds to long for. However, concentration on the city street at the end is gratuitous. This drama could have happened anywhere.

The sheer emotional force of some scenes lives not on the screen but in your body, like the best of Byzantine art: Simone boxing to purge his hate for poverty and that great scene to roaring climax of music, against visual beauty of reflections — the slow steps of Simone, the ripping knife-thrust as Nadia stretches her arms (Christ-like) saying, "Kill me!"

These are scenes that answer peevish criticisms that director Visconti is really an incurable inverted Romantic in love with violence and creating an art that tries to be more like life than life itself. True, maybe. But it doesn't seem to matter.

GRAHAM ROWLANDS

Catch 66

But what did it mean, said the meanman. Ho Ho, said Willie Young.

Its colossal irony was that the non-making of a play became the play itself. Ho Ho, said Willie. It was rubbish. It rubbished everything from Juliet Jones to God to Godot. But it was in love with what it rubbished. Chunda, parties, adolescents — Yo Yo, said Willie Young.

You associated. Blood, sweat, tears and . . . Churchill. No. And snot. Snot Ho, said Willie. Jack, the Nipple.

Gimicks galore, not Pussy. Beer down funnel down trousers. Slides of Woman in distance coming closer till eye twenty feet wide. Set of drums, drums. Jumble, rumble. Shovels, skulls, iron and junk hanging. Dingle, dangle.

Music overtaking speech, cutting against and overlapping Orson Wellsion, Music Martian, Stones, Back and Anthem spasmed. Up Anthem surging force, naked, urging, verging up and up. For nothing? For itself, ho hos Willie.

Reality a bore, repetition, breakdown of communication. Go, go said the bird.

Red to Purple to Red back lighting for one mood. Green and yellow garish for another. Visual electricity. Apt. Black for . . . Silhouette of paper caps. Ritual. Rich. Wooooe, says Willie.

Rhythm and ritual and moving grouping around . . . Ho and the King (a Fink) and Key (a God). Worship, idolize. Glory be to Willie.

Social and psychological breakthrough in new Youngian theory on Donald Duck and Winnie the Pooh. Quack, crap, says Donald.

Phallic car ride with flashing lights through trees like thighs. Flash, flash. Zipp, zipp. Crash. Ho Ho, says Willie. Fantasy better than nothing.

We murder to dissect. Says Willie wordsworth. Then put back together again. Will he?

The Jane, the Kershaw. Wooooe vivacious, vital playing this and the headstrong. Top rate. Best there. The Wensley, frustrated playwright. Change of voice — tone fine. The rest, in tune. Didn't separate. Saw them all. Pattern of movement. Catherine wheel. Roger O'Sullivan, Peter Smith, Leigh filmer, Kay pearse and Moya Mackenzie.

End of play. Clap, clap. We want Willie, says someone. A plant? Who Cares? We did. Run, run, Willie. Fun, fun. Hallelujah!

You pinched my style. Hell Willie, you pinched everyone else's. But who cares, it's catching.

THE GRAHAM, THE ROWLANDS

READ THIS GLOTS BY-ELECTIONS

The following have been elected unopposed subject to verification by Council in May.

Turbot Street area Vice President: W. P. LOXTON.

Commerce Evening (three position): R. DUUS, E. ISELIN, P. MCMAHON.

Education full-time (one position): K. E. BRADSHAW.

The following positions are to be contested at by-elections to be held on Tuesday and Wednesday (April 26th and 27th).

VICE PRESIDENT PART-TIME ST. LUCIA

Nicholas Paul HERRON (Educ. 3rd BEd).

Nominator: P. S. K. HOOPER. Seconders: I. WRIGHT, R. SOBEY.

Personal Details: Education Full Time Representative 55th Council, Member of Wider Education Committee, 1965-66, Member of National Union Australian University Students Union Queensland, 1965-66.



Lionel LINDSAY-SMITH (Arts II).

Nominator: D. DURDEN. Seconders: A. HENDERSON, G. R. JENNINGS.

Personal Details: Arts Evening Rep. 52nd Council, Arts Evening Rep. 53rd and 54th Council, Evening Vice President 54th Council.



David John WATSON (Commerce and Econ. 4th yr. B.Com. (Hons).)

Nominator: E. ISELIN. Seconders: B. SPICER, R. PETERSON.

Personal Details: Business Manager Commerce Students Society 1964-65, Hon. Treasurer Commerce Students Society, 1965-66, Finance Secretary, Uni of Qld. Students Union 1965-66.



REPRESENTATIVES ON UNION COUNCIL

Arts (part time) Rep. — 2 Positions.

Margaret-Mary HAYES (Arts). Nominator: L. LINDSAY-SMITH. Seconders: R. M. TURNER, M. T. LAHERTY.

Elizabeth TAYLOR (Arts). Nominator: T. FRENCH.

Seconders: C. M. TURNER, A. M. MATHESON, James THORBURN (Arts).

Nominator: A. R. HENDERSON. Seconders: M. F. SMITHER, G. B. STERLING.

Dentistry (Day) Rep. — 1 Position.

Ian CARLISLE (Dent. V). Nominator: P. E. VINCENT. Seconders: W. P. LOXTON, G. H. HINDS.

Fredrich SELLARS. Nominator: C. W. PHILLIPS.

Seconders: B. THOMAS, R. GOYNE.

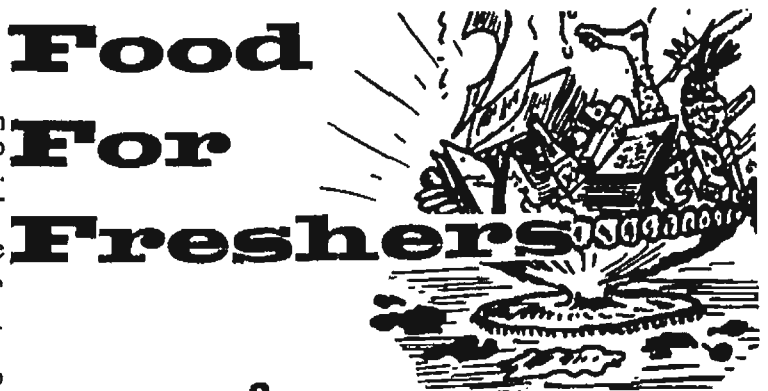
Science (Day) — 1 Position.

Jane PERRY (B.Sc.(Hons. — Physics)II). Nominator: R. NICHOLLS.

Seconders: I. STORY, A. EALES.

John STEVENSON (B.Sc.III). Nominator: G. FORSYTH.

Seconders: A. AGNEW, H. TAN. (Electoral Officer)



commem?

What strange beast is this? Last year Semper ran a survey to see what students thought Commem. was. We got some strange answers and some rude ones. But mainly people thought it was a week of letting off steam, going wild, etc. Great was the surprise when we explained that it was no such thing, but a time for bidding fond farewell to those who have made the grade, that is, the graduates. These worthies will weep tears of joy for their liberation and the staff will say nice things about everyone (except the undergrads.) There will be grog.

glorified "old boys"

You may be reminded at these ceremonies of the speech nights you endured at school, because the only difference is there's more grog. The speeches will be pretty much the same. The president of the union will probably feel compelled to talk about starting a graduates' society with the aim of making money for alma mater, who is now too old to work nights. It's all been said before and will be again. It gives a sense of continuity and it will have to do until Brisbane gets some kind of intellectual community.

procession

For most people Commem. just means a procession thru the city. This procession is actually a marvellous piece of antiquity in our police state. You can help to make it intelligent and meaningful, or at least funny by throwing your weight in with your club or society's float. But don't throw anything else.

selling sempers

The only thing Semper wants out of you during Commem. is that you help sell the special Commem. edition of Semper in the city. This is a good trick. It brands you as a student for all those public servants who buy it for the lewd bits and then waste the day reading it aloud to their assembled workmates. All this is fairly speculative of course. We may slip up and get the thing out in time for the first race on Saturday. Anyway come up and tell us if you would like to sell them. You need only do it for a few hours, or until you get picked up, and the money goes to several good causes. MICKX2

Semper is attacked!

Sir,

After reading your article of the 31st March relating to the protest meeting held at the Albert Hall by the Staff Association, 23/3/66, I can only conclude that, upon that occasion, your reporter accomplished the most unremarkable feat of falling asleep. I must, however, agree with your reporter that "nothing the speakers said was particularly novel" — a fact sadly apparent after 3½ hours of pure torture.

Those placards you mentioned were there in great quantity. Some lay upon the floor; others leaned inarticulate against the wall. One brave fellow actually raised his placard into full view of the audience during one of the speeches — a singularly daring act. There was one placard you forgot to mention, though. It read "Equal Rights for Women."

The fervour and determination of the bearers of this defiant message could be matched only by the carefree flamboyancy of their girlish giggles. Even these, however, were lost in that somnambulant session for pseudo protestants that was to follow.

You reported that "at times the whole gathering rose to its feet." Enthusiasm you say? Nay, not so. Professor Lyons suggested that, since over the past few hours our posteriors had experienced some physiological hardship, due to the unusual hardness of the Albert

Hall's chairs, we might rise and give the speaker a standing ovation. This suggestion was received with such immediate popularity that it was soon repeated — not because the audience was inflamed by the provoking words of the dull speakers, but because of the alleviating effect of the standing position upon the undesirable pressures imposed on the sitting position.

"The mood was . . . one of reflection" you said. That one speaks for itself — nonsense.

Mr. Pryor's reference to Metternick & Co. with respect to Mr. Pizzey was unfortunately over my head — poor Science student that I am. However, it was a pleasingly more subtle criticism than was Semper's cheap "Pizz-pot" headline, for which it so proudly takes the credit.

I ask the editor then, just what his objective was in publishing this article. Was it humour? No. Was your reporter honestly inaccurate? If so your paper failed in its function to publish fact. Was this article deliberately biased and misleading? Were you trying to maintain an appropriate image for the movement to have the University Act changed, underhandedly? If so your crime is a serious one and should be opposed openly by all students.

B. Smith, 1st Year Science

the Open forum

THIS week one of the local centurions spills his guts on the marble. As the last echoes clear Trajan's column the blue-cloaked boys from the Consul's office swarm in from all sides. Must've been tipped off . . .

Sir,
I am enclosing a copy of information recently supplied by me to the Registrar of the Queensland University. This information was by way of enlarging on formal answers supplied by me, in answer to a Questionnaire seeking information about the occupations of Arts and Science Graduates.

As a long standing Member of the Q'ld. University Union, I respectfully request, that the information supplied on the attached sheets be thoroughly considered by the University Union and appropriate action taken. If unqualified persons, e.g., Sub-Inspr. L. J. Bardwell are to assume the designation of Qualified Scientists, then the purpose of a University Education is unnecessary.

If experience alone qualifies one to call himself a Scientist, then a University Educated Scientist has squandered time and money in obtaining a Science Degree. Bogus Scientists should be categorised in the same bracket with Charlatans or Quacks. They allow a deliberate False Pretence to be perpetrated on the General Public, by being listed in the Daily Press as Scientists and Experts, e.g., Sub-Inspr. L. J. Bardwell, Queensland Police Dept., North Quay, Brisbane.

REAL SCIENTIST

With reference to your letter pertaining to this questionnaire, I note that you make the following request, 'Please do not hesitate to enlarge upon your answers.' In response to such request, I place the following information before you for your consideration.

I think that the University should become conversant with the various positions available to Graduates: and have a thorough understanding of the various pitfalls that might befall Graduates who take up certain positions.

After years of serious application to their studies, monetary sacrifices and the forsaking of certain social pleasures, tertiary educated Graduates are entitled

to a respect and position befitting their academic achievements.

It has always been my firm belief, that the purpose of Graduating at a Tertiary Level was to nullify the mental somnolent effect of those three bed fellows, Ignorance, Superstition and Arrogance. Where a Graduate is employed in a position, where persons of inferior Educational Standing and Ability are placed over him, and this state is condoned by those in Authority, then the University should bring to the notice of those in Authority the anomaly of the situation.

If the voice of the University falls on deaf ears, then Ignorance is placed before Enlightenment and the University and what it stands for held to public ridicule.

Such Institutions of Employment should be noted by the University, and Graduates advised against taking positions where Retrogression, Fear and Ignorance supplant Progress, Calmness and Enlightenment.

Everywhere we see specially designed Bill Boards informing us of the shortage of Police in the Q'ld. Police Force: the Daily Press screams at us as to what this shortage signifies, a rise in the incidence of Crime in the State of Q'ld.

I have nigh on 18 years Continuous Service in the Q'ld. Police Force and I have never seen the morale of the General Body of Men at such a danger level, nor an Administration so inept to cope with the present position. My Police Service has extended from Brisbane to Cairns and I have performed all phases of Police Work, including Police Scientific Investigatory Work under Dr. Horsfall in the Commonwealth Health Laboratory at Cairns.

PICKING UP DRUNKS

Every cent of my University Education, including books and equipment, has come out of my own pocket. My family consisting of my wife and six (6) young children have made supreme sacrifices, so that I

might obtain my B.Sc. Degree. With the attainment of my B.Sc. Degree, it was hoped that I would be adequately reimbursed by being appointed to a more lucrative position, viz. as a Forensic Scientist in the Q'ld. Police Force. Here I am with a B.Sc. Degree (Majors in Biochemistry and Microbiology) and I am on General Duties at Roma St. Police Station — I am a Uniformed Senior Constable, arresting drunks, attending to Road Accidents and any other menial duties that can be found for me. There seems to be a particular enjoyment gained by sadistically holding to ridicule my University Education.

BOGUS SCIENTIST

Sub-Inspr. L. J. Bardwell is hailed day after day in our Local Press as a Police Scientist in charge of the Police Scientific Bureau or Crime Laboratory. Sub-Inspr. Bardwell is not a Qualified Scientist, nor is there any Q'ld. Police Scientific Laboratory. I think it is the duty of a place of learning such as the Q'ld. University to bring this to the notice of our Local Press and Sub-Inspr. Bardwell. A gross misrepresentation is being perpetrated on the Q'ld. Public, whilst this anomalous situation is allowed to persist. Sub-Inspr. Bardwell classifies himself as a Ballistics Expert, but during the two (2) years that I worked with this gentleman I found him completely unable to read Logarithms. Sub-Inspr. Bardwell whose education to my knowledge does not extend beyond Junior Standard is paid an Expert's Allowance, whereas no Expert Allowance is permitted me — with a B.Sc. Degree (Majors in Biochemistry and Microbiology), Diploma in Industrial Chemistry, Advanced Chemistry (Honours) and Sugar Chemistry. Not counting Trading Stamps from Correspondence Schools, could you please supply me with Sub-Inspr. L. J. Bardwell's actual academic qualifications? He quotes himself as an Expert in practically every phase of Sci-

ence, but I know of no Educational Qualifications which substantiate his claims.

In the 1958 Police Examinations for the Rank of Sgt. 2/C. I obtained 78% for Law and 73% for Police Duties, but I am held on the Grade of Senior Constable, whereas men Junior to me in Service and of greatly inferior Educational Standing are promoted to Sergeant 2/C. or Detective Sergeant 2/C.

It might be considered that my Educational Background could not be bettered — Marist Bros. College, Innisfail; Nudgee College, Brisbane; Pius xii Seminary, Banyo; Teachers College, Kelvin Grove; Q'ld. Institute of Technology, Brisbane; Q'ld. University, St. Lucia; and Academic Achievements of a most satisfactory standard; Junior, Senior, Diploma in Industrial Chemistry, Advanced Chemistry (Honours), Sugar Chemistry, B.Sc. (Majors in Biochemistry and Microbiology).

During my Academic Studies which extended over 17 years, I performed my daily 8 hours of Police Duty and attended Lectures, Practical Classes and studies in my own free time. For nigh on 10 years I performed continuous Night Work, attending the University by day. My Recreation Leave was spent in looking after my children; whilst my wife had an increase in the family; or in Studying and sitting for my Annual Examinations.

From my long association with the Q'ld. Police Force and varied experience in this Force, I could not recommend it to any person of a reasonable Academic Standing, and persons of University Standing should be dissuaded from entering a field of endeavour, where their qualifications cannot be realistically appreciated.

Looking forward to an early reply from you, in relation to this communication.

J. S. Fraser, B.Sc.



Sir,

One hesitates to criticise the editorial policy of a paper such as *SF*, which is so well esteemed in all the public toilets of Brisbane, but really, is anything to be gained by your half-humorous, half-infantile distortions of society and club notices?

If it is supposed to be satire, what is it satirising? If the function turns out to be a drag, send it up by all means; if an over-enthusiastic club member has submitted something cheesy, get *him* to rewrite it. He at least knows what he is talking about. But no society should be burdened with the type of childish invective which appeared in last issue. There just may be people who do not regard their functions as a "bit of crap".

Cheer up though, we all agree on one thing: it was a bloody discouraging issue.

C. M. Tiffin

Eds.: Readers more sympathetic will be glad to know we shall be asking Mr. (or Miss?) Tiffin to edit our September toilet-roll edition since he (she?) is obviously an habitue (habitchue?) of Brisbane's public toilet complex.

BOOKSHOP COMPLAINT

Sir,

A book considered essential for Entomology II students was in short supply. Our lecturer passed on the information that the Bookshop found further copies unobtainable, the book was out of print, etc. No copies before May. A fortnight later a fellow-student happened to find several copies on the shelves of a local bookshop. It seems that the lift of a telephone is too great an effort for our own bookshop to make on our behalf. Worse, because of the misleading information given out, none of us had sought the book in other shops.

The textbooks which I needed for two other courses were also "out of stock" — but not out of print, just under-ordered!

This is too bad. Books (unlike bananas) do not perish if stored. Why is the Bookshop management continually under-supplied with the works we require, when they can obviously find shelf-space for those glossy and glorious works which none of us would think of purchasing except as a gift to a wealthy aunt?

Might I suggest that the Bookshop management direct its efforts less towards artistic display and more towards its basic function of an efficient service to students — and leave the browsing of potential Christmas shoppers to be satisfied by the City stores?

A. Roebuck
Science II

Sir,

It has been suggested that I write the letter in the last Semper (31/3/66) signed by a Barry Spicer.

To the best of my knowledge, Mr. Spicer is a real person, and probably — if he is not too obsessed with the "image" — will continue to be so.

Peter McCawley

Get your tickets at the
Union Shop

A BARBECUE DANCE

Chinese Club, Dixon St.
Auchenflower

TUESDAY, APRIL 26th - 6.30

Chicken on the menu
Wear jeans for the beer
stains . . . it's on tap

80c single

THE MALAYSIAN-SINGAPORE
STUDENTS ASSOCIATION

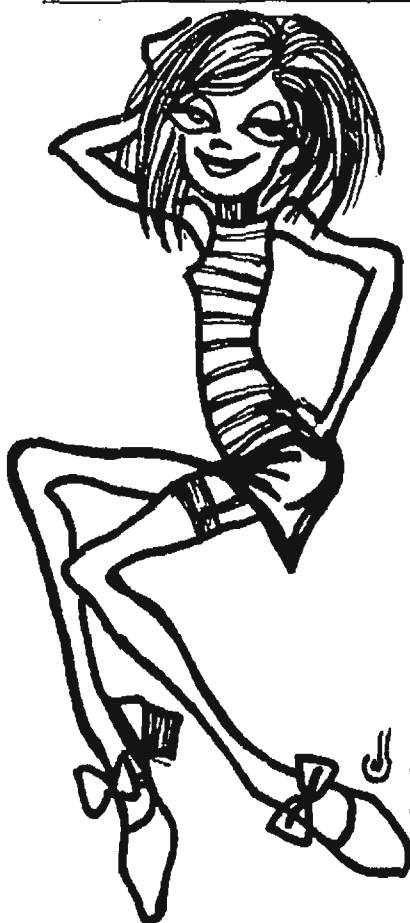
Constitutional changes in UNION

SECTION VIII — AFFILIATED BODIES OF THE UNION

8. A. (1) The Council may admit any association within the University to the status of a Constituent, Faculty, Departmental, Assisted, or Associated Body of the Union.
- (2) A Constituent Body shall be defined as an association, the activities and objectives of which are of general student interest, provided that the Women's Club shall be a constituent body to which all students belong by virtue of their membership of the Union.
- (3) A Faculty Body shall be defined as an Association which all members of a Faculty are entitled to join by reason of their membership of the Faculty and which represents the interests of the members of that Faculty.
- (4) An Assisted Body shall be defined as an association whose membership shall be as defined in the Regulations and which may be given a grant of money to subsidise its activities.
- (5) An Associated Body shall be defined as an association having defined religious or political objectives, or having a membership not limited to members of the Union. An associated body shall be in no way dependent upon the Union financially or otherwise but shall be accorded official recognition by the Union. Official recognition shall enable

the body to make use of the general facilities of the Union and shall render the body subject to the general disciplinary powers of the Union.

- B. The Regulations of the Union shall govern the mode of admission of an association as an Affiliated Body of the Union.
- C. (1) A Body may be dis-affiliated from the Union by a resolution of two-thirds of the members present at a Council meeting.
- (2) Notice of such a resolution shall be given in writing to the Honorary Secretary of the Union at least ten (10) clear days before the meeting of the Council at which it is to be considered. The Honorary Secretary shall set out the proposed resolution in the notice of the Agenda for that meeting.
- (3) Such a resolution shall not be discussed by the Union Council unless the Executive of the Body concerned has been given written notice of the proposed resolution and has been requested in writing to send a delegate to that meeting of the Union Council at least six (6) clear days before the meeting.
- D. (1) An Affiliated Body of the Union may send a delegate to any meeting of the Union Council at which its property, status or good name will be directly under discussion. Such delegate shall have the right to address the Union Council on behalf of the Affiliated Body.
- (2) No motion adversely affecting the property, status or good name of an Affiliated Body shall be considered at a meeting of the Union Council unless that Body has been requested by the Honorary Secretary to send a delegate to that meeting of the Council.



NOMINATIONS ARE
BEING ACCEPTED
FOR THE

MISS UNI QUEST

ENTRIES CLOSE
JUNE 17TH AT
UNION OFFICE

JUDGING BEGINS
JULY 9TH

ERK!

Commerce Students Association

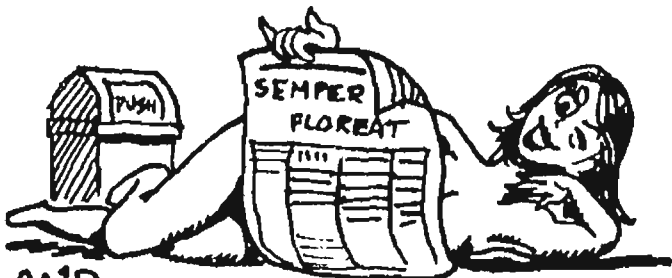
LOST

Cyma Automatic Watch
at Commerce-Social Studies Hawaiian Night
Return to Union Office, or Peter Gadaloff

FOUND

at the same function
Ladies Gold Watch
Owner apply Union Office.

SELL YOURSELF...



AND COMMEM SEMPERS

... and get yourself a reputation for anti-social conduct. Quite seriously, we do want sellers for Commem Semper during and after the procession on Friday 29th. Give your name to us at Semper office or to the Semper Sales Committee for Commem.

Here is a sort of list-cum-crapheap of vague matter concerning the things likely to occur on or about Friday 29th April under the loose heading of Commemoration Day Celebrations.

**Get
up
again
as
quick
as
you
can**



WHEN you go down under that heavy brown boot, roll over and spring to your feet, keeping your hands in protective position. Don't give them two chances, for God's sake!

SINGING ON STEPS

On the steps of the Treasury Building, that is. The little known reason why this practice of massing ten thousand students on the steps of the Treasury about the time the Public Servants are to start work is as follows: the word got about that pre-commem. nerves were causing these P.S.'s to fuff about and lose their way and not turn up for work on C-day. The students of the time were kindly souls and decided that some sort of beacon would solve the situation. They came in force at 8 a.m. and stood there at the entrance making as much noise as possible to attract the attention of the gibbering P.S.'s. By 9 a.m. they were all located and ensconced, a feat never before accomplished by threat or admonition. Hence, every year as a public service to the public service, we sing bawdies on the Treasury steps at that time.

FLOATS

It is another little known fact that there is a prize. Three prizes, in fact, starting at ten dollars plus the Gertrude Throgmorton shield, for the best float, the second, and third. At lunchtime Tuesday 26th all you float convenors should meet in the J. D. Story Room. Someone will be there from the Professorial Board, that august body, to tell you lots of hot news. If you look across to the photo it'll be worth a thousand words, and I'm getting sick of churning out this chunder, so do that.



Pictured last year during a brief respite between the repeated attacks of public servants and office boys who took them seriously, this bunch of beaubs will not be appearing this year. They will be home minding the kids

PROCESSION

Right, now you're floated, let's proceed. It starts at the Domain at 10 a.m. and follows a terribly complicated route thru' the most unimportant streets in town (see map top right) and for this we go down on our knees! Now for pete's sake don't rape anyone or injure the onlookers or next year we'll be proceeding around Circular Drive at midnight under heavy police escort.

Actually, this procession is a pretty good thing and we are one of the last uni's allowed to have one in the city in Australia.

BALLS!

Commem Ball again at Cloudland as a nice night's entertainment to round off a lovely day. Go straight from the slosh game. It will cost you \$4.20 double and you can get tickets from Union Shop or from Turbot Street. Edwards and Lambs have them too. In view of this Edwards and Lambs will NOT be set on fire or destroyed in any way. Alcoves can be fixed at Union Office.

CAR CRAMMING

Instead of getting arrested in the city on Commem eve, come down to Festival Hall where the Law Society's team of car-crammers will attempt to put 26 blokes into a Mini. This will actually happen inside the Hall as part of a program of movies and personally appearing drag driving stars. The Queensland Motor Sporting Club is responsible for the whole affair. Thursday night at 9.

MOCK PARLIAMENT

We missed this last year, but it is an old tradition. Students get to take over the real-life Queensland Parliament House assembly chamber and the real-life Speaker of the House. He conducts the whole show and makes it all look authentic. Meanwhile dribbling students fill the galleries and toilets and heckle and jeer and generally annoy the few students (1,498) trying to big-time it in the benches.

WHACKO SMOKO

The legendary smoko, engineered by the Commerce students, will occur as usual. All males and any terribly courageous femmes are welcome. It's in the New Cellar under the refec extensions at 6 p.m. Tuesday 26th. There will be an ocean of booze and more smoke than the collected works of Mount Vesuvius. All those tales you've heard are true.

S-S-SLOSH!

This is subject to Senate approval at the moment, but we expect it will be permitted. If it is the actual sloshing will be down on the number 5 oval (see map). The rules of slosh: 1. Depth of water, stagnant or running, on the playing field shall be not less than two feet; 2. There shall be no rules.

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SOUR GRAPES

Every year the Union approaches the Police dept. for a permit to hold a procession in the city of Brisbane. We remain one of the few universities allowed this right. I can only appeal to you to keep this in mind. Next year's permit is conditional on your behaviour this year — so keep the procession orderly and free from missile-throwing. A point of interest: last year 18 students were arrested on commem eve in the city. Draw your own conclusions.

Uni by-laws

The president of the Professorial Board has asked me to tell you that during Commem week behaviour that leads to personal injury and disruption of lectures will not be tolerated. These by-laws apply to the Union Buildings too. In particular, please (1) Do not throw firecrackers; (2) Do not throw missiles.

The convenor of the Procession Committee, Alf Nucifora, has organized a good round of activities on Commem Day, which are well advertised here in Semper.

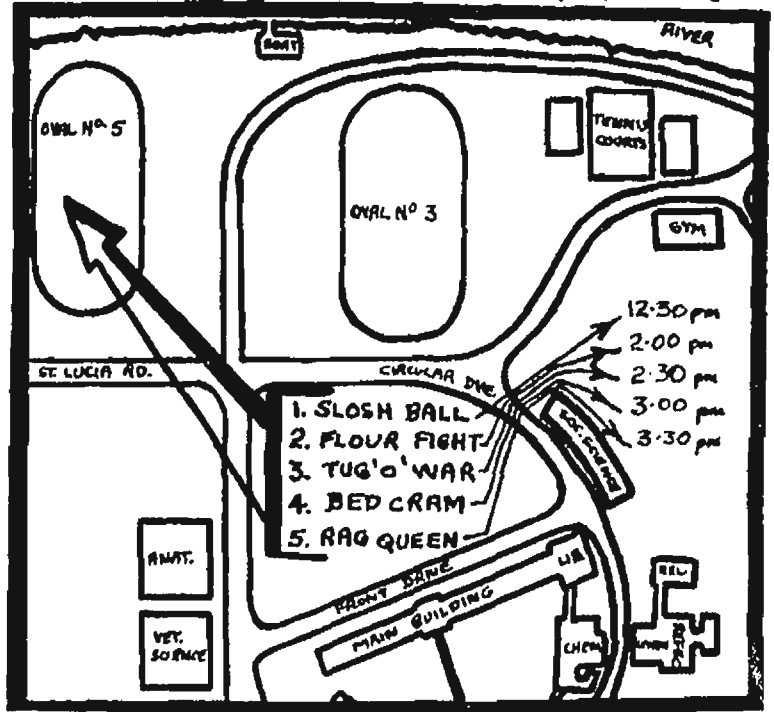
Roger Woodgate,
President of the Union

PRANKS

You might not have guessed it from the conservative, cop-pleasing tone of their public asseverations, but the Commem committee itself is desirous of indulging in some mildly amusing undergrad prank. They have, however, no idea for one as yet. If you do, you could win a \$5 prize. Tell it to Alf in Semper Office.

Holler for A Marshal!

The same committee is still in need of marshalls and general convenors for Commem day duties around the place and on the procession. Anyone wanting to help?



Meanjin Quarterly The University of Melbourne

AUTUMN ISSUE

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ARTICLES The Solid Mandala: Patrick White's new novel — A. A. Phillips; White's The Tree of Man — A. K. Thomson; Dylan Thomas — Jack Lindsay; Letters to Jack Lindsay — Edith Sitwell; Henry Lawson to W. W. Head (W. A. Woods) — Colin Roderick; The New Australia Colony: The Graveyard at Las Ovejas — Gavin Souter; Australian Image — Lionel Wigmore; Intellectuals and the ALP — J. F. Cairns; A. D. Hope as Essayist — C. Wallace-Crabbe.

POETRY Noel Macainsh, John Couper, Dennis Enright, Norman Talbot.

STORIES Alan Marshall, Helen Wilson.

EDITORIAL Caring about the Arts.

ACTION ON THE CAMPUS

Not all the wild debauchery will occur in the city. Here at the uni (see map top right) there will be happenings going under the official euphemism of "activities". Some of these will be:

multiple sex

A decorous and uplifting pastime, to the sedate accompaniment of soft cat calls and animal cries of pain, anguish and delight, will be the bed cram. We will be attempting to smash the record set by Monash and nobody will be permitted to engage in other activities while cramming. Girls are asked to consider the team effort and dress lightly to allow on more and more students.

tug-o-war

This seems a little out of its right age group, but don't let that worry you, my children. We will doubtless find some way to mature it.

slosh!

As described at greater length earlier, a very sloppy game of Slosh Ball in which you can join if you don't mind the mud

flour-fight

In roughly the same category as the tug-o-war, but with more gusto. If you hate everyone enough this is just the place to gratify your homicidal urge and get that Charlie Chaplin feeling deep down in your soul.

rags queen

Nobody seems to be quite sure what the hell this is, but there are one or two possibilities. Roger thinks it's some kind of deal where you select the daggiest wench who enters the competition and stick her in the stocks (almost as painful as the rotunda) then everyone stands about embarrassed, and chortles with mock glee. For those of you who are interested, and just so this page is not an utter loss, the word "glee" derives from a word that occurs in Old English as early as pre-Norman times.

TALK TO DAY!

Well, they've finally thought of something to do with Humphrey McQueen. They're gonna put him in T.C. Beirne's window in the Valley and let him talk for 24 hours. He'll be luxuriously appointed and well-fed and he'll talk at, about, to, and from people all day and nite til 8 a.m. **COMMENM DAY.** God, what will bloody Nucifora dream up next.

Students can be photographed at Uni. (gown supplied)

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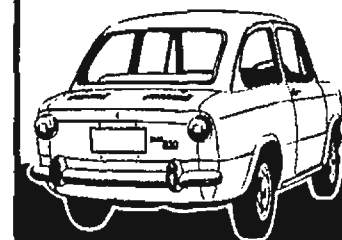
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The eye of the beholder

by
Raymond S. Adams

(Senior Lecturer in Education)

It was done. The chief archeologist permitted himself a small smile of satisfaction. After all, he had been given an incredibly difficult task. Go down to the dead planet Earth, he had been instructed, and report on forms of life there before the great cataclysm. No one gave him any chance of success, after all it was well known, here in Venus, that any earth civilisation (sic) had been completely destroyed either by the bombs themselves, by the holocaust they caused or by the disintegrative effects of subsequent radiation. And yet here he had, in his hand, a report on earth life that might change the whole future of Venusian society. If the government had sufficient wit it could profit immensely from the brilliant example of these now extinct earth folk.

The chief archeologist wondered how posterity would greet his scholarship. The reasoning in the report was impeccable but, after all, he had reconstructed a whole picture of earth society from remarkably little evidence — just a strong box of documents and one book.

He supposed he had not been altogether without luck. First, there had been the fortuitous discovery of the box somehow miraculously preserved. Second, there was the immense good fortune that the records contained came from a key earth institution—an indoctrination bureau or, as they called it, a school. And third, he was lucky that the school, Gogoburra in Queensland, was part of a system that was at least the equal of, or superior to, any other educational system in Australia*, and

* "Queensland teachers as a group were probably the best educated in Australia" (fragment 007, undisclosed university source, 1964).

ipso facto, probably on earth. The final piece of good fortune came after days and nights of conjecture and uncertainty. For so long the nature of relationships between Gogoburra school and society at large had eluded him. It was the book that provided the breakthrough. The secret lay in these significant and precious words.

"All that society has accomplished for itself is put, through the agency of the school, at the disposal of its future members. All its better thoughts of itself it hopes to realise through the new possibilities thus opened to its future self." (fragment 001, Dewey circa 1902).

"... make each one of our schools an embryonic community life, active with types of occupations that reflect the life of the larger society." (fragment 002, Dewey circa 1902).

The basis for his deduction was established. If a school is society in miniature then society is school writ large. He had knowledge of Gogoburra school (self confessed as one of the best) therefore he could extrapolate to Queensland society and beyond that, to the world at large.

Tomorrow, when he presented the report to the Council he thought he would first give a brief account of the structure of earth society (based of course on the structure of the school society). He would follow this with an outline of the values to be found in earth society, and then terminate with an eulogy of the excellence of the schooling system. Perhaps the following points would be sufficient.

Earth society, he would begin, represents the most advanced form of social engineering ever known. On earth, society is so

organised that every human unit (earth folk regarded themselves as human) is precisely located in the social structure. The lowest stratum, the peasantry or minicrats, are organised into twelve collectives. Each collective is designated according to the degree of development reached. At the bottom of the scale are the primitives, designated Grade I, and there are eleven other subdivisions culminating in Grade XII. Human units proceed to advanced collectives according to the efficiency with which they have been programmed. Test and debug runs are held at regular intervals, both throughout the year (a human time index) and particularly at the end of the year. Human units who produce appropriate responses to set stimuli may proceed to the next stage. Supervising and controlling each collective is another human unit who ensures that the minicrats follow directions precisely and uniformly and refrain from subversive actions, particularly independent thought. I call these units mediocrats because they fall at a median point in the social system. Above the mediocrats again, are the supercrats. They comprise the ruling authority. They are referred to by a number of names — "The Administration", "THEM", "the faceless ones", etc. The supercrats make all the decisions on the way in which the mediocrats will direct the activities of the minicrats. They ensure conformity by elevating one mediocrat in each bureau who, with the promise of advancement, becomes a zealous and obedient agent of the supercracy. The system is a classical hierarchical one based on a revered principle which has been enshrined in one of earth's literary art forms, a poem:

"bigger fleas have smaller fleas upon their backs to bite 'em,
and little fleas have smaller fleas and so ad infinitum."
(anon.)

More than this however, the "flea's bite" is also based on a sound social principle — punishment. Punishment is a device by which humans are made to "suffer" (experience negative life valence). Punishment varies from level to level. Minicrats are punished physically and by public humiliation. Mediocrats are punished by exile (to far off bureaus) and by non-promotion. Supercrats are not punished and are accountable to no one. Humans also have an efficient minor punishment system. The state of disgrace of a human unit is indicated by the addition of letter symbols after names, e.g. B.A. (benevolency addition), M.A. (magnanimity affliction), B.Sc.* (bureaucratic sceptic), etc.

Earth society represents (or rather represented) a perfect enshrinement of the ancient verities. To those of us on Venus who have viewed with disquiet present day egalitarian doctrines and the increasing disintegration of the modern generation, earth provides us with a magnificent example. Despite the technological development that the earthfolk had achieved (vide the eventual extinction of earth-kind) social values had not fallen prey to the dogma of contemporaneity. Earthmen had not been seduced into forsaking the past for the sake of an unknown future, however promising that future might appear. Thus earth's morality was firmly based on a code over 2,000 years old, the conceptual structuring of earth's knowledge had been held stable for approximately a century, and earthfolk, up to the time of the cataclysm, still used methods of sanitation and road networks that had been devised in the time of their grand-

* It is noteworthy that school mediocrats in charge of Grade I-VII minicrats are free from such taints. Among the upper grades (where presumably provocation is greatest) several are to be found but happily these are few and far between.

† As reflected in the school system.

fathers' grandfathers.

Councillors, he would say, you may wonder how earth succeeded in maintaining such an impressive social system. The secret obviously lay in the indoctrination measures undertaken in the schools. Here was bureaucracy* at its best. Each school ran like a well oiled machine and each well oiled machine was like every other well oiled machine. So efficiently developed with the instructional programmes that no allowances had to be made for differences among minicrat units (except for the severely handicapped). Not until Grade VIII was it necessary to distinguish among them and then, fortunately only to a minimal degree (six divisions were made — Academic, Industrial, Commercial, Home Science, Agriculture, and Technical). Again, the mediocrats were superbly trained. Many were equipped for their supervisory tasks after two years of conditioning and some (presumably the more intelligent ones) took even less — only one year. Others, regrettably, took longer. As has been mentioned earlier, their ineptitude was recognised by the appellation of a disgrace symbol (B.A., B.Sc., etc.). Among the virtues of the system was its undoubted economy. Testimony to its efficiency can be found in the fact that Queensland devoted less money per head to education than any other state in the continent of Australia.†

Finally, he would draw the attention of the Council to the meticulous documentation in the report. He would invite them to consider the evidence contained in the E.O.G.'s, the Syllabus, the Handbook and the Inspectors' reports. He would also invite them to consider these documents as gems of administrative perfection. He would cite several examples, perhaps these:

"Programming. A candidate shall write in the front cover of each writing book used by him

* An extremely complimentary term denoting organisational excellence.

† The efficiency of the Education system regrettably was not matched by the efficiency of the police system which, in contrast, cost more than any other state in the continent.

in the places there indicated, his examination number, the name of the examination, and the name of the subject for which he is sitting." (fragment 092, matriculation manual, 1965).

"Precision. All parades are brisk and orderly. Marching into school and all subsequent class movements are done quietly and with precision." (fragment 379, inspection report, 1955).

"Foresight. Movements to the wash basins will be supervised." (fragment 023, rules for mediocrats, 1965).

"Economy. Petty cash has a credit of 14/5*, the Equipment Fund, based on Banking Commission, a credit of 1/4 and the Craft Fund a credit of 4/1." (fragment 407, inspectors' report, 1957).

"Vigilance. He (the deputy principal) should advise the Principal of grievances he, himself, cannot rectify and which might become magnified in importance and react against the smooth running of the school." (fragment 065, Administrative Handbook, 1965).

The chief archeologist did not quite know how to terminate his presentation. He knew that the Council would listen in rapt attention. He knew too that the immense social importance of the occasion would provide him with his own emotional inspiration when the time came. He had only one last remaining problem; to decide on a suitable title for the report. He could, conventionally, call it: "Report of the post-cataclysm expedition to Earth" but somehow this seemed inappropriately unimaginative. Could he, he wondered, depart from tradition? Perhaps in his declining years he might be permitted a touch of romanticism. Could he incorporate into the title that hauntingly euphonic word that the earth folk used to each other, apparently as a term of endearment? True, he was not quite sure of its exact meaning but then no one could really refute his use of it... Determinedly, he picked up his pen and, with a firm hand, wrote the title, "Gone with the Galahs".

* An earth monetary form, equivalent to approximately 2,379 Venusian din or 305 man-hours of work.

AUTHORITARIANISM AND AUSTRALIAN EDUCATION : DR. D. J. DRINKWATER Senior Lecturer in Education

The point of this paper is that if we want to create a democracy in Australia we must do something about the organisation and methods of our schools. They have an effect at the moment, in spite of any content taught within them, that is undeniably undemocratic. In many of these schools there is conscious design for anti-democratic results.

The following is a statement of selected facts, not opinions. There is no room for individual opinion in education unless it takes full cognizance of already available factual knowledge.

The findings of social psychology are quite definite and consistent on many aspects of authoritarian situations. Among those findings on which there is no longer serious controversy are the following.

Authoritarian situations are productive of more aggression and authoritarian attitudes within their members than are democratic ones. These aggressive tendencies do not operate against the autocratic leader figure so much as against other members of the group. The weak go to the wall and eventually scapegoats are created and thrown out.

Authoritarianism is accentuated by the existence of feelings of insecurity, anxiety and frustration. Where these occur, and where there is an over-riding

pressure to "conform or else", the total atmosphere is anti-democratic, it is permeated by the more primitive demands of self-survival, and a cycle of insecurity is perpetuated.

So there are also more submissive approaches to authority and more concern with personal relationships to authority, rather than with the work in hand.

This reminds one of the description of the authoritarian personality as the "lickie-kickie" type. That is, the individual who will lick the boots of those above him as well and as fast as he will kick the behinds of those below him in what he perceives to be the ordained structure of his group.

In authoritarian minded groups there is manifestly less co-operation either sought or offered; there is suppressed resentment of nominal superiors and much less work done when the job in hand is not being directly overseer-ed by someone of higher rank.

Consequently insecurity is rife and there is little development of maturity in the grasp of overall problems. It becomes more important to lead a quiet life, free from interruption from "above", rather than to strike out in any enterprising way.

Indeed, it has been shown that those who remained meekly submissive in authoritarian situa-

tions were those from autocratic homes and early upbringings. They were already thoroughly brain-washed!

So, one finds in long-term authoritarian relationships not an overt resentment against the directing power but a plaintive pleading for closer direction. There is a yearning for freedom from all responsibility and decision making, and the absolute death of individual initiative, the life-blood of democracy.

One further fact from our knowledge of learning needs to be borne in mind along with the above: Learning is much more effectively brought about by precept and example than by theoretical preaching. The master that bullies a bully is really emphasising the message that "bullying is the thing to do if you are big enough and those below you cannot hit back!" The fact that he might be saying something different is not particularly important.

What are the characteristics, then, of this "authoritarian situation" we talk about? It involves a single "leader" or source from which all decisions emanate. Instructions are given out in bits and pieces which may not necessarily be perceived as having much relationship to each other. Sub-groupings among the lower members of the set-up are simply ordered from above rather than chosen

or elected. Praise and blame are not perceived to have any consistent basis. There are occasions when deceptions are apparently justified if they seem to defend authority.

Now let us consider some of the characteristics of educational organisation and practice in Queensland. The exercise for the reader is to see whether any of the above could possibly apply to some of the below.

Consider the State system, which caters for about seventy per cent. of Queensland's educational needs.

All major policy decisions come from a central headquarters in Brisbane, the majority of them over the signature of the Director-General. Indeed, the illusion of a single person having immense power is furthered by the outworn and administratively poor procedure of his name going onto many communications he has little to do with.

The work load for all children of all ages is determined from a central source, a single syllabus. At secondary level, procedures are further dictated by the setting of a very important examination in a very rigid way.

At both secondary and primary levels the syllabus is policed by a squad of well-briefed "inspectors" who follow-out orders from above and pass on specific instructions to those

"below" them, the headmasters of the various schools. This is a crucial point in the authoritarian hierarchy which retains its importance through the inspectors having the (invalid but) very real power to assess a school and award it an official mark for efficiency. They also have this power in respect to individual teachers.

Along with the central directions and central syllabus we have, within certain key subjects, the prescription of single text books for study throughout the whole system. In practice one finds similarity and limitation of teaching methods and what amounts to a fear to experiment in either the material or the presentation of lessons.

State teachers are public servants and are forbidden by regulation from voicing individual criticisms of educational policies or procedures. Hence there is little or no emergence of individual figures of ability and interest in the educational world unless they also eventually reach a position near the top of the pyramidal authority which frees them from too much fear of reprisal.

As conformity to the values of those above must, obviously, be one characteristic for advancement to such an exalted position, it is likely that very many of the State's best educationalists are never perceived by

the public-at-large unless they give up the fight and leave the service.

For those that stay in, there appear to be three main sources of fear. The first, greatest, and most quoted of these is the transfer system. There is no educational justification for the retention of this in its present form; but it is certainly the most effective weapon of authority. State teachers are committed to go where they are sent. There are fairly established patterns as to how much movement this might mean in average cases but always there is the possibility that if a teacher becomes a "trouble-maker", an "agitator" or a "rebel" in any one spot he can be very smartly sent a long way off. If he refuses to go, the alternative is resignation, a major step for an established married man, or a financial impossibility for the young teacher who, through a bond signed in a stage of immaturity and ignorance, may owe the department a considerable amount of money for dubiously valued instruction fees plus a living pittance over a number of years. Even established headmasters with more than thirty years service behind them live in fear of the transfer system upsetting their plans for living if they annoy their "superiors". The validity of this fear is sometimes officially denied. But

Some thoughts on:

IMPROVEMENTS FOR QUEENSLAND EDUCATION

PREAMBLE

We embrace the United Nations Charter and its guarantee of the right of free expression for all people. We further feel that in keeping with the general ideals of democracy, the only way in which the best ideas and the soundest decisions can be arrived at is through the medium of free and public discussion of all the issues involved.

Teacher Trainees, who are the future members of the teaching profession, are faced with the difficult and responsible task of helping to mould the thoughts and ideals of the coming generation. Thus, if Teacher Trainees are to be able to cope with the task ahead, they must be treated as a responsible group of people.

It is for these reasons that we suggest:—

1. That the Teaching Service be taken away from the State Public Service and a Teaching Commission be set up under the responsibility of the Minister for Education.
2. That, under the above arrangements, the Public Service regulation, and Teaching regulation, No. 73, preventing teachers' discussion and criticism of the state education system be deleted.
3. That the Teachers' College Students' Union be an autonomous body; and that the Principals' power of veto over its activities and its publication *Meliora* be abolished.

SPECIFIC DEMANDS RELATING TO —

THE PREPARATION AND CONDITIONS OF TEACHERS

(A) Teachers' College education should be at a University standard where passes in specified college subjects could be credited towards a University degree, as is the case in the Victorian Secondary Teacher Training courses.

(B) The college course should be lengthened to three (3) years so that students have the opportunity to attend the University as day students.

(C) The same Commonwealth scholarship system offered to University students should be offered to Teachers' College students.

(D) Cadetships should be available to College students where the student is bonded proportionally to the amount of money he receives while being educated; or students should pay their own way through college. This system would mean that the students are not being trained by their employers (which leads only to in-breeding of ideas) and would necessitate the more challenging standards mentioned above. It would also mean that the teacher would now have internationally accepted qualifications.

(E) Specialist teachers should be educated at the College to teach *exclusively* their specialist subjects when they go out to teach.

(F) College lecturers should be more specialised even within the one subject.

(G) College textbooks should be up to date.

(H) More teaching practice is necessary. During the second year, the student teacher should be given at least one week when he teaches full time instead of one full day in the fortnight of continuous practical work.

(I) College students should have freedom of expression, e.g. at the moment, choice of plays, for the Dramatic Society must be ultra-conservative so that a 'Bad Image' of student teachers is avoided. A more intelligent and experimental approach to such things as drama is not likely to form this bad public image but point to a more enthusiastic and cultural overall attitude.

(K) College staff must be informed of all new changes in the school curriculum. New reading books for lower grades in the Primary school were introduced last year — the college staff did not know.

(L) Teachers in the secondary school should teach only those subjects for which they have been educated at College and of which they feel capable of teaching.

(M) More clerks are needed in the schools — teachers now have to spend time on paper work which they could spend more profitably.

(N) There should be a trained nurse in every large school.

(P) Text books in the Primary schools are outdated. Text books written by individuals should be accepted for use in the Primary school instead of the present system where the text books must be compiled by a committee within the Education Department. A practice which the Department usually finds uneconomical.

(Q) Adequate supplies of textbooks must be sent to each Primary school. This means the actual numbers and not assumed numbers of the books must be supplied.

(R) Libraries —

(i) In Primary Schools need:

more funds and better content, including up to date reference books; discontinuation of practice of tearing suggestive pages out of library books (this varies from school to school).

(ii) In Secondary Schools need:

more funds and better content.

Trained Librarians are needed in every Primary and Secondary school Library.

Teacher Training Factories

Now that our whole education system is being questioned at last, it's high time we took another look at our teacher training factories.

It appears that the students have an assembly every Friday. What jolly good fun. The program is good, too — God Save the Queen, the Lord's Prayer and an Anglican Hymn. A warden, I mean lecturer comes along and prods any non-singers or non-prayers in the back. Too bad if there are any budding buddhists, anarchists, exclusive brethren or atheists in the mob. Pray or else!

Although the Education dept. prefers to think that their prospective teachers have been completely brainwashed, it appears that there is a certain subversive element in existence. Apparently a decidedly dangerous newspaper sprang up aimed at inciting the students to riot. It was censored by the Principal and is now extinct.

New students soon get used to the sound of the bell — it rings every 45 minutes. As a special concession, however, the roll call has been reduced to 3 times a day. If one has the misfortune to arrive after the starting bell, one sets a gigantic administrative process into action. One fills out a late-slip, stating name, college group number, time and reason/s for being late. Then one takes it personally to the Principal or Vice-Principal, then to the lecturer, then to one's group deputy. Meanwhile what happened to the first lecture of the day?

About these "lectures": Obviously the students can't be trusted to write their own notes, so they are given roneoed lecture notes. All the better — gives one time to sleep anyway. Despite the fact that some of the subjects don't even have text books, you won't fail — no-one ever does. They need the teachers. They can always farm you out to Stonehenge anyway if you're too much of a dead loss.

P.T. is good fun too, almost as good as assembly. The games are just beaut! "What's the time Mr. Wolf?" (The Grade I's love it!) The students are taught to swim, too. But don't get the idea that the training college has gone all radical. The lessons are segregated — and as there aren't a great many aboriginals at T.C., I mean the girls are separated from the boys.

So, for an exciting career for any budding young individualist with progressive ideas, go west young man — T.C. is not for you.

Kit Spits Chips

Sir,

The several past years have seen a steady and rapid increase in the authoritarianization and bureaucratization of this University. Introduction of heavily-policed parking arrangements, tightening of library regulation, imposition of the infamous I.D. card, and "No Smoking" signs in lecture theatres have been followed, as a final seal by the bureaucratic hierarchy, by the passage of the new University Act, which gives the State Government the opportunity for almost total control over the administrative affairs of the University. This process has been closely paralleled by developments within the students' Union. Notices in the Common Rooms forbid gambling, and signs on Union notice boards are subject to approval.

Such tendencies evidence a blatant negation of the original

AUTHORITARIANISM

(continued from previous page)

there is not the slightest doubt about its existence and its effects on those who experience it.

The second source of fear is the alleged assessment of "efficiency" for promotional purposes — and, therefore, for salary advancement. All sorts of biases creep into this. Young teachers feel that it is no use being good if you're young; the assessment is not one of genuine ability. They also feel that it is no use being good if your headmaster and inspector are not good enough to perceive it. In the science of education there have been rapid advancements. The fact that the assessing of modern trained teachers is often done by individuals who were trained, if at all, a long time ago, and who have had no systematic modern training since, is not calculated to inspire security in many promising young educators.

Part of the assessment, too, seems to be related to results obtained by pupils in the public examinations — or, worse still, the inspector's own personal little tests. Both of these are highly unreliable measures on which to base anything. And when one considers the importance of such things as intelligence, family background and place of residence in determining the examination results of any particular pupil, quite indepen-

dently of what teacher he happens to have, such a system can only be felt as manifestly unfair; which, indeed, it is.

The third source of insecurity in the individual teacher lies in his immediate situation. Headmasters and deputies can control such awards as undesired periods, poor classes, unsuitable rooms, extra duties, and a general harassment of performance, according to their personal reaction to any particular member of staff. If he dares to be annoying he can get much more than he gives!

One result of these fears is the presence within the system of many teachers that are over-anxious, insecure, harassed and embittered. They exhibit signs of withdrawal and patience, relying on acquiescence and faith in the seniority aspects of promotions to achieve a compromise between what is desired and what is bearable.

Many of the best people simply leave!

Those that stay tend to seek closer direction; they pass on the bad manners they learn from above; they fear any interest by parents in the actual educational process they are engaged in. Indeed the main authority figures in the schools seem to fear and resent a number of democratic procedures such as open discussion of educational issues in the mass media or by parent groups.

Much of this was prefixed by "state schools". But most of

what has been said applies equally to non-state schools and systems. The term "independent" in Australian education means that instead of being pushed about by a state government department, the individuals, staff and pupils in private schools are subject to the whims of school board, religious authority, or financially powerful parents. The pressures stemming from these sources are much as those already described, both in nature and effect.

It must be noted that this statement speaks in general truths; it does not discuss particular individuals. It deals with psychological relationships and the likelihood of our educational systems contributing to them. Indeed, it is through the balancing effects of humane individuals within such power structures that, to some extent, democracy is saved.

But schools still contribute to the development of anti-democratic attitudes and undemocratic citizens. Reforms must be sought, NOW, in the organisation of more autonomous school government — by groups of responsible professional teachers, not by individual autocrats. The transfer and inspectorial systems, outdated and indefensible, must be modified to bring feelings of security and self-respect to our teachers. Only thus can we produce a democratic atmosphere in our schools; and this is essential for our survival as a democracy.

Work-out demands for better education

1. The appointment of a number of Committees of independent experts to examine and report on aspects of:—
 - (a) pre-school, primary and adult education
 - (b) curricula
 - (c) teaching methods
 - (d) conditions of teachers and teacher trainees.
2. The increasing of Australian educational expenditure to the level of other advanced countries; and as an immediate step, the overcoming of Queensland's 20% lag behind the Australian State average expenditure per student per year, on education.
3. Implementation of the Martin Committee recommendations on Teacher Training; calling for an increase in the professional quality and number of teachers; the creation of a special Board of Teacher Education; and for financial assistance from the Federal Government to the State Governments for the implementation of these policies.
4. Reduction of the period of bondage of teacher trainees to half that for which they are trained; provision of a number of non-bonded Teacher Training Scholarships; and the raising of Teacher Training allowances, now totally inadequate.
5. Provision for at least one year's Teacher Training for Technical and Manual Training Teachers.
6. The improvement of the preparation and remuneration of teachers to standards commensurate with those of a profession. This would entail:—
 - (a) Taking the Teaching Service away from the State Public Service and placing it under the authority of an Education Commission responsible to the Minister for Education.
 - (b) Under this scheme, the Public Service regulation and Teaching Regulation, No. 73, preventing free discussion and criticism of the education system by teachers, could be deleted.
 - (c) Compulsory in-service training for all teachers, the payment of University fees, and provision for time off from school to attend lectures at University.
7. Abolition of *all* discrimination against married women teachers — specifically the discontinuation of the policy of placing these people on a Temporary basis which allows for their dismissal over the Summer Vacation and reinstatement at the beginning of the new school year.
8. Improvements of school library facilities including the provision for qualified librarians at all high schools and Government subsidation to school libraries at the rate of \$2 for every \$1 collected by the school welfare associations.
9. Tax and Travel Concessions for *all* students.
10. An increase in the number of Commonwealth University Scholarships from the present number of 7,530 to 8,500; provision of a book allowance of \$50 for all Commonwealth Scholars; automatic scholarships to those students who successfully complete their first year.

concept of the University institution. They are incompatible with the idea of the place for free thought and action; or "place of light and liberty"; one wonders just how far this progression towards the "ideal-typed degree factory" can continue before University attendance becomes useless even harmful, at least as far as students of the Humanities are concerned.

A well of information is available to combat the stock arrangement regarding so called "practicalities". The famous universities of Oxford and Cam-

bridge, while receiving government finance, are entirely internally controlled. A number of free universities in the U.S.A., such as the Black Mountain College and the New York Free University, are run without rules or regulations of any kind.

The establishment of a free University run along anarchist lines, with decisions made by the University, and with its students studying what they are interested in and when and how they wish, would be relatively easy. The initial requirement will be a suitable building, and

a handful of experts in various fields to provide initiative and guidance for study. The institution will be financed by its members and other interested parties to the best of their abilities. Running costs need be almost negligible.

Genuine students of the Humanities and the Fine Arts will be happy to trade the right to a graduation certificate for the opportunity to study in an atmosphere promoting genuine intellectual inquiry and integrity of action.

Yours fraternally,
Kit Guyatt.

Education; and the rights of parents

J. R. LAWRY, SENIOR LECTURER IN ED.

The rights of parents to influence the content of education and the conditions under which it is received by their children are generally ignored. The attitude of education authorities in Queensland might be expressed in the following Memorandum to Parents:

"You are advised that the control of education rests with the properly constituted authorities. As parents you are obliged to send your children to school, to obey instructions from school authorities without demur, and to pay the full cost of the appropriate education by taxes, fees, and donations. In return, your children are offered what we claim is the best education available in the world."

The very small amount of public discussion of education is paralleled by the degree of local and parental participation in the control of education. Parents have no rights in education policy making, standards of teachers' qualifications, the curriculum and the type of facilities provided by the state department, school trustees, or church authorities. As the UNESCO Report on *Compulsory Education in Australia* so charmingly puts it "the administration of the State systems has shown that a good deal of local interest is possible without local control." In fact, what this means is that Parents and Citizens' Associations are obliged to provide most essential teaching materials and equipment, and to arrange ground improvements, in some cases with state subsidy, but the Associations have no opportunity to influence policy or to contribute to the management of the schools.

There is an undoubted relationship between the general lack of spirited, informed, and influential public discussion of education and the absence of any role for the local community or the public generally in education policy making. The crux of the problem is the assumption that because the authorities provide school buildings, teachers, and the minimum of equipment, the public has no part in decision making and management. Parents and Citizens' Associations act as pressure groups to obtain further facilities and equipment from the authorities. Parental interest and concern for the best education available are exploited by administrators who smugly claim that the Associations "perform useful functions and supplementary funds are raised by local effort."

Many parents accept meekly the subservient role of volunteer fund raisers. Other parents are beginning to adopt a more positive attitude. They feel able to contribute not only money but expertise in management, planning, and curriculum development. They already pro-

vide tax and supplementary funds. The notion that contributions can be made without sharing control is manifestly out of date. An effective way to stimulate public interest in education would be to give the public a real role in the process of providing education. At present it appears that only professional administrators know what is good for the schools and that they alone should control education.

An increasing number of parents consider the time has come for a share of the control of education to pass into their hands as representatives of the public. The concept that the administration of education should be a partnership of all concerned envisages a wider sharing of responsibility. It demands the fostering and utilization of the professional ability and responsibility of all teachers. A well trained professional body of teachers would participate in the necessary process of consultation and discussion with other groups interested in planning, developing, and executing the educative tasks of society.

Existing authorities are obviously unable to carry on without further public support. Informed groups of citizens willing to exert their influence and apply their talents to educational problems already exist. The appropriateness of co-operation of all involved groups in the reorientation of education is self-evident. Diversity of control, improved teacher preparation, new courses, clear objectives are required to meet the challenge of a rapidly changing world.

It is surely an opportune time to test whether the retention of control by central state or church authorities is essential to the development of a modern education system. The main argument for the status quo is the operation of the existing system. Modifications to the present system of central administration could be made by allowing greater local autonomy while retaining central supervision of finance and the rights of teachers. It is not possible to test the efficiency of an educational system without insisting on rigid uniformity and conformity to state-wide inspection and examination procedures. It should follow that the rigidity of central control could be relaxed.

Parents as co-workers in the education of their children could share in the management of schools by assuming local control over repairs, equipment and development works not exceeding \$4,000 in any year for a school of 500 pupils. Further expenditure might be approved by the central authority. Parents would be informed of advances in teaching techniques and the progress of their children by frequent parent-teacher meetings, and consulted about the

development of the curriculum. It would be a sad commentary on the educational effort and attainment of the general public if, after the general availability of education for about a century, the Australian people could not assume greater responsibility for the provision and control of education than they exercise at present. Some people with family or job commitments will be unable to participate. Others will not be active because of apathy or reluctance to be involved in public affairs. This still leaves a good number of people interested in the public control of education.

Two main developments are anticipated. The first is the gradual evolution of new relationships between groups opposed to the present exclusive domination of education by state and church authorities. The second is the development of new forms of control reflecting not only the emerging partnership between all interested groups, but the introduction of modern concepts of the function and content of education. It is expected that, as school authorities become increasingly dependent on parental support through voluntary contributions and higher fees, parents will seek a greater degree of control. More parents than ever realize the importance of a good education. They feel that their role, assigned by school authorities, cuts them off from important decisions which affect their children's future happiness and educational opportunity. These parents would be delighted if some notice was taken of their opinions on matters associated with policy. Consultative committees, blending expert and public opinion, could advise the education department and church authorities which conduct schools on policy matters. In these ways the rights of parents in education would begin to be recognized.



LONG LEGS ON THE OPEN ROAD

In recent years 4 cylinder cars have once more found favour with the buying public; this can be attributed to their adequate performance, and the extra equipment that comes with them. The Hillman Minx fits into the above category very well.

The car tested has a bigger engine (1725cc producing 70 bhp) and an improved linkage to the excellent 4 speed all-synchromesh gearbox; this has resulted in better flexibility and smoother running. It impressed with its rapid acceleration (0-50 in 10.8 secs.) effortless cruising stability, cornering and braking. Its relatively high gearing enables it to be cruised continuously at close to maximum speed with little apparent effort and reasonable fuel economy.

The suspension, although firm is a good compromise for riding comfort, on all types of surfaces. It provides predictable handling (always understeer) and a high degree of safety.

Braking, by big discs on the front and self adjusting drums

at the rear, is completely trustworthy. Fade is never a problem, although pedal pressure is high.

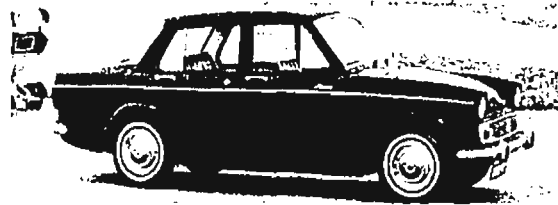
Inside Chrysler has maintained a high standard of finish. The instruments are easy to read, the floor coverings well fitted and the seating is comfortable. It has commendable leg room and easy access.

I would sum up by saying that the Hillman is a well conceived saloon, with a smooth flexible performance in traffic and long legs on the open road. Priced at \$1998, it is in a very competitive section of our market, but it should measure up well, if quality finish, good road manners and exhilarating performance are a criteria.

Test car from Austral Motors (Toowong Branch), Coronation Drive.

Acceleration: Speed in gears:
0-30 4.4 sec. 1st 30 m.p.h.
0-40 6.4 sec. 2nd 50 m.p.h.
0-50 10.8 sec. 3rd 73 m.p.h.
0-60 15.7 sec. 4th 86 m.p.h.
Standing 1/4 mi. ... 20.4 sec. (claimed)

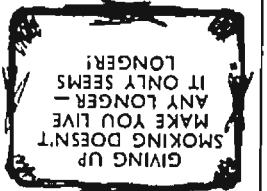
Fuel consumption: Max claimed . . . 35 On test . . . N.A.



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