

the magazine ^{AK}

of the education subscrip*t*i

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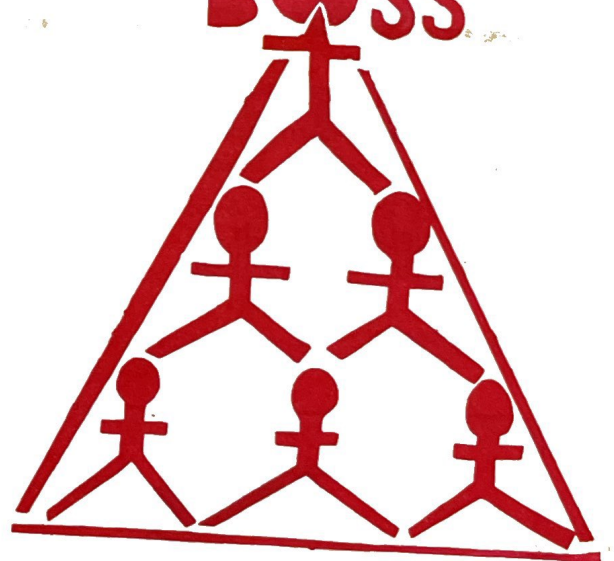


**PROGRESSIVE EDUCATION
—: NOT ENOUGH**

SCHOOL → WORK



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SPECIAL**

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W.A. SPECIAL LAST STAND FOR US

THIS IS THE VERY LAST ISSUE OF THE MAGAZINE PRODUCED BY THE PRESENT GROUP. WE ARE BOWING OUT WITH GREAT REGRET, BECAUSE OF IMMENSE DEMANDS IN HUMAN ENERGY WHICH HAVE BEEN SHARED BY A VERY SMALL GROUP, AND BECAUSE OUR FIRST PRIORITY FOR WORK HAS SHIFTED TO BROADER AND MORE PRESSING SOCIAL ISSUES THAN EDUCATION - PARTICULARLY THE URANIUM ISSUE. WE SINCERELY HOPE THAT ANOTHER GROUP WILL DECIDE TO TAKE IT ON - PLEASE LET US KNOW IF YOU ARE INTERESTED - A SMALL MOUNTAIN OF MATERIAL WILL GO TO WASTE IF THIS OFFER LAPSES.

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SPECIAL LATE NOTICE - THERE WILL BE

ANOTHER ISSUE OF THE MAGAZINE - IT WILL BE A WOMEN'S ISSUE, WRITTEN AND PRODUCED BY A GROUP OF WOMEN. please send all contributions promptly to Deirdre Mason, c/- 23 Smith Street, Fitzroy VIC 3065. WE STILL NEED A GROUP TO TAKE US OVER AND KEEP THE WHOLE OPERATION GOING.

WORKINGS

Education Subscription Service is an information exchange for people interested in radical change in education. A subscription of any amount entitles you to a copy of The Magazine (40¢/issue, incl. postage) plus the right to order any of the articles and publications listed in the back. The cost of this material + postage is simply deducted from your subscription account.

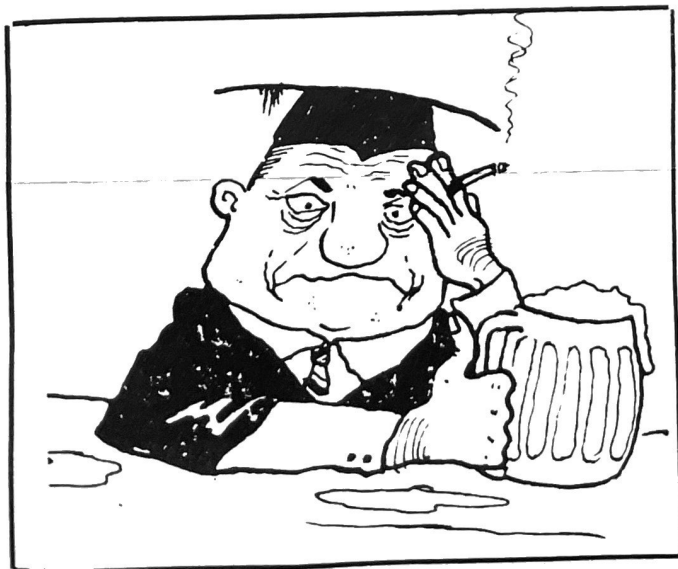
This issue was produced mainly by Lyndon, with a lot of help from friends, particularly friends in The West, some of whom are reluctant to be named. Thanks anyway.

Please send comments, ideas, orders etc. to:

23 Smith Street,
Fitzroy, VIC 3065

phone: (03) 419 5152

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CARRICK: ANTI-HERO

He is gaining a reputation as an upside down Robin Hood - one who robs the poor to enrich the rich. The decision to give extra millions to the Geelong Grammars and Scotch Colleges is one of those rare acts of defiant insanity which add some old-fashioned spice to our crumbling education system.

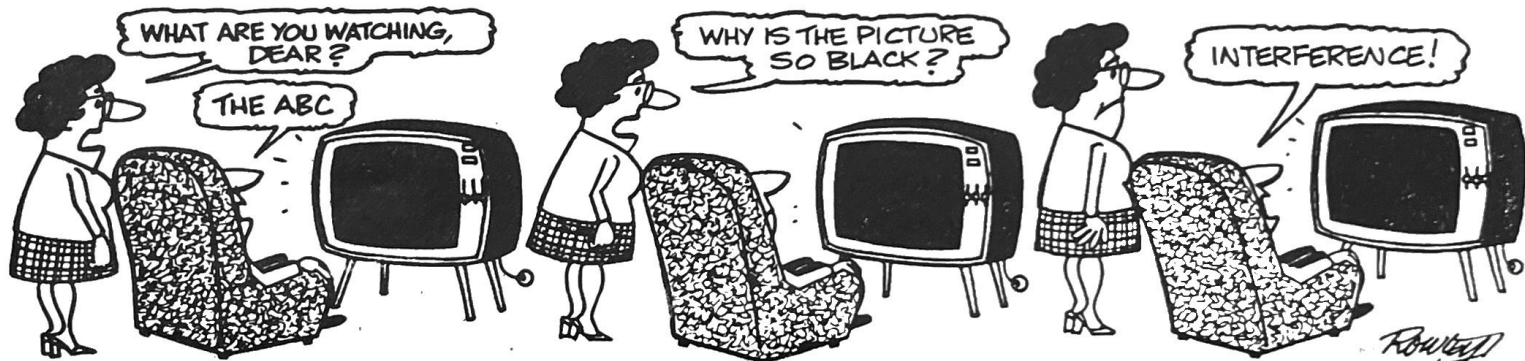
"More aid for the disadvantaged Melbourne Grammar." It certainly does have a medieval ring about it.

The sad aspect of the present campaign to resist the razor is that every whinger is talking "more-ism" - that old disease which insists that there is a straight equation between more money = more education = more enlightenment. When you hear that, it must be the dark ages.

Hasn't anyone read Ivan Illich? Don't you all bloody know that money for the education monster is a tax on the majority to give privileges to an elite? That is a fact. Dead true, immutable bloody fact.

Now wouldn't it be nice if someone started talking critically about the education system again - about how the hidden curriculum works, about the psychology of failure, about conformity, fragmentation of knowledge, empty vessels, and all that.

Eh, what about it?



THE KILLING OF ACCESS RADIO

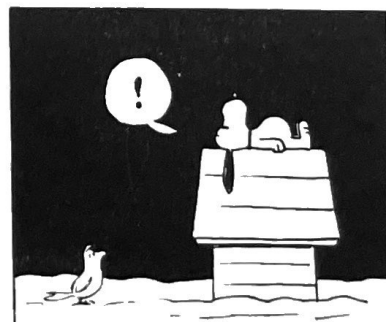
The Access Radio station, 3ZZ was not closed for financial reasons - the \$300,000 chopped from the ABC budget represents a cost of 70¢ per migrant it served in a year - not exactly a prohibitive cost.

The Minister, Mr. Robinson, claimed there was "no need" for the station to continue; does this explain why 3ZZ consistently outrated 3LO and 3AR, and why there was a three month waiting list for people wanting to make programs? The 3,000 people who turned up to protest against the decision certainly felt there was a need.

The argument of "duplication" with Ethnic Radio is sheer humbug. Ethnic Radio is controlled by bureaucrats and run by professionals; at the time 3ZZ closed, it broadcast in 30 languages; 3EA had only seven languages, and it is not an open access station.

For two years, ESS co-ordinated the 3ZZ English language program - many students, teachers and parents who would not otherwise have been heard, or whose views had been distorted in the media, put their points of view. Now this channel has been crushed.

There is an on-going campaign to get 3ZZ back on the air - see Other Publications section for material with the details.



IS MR JONES R E A L ?

The Minister for Education in W.A., Mr. Jones made some very interesting and thought-provoking comments on May 16th, when addressing a gathering of new teachers at a graduation ceremony in Perth.

Mr. Jones seemed to be terribly concerned about the 'infiltration' of what he considered 'political propaganda', into schools. He claimed that in one case students had been used to prepare political propaganda, related to funding for education and he said, "If any of our teachers see that as a legitimate and responsible role for a teacher to play, then there is no place for him or her in the Education Department in Western Australia."

After this "warning" he went on to declare that "the lecture theatre and the classroom should not become political arenas." The Secondary Students Union of W.A. believes however, that in a 'democratic' society, the main aim of education should be to produce citizens who are able to communicate their ideas, and who are interested and ready to participate in political processes. We deplore Mr. Jones' apparent stupidity when he seems to exclude politics from reality.

College stocktaking discovery

DAVID S. BALFOUR, Kalgoorlie: The Minister for Education, Mr Jones, and I are not in any basic disagreement over his recent comments about the quality of education, (reported May 17). It need not, as he said, necessarily depend upon more money for buildings and equipment.

However, at the Eastern Goldfields Technical College, where some of us are teaching a laboratory assistants' course, I have been doing a bit of unofficial stocktaking.

I noticed, quite by accident, as I was trying to set up an experiment, that the college possesses no laboratory equipment. In retrospect this is probably a reasonable state of affairs since closer inspection revealed no laboratory either.

Naturally I have not discussed any of these observations with my students because it is, as Mr Jones pointed out, political. But I suspect that by the end of this term some of the smarter students will have noticed some of these deficiencies by themselves. It is possible that they may casually mention something of the sort to their tax-paying parents.

Well, knowing how difficult some parents can be I thought the most discreet approach would be to drop this letter to your newspaper. If Mr Jones should notice it he may like to post us a laboratory, c/o Eastern Goldfields Technical College, as soon as possible and I won't tell a soul that it wasn't there before.

In fact we applaud teachers who encourage their students to carry out research which demonstrates the inadequacies of our present system of education. Mr. Jones has made it clear that these inadequacies exist when he tells us that many children entering high school cannot read.

Primary schools in particular need a physical environment that is conducive to awakening childrens' interest in education. Crowded classrooms, lack of books and inadequate numbers of teachers lead to the neglect of children with reading difficulties.

As secondary school students we would appreciate really well equipped libraries which could be used to supplement uninspired teaching. Individual research should, after all, be the basis of education. It is certainly hard to understand how a school could stand without buildings.

Mr. Jones' comments - that facilities are unnecessary and that "each school (is) made by the quality of its staff" could only be interpreted as a fore-shadowing of the cuts in education which are now all too apparent. Jones has described this "freeze" as "a challenge to teachers and administrators to ensure that the high standard of education in W.A. was maintained".

Yet even if we hope to merely maintain present standards of education, we must ensure that funding increases by an amount far above the proposed 0.65%.

Janet Parker
Secondary Students Union
of Western Australia.



Achtung *Achtung* ACHTUNG *achtung* *Achtung* ACHTUNG

ATTACKS ON STUDENT UNIONS

The West Australian Government has finally announced its plans to destroy student unionism in this state.

The event is of national significance, as the news weekly *The Bulletin* ably demonstrated in a surprisingly honest article which gave the reasons for the government's move. Headed "W.A. legislation in the offing to combat left" it explained the legislation as the first "official reaction to the leftist political activities of the 270,000 member Australian Union of Students" (June 18th, p.24.). Ominously, it portrayed Senator Carrick as following closely developments in W.A. with a sympathetic eye to a possible Federal move.

However in Western Australia, the government has not been prepared to admit that the attack is so "politically" motivated. They have talked of "individual rights" and non-compulsion, both of which have nothing to do with their real intention.

Point 3 of a plan sent to the campuses by the Minister for Education, Peter Jones, reads thus:

"The transmission by tertiary administration of student funds to bodies or organizations outside their institutions, will be prohibited."

The government will no doubt regard AUS as an 'off-campus' group, thereby making affiliation to the national union virtually impossible.

The other main thrust of the legislation is to remove any student control over student funds. The collection of a compulsory fee will be transferred from the student guilds to the tertiary administration, so that students will have no say in how their money is spent. The fee will be for "amenities and services", though just what this includes is yet to be defined. Student guilds will be voluntary, and quite obviously, powerless.

The response of student guild leaders has been cautious and wary of "alienating" the government. They have known about the legislation for some time and have urged restraint from student activists and others who started to campaign on the issue early in the year. But now that the threat is real and immediate they are prepared to work more closely with organizations like the Democratic Education Group which was set up recently to fight the government's moves.

The D.E.G. stresses the importance of winning student support for the concept of a fighting student union free from government control. Most students are unaware that tertiary institutions are tied to the state by statute and through their senates. This allows governments to legislate as they please, while talk of autonomy is mere fantasy.

We must fight for student-staff control, and transform our staid and sluggish guilds into unions, fighting for the rights of their members.

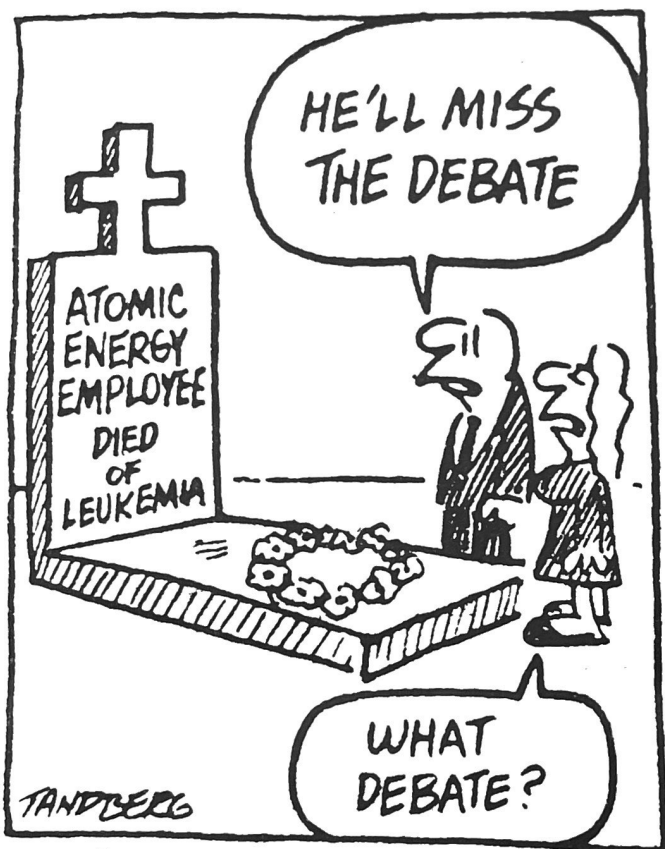
Anthea Parker.



DEATH TO THE ECONUTS

"My daughter and I..." is the well known Lang Hancock introduction to a tirade, the bracket being reminiscent of the royal we, "My husband and I..." so often used by the Anglo-German comedienne Elizabeth R.

"There is NO debate, the issue was settled once and for all 29 years ago by Dr. Teller." "This is the man that my daughter and I have been privileged to know and learn from."



Because Dr. Teller decided 29 years ago that nuclear power was safe, there is now no debate. On this basis, Lang Hancock refuses to have any truck with the anti-nuclear lobby, "... so all that remains is a ceaseless monologue of lies and subversive propaganda financed from outside sources." (In case you are in doubt, he is referring here to anti-nuclear people, but the sources of money are not specified.)

For our information, Lang (reporting Teller) informs us there are "no problems regarding the disposal of nuclear waste (small as that amount may be) because there are so many ways of dealing with it; - the only problem is in selecting which method to use. In Teller's opinion the best way of disposing of plutonium is to recycle it through the reactors as valuable fuel. Any reactor can do this to the point of complete exhaustion."

Now, isn't that marvellous. Anyone who saw the 4 Corners program of the NBC film on nuclear wastes would be encouraged to know that Lang

dismissed it as "poppycock" and we presume, more lies and distortions. (NBC is, of course a subversive organization.)

In response to this, Lang has come up with a further solution to the high level nuclear waste problem - the backyard of his humble suburban home? in Dalkeith. The few strangled cries of protest from his neighbours can be written off, - they've been brainwashed and turned into econuts. It is not known whether his daughter will set up a bomb production line in the 4 car garage or whether the 'few kilograms' of plutonium will be recycled in a fast breeder situated in Lang's bedroom - but the prospects are intriguing. (The NBC program makes it clear that high level wastes amount to hundreds of thousands of gallons, so what contributions Lang's few kilos will make is a real puzzle.)

Lang is very fond of his mushroom cloud story. He tells how he flew his light aeroplane through a mushroom cloud, received massive (unrecorded) doses of radiation, then proceeded to have a daughter (exhibit A) who shows no signs of genetic defects. (She is, in fact, so much better looking than her father that there could be grounds for doubting the evidence; her attitudes however, belie this - in this respect she is a carbon copy of her father.)

In a recent talkback on Perth radio, Lang stated emphatically that not one worker had died in the nuclear industry. He must have forgotten the three people who were splattered on the roof of the Idaho reactor when a fuel rod shot out of the core. (He wouldn't make these mistakes if he read the newsletter of the Campaign against Nuclear Energy). But what is puzzling, and a little disturbing, is his failure to retract when the very next day the Atomic Energy Commission accepted the responsibility for the death of a worker at Lucas Heights from leukemia. Lies and distortions, Lang?

What has all this got to do with education anyway? Bugger all, really - except that Mr Hancock owns newspapers as well as lumps of rock, and he was also privileged to receive a copy of the second Ranger Report before even Chairman John Frazer. Wealth, it seems, equals power, and Hancock has the power to influence the gullible and ill-informed - he certainly wouldn't fool anyone else.

Lyndon Shea

SEPARATE DEVELOPMENT IN W.A.

Some rude people from Eastern states have suggested that W.A.'s Illegal Assemblies section in the Police Act qualifies the state to secede immediately and float across to join South Africa.

Certain provisions of the Mining Act with reference to Aboriginal Land also smack of apartheid - for instance, Aborigines can have whatever land they like as long as there is nothing valuable in it - like uranium at Yeerlirrie, or diamonds for the South African companies exploring at Oombulgurri.

The modern secessionists in W.A. are solid mineral men (apart from a bit of natural gas), and base their vision of utopian greed on the principle of "dig the lot and sell it". When the lot is dug and sold no-one knows quite what will happen - it could be a lemming act - who knows? Who would want to live in a bloody quarry anyway?

To facilitate the sale of rocks, all tariff barriers on imported manufactures would be removed. This would deprive the mere 15% of the work force employed in manufacturing of their jobs and presumably they'd be on social welfare.

No way mate. The secessionists don't believe in dole bludging and they don't believe in the public service either (it's inflationary, you see) Bang - out goes a huge wack of the rest of the work force.



"And why are there no women nuclear physicists? Because women believe in Life, that's why there are no women nuclear physicists."

What are all these people going to do? It's simple - they'll all be recruited into the army to defend Western Australia from "the army of eastern states migrants wishing to enter the promised land." * Ra, Ra. Ra.

* Lang Hancock: "Go West Young Man" - in The Australian GP, Feb 1977.



THE SUFFRAGETTE THAT KNEW JUI-JITSU
The Arrest.

INQUIRY INDUSTRY

- A SENSIBLE SOLUTION TO ORGANIZING
POST SECONDARY EDUCATION - OR -
HOW TO KEEP YOUR INTERESTS VESTED.

A kind of industry of post-secondary education enquiries has developed in successive states over the last few years. What happens is a group of academics from outside the state are brought in to give an "objective" report on what should happen in that state.

The problem is usually duplication of courses and perhaps a need for some kind of "tidying up" of the organization of higher education. Surprisingly enough, all the committees of enquiry come to a consensus on the only possible solution, regardless of the state being investigated.

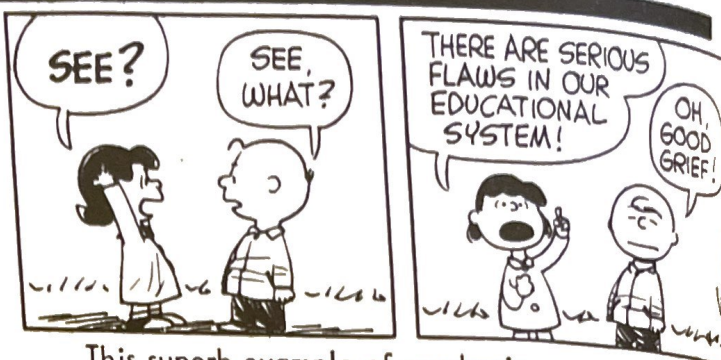
These are that the universities must continue as the supreme academic institutions accountable to no-one; that any education offered in any other institutions is, by definition, inferior; that the only possible solution to wastage of resources in post-secondary education is the closure of a couple of C.A.E.s.

A look at the timing and the composition of such committees, and how they work, might give us a clue to the causes of this strong consensus.

1973 - "Report on the Proposal of the Government of Victoria for a fourth University in Geelong, Ballarat and Bendigo" prepared by the Australian Universities Commission chaired by Prof. Peter Karmel.

This report focused on the different roles of the universities and C.A.E.s and the "absorption" by universities of C.A.E.s. Let us look at the perfect logic of the reasoning behind their final recommendations. On educational grounds they argued that there is no need for a fourth university in Victoria, that it probably would not be fully viable; that it would probably "reduce educational opportunities available to local residents"; and that the absorption into a university or an institution which according to the Commissioners themselves is "progressive, forward-looking, vigorous, and well-respected locally" (local C.A.E.) would have a bad effect on the morale of the C.A.E. system.

Despite this however, because of the Victorian Government's policy of decentralizing "industry" they recommended that a fourth university should be set up in Geelong. This, of course, is the "rational" solution.



This superb example of academic reasoning contained in the Deakin Report led to the recent creation of Deakin University at a time when a lot of C.A.E.s are facing closure.

1976 - The stage moves to Tasmania, and what do you know. The star actor is Professor Karmel, by now a famous name, and chairman of yet another enquiry. And of course the recommendation is that the University of Tasmania should absorb the Tasmania College of Advanced Education.

A certain Professor R. Selby Smith, who had changed jobs from principal of T.C.A.E. to Dean of Faculty of Education at the University of Tasmania, was able to help frame the University's submission which suggested such a "rational" solution. (His name pops up again later in the saga.)

In the same year sub-plots of this drama are being enacted in a certain out of the way spot, Western Australia. A new name, Professor Partridge, arrives (from the east), bringing case in hand, ready to set up the post secondary enquiry "industry" in the State of Excitement.

And well, what do you know, it looks like a C.A.E. or two is going to have to close down. Namely Graylands and probably Claremont. You see universities are of prime importance so we cannot question them and we do have a problem of duplication of courses - and the easiest place to close down is the smallest. Quite a powerful argument. Eh? .

1977 - South Australia - Yes you guessed it. Like they've got to "rationalize" this time we have a Prof. Anderson sharpening his intellect. And of course by now he is able to quote Tasmania and West Australia as precedents.

Meanwhile, in Canberra, we have a National Enquiry chaired by Prof. Williams into the whole of post-secondary education and training. The secretary of this is ... Prof. Selby Smith.. (applause) Also a national body has been set up to co-ordinate all post-secondary education and who's going to chair that? ... Give you three guesses, - I'll give you a clue... Male, white, university background, previous

background, ... previous experience in shuffling submissions to post-secondary education in the states.... begins with K.

Next time they tell you student politics is juvenile, idealistic rubbish, ask them about their mature, pragmatic politics when the post-secondary education system has to be sorted out.

Teresa Morris

BUILDING

Ray Morland from the West Australian Institute of Technology has designed a course for Aboriginal students to prepare them for tertiary studies. It is now in the second year of operation.

The course is heavily oriented to skills - particularly verbal skills. Ray has discovered that Aboriginal students perform rather better than the average for tertiary students on symbolic, "culture free"(?) tests, but many of the same people would simply not score at all on a conventional, verbally biased IQ test.

His answer is a highly structured, intensive course which is assessed continuously to provide a maximum of feedback and diagnosis of difficulties. Each afternoon is devoted to the "study skills" area; course co-ordinator, Chris Kaputin says, "Listening and note-taking techniques are a vital part of tertiary education and the students must be able to cope efficiently with these."

Communication is another emphasis of the course, with debating, public speaking and discussions playing important roles alongside the more traditional reading and writing. Statistics of the variety used in social sciences are taught, as well as core units known as "social affairs" and "social behaviour".

One of the key aims of the course is to remedy the lack of confidence which our school system successfully instils in the people it discriminates against. A friendly, supportive atmosphere helps in this respect, and gaining competence in language skills must also boost confidence.

The course came into being, with funding from the Department of Aboriginal Affairs, as a response to pressure from the Aboriginal community. In its own terms the course has been a success - of the eight students who completed it last year, seven are now enrolled

BRIDGES

in tertiary courses. At the suggestion of students, next year's enrollments in the course will include migrant and women students as well as Aboriginals. They feel that there are plenty of others who could benefit from it.

The dangers of the course, as I see it, are the same dangers built into any course of study which assumes that what it is doing is politically neutral. To slot Aboriginal students successfully into the acquisitive education system is not necessarily a benefit to the Aboriginal community at all; without a process of critical political discussion and active involvement in issues, it is all too easy to be sucked into the "I've made it, bugger you" syndrome which dominates white student thoughts and lack of activity.

The Community Organization course at Swinburne College in Melbourne (while it has different aims) does not fall into the same trap; it is also not so heavily structured, which may, in fact, make it a better preparation for further tertiary study.

The reality of most tertiary courses for an individual is an impersonal situation with minimal or non-existent supervision, and the onus on the individual to initiate and complete work assignments. The best way to cope with this is for small groups of students to co-operate and help each other - a tactic not generally encouraged by the authorities. At any rate, a highly supportive and structured course may not be the best initiation to tertiary study.

Ray Morland (whose admirable slogan is " no patronizing bullshit") and the others involved in the course, will be learning and adapting their strategies according to the experiences of their former students. Meanwhile, it stands as an important and useful initiative.

Lyndon Shea

PLUGS

WHOLE PERTH CATALOGUE,
Z. Sofoulis and J. Boulton, Perth, 1975

The complete guide to Living, Learning, Welfare, Recreation and Action in Perth. Although it is a little dated, it is still the most comprehensive directory around. Copies available from us - \$1.50 + postage.

OLD PELICANS NEVER DIE

The student rag at the Uni. of W.A. is called 'Pelican'. It is now a sad timid little thing, so fearful and insular that it won't even accept contributions from people outside uni. But... it wasn't always like this; for that reason we relist here the excellent Pelican specials on Education (Apr.'75) and Environment (Sept.'75). Available from us for a mere 40¢ each + postage.

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A subscription/donation for 10 issues of PFP is what you can afford - and its worth every cent of it. "We feature stories and analyses unwelcome in the established media." A good coverage of all issues of national and local importance. Useful for people everywhere, not just in W.A. We list some articles lifted from PFP in our Listed Articles section.



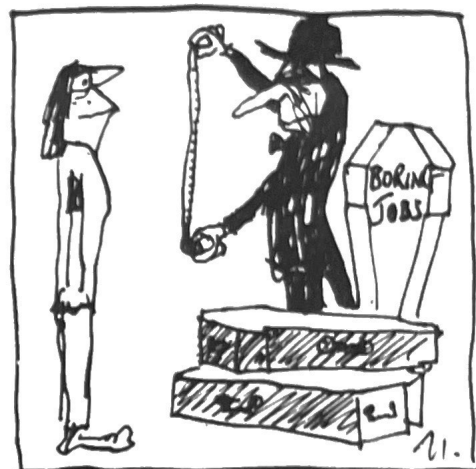
LIP SERVICE

An Exhibition/Event of Women's Art to benefit 'LIP' Magazine.
431 Clarendon Street (1st floor)
South Melbourne
23, 24, 25 September, 10am - 10pm

Contact Isobel Davies (861 8293) for details

Detailed Review of Aboriginal Resources

The Australian Institute of Aboriginal Studies is working on a review of resource materials in Aboriginal studies. The bibliography critically reviews over 500 books which are used or available to schools. The finished product will probably not be out till the end of the year. But if teachers or librarians are in desperate need of such a work an interim bibliography can be obtained from; Alex Barlow P.O. Box 553, Canberra City A.C.T. 2601



D.A.A. Defines Self Determination

"This means that the departments and other authorities active in Aboriginal affairs believe that they should not completely decide policies for the Aboriginal people."

(from a Dept. of Aboriginal Affairs publication.)

THIS IS SIRIUS

ADVERTISEMENT

Teaching position available at Sirius Community school, a small innovative school at Miranda, Sydney. The school is attempting to close the parent/teacher communication gap and operates on children centered activities. Ten families with 12 children involved. Apply in writing stating aims, plans and background to:

Sirius Community School,
45 Urunga Parade,
Miranda, N.S.W. 2228 (no phone)

AUSTRALIA' MEDIA MONOPOLIES - Humphrey
McQueen, published by Widescope \$5.95

This book has been shitcanned in the monopoly press - a clear indication of its immense worth. If you are quick, you can get a copy free of postage by writing to INC Pty Ltd, PO Box 86 Cremorne Junction NSW 2090.

WHERE TO GO IN W.A.



ACTION CENTRE, 367 Hay St (East) Perth
(noon - 8pm; Mon - Fri) ph: 25 9414

The centre is being used by C.A.R.E., Friends of East Timor, Perth Free Press, the Social Security Union, Social Action Lobby, Pensioner's Action Group, W.A.I.T. Women's Collective, W.A. Secondary Students Union, and a number of other campaign groups for meetings, leaflet and magazine production, film showings, and as a contact point for messages, etc. The centre also houses the collection of books and magazines of the Information and Resource Centre. Stacks of good material - drop in and have a look.

THE WOMEN'S CENTRE - WOMEN'S LIBERATION CENTRE, 21 Glendower Street, Perth. ph. 29 1777

A centre for women, maintained by women. It acts as a focal point for a variety of groups concerned with women's issues, as well as providing a place for women to drop in and chat and read or discuss particular problems they may have. There is a comprehensive library of books and journals associated with women's issues and a file containing information on subjects as diverse as child care and radical politics, vaginal infections and legal rights. The women who act as a support group can locate information or direct a woman to information sources.

The centre is open each day from 11 - 3 and at other times when meetings are on.

THE ENVIRONMENT CENTRE, 1st floor, 537 Wellington St., Perth (opposite bus station) ph: 21 5942

A resource centre for the environment movement, it contains an extensive library of books magazines and press clippings - and lists of groups involved in various aspects of the environment. Printing is done at cheap rates, and ancillary equipment such as a folding machine, guillotine, plastic bookbinder and typewriter are available. If you are interested in this area, drop in, you are sure to find some useful material. Open 9 - 5 weekdays, but usually kept open nights as well - ring to make sure.

THE COMMUNITY EDUCATION CENTRE

The Edcentre is a multi-purpose resources and information centre which offers a broad range of activities and considerable space for community groups to use for meetings, seminars and activities.

Resources include:

- Theatre/Auditorium - Bookings for live drama, concerts, film showings, other arts activities, seminars or meetings may be made by calling our Community Arts Co-ordinator, Richard Collins, on 35 5444. (Discounts given to non-profit making groups.)
- Multi-media Resources Centre - Materials and information which is not easily accessible elsewhere is made available in our library. This includes a comprehensive section on education (philosophy, teaching methods, curriculum, learning difficulties, alternative education etc.) Video and audio tapes are available for borrowing from or viewing at the Edcentre.
- Audio Studio - Studio facilities are available for use by individuals or groups wishing to tape programmes for radio 6NR, based at W.A.I.T., or for other purposes. The studio may be used for video studio production purposes as well.
- Photographic Darkroom - The darkroom facilities are available to all competent and responsible users.
- Printshop - Our professional printer, Greg Hastings, will do low-cost printing for profit and non-profit groups.
- Workshop - Do you want to make sets for a play? A canoe? The base of a waterbed?
- K.I.D.S. Open Classroom - K.I.D.S. is an independent primary school which has a base at the Edcentre. Margaret Hodgkin can be contacted on 35 5444 if you wish to come and visit the school at anytime. Edcentre membership is only \$3.00 (\$2.00 for students). Join now and receive newsletters, other information and reduced prices on theatre tickets.

Drop in and see us anytime!

Cnr of Edward and Cantonment Streets, Fremantle.

W.A.I.T. Guild Resource Centre

Is in the Guild Education Office, open 9.30 - 5 weekdays. Basically it is a collection of alternative resources that are not generally available, such as progressive education, sexism, racism, social welfare and the environment. Material can be borrowed. Ph: 68 2314 or 69 7066.

THIRD WORLD RESOURCE CENTRE

Action for Development (incorporating Austcare, Freedom from Hunger, Community Aid Abroad) runs a well stocked resource centre at 306 Murray St., Perth (behind the Third World Market Shop) The Centre is open office hours Ph: 22 5077

W.A. UNI. - Guild Education Resource Room

The W.A. Uni Guild has set up an education resource room on the first floor of the Guild building. It has been established to increase student awareness and action about social and educational issues. Resources include video tapes, cassettes, magazines, pamphlets books etc. on a wide range of topics. In time and with increased funding, it is hoped to establish a thorough bank of useful and interesting information. Staff, as well as students are welcome to use the room.

MURDOCH M U D D L E

Murdoch University was established on the crest of the early 70's wave of liberalism, experiment and innovation in education. The slogans of 'the university as community', 'interdisciplinary studies' and the like were on the lips of the staff, students and administrators. Well into the third year of undergraduate teaching, things have changed at Murdoch. With the screws being put on education funding, the distribution of decision-making power in the University has become much more obvious.

The effect of this has been ambivalent: on the one hand there is a much more realistic appreciation on the part of students of the channels of authority in the university. This could have meant a greater amount of organization and involvement amongst the students to secure the degree of flexibility and liberalism that has existed up until now. However there seems to have been increasing apathy - perhaps representing the realization of the small voice and smaller clout that students do have in the formal decision-making hierarchy.

Nevertheless students can still change things at Murdoch. Possibly one of the most important areas of real student participation is at the level of course content and assessment. But before indicating the degree to which this is possible it is worth mentioning the basic organization of the university because many of the comments are not applicable university wide.

Murdoch, in the tradition of many of the 'new' English and Australian universities is based on a school, rather than a faculty and department system. There are six schools: Education; Environmental and Life Sciences; Human Communication; Mathematical and Physical Sciences; Social Inquiry; and Veterinary Studies.

The first year is a general introductory year in which a maximum of just over half the time is spent in doing prerequisites of the degree program. (Many degree programs, for example economics, have as little as one eighth of the first year as a prerequisite subject). Assessment throughout the university is optional pass/fail or grading, although in some quarters, especially education and the other 'professional' programs of psychology, environmental science and vet. studies pressure is put on students to opt for grades.

Independent study contracts (I.S.C.'s) probably epitomize the extent to which students

can direct their course content, learning experiences and assessment. All that is required is to design your own course (provide a reading list, indicate what you hope to achieve and how you are to be assessed), find a staff member who is willing and able to supervise your contract and submit the contract to a small committee of staff for approval.

It is also possible for a group of students interested in studying the same topic to sign up with a staff member and work as a group. As well as being a very fruitful experience for both students and staff, some original and high quality work has been produced by undergraduates working through I.S.C.'s.

In standard courses, the degree of student involvement in content and assessment varies enormously, depending greatly on the individual staff members and students involved. Very rarely has it been impossible for courses to be changed in mid-stream if they have been deemed disastrous by a substantial proportion of the students in the course. (Providing of course that the students have been prepared to put forward suggestions about changes to the course.)

This is no doubt a function of the small size of the university (less than 1,200 full-time internal students) and the consequent small size of many courses. In most courses less than 30% of the assessment is on a final exam; in many, especially literature, history and social and political theory there are no exams; and in others it is possible to choose between a major paper (approx 3,000-6,000 words) and an exam.

Although not officially accepted as a university responsibility, student assessment of teachers is incorporated informally by way of questionnaire or discussion into most courses. Unfortunately a proposal put up by students and the school of Social Inquiry last year that there be regular cross-university student assessment of courses and of teaching and that the results be published was not accepted.

There are many changes taking place at Murdoch, some of which are contradictory. One of the main problems is that the students have it too good in the sense that there are many progressive staff members with whom to work and there is still flexibility in program structure (with I.S.C.'s and the like). This results in students becoming very involved in their studies - there's nothing wrong with that except that it leads to acquiescence in the face of decisions that are being made all the time in the official decision-making hierarchy.

Wendy Carlin.

FINK MEMORIAL

Melbourne University has long been suspected of housing a gaggle of closet fascists. Whoever was responsible for organizing the visit of Professors Eysenck and Jensen to conduct this year's Fink Memorial Seminar will be in for a shock.

Their political motivation is blatant: although Eysenck and Jensen have been thoroughly discredited overseas, they will be feted in Australia because of the justification their murky pseudo-science provides for Fraser's attacks on blacks and working class people. Jensen has also been asked to take up a visiting lectureship in the Education Faculty at Monash University.

IT IS IMPERATIVE THAT ALL PEOPLE OF GOOD WILL RESIST THIS VISIT, DISCREDIT THEM AND THEIR SYCOPHANTS HERE, AND CONSIGN EYSENCK AND JENSEN BACK TO THE OBSCURITY THEY DESERVE.

What are the issues? Jensen claims that 80% of intelligence is inherited. Eysenck's book, "Race, Intelligence and Education" uses the Jensen thesis to explain and justify the gross and racist inequalities in the British education system.

Jensen also claims that blacks in the US have a lower average IQ than whites, and that this difference is basically genetic. In response to this, Nobel prizewinning physicist William Shockley, noting that black and working class people have large families, concluded that national intelligence was declining. His solution was to offer cash incentives to low IQ people to undergo sterilization.

Forced sterilization of Indian women is still common in the US; the rationale for this can be traced directly to Jensen - although he does not advocate it - claiming shelter under the cloak of impartial science.

The science of Eysenck and Jensen is ideologically based, mystifying in its complexity, but fundamentally crude in its assumptions, and a sorry tale of misuse of procedures and statistical instruments.

Consider the question: "To what degree is intelligence inherited?" It implies that the two factors of genes and environment can be studied in simple isolation. It is, however widely agreed that the inter-relation between them is immensely complex and inadequately

understood. How then does it make sense to ascribe a simple numerical value to the contribution of inheritance? It is, in fact, a question which is scientific nonsense, and correctly belongs in the area of political craftiness.

Consider also the equation of IQ and intelligence. IQ is a social instrument which is good at predicting (after a certain age) success in both educational and money achievement fields. It also correlates highly with socio-economic class. IQ measures are also notoriously culturally biased. Yet our "scientific" friends use IQ as if it were an adequate instrument to approximate theoretical 'g' or general intelligence factor.

Eminent scientists are human beings after all, with notable weaknesses as well as strengths. It has recently been revealed that the father of educational psychology, Sir Cyril Burt, actually rigged the results of his famous studies on identical twins. Jensen and Eysenck base a lot of their findings on Burt's work.



The important task now is for people to make themselves well informed on these issues - if Jensen and Eysenck become established here, the movement for justice and equality in education and society generally will be set back forty years. Once people are informed, we are sure they will act to stop them.

We are offering two excellent articles on this issue -
ESS/22/30-10 Unnatural Science - P.B. Medawar, from New York Review of Books, Feb. 1977. A clearly written review of recent writings on IQ. Essential reading.

ESS/22/31-14 Science, Racism and Ideology - Stephen Rose, John Hambly & Jeff Haywood, from the Socialist Register, 1973. Details the history and ideas behind Jensen and Eysenck - and how these ideas have been misused. Also essential.

ANSWER FOR SLOPPINESS

The recent plan by the Government to help the young get jobs reflects the sloppy character of youth that is generated from our schools.

When I was at school in Rhodesia, about fourteen years ago, most primary school children and high school children had some respect and moral integrity towards others. Today, we see an emergence of loutishness and general slothfulness. Respect was gained through frequent use of the cane and leather belt on the backside of all offenders against school rules. I distinctly remember having frequent bruises on the posterior due to misbehaviour and general childish pranks within school premises.

Today, we see that the cane is only to be administered on the palm of the hand where we have the five nerves and ligaments for the execution of writing, piano playing and the like. What a farce! The

hand has been man's instrument through the ages which separates him from the lower forms of life. It is through our hands that civilizations have been built and now in our press-button computer age, where the hand is becoming obsolete, we "intelligently" decide to use the cane on them.

It is about time some of the youth of today realized that the hand and brain are related. They should get off their posteriors, stop bludging and pulling fast-ones and wake up to themselves. Our teachers should realize there is no substitute for sitting up straight, facing the front, being quiet and getting on with it. All that is required is a book, pen and paper. The brain is a remarkable adapter to hard work if the pressure and physical and mental need is there.

I trust this letter does not lessen my chances of Certification by the Education Department, who I hold in great esteem,

but encourages others to be more verbal and present some down-to-earth thoughts rather than think they have to write in the all too often hieroglyphics of academia.

I feel the following poem is appropriate:

THE TEACHER

*I'd like to be a teacher, and have a clever brain,
Calling out, "Attention, please!" and
"Must I speak in vain?"
I'd be quite strict with boys and girls whose
minds I had to train,
And all the books and maps and things I'd
carefully explain:
I'd make them learn the dates of kings, and
all the capes of Spain;
But I wouldn't be a teacher if...
I couldn't use the cane.
Would you?*

Reference:
Dennis, C. J. "A Book for Kids". Angus and Robertson
(pub.), 1921 Republished 1974

Michael O'Neill Williams

CODE OF ETHICS

from the W.A. Teachers Journal, February, 1977

1. A teacher should be a member of the W.A. Teachers' Union and uphold the Union's platform.
2. He should support and assist in raising the standard of the profession.
3. He should be loyal to his colleagues at all times, and refrain from discussing them in the hearing of the public.
4. No teacher should systematically and in his professional capacity instruct scholars on the school premises before or after school hours, for the purpose of outside competitive examinations.
5. A teacher should not seek to compare himself publicly with other teachers to his own advantage.
6. He should not use his social, civic or political activities as a means of obtaining favour or preferment in his profession.
7. He should zealously guard his civic rights.
8. He should organise properly and leave for his successor such information, data and records as may be needed in beginning the next year's work.
9. Any comments by senior staff on the work of a teacher should be made confidentially.
10. A teacher should guide his pupils to attain the highest possible level of academic, social, moral and physical achievement. At all times a teacher should deal justly and reasonably with pupils. He should exercise discretion in dealing with confidential matters relating to the pupil and his parents.

1. The lengths, amounts and depths of commitment which members of the school are prepared to give, i.e. are you a functioning member of the school, do you actually do anything, do you move with ease amongst others at differing levels in the school?

2. The many and varied legal, financial and red tape type hassles, the brunt of which are borne by our under-rated and over-worked coordinator.

3. The last and I think the most relevant to other people (i.e. outside the immediate school community) is our lack of people and specialized material resources. We have ample staff to cope with the more mundane and typical of the subjects that are offered. But when it comes to something like building a dome or a solar hot water heater, then we tend to get stumped.

We are interested in most aspects of alternatives: living, technologies, lifestyles, medicines, health - shit, just about anything.

So, if you would like to know more about us, or can help us, send me a letter or ring:

Dave Webster,
C/- St. Kilda Alternative School,
1 Princes Street, St. Kilda 3182
(phone 947676)

P.S. The views and opinions expressed here are my own and not necessarily those of anyone else in the school.

Dave Webster
Form 6, S.K.A.S.

ST. KILDA

For those who don't know, St Kilda Alternative School is the one that was formed out of the remnants of Argo St., which was closed at the end of 1975. (For a more detailed rave, see ESS No. 4 on Brinsley Road, and ESS No. 14 on the closure of Argo St.) The school now has an enrolment of about 85 students, teachers and part-time teachers.

I feel that we have reached a point where there are only three things hampering our development. These are:

THIS IS AMERICA

LAST year (1951) the United States spent 180 million dollars on medical research. This was only about three-tenths of one per cent of the nation's defence budget and was less than the amount spent on monuments and tombstones—from the US President's 1952 Commission Report on the Health Needs of the Nation

"A STUDY of 100 families earning less than 2,000 dollars yearly showed broken work, broken health, broken homes, handicaps in education and skills and shortcomings in food and shelter. These families survived on starchy diets and could afford to eat meat only on Sundays and holidays . . ."—from a US Congressional Committee report issued on August 19, 1951.

"WE Feed Our Hogs Better Than Our Children"—heading on an article in the American Magazine, October, 1947, by Fred Bailey, executive director of National Agricultural Research Incorporated.

"WASTED grapefruit may total 6 million boxes this year," wrote the Wall Street Journal on May 18, 1948, and on August 14, 1951, this item was circulated by Associated Press: "Nearly half the children in Florida's richest fruit belt are short of Vitamin C, health officers report."

"BECAUSE of a glutted market, tons of vegetables were recently burned in Cleveland, and the poor carried some away."—Detroit Free Press, September 2, 1948.

"TWENTY million bushels of potatoes in the United States were left in the ground last year to rot or were otherwise destroyed."—NY Herald-Tribune, August 6, 1947.

"ONE-THIRD of the city's babies, born and unborn, suffer from malnutrition as a result of high prices," the Right Reverend Charles K. Gilbert, Bishop of the Episcopal Diocese of New York, told the Congressional Committee.—NY World Telegram, September 25, 1947.

PEACE, IT'S AWFUL.

"IF anyone comes to your door and talks of peace, hold him and call for the police."—broadcast at regular intervals over the Birmingham, Alabama, radio during August, 1950.

"SUDDEN peace could work havoc with business."—NY Times, May 19, 1951.

"TEN large corporations got more than one-fourth of all the government's multi-billion-dollar defence business during the first nine months of the Korean war."—United Press, June 23, 1951.

"ARMAMENT . . . is a vast and permanent new business that will transform the business outlook of this country. Good profits. Lots of business; no hard times. Defence spending will see to all that."—US News and World Report, January 25, 1952.

"OVER 1 million Americans died last year from chronic illnesses . . . last year the death rate from heart disease was 20 per cent higher than 20 years ago . . . 15 per cent more people died of cancer than 10 years ago . . . it is estimated that more than 25 million Americans suffer from chronic diseases . . . over 600,000 hospital beds—about 50 per cent of the hospital beds in the country—are occupied by the mentally ill.

"Most people in the United States find it very difficult to pay for medical care . . . 75 million have no health insurance at all. Skyrocketing medical costs are pushing millions of Americans into the medically indigent class . . . 32 million Americans live in areas which are not served by full-time public health officers . . . in recent years education of students in the medical, dental nursing and applied professions has not kept pace with the increase in population . . . these shortages are crippling the hospital services all over the country . . . the present local public health system is woefully inadequate to meet its responsibilities . . ."—President Truman in a speech in Maryland on June 22, 1952.

— the selections on this page are from the book, This is America, compiled by Rex Chiplin and published in Sydney in May 1952.

"BOLSHEVISM is knocking at our gates. We can't afford to let it in. We have got to organise ourselves against it and put our shoulders together and hold fast. We must keep America safe, whole and unspoiled. We must keep the workers away from Red literature and Red ruses and we must see that his mind remains healthy."—Al Capone in an interview with *Correspondent Vanderbilt Junior for Liberty Magazine*.

SENATOR (now US Vice-President R. C.) Richard Nixon's anti-Communist racket—including the highly smelly case against Alger Hiss—was clearly a smoke screen for a gigantic political plot against the United States. It was not by accident that Nixon became co-author of the McCarran Law denounced as a peril to liberties. It is no accident that Nixon demands Californian oil lands for private profiteers. Just as it is no accident that he is the voice of the sinister China Lobby which wants a US war with 450 million Chinese.—Editorial in the *New York Daily Worker*, 23.11.52

THE AMERICAN WAY OF LIFE.

"I BECOME very resentful when I hear people affecting to sneer at American Imperialism. The benevolent commands of a great nation should be good for mankind. If that is American Imperialism, let's have more of it."—Robert Gordon Menzies quoted in the *Christian Science Monitor*, September 24, 1952.



A MISSISSIPPI law states: "Any person, firm or corporation who shall be guilty of printing, publishing or circulating printed, typewritten or written matter urging or presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and Negroes shall be guilty of a misdemeanor and subject to a fine not exceeding 500 dollars or imprisonment not exceeding 6 months or both fine and imprisonment in the discretion of the court."

THERE is a private regulation in force in Washington "where a dog cemetery has enacted a color bar against the burial of dogs belonging to colored people"—from the booklet, *Segregation in Washington*, 1948.

"SOUTH Carolina's Governor James Byrnes—who as post-war State Secretary launched the 'Get tough with Russia policy'—said that if the Court forbade his State to separate Negro and white pupils it would abandon its public school system . . ."—*Sunday Sun*, 14.12.52

"TELEVISION writers are fascinated by death . . . Over the past year (1952 RC) I find that 16,932 men, women, children and animals have passed away on TV programs, most of them in a sudden and quite violent manner"—the *New Yorker's* TV correspondent, quoted in a UNESCO Publication, *Television and Education in the United States*.

"I COULD break into every newspaper in America if, when I return to New York, I said: 'We ought to drop an atomic bomb on Moscow right away'. But if I say: 'The peace can be won through patience and firmness' it wouldn't get into a single paper"—Paul G. Hoffman, former Marshall Aid Administrator in the *New York Herald-Tribune* (International edition), June 12, 1951.

LISTED ARTICLES

meaning of index number
 Unnatural Science - P.B. Medawar 22/30-10
 22 = number of The Magazine
 30 = article number
 10 = number of printed slides

Unnatural Science - P.B. Medawar. From New York Review of Books Feb. '77
 See article on Pink Memorial, page 13 of this magazine. 22/30-10

Science, Racism and Ideology - Stephen Rose, John Humber & Jeff Heywood.
 from The Socialist Register, '73. See also Pink Memorial arti- 22/31-14
 cle page 13.

Academic Social Science and Corporate Empire - David Horowitz 22/32-8
 A very good analysis of the power systems controlling the Univer-
 sities - the multinational companies and the CIA, together
 with the other dominant institutions who fund and therefore limit
 the kinds of research carried out. In order to achieve inde-
 pendent study it is necessary to gain control of the means
 of intellectual production and control of allocation of research
 energy and resources.

Environmental Studies For Whom? - Geoff Lacey & Ron Witten 22/33-5
 Murdoch Uni was the first in Australia to introduce a full-scale
 undergraduate program in environmental studies - with Prof-
 essor O'Connor (who had just spent 10 years doing high pow-
 ered research in the United States Army) in charge. Sound
 familiar? The paper details O'Connor's work and back-
 ground, analyses why he was chosen and what he has done so
 far - an excellent piece of research.

The Evils of Behaviour Modification - Magazine Newsletter, May '76 22/34-1
 reprinted in Chaff, March '77
 The initial article points out the extent to which behaviour mod-
 ification is being used in prisons and mental hospitals in the
 United States. The political nature of treatment, and the power
 situation of those using this treatment, is examined. A rejoinder
 along the lines of 'things are not really that bad' is given by
 a psychology lecturer (New Zealand).

Underdevelopment and Aboriginal Land Rights - Mubutha Thumun 22/35-4
 This is the text of a paper given by an Aboriginal woman at the
 Anthropological Society of Australia Conference at the Uni of
 W.A., May '77. The transcript gives the background to the
 sacred ties Aborigines have with the land, a further expose of
 the total rejection of Aboriginal rights to land by various
 mining bills, commissions etc. A list of the principles which
 must be followed if any real form of land rights is to occur -
 is given. A discussion of mining rights and Aboriginal de-
 mands on this issue are also included.

Black Homelessness - Perth Free Press, June '77 22/36-2
 There are over 400 homeless families in Perth metropolitan
 area, who have been denied housing and spent last winter in
 car bodies, humpies or under bridges. This article describes
 the struggles of two black groups (and their white supporters)
 to obtain housing/shelter, their battles with local/state auth-
 orities, squatting etc. An endless saga of repression and dis-
 crimination.

This paper was produced by the Federal Council for the Advancement of Aborigines and Torres Strait Islanders, for the recent ALP conference. It criticizes the Fox report - its tokenism, general lack of concession to Aboriginal opposition to mining, more essential steps are listed as prerequisites before mining can take place on Aboriginal land.

The Second Ranger Commission Report: Its implications for the Aboriginal People
A detailed criticism of the report by the Melbourne Land Rights Support Committee. It includes many quotes from the report and discusses the effect of mining; gains and losses of the Aboriginal people; and the rejection of Aboriginal opposition.

22/38-6

TICEP

The Tertiary Institutions Community Education Project
was set up in W.A. to breakdown elitism in education, and to further community projects. It consists of a tutoring system, functioning on the same lines as a learning exchange, with a co-ordinator to keep things running smoothly.

22/39-1

Letter To An Alternative Teacher - Bill Hannan, Secondary Teacher No. 7 '77.
An excellent article which should cause some considerable soul-searching to those who are, or who would like to be involved in 'alternative schooling'. Bill Hannan examines the 'what is an alternative' question, the class base of culture and education, the necessity for a convincing political and social analysis, structural solutions and democracy.

22/40-5

Implementing Alternatives in Education: The Quest For Choice - James Lergessner
A discussion of the range of probable alternative futures of schooling, apart from the present school and tertiary education systems. These alternatives involve decentralization of educational services, redefinition of the role of learner/teacher, new patterns of education at all levels accessible to all people.

22/41-14

Energy and Social Disruption - Ivan Illich (extract from Energy and Equity)
A fascinating dissertation on the connection between the over-supply of energy and the breakdown of a society. Includes the now famous analysis of the real attainment in m.p.h. of the average car owner, plus a eulogy on the energy efficiency of bikes. Very heartening for those feeling frustrated by the complexity of today's technology.

22/42-4

Africa Research Information Centre Catalogue

A comprehensive catalogue of leaflets, films and publications available on Southern African issues. Sources for information on Aborigines, East Timor, and other third world countries, are also given.

22/43-2



OTHER PUBLICATIONS

Australia Uprooted - AMWSU

20¢

This booklet had to be written - a brave attempt to inform people about what is really going on in this country. Examines the bullshit arguments the press farts out about the causes of inflation (strikes, wages, government spending on welfare), looks at ownership and control of industry, and the diversion of investment monies into the high profit, capital intensive mining sector, and how this concentration causes unemployment and distorts the economy. There is also a proposal for an alternative people's economic program.

The Defense MONITOR, Vol. V No. 8. 20¢

- The New Nuclear Strategy Battle of the Dead, Washington D.C. July '76.

" Reasoned behaviour cannot be assumed during the greatest catastrophe in history "

" Mutual Assured Destruction " (MAD) - the only guarantee. This paper examines the possibilities of a nice limited nuclear war which might only kill a few million (US) citizens, (other people presumably don't count.)

If you were a beserk homicidal maniac multiplied a billion times, this paper would be amusing.

INSPECT - URANIUM RESOURCE KIT \$1.50

Inspect is the secondary students environment group, who are doing an excellent job informing fellow students about the issues. This kit, designed by students in South Australia, is a useful resource for student use. Single copies from us, multiples from your local Inspect group, or from Inspect, Vic. Env. Centre, 324 William St., Melbourne 3000. Ph: 3295377

Dateline Darwin Vol 1 No. 1. June '77 free
(published by FOE Darwin, P.O. Box 2120, Darwin 5794. Sub: \$10/year

The North of Australia might as well be a different country. This first Dateline Darwin notes in detail the problems of living there - obscene prices, high unemployment, lack of housing and harassment of squatters. There is a long article on the trial of the " gun runners to Timor " - four men, who were brave enough to try to get medical supplies to Timor. This service is great - you shouldn't go north without it.

FREE SPEECH AND 3ZZ

30¢

Produced as a supplement to 'Access Video News' - a full discussion of the issues raised by the closure of Access Radio in Melbourne. A good assessment of what 'Free Speech' means here.

Shelter - magazine of National Housing Action. No. 4 May - June '77.

" Aboriginal people are the most inadequately housed in our community ". That's not exactly news, but this issue goes right into it, state by state. It details the dismal failure of government bodies to make progress in this area. Also discusses many of the racist assumptions - eg. overcrowding is caused by kinship systems in the tribes, thereby ignoring the real causes of poverty and exclusion. A useful and informative magazine.

Survival Handbook - AUS

free

" This handbook is designed to help you lie, con, cheat, agitate, deceive, manipulate, confront, undermine, change, obstruct, inform, argue resist, erode, debate and fight. " From the cover. Good enough to relist.

Uranium - Future in the Balance - ACF

free

This broadsheet is an introduction to the issues in the uranium debate, with useful discussions of energy questions, fuel cycles, solar possibilities, safeguards etc. A notable omission is, any proper discussion of Aboriginal Land Rights, or effects on the Australian economy - not bloody good enough.

CARE NEWS No. 3.

free

This issue deals exclusively with the situation of Blacks in Australia - how even today Aboriginal and Islander people are persecuted by police, victims of arbitrary authority, and their affairs administered in an oppressive ad hoc way by white bureaucrats. A broad summary of recent information on racism in Australia, simply and clearly presented.

CHAIN REACTION, Vol. 3 No. 1 1977 \$1.00

the journal of Friends of the Earth, Special Transport Issue - a multi-dimensional look at the problems of moving people around in the urban wasteland. This issue also includes reactions to the 2nd Ranger Report and critical appraisals of Carter's energy strategies as well as an article on the Wabo Superdam project in Niugini. An exceptional, snappily presented and readable publication.

ORDER FORM 22

Unnatural Science - P.B. Medawar

Science, Racism and Ideology - Rose, Hambly and Haywood

Academic Social Science and Corporate Empire - David Horowitz

Environmental Studies for Whom? - Geoff Lacey and Ron Witton

The Evils of Behaviour Modification, from Haptoc Newsletter

Underdevelopment and Aboriginal Land Rights - Nubutha Thumun

Black Homelessness, from Perth Free Press

Reaction to the Fox Report - F.C.A.A.T.S.I.

The Second Ranger Commission Report: Its Implications for the Aboriginal People - Cowan, Siemon and Shea

TICEP - Tertiary Institutions Community Education Project

Letter to an Alternative Teacher - Bill Hannan

Implementing Alternatives in Education - James Lergessner

Energy and Social Disruption - Ivan Illich

Africa Research and Information Centre Catalogue

Other Publications Available

Australia Uprooted

The Defense Monitor, Vol. V, No. 8

Inspect - Uranium Resource Kit

Dateline Darwin, No. 1

Free Speech and 3ZZ

Shelter, No. 4

Survival Handbook (relist)

Uranium, Future in the Balance

CARE NEWS, No. 3

Chain Reaction, Vol. 3, No. 1

Whole Perth Catalogue

Pelican - Education Special (Apr. '75) (relist)

Pelican - Environment Special (Sept. '75)

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WHO IS THIS MAN AND WHAT IS HE

USYD Barcode



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There is a Mild Colonial Boy by na
You'd think that he was Jesus Christ to listen to him talk.
He is the System's only hope — the Bosses' pride and joy —
The darling of the media is this Mild Colonial Boy.

He's never faced election by the workers' rank and file,
Yet every night on telly we're compelled to watch his dial.
He'll scowl and raise one eyebrow — it is nothing but a ploy —
A useless bloody tame-cat is the Mild Colonial Boy.

He growls and drops expletives in a manner rather fierce,
He's just about as radical as good old Eric Pearce.
He claims to be a Socialist — he's not the real McCoy —
A 'labor' opportunist is the Mild Colonial Boy.

He loves to meet with Fraser and they have such cosy chats,
He's loaded with ambition, and he wears too many hats.
And action that is militant is certain to annoy
This gruff 'abrasive' creampuff called the Mild Colonial Boy.

And if he gets to Parliament we know he'll never stop
Till he's the biggest windbag in that well-known Talking Shop.
He'll smother them with bulldust, for he's seldom ever coy —
And that's the last we'll hear of him — the Mild Colonial Boy.

Mr. Clean

For some strange reason, the Carter administration still has a clean image — remember the campaign smile, the Christian sincerity and the strident attacks on Big Government?

The promise has turned sour; never in U.S. history has an administration been so completely dominated by one corporation: International Business Machines.

Current and former directors and executives of IBM have been appointed to positions as Secretary of State, Secretary of Defence, Secretary of Housing and Urban Development, Attorney General etc., etc. The list goes on ad nauseam, such that William Safire, writing for the New York Times concluded that Carter had consulted the computer about his appointments and the result was a whirr, beep and a print out: "How about us?" The more logical explanation is a pay-off.

