

the magazine

of the education subscription

issue 21

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SYDNEY UNI FILE BARCODE



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June '77



LIZARD SELLING BIRTH CONTROL TO ANT



LIZARD CARRYING PLATTER OF FALSE SHIT



BOARD LIZARD WAITING FOR A STONE



LIZARD WHO CANNOT FIND SOUL



HAPPY LIZARD WATCHING AIR

"Thank God there are no free schools or printing...
..for learning has brought disobedience and heresy
into the world and printing has divulged them.....
..God keep us from both." -Sir William Berkeley
Governor of Virginia, d. 1677.

STORAGE

70.5
231

UNIVERSITY
OF SYDNEY
LIBRARY

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ET AL.

This issue has no particular theme - the contents are mostly about literacy - illiteracy of adults and how they are not being coped with, plus over-literacy of academics with reference to their elitist use of language.

The education cutbacks are examined in detail, also the rationalization of CAE's.

We have no firm plans for our next issue, but are hoping to receive articles and information from Western Australia.

Education Subscription Service is an information exchange for people interested in radical change in education. We welcome contributions, letters rip offs and tip offs: for reasons of space and readability, however, only short articles will be printed in The Magazine. Longer tomes can be listed and made available to subscribers on request.

A subscription costs \$5 and entitles you to a regular (ie as regular as we are able) copy of The Magazine (40¢/issue, including postage), plus any of the extra material (articles and publications) you may choose to order. If you send in the order form (inside the back page) the cost of the stuff plus postage will be deducted from your subscription account. So the \$5 lasts according to how much you use the service.

This issue was produced by botoline (mostly). Help and distractions were provided by the households and workers of Nos 21 & 23 Smith St, - in the form of radioactive elephants (see P.10), Zen Lizards (see cover) and quotes from Chairman Bolte (see P.20). We are convinced that an issue of graphics and quotes would be much more entertaining from our point of view.

Many thanks to contributors for copy, articles and other publications - all of which were of a high standard.

Any ideas, articles, scandal, gossip unsubstantiated rumours, Contributions, interesting Publications etc. to

23 Smith St,
Fitzroy. Vic. 3065.

Ph. (03) 4195152.

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EDUCATION

In his preamble to the guidelines for the Education Commissions on 3rd June, Senator Carrick stated:

" The Government has determined guidelines for 1978 and subsequent years of the 1978-80 rolling triennium within the context of its preparations for the '77-'78 budget. In arriving at its decision, the Government has had to reconcile the aspirations at all levels of education with its policy of containing inflation, which necessarily involves restraint in public expenditure, and reducing the level of deficit in the Commonwealth Budget."

The Government's version of "reconciliation" means taking money away from education and subsidising private enterprise.

The Government have totally reneged on their promise for a 2% growth for schools, for colleges, and for universities during '78 and '79. Let us examine what they have actually done to each of these three sections.

On schools:

"...the Government suggests that the Commission seeks to achieve savings of the order of \$4million on the joint programs for Services and Development and for Special Projects".

"The Government also wishes the Commission to make recommendations as a first step towards the implementation of the Government's policy of providing a basic per pupil grant to non-government schools equal to 20% of running costs per pupil in govern-

CUTBACKS

ment schools. The Government envisages an amount of \$2 million being allocated in 1978 to schools in levels 1 and 2 for this purpose."

(the level 1 and 2 schools are the more affluent private schools.)

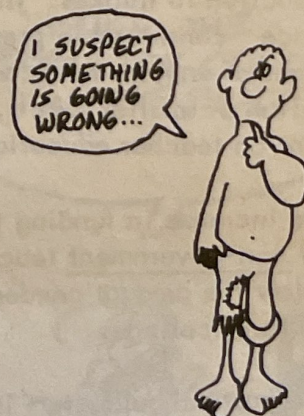
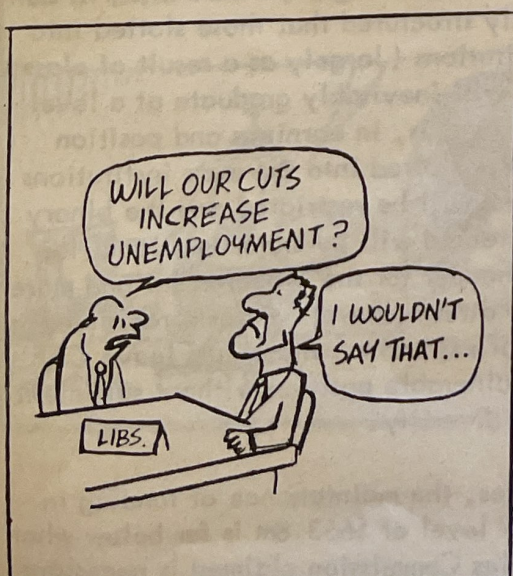
"The Government wishes the Commission to increase the capital program for non-government schools by \$3million."

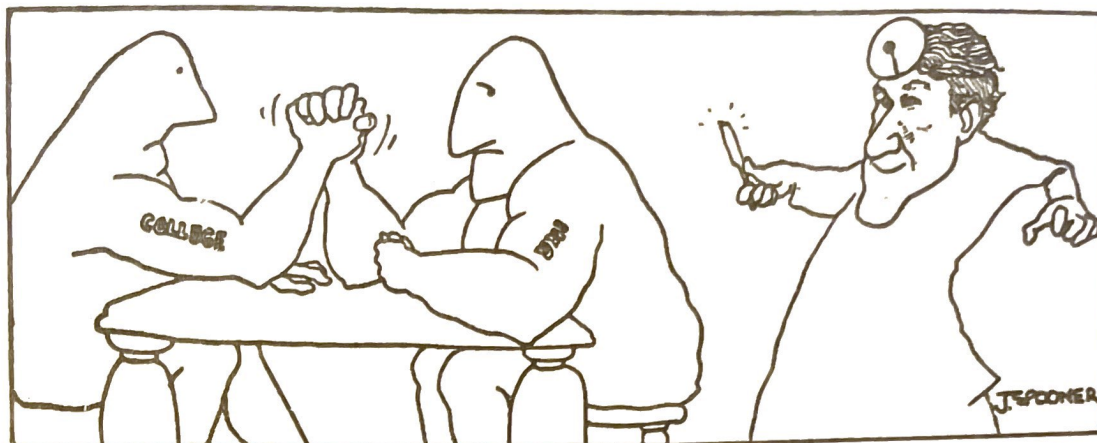
It is obvious that if this \$9million is to be 'saved' or reallocated away from government schools, while the overall allocation of \$571m is frozen at 1977 levels, that the education funding for government schools is reduced. In addition, the decision to exclude cost inflation on capital works from cost supplementation provisions, reduces the real funds available even further.

"The guidelines mean really a cut in funds for education in the next year of \$40m for Australia. This means the equivalent of about 20 new High Schools or accommodation for about 20,000 students. This is on top of an expected 22,000 increase in school population. We can forget about the disadvantaged schools programs, innovations and staff development are down the drain, the migrants can catch up on their education as best they can or join the underprivileged, school repairs will not be done..." - the Australian Teachers Federation.

On the post-school sector:

"The Government is concerned about the implications of the serious imbalance between supply and demand for teachers





that at present appears to be in prospect over the next decade... the Commission should explore with State and other authorities the scope for a reduction in pre-service teacher education intakes."

for the lengthening or upgrading of established courses ..."

This concern of "teacher surplus" is paradoxical. Much of the problem relates to the under-employment of teachers rather than their over-supply. If there were sufficient classrooms, more teachers could be employed and class sizes reduced. Yet the guidelines do not allow for new buildings and new classrooms, nor for the kinds of innovations that might bring about changes in the patterns of staff organization in schools. Still there is a critical shortage of teachers with languages other than English, and children of non-English speaking background do not have the opportunity to learn their own language at school, let alone use it as their language of instruction, particularly at the primary school level. This is only one example of need. Specialist teachers are also required in rural areas and in scientific fields.

According to the Federation of Staff Associations of CAE's, the guidelines mean a cut of 3-4% in recurrent funds and of at least 15% in capital funds for '78. In addition, student numbers are, at least, frozen at '77 levels. There will probably be a reduction in intakes. The funding restrictions place considerable pressure on the State committees of enquiry to recommend closure or amalgamation of smaller CAE's, especially those dependent on teacher education enrolments.

The increase in funding for CAE's includes \$3.1m for non-government teachers colleges and falls well below the amount needed to meet existing commitments of colleges.

The post-school system is to be rigidified. No growth in enrolments, course offerings or buildings is to take place. The guidelines instruct:

"... the Commission should continue to examine in a rigorous way any proposals

One of the areas that provides the potential to absorb intakes, and so maintain access at existing levels in the event of a reduction in teacher trainee enrolments, is paramedical and nurse education. The Commission has been specifically instructed not to approve new courses or expansion of existing courses in the nurse education field, pending an investigation.

The cutback of teacher education intake, aggravated by the policies of State Departments of Education (especially in Queensland & South Australia), not to guarantee employment of graduating teachers and, in New South Wales, to cut traineeships by 50%, is profound in its implications for access.

Cutbacks in teacher education will weaken the whole CAE sector. Along with the largest cut in the guidelines it has only a growth rate of 1% promised for the whole tertiary sector in '79 and '80, so there are certain to be further reductions.

The guidelines will, over time, redirect the post-school system into an elitist structure. It will become so rigidly structured that those slotted into the elite institutions (largely as a result of class background) will inevitably graduate at a level "superior" (in status, in earnings and position power) to those slotted into the mass institutions. General access will be restricted and the binary structure so created will be more functional for employers, cheaper for the Government and more vulnerable to direct control. After a rapid and brief period of expansion, these cuts leave CAE's in a highly vulnerable position without sufficient flexibility to diversify.

On universities, the maintenance of funding in '78 at the '77 level of \$663.8m is far below what the Universities Commission claimed is necessary to maintain '75 standards of operation.

It needs to be remembered that in '77, the established universities actually took a reduction in their allocations and had to take administrative shortcuts to make do. In '78 the cuts will be even larger. The effect of these cuts on staff retrenchments, course offerings, class sizes, student services, library holdings, buildings maintenance, replacement of equipment and the research capacity of institutions, are obvious.

On TAFE, the great 10% increase to technical and further education is no more than \$9m, less than 0.5% of the total allocation of \$1740m to the post-school commissions. The amount is far too inadequate to meet the crucial needs of TAFE for reasonable buildings, staff development, curriculum improvement and, most importantly, student services.

On Tertiary Education Guidelines and Capital Works - the new TEC has been requested to undertake a review of all capital projects under programs that have already been approved for universities and CAE's. Senator Carrick has sought State Minister's co-operation in ensuring that from June 3, tertiary education authorities and institutes concerned do not enter into any further contracts for projects pending the outcome of this review. In addition no new universities or colleges of advanced education are to be established within the triennium.

The implications of the guidelines for capital works are profound. If existing projects are to be placed under review as from June 22, then in the case of RMIT (Vic) for instance, their

\$3.5m allocation for a Union House that the students have been fighting for since 1945, will be in jeopardy. So the restrictions on capital works appear to be retrospective.

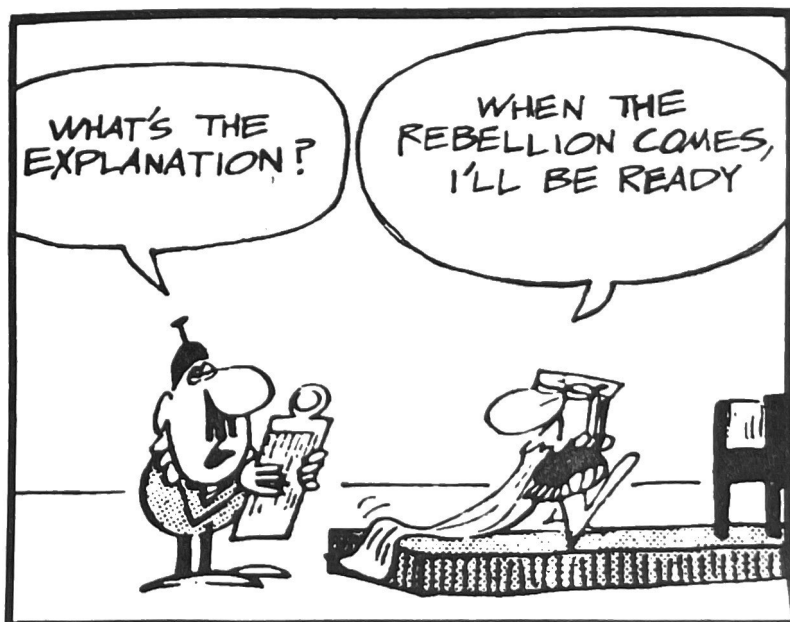
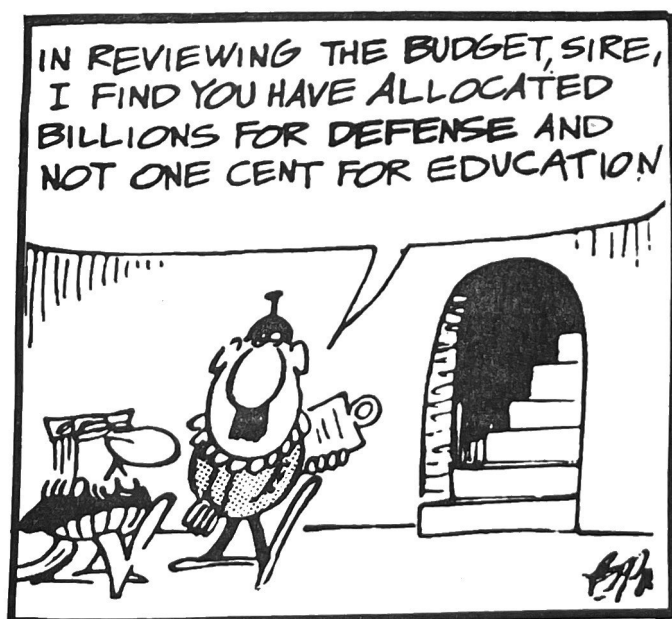
Cutbacks in capital works programs will be felt by students in various ways. New buildings, even those already approved, will not be built. Inadequate classrooms, crowded libraries and shoddy student facilities will remain. The buildings will not be adequately maintained. There is no sign of any improvement to the student housing crisis. In general, the settings in which students are working will increasingly deteriorate.

It would seem however, that the cutbacks are a deliberate deceit, a deliberate withdrawal of the Federal Government from its responsibilities, a deliberate economic move to reduce social sector spending. We will see in the Budget that the monies "saved" will be redirected to business subsidies and defence. We can expect even larger cuts in other social welfare fields and in the area of student financing.

It is, therefore, urgent that students, teachers, parents, and academic staff associations, oppose the guidelines and wage a strong campaign to defend education.

Michael Gallagher & Cathy Robinson
(abridged)

- from Education Information Vol. 3 No. 13.
14 June, 1977.



RETROACTIVE LEARNING INHIBITION et al.

One of the ways by which professionals protect their territory is to use language which they alone can pretend to understand. From this it is only a short step to secret signs, special regalia and hallowed ground on which only they may tread. Witch-doctors have always behaved thus. Clearly there is a necessary technical language even to witch-doctoring, but the line between this and jargon must be drawn.

My profession hasn't made it to the top but it may be on the way if we can judge from the peculiar language it is creating. With some of my colleagues I spent an hour or two collecting examples which are worth sharing. We looked at several semi-professional journals, half a dozen text-books and some book reviews. It was a hilarious and finally, a sobering experience.

What are "lexico-grammatical sentence components"? The highly regarded professor of linguistics who used the term meant to say words. It's unbelievable.

What about "peer-mediated instruction"? ... simple when you know how - it's either group work or children teaching children, but why say it so simply when the original has such a satisfying air of mystery?

Many teachers are given to talking about the "classroom situation" but it required one of the unusual gifts to write ... "the on-going classroom situation at the pupil-teacher interface." Boil him in oil do I hear you cry? - no, let him simmer, it takes longer.

A well known New Zealand writer on education had this to say: "By adolescence I shall understand a social-psychological state, usually found within the period of physical development between childhood and adulthood, and in which the chief characteristic is the development of whatever enduring style of personal-social existence may come to survive." He meant that adolescence, which is between childhood and adulthood, is the time for deciding who you are.

Then there was the man who wanted to say that the environment influences our behaviour but, wanting to leave no room for misunderstanding, he fetched up with: "There has been also an increasing recognition of the fact that some of the critical determinants of actual outcomes are social and situational." It's marvellous what you can do if you really try.

One text-book on educational psychology (Learning and Human Abilities by H. Klausmeier) was a source of nonsense beyond our dreams.



ACADEMIC ISOLATION FROM THE SOCIAL STRUGGLE

Anyone who got through its 550 pages would deserve some substantial public recognition. One example of the style must do. "Pro-active rather than retroactive inhibition was found to be the determining factor in forgetting and interpolated material, substantively similar but not identical with the original learning, did not result in retroactive inhibition but facilitated retention."

Several colleagues, who admit privately to being educational psychologists, disagreed about the meaning of this passage but convinced me that it did have a meaning.

Another American text-book, "A Living Philosophy of Education" by C. Washburn is brimming with treasure for even the most casual collector. I think the style could be described as confused - twee. "As always between two extremes there is an intermediary that partakes of the nature of both." I swear it's true, you can find it on page 472.

And what would you make of a heading which said "A structured reciprocal curriculum"? - neither would I. Or what about "meaningful child-centered reinforcement"? - you pass- and so did most of us. Try one more... "A creative - speaking oriented environment."

Some of our discoveries must always remain a mystery as I suspect the writers intended. "As a corollary to the principle of complementarity of methods there is the equally important fact of the dynamic and intuitive involvement of the researcher." Then there was the scholar who wrote "We explored the relationship between students' cognitive growth and their teachers' levels of facilitative inter-personal condition." Furthermore, he made "interpersonal facilitation scales for empathy, congruence and unconditional positive regard." Some people make a good living from such things.

But the daddy of them all is about school superintendents in Canada. The writer wanted to say that people don't agree on what school superintendents should do or about why they behave differently. It came out like this: "Another consequence of abandoning the postulate of consensus on role definition that deserves exploration lies in the implications it has for explaining behaviours of incumbents of the same position. Most students concerned with role phenomena, assuming consensus on role definition, have tried to account for the variability in behaviour by invoking such variables as different motivations, attitudes or personality characteristics. Our research experience suggests that different expectations held for incumbents' behaviour and attributes are crucial for an understanding of their different behaviours and characteristics. Theoretical formulations which attempt to explain different behaviours of incumbents of the same position cannot be based on concepts in which the postulate role of consensus is involved." Good grief!

Postscript. Most of these examples came from people who are well over 50 years old. They had enjoyed the benefit of schooling in those happier days when children worked hard at "proper" scholastic tasks like the following sample taken from an earlier test... "A hen is worth one shilling and fivepence, and a turkey is worth seven shillings and a penny; how many scores of hens are worth as much as thirteen and a half dozen turkeys?"

People who lived through such hell must feel they have some scores to settle. I suppose children who are at the pupil-teacher interface at this point in time, hopefully trying to escape retroactive learning inhibition... see - it's catching.

Jack Shallcrass



METAMORPHOSE

The restructuring of post-school education is taking a national shape. In each State similar proposals for closures, amalgamations and reorganizations are being considered. The effects of these changes will be felt in reduced student places, more direct job-orientation of courses and reduced student services. One of the arguments for rationalization is the projected decline in student numbers in Australia over the next decade. In the U.K. recent figures reveal that student numbers for Universities are not likely to decline as predicted earlier. Perhaps the Australian projections should be contested.

In Victoria, the Partridge/Buchanan Committee of Enquiry is currently considering proposals for closures and amalgamations of various institutions. Already, Emily McPherson College of Domestic Science has been absorbed into RMIT, and there have been moves to cut courses at the Victorian College of the Arts. The two most vulnerable institutions at present appear to be State College of Victoria at Toorak and Prahan CAE. Toorak is likely to be closed. Prahan is likely to be split between several institutions. In the meantime, RMIT and SCV Melbourne are fighting for recognition as autonomous institutions, and the relationship between Victoria and the SCV systems is being further investigated.

Deakin University just outside Geelong in Victoria has just opened. It is an amalgamation of two other institutions, Geelong State College and the Gordon Institute. These trends in Victoria are similar to those in South Australia and the assumptions seem the same - a move toward fewer and larger institutions and a strengthening of State controls. In this trend, the traditional distinctions between the university, CAE and TAFE sectors are becoming blurred.

The notorious Western Australian Post-Secondary Education Commission, dominated by employers and senior academics, is currently considering the closure of Graylands Teachers' College, Claremont Teachers' College, and the amalgamation of Secondary Teachers' College with the University of Western Australia

WAPSEC has divided its membership to consider the question of 1. the rationalization and co-ordination of teacher education, and 2. the organization and administration of technical education.

Sub-committees of the two half commissions are dealing with the closure of Graylands Teachers' College, the future of the Kalgoorlie School of Mines and the formation of a multi-campus W.A. CAE, comprising the surviving institutions after rationalization. If the August Budget signifies a return to State Government financial responsibility, WAPSEC will have control not only over technical colleges and CAE's but over universities as well. But the universities have the numbers and the articulate power on WAPSEC, it is the smaller CAE's and technical colleges which are under-represented.

The Williams Committee of Enquiry into Education and Training nationally (of which the Chair of WAPSEC, W.D. Neal, is a member), is likely to publish a discussion paper towards the end of '77 for public reaction as a kind of interim report (interestingly the Anderson Committee in South Australia is thinking of doing a similar thing). By mid 1978, the future of post-school education in Australia will be visibly shaping toward a binary model based strongly on a utilitarian philosophy and oriented to the needs of employers.

WAPSEC's terms of reference indicate how the technical colleges are likely to expand, and in the country regions develop into multi-purpose campuses, while the CAE sector will be weakened, its teacher education base shrinking. WAPSEC is committed to the elitist attitudes of the Partridge Committee towards universities, whose future is fairly secure.

What is happening in Western Australia is being duplicated in South Australia, Victoria and Tasmania. Similar restructuring will be seen in New South Wales and Queensland, especially once Williams has done his work. Of course, the restructuring means an overall reduction in student numbers and a restriction of the accessibility of people in Australia to post-school education.



ABORIGINAL RESOURCES

In the past, and even today, the overall image of the Australian Aborigine, portrayed through our education system, has been one of a primitive person, often lazy, dirty, and without hope. They are not seen as creators of history, but as passive timeless people. White Australians are rarely, if ever, seen as having produced the despair which is portrayed. The presentation of Australian history rarely, if ever, includes anything more than token recognition that Aborigines were the prior occupants of the land and that they have suffered many injustices since the European invasion.

The above is the first paragraph of Aboriginal Studies in Aboriginal Education, an 11 page booklet produced by the Quaker Race Relations Committee. Price 30¢. It includes a review of studies revealing the racist presentation of Aborigines in school textbooks, but far more space is given to a listing of materials which give a "more accurate presentation of history and a balanced view of the present." The study notes that - "the best material to present the Aboriginal point of view would, of course, be material of their own. Since there has never been the stimulus to produce educational material, there is very little available. There must, of course be many stories, songs, letters etc. which have been written by Aborigines and never used..."

Apart from a listing of resource materials of many kinds and involving different media, the study lists individuals and groups "working on a new approach to Aboriginal studies."

Other publications on race relations are:

1. BEYOND WHITE AUSTRALIA - Barrie Pittock . 1975 Price 60¢
A history of white/Aboriginal interaction dating from early days but with special attention to the last 10 years. Valuable resource material for senior secondary students, study groups and teachers.
2. ABORIGINAL STUDIES IN AUSTRALIAN EDUCATION. Price 30¢
A study done by the Quaker Race Relations Committee surveying the available material and making suggestions for changes in resources and presentation of courses with racial and ethnic content.
3. MINORITY GROUPS IN AMERICA - THEIR STRUGGLE AND OURS. - Lilla Watson. Price 30¢
A report based on a 6 month study tour of Black, Chicano, and American Indian groups, by an Australian Aborigine. Published 1975.
4. LISTEN TO THE ABORIGINES - Charlotte Meacham. Price 40¢
A report of a 6 week intensive study tour by a Quaker community worker to Aboriginal groups in all parts of Australia.
5. FROM THE VERY DEPTHS-A BLACK VIEW OF WHITE RACISM - Len Watson. Price 10¢
A strong perceptive statement of what it means to be black in white Australia.
6. BLACK AND WHITE AUSTRALIANS - Jane Gray. Price 10¢
A bibliography published by the Library Association of Australia, divided into 3 sections: for younger readers; for general reading; and for the specialist student.
7. TOWARD A MULTI-RACIAL SOCIETY - Barrie Pittock. Price 60¢
Barrie Pittock argues that Australia is already multi-racial, but Australians need to realise the violence in their attitudes to, and history of, dealing with Aborigines.
8. BLACK STUDIES KIT Price \$4
A collection of resource material (including most of the above items). Valuable for school libraries, and study groups.

The above resources are available from Friends Book Supplies, 119 Devonshire St., Surrey Hills, NSW 2010.

In Victoria all items except 6. and 8. are available from Patchwork Books, 303 Victoria Street, West Melbourne Vic. 3003.

ESS also retrieves articles and publications about and by Aborigines, see Other Publications this issue.

PLUGS CONFERENCES

A National Conference on Environmental Education is to be held in Brisbane, 14-17 July '77. The purpose of the conference is to discuss environmental education involving both government agencies and community groups, plus the development of environmental education on a regional model.

The conference is being sponsored by the Department of Environment, Housing and Community, together with the Moreton Region Environmental Education Council.

Venue: Emmanuel College & Abel Smith Lecture Theatre, Uni. of Queensland, St. Lucia, Brisbane.

Cost: \$15/day for accomodation plus food.

Registration fee \$10. Money to be sent to: National Environmental Education Conference G.P.O. Box 748, Brisbane, QLD 4001.

The Second National Political Economy Conference is to be held at Melbourne University on Saturday August 13th - Sunday August 14th, 1977.

The conference program will centre on three areas:

1. Australian Capitalism, with emphasis on current crisis points.

2. Imperialism and the World Economy.

3. Theoretical issues in Political Economy.

Format: Since the conference is primarily orientated towards concrete problems of Australian capitalism, there will be a strong emphasis on workshops. It is planned to have approximately 40 workshops and 20 lectures throughout the weekend. The length of workshops and lectures will be scheduled for 1½ hours maximum. There will be an overseas speaker, a plenary session, some initial lectures, then concurrent lectures and workshops.

The success of this conference is dependent upon participation.

RADIOACTIVE HORROR



This is the Australian Performing Group's contribution to the Uranium debate.

It is scripted by John Romeril and the project group.

BEGINS:- Thursday 7th July TIME:- 8.15pm.

PLACE:- Pram Factory, 325 Drummond St., Carlton Vic 3053.

BOOKINGS:- 347 7133 or 347 4943

COST:- Pensioners and unemployed = \$1

Secondary students = \$2

Tertiary students = \$3

Normal price = \$5

Group concession = \$4 for 20 or more persons.

SHOW

PROGRAMS

LAWYERS STUDY GROUP

3CR...3ZZ

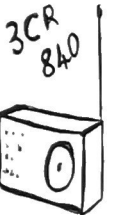
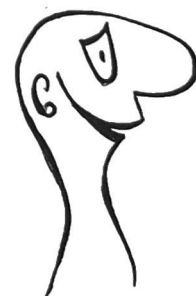
THE PEOPLE v THE LAW

This group broadcasts from the studios of 3CR each Wednesday at 6.30pm.

This program presents an alternative view of the Law - people's rights, tenancy laws etc.

3CR Community Radio 840
EDUCATION INSIDE OUT

Daily program of one hour for schools - from 2pm. Access is available to students, teachers and parents. For details on how you can participate, ring Marg Prior, phone 419 2569 or 419 3859



3ZZ Access Radio
EDUCATION PROGRAM

This occurs weekly on Tuesdays at 8.15pm and is repeated at 8.15am Wednesday. This program is co-ordinated by Education Subscription Service so ring Caroline on 4195152 if you would like to record your own program for this spot. Listen each week to find how varied the concept of education can be.

GROUP GROPE

Who wants to spend 3 to 4 days (from Friday 16th December to Monday 19th December 1977), discussing some of the most thought-provoking issues about education, interspersed with good food, the best beer in Australia, folk-singing and dancing, in a beautiful mountain environment? It sounds a bit like one of Bill Peach's " Holiday " programs doesn't it ?

In all seriousness, that's what we're proposing. " We " are the Zoe Community School at Fern Tree, on the slopes of Mt. Wellington, about 15 minutes drive from the centre of Hobart. Zoe, which means life, has been in existence for 3 years, plus 2 earlier years planning and organizing the school. The school has 23 infant and primary level children, two full-time teachers and a part-time secretary. We are a private school (with some government funding) charging fees on a discretionary basis. That way we think we're not too elitist. My name is Gregor Lasch and I am Co-ordinator of the school. Over the last 3 to 4 years, I have become very interested in the writings of Wilhelm Reich and it was during a conversation with his daughter Eva Reich, M.D. who visited Australia for the " Down to Earth " get-together in Canberra that the idea for such a venture was suggested. (I'm sure it's been thought of before.)

Eva said she would be returning to Australia at the end of this year and would be delighted to come to Hobart for such a gathering.

For those unfamiliar with the writings of Wilhelm Reich, (I'm certainly not an expert) he was a radical psychologist and contemporary of Freud. He was particularly interested in orgone (life energy), character analysis, sexuality and other aspects of human emotional development. One thought-provoking subject which Eva Reich mentioned to me was " Body Pleasure and the Origins of Violence ", a subject which personally I would be interested to hear her pursue.

Although we're proposing to make Eva Reich's presentation of her father's theories of relevance to education, the central theme of such a gathering (she has in fact started a school of her own in the United States) we would like to propose other topics for discussion if there is sufficient interest. These could include:

- a. Can alternative schools effect social change?
- b. The development of literacy and numeracy based on active thinking, real needs and genuine understanding.
- c. Difficulties in alternative schools.

These topics may not be of interest and we should like to hear your suggestions. **THEY NEED NOT BE ABOUT ALTERNATIVE SCHOOLS.**

We would suggest a variety of approaches to these subjects - lectures, films and workshops with real live children. Again we would like to hear suggestions. We expect some people would like to lead discussion groups on their areas of interest. If you're one of these people, let us know.

We appreciate that the timing in some respects isn't in some respects, the most appropriate, but then what time is? Besides its an excellent excuse to have a holiday in the nicest state of all. (All states, except Tasmania will have finished third term by Friday 16th December 1977. We'll make our own arrangements.)

We're endeavouring to make this as cheap as possible, by providing billets, tents, floor space and cheap pubs. There are also 2 Youth Hostels in Hobart. Meals will be available at the local Fern Tree Tavern, and we will provide snacks at the school. We're planning to use the adjacent pre-school, as well as Zoe, so there will be plenty of space.

The whole arrangement depends on whether there is sufficient interest, so please let us know what you think as soon as possible even if you're not sure whether you can make it. We'll provide further information later on.

Write or phone Gregor Lasch, c/- Zoe Community School, 10 Stephenson's Place, Fern Tree, Hobart (002) 391172. Or contact ESS, 23 Smith St., Fitzroy, 3065 ph. 419 5152.

THE SPECIALISTS EXPOUND

The Australian Council of Adult Literacy, recently held a conference in Canberra to launch an Australia-wide "rational, organized attack" on adult literacy. The impressive title "Towards a Literate Society" proved to be nothing more than a pipe dream. To think that a conference could be the vehicle for such an aim, is naive, and to imagine that the recommendations of such a conference could be used as guidelines for action is downright foolish and dishonest. In short, the conference on adult literacy achieved a level of mediocrity previously thought to be unattainable. If this gathering reflected the state of literacy programs in Australia (which we suspect it might) then there are big problems.

What exactly was wrong with the Canberra conference?? -

1. Speakers, Delegates and Bureaucrats.

The conference collected together people from all over Australia who work in the field of literacy.

The first day was devoted to addresses by the 'big guns'. Mr. W.A. Devereaux, Director of the Adult Literacy Resource Agency in Britain, spoke of his experiences and pleaded for an appreciation of the complex nature of illiteracy, - a message promptly forgotten by many.

Mr. A.G. Cadman, Liberal MHR and Chairperson of the House of Representatives Committee on Specific Learning Disabilities, read laboriously, word by word from his notes which he said had been prepared some time ago. Al Grassby spoke of the dynamic, changing nature of the English language - "It was not many years ago that a demure lady would have thought nothing of saying she had spent a week in bed with a wog." Mr. K Coughlan, T.A.F.E., made the speech most popular with the media. He said that many teachers do not work as hard as they have in the past and do not accept as much personal responsibility. At the same time he urged us to reject the emotional and the "woolly".

Day one did not take us any closer to a "literate society".

Most speakers apologized for the standard of their deliveries, some even apologized for speaking at all (and so they should). A rather poor showing at a National Conference which had been organized for at least four months, and which cost the unsuspecting delegate thirty dollars.

The delegates themselves were a varied crew. There were the "technique collectors", looking for nifty ideas to add to their boxes of reading tricks. The "escapees from home" enjoyed a week in Canberra at the taxpayer's expense. The "administrators" went round seeking praise for their own little schemes and reassurance that they were heading in the right direction. The "single-solution seekers" formed a pathetic little group. Confronted with actual 'illiterates', they didn't want to hear about the complexities and uncertainties. Just a method that they could plug their students into would suffice. Then, of course there were the yellow disc wearers, "Information Officers", whose weighty job was to keep the conference from grinding to a halt. Receipt distribution, phone messages, and counting the numbers for dinner proved to be their forté.

2. What Happened

Much time was spent exchanging information about the literacy schemes already in existence. This was purely repetition for most delegates and tended



to obscure any overall approach that could have emerged. Many speakers and delegates were obsessed with a desire to define simple causes of the so-called literacy problem. Consequently discussion deteriorated at times into a giant teacher bash.

One interesting highlight was Al Grassby's exhibit of a 'real live illiterate' (for our purposes Mr. I) This gentleman was subjected to the most banal interrogation; how did he become literate? What did it feel like? Some people even felt moved to congratulate Mr. I on his obvious intelligence and determination. Others, who maybe were not convinced that Mr. I had joined us in 'literacy land' asked questions through Mr. Grassby, who presumably was meant to act as an interpreter.

The "method collectors" were seen scribbling in their notebooks as Mr. I described his efforts to achieve literacy with the aid of a dictionary, (now known as the dictionary technique, - this should prove a money spinner for someone).

3. Attitudes to Illiteracy and Illiterates

The unspoken, yet dominating notion on which conference activities were based, was that illiteracy was some sort of affliction or disease. One conference organizer referred to the "terrible disability that illiterate people have..." Of course illiteracy does create problems for people but evidence shows that people who have difficulty with reading and writing are ordinary people, not obviously different from the rest of the population.

The causes of these difficulties are multifarious and vary from person to person. They are not the result of progressive education, television or breast feeding. Any discussion about literacy must look at society, in which inequality is basic, and whose education system expects, and further, creates failure.

A recent report from Britain suggests that in fact the nature of 'literacy' means that we can never be said to have achieved a literate society.

"A standard of literacy for one set of circumstances may be inadequate for another. The evidence of the last year is that there are many needs and many stages of literacy. A bare minimum of literary skills acquired at school can, like other skills, fade if not used."

(Adult Literacy Progress in 1975/6 p. 38)

4. The Panacea

That the Method section of the conference devoted its time to studying a single phonics program

was a logical outcome of the "disease" notion of illiteracy. The program, The Stock Technique (which we discovered to be a rehash of the Duffy technique), is a structured, sequential phonics program in which words are attacked from the back Michael Stock and his fellow "back attackers" claim remarkable success using this program with apprentices at Canberra Technical College. How they evaluate their success is unclear. On their own admission, students abilities are not fully assessed when they start the scheme, and their performances in other subject areas are not fully monitored. Such structured programs which do not encourage students to develop their own personal strategies, often do not create skills that are easily generalized into other situations.

This type of phonics approach insists that a student starts from scratch. The title of the work books "Dawn of Knowledge" suggests that the adolescent with literacy problems knows nothing. Quite the contrary, they have had as much language experience as anyone else their age, and have developed numerous strategies for coping with their patchy knowledge of the written form.

Tutors forced to follow a structured program will find it difficult to deviate even when a change is obviously needed. The Stock technique had no alternatives built in, if its approach to a problem did not work. We were even told about one student who took many sessions to complete page one. He got there with persistence, eventually.

A single phonics approach ignores both the complexity of the reading process and also the individual strengths and weaknessness of each student. Reading is more than de-coding, and a de-coding technique will not suit everybody.

What is to be done?

The so-called empathy of volunteer tutors is not enough. These tutors need guidance, continual help, demonstration and encouragement from trained reading specialists.

It is important that the adults seeking help to improve their literacy skills are seen as full human beings, bringing a great deal of knowledge and experience to the reading process. Each person requires an individual program geared to their strengths and weaknessness, and not just a 'dose of phonics' as a standard cure-all.

Anne O'Connell
Marilyn Scott

STARTING

AGAIN

"Starting Again" is about changing institutions, breaking down roles and fighting the conditioning we are all moulded by. The book results from a Schools Commission Innovations Program grant to the School Without Walls in Canberra. The project involved the employment of a "community person" with somewhat shifting goals of improving relations between the school and the outside community and acting as an anti-counsellor within the school.

The book is not only about the project. Rather it is about the ideology of the school and the ideas behind the project - at least as perceived by those who wrote the book.

"Starting Again" covers well most of the alternative school critiques of conventional education, a more general analysis of oppressive institutions and the attitudes that perpetuate them and the multitude of traps that await those who attempt to change themselves or create new social structures.

Being left-handed I read the book backwards. Since it is a collage of photos, quotes, cartoons and raves this doesn't make much difference. This style is supposed to oppose linear thinking, force one to draw one's own conclusions and allow a diversity of ideas. I am beginning to suspect it is also a cop-out so

no-one has to do the hard work of sorting a mass of confusing experiences into some sort of coherent interpretation. Structure shouldn't necessarily mean certainty.

Despite what the book says, changing oneself isn't changing the world, although it is certainly a necessary part of genuine radical political action. This false synthesis of the contradiction between external political activism and personal liberation is symptomatic of what is to me the book's major weakness. It concentrates very much on the personal liberation aspect and says very little of the wider political role of the school - a role which was very important, at least in the school's earlier year.

The ideology of the book does not represent a consensus of the school population nor does it convey much of the reality of the Schools Commission project. In one sense this doesn't matter. The book is a creative effort that reflects the ideas of those who put it together and taken as this, it makes thought-provoking reading.

"Starting Again" available from SWOW, P.O. Box 85, Campbell 2601 ACT at \$1 for students and pensioners, \$2 for others.

Jack Gilding

LISTED ARTICLES

meaning of index number
21 - number of The Magazine
30 - article number
4- number of printed sides

Inside Namibia - TCLSAC paper No. 2. April '77

21/30-4

TCLSAC is the Toronto Committee for the Liberation of Southern Africa. This is one of the rare articles on Namibia (often called South West Africa) - a recent eye-witness account of the strengthening of the main liberation movement SWAPO (South West African People's Organization) against the South African regime at present illegally occupying the country. The regime's reaction to this is to increase harassment tactics and to treat SWAPO as though it were banned, when in fact it is not. A very readable article, full of information not available through the usual media channels.

21/31-6

Zimbabwean Refugees in Mozambique - TCLSAC paper No. 12. Dec. '76

One of the TCLSAC members visited Nhazania - one of the Zimbabwean refugee camps in Mozambique - in December '76. Nhazania was the camp which Rhodesian forces attacked last year - killing hundreds of unarmed men, women and children, under the pretext that they were

attacking a guerilla camp. The survivors of the attack have been moved further inland - to another camp which the writer also visited. The struggle for survival and self-reliance of these people is described. A very heartening account.

The Paper Given by a Feminist High School Group to the Sexism and Schooling
Conference. Queensland '76 from Education Information Vol. 3. No. 4 March '77.

21/32-2

A general analysis of some of the problems and aspects of the sexist education system in Australia - how it fits females for the feminine stereotype of docility, conformity etc. necessary for the perpetuation of a patriarchal capitalist society. A very interesting paper which could be used as a basis for the development of other feminist high school groups.

The Black and White of Racism - Kevin Gilbert

21/33-3

A direct plea from a black person for recognition of the true situation of Aboriginal people; to understand that many of the things white people criticize are effects, not causes, of the degradation Aborigines have suffered. A very moving article based on personal recollection with comments on funding, the meaning of land and the general frustration and indignities that go with being black. This is not a totally negative article - suggestions are given as to what means could be adopted to help Aboriginal people regain their dignity and culture.

The Personalized System of Instruction (Keller Plans) in Engineering Education
- B. R. Groves, Education Information Vol. 13 No. 11 May '77

21/34-4

In this system of education the student does not attend lectures, but studies on his own with the aid of study guides. He/she is helped by a 'proctor' - a student who has already passed the course, and who grades the student at the end of each unit. The whole is supervised by a lecturer who gives the final assessment. The Keller Plans are being attempted in Australia - particularly at Tas. CAE and some of the State Colleges in Victoria. There are obviously some problems - in this achievement-orientated society where does one find voluntary proctors (one is required per student), or where, with education cut-backs would one find the money to pay them. Also the practice of regular assessment has not really caught on in Australia, we prefer instead the 'lemming' approach to knowledge - passively soak it all up then leap off the edge into success or oblivion.

Committee On Student Loans Minority Report - Michael Gallagher. May '77

21/35-5

In December '76, the Minister for Education, Senator J. L. Carrick, set up a Committee to enquire into the feasibility of Government-backed loans to assist Australian students in tertiary, technical and further education. This is the minority report produced by the Education Resource Officer of the Australian Union of Students - who was also a member of the Committee. The report contains a summary of recommendations from the Majority Report, plus the Minority Report which criticizes the Majority Report and disassociates the Union from the recommendations of the Committee.

We Have No Past and No Future - Bill Hannan. from 'Secondary Teacher'. April '77

21/36-1

The story of hundreds of Italian graduates for whom there is no employment - the general malaise of many graduates from the industrial economies of Europe and Australia. Schools and Universities merely serve to postpone the unemployment situation - what then does this mean in terms of the future role of education. An interesting assessment.

- Migrant Education and Multicultural Education - Associate News Feb. '77
A comprehensive statement of the arguments and recommendations from the Technical Teacher's Association (Vic) Education Committee's Multicultural Workgroup. The emphasis is on multicultural and bi-lingual education as apposed to monocultural and bi-lingual education which is being taught at present. Changes in teacher training, involvement in the community and community education are also detailed. 21/37-2
- Yanchep - A Local Community School - Ron Fitzgerald.
Yanchep is a small combined secondary/primary school, 65 kilometres north of Perth W.A. It was established by the local citizens as an alternative to the nearest State High School, 45 kilometres away. Although it follows a fairly formal curriculum and is exam-orientated (reflecting the immediate expectations of the community) it is open to the community, uses the community as resources and teachers and provides lots of extra activities tailored to the specific lifestyle of this community. This is an example of a school working in and for the community - this combination is essential if social change is to occur. 21/38-5
- Keep the Flag Flying - Mary Neville from Times Educational Supplement Dec. '76
Mary Neville - a lecturer in the School of Education, University of Leeds - examines the Chinese education system from a rather sceptical perspective, emphasizing the western values of individuality and creativity to judge the present level of achievement. An interesting article, much more critical than those written by most visitors to China. 21/39-3
- De Bono and the Academic Fringe - from 'Chaff' Massey Uni. New Zealand
This is the text of an interview with Dr. Edward De Bono - an english psychologist who is an exponent of lateral thinking, and whose Cognitive Research Trust (CORT) has produced a course in thinking skills which is being used in a wide range of schools and tertiary institutions in England. The basic activities of De Bono's model include pattern recognition and creative distortions of memory i.e. normal thinking for those whose minds are not warped by an excess of formal i.e. onetrack schooling. 21/40-2
- Sex in China - A Matter of Numbers. - Stewart E. Fraser, from Forum
Vol. 4. No. 11. '76
'On the surface the question of marrying early or late appears to be a personal question. But in reality it is a conflict between capitalism and the proletariat since it represents two differing viewpoints. Delayed marriage is a form of revolution which abolishes old traditions and establishes new social forces...' - a quote from a poster in a Shenyang factory in North East China. This highly informative article explores the present chinese attitude to sexuality and marriage. It answers all the questions most visitors to China would love to have asked but were too polite to do so. 21/41-5
- The Four R's of Vietnamese Education, Revolution, Re-unification, Reconciliation and re-development. - Stewart E. Fraser. from Phi Delta Kappan. June '77.
Another excellent article by Professor Fraser based on his visit to Vietnam earlier this year. He discusses the changing orientation of the schools' curricula, the new economic zones, the elimination of French and American influence, minority groups and youth groups. A fascinating document. 21/42-5

This is a transcript of a radio program by Peter Adamson, who is the editor of the magazine 'New Internationalist' (available monthly from Community Aid Abroad, 75 Brunswick St., Fitzroy, Vic 3065) Peter Adamson takes a fresh look at four important contemporary issues: Apartheid, Poverty, Population, Human Rights. Lots of basic information is given and points are illustrated in simple straightforward language.

This is a newsletter put out by the Friends of the Thai People. It details the case of Orisa - a political prisoner in Thailand - who is dying, because he has received no medical attention for the wounds he received during the military coup of October 6th, 1976. There is a campaign underway, and the newsletter includes a list of activities which sympathetic people can undertake.

OTHER

"Purari - who benefits?" free

A Broadsheet which looks at the current proposal for the establishment of a massive hydro-electric and industrial complex on the Purari River in the Gulf District of Papua New Guinea. The proposal is being promoted by Japanese and Australian interests. The possible impact on the lives of local people is enormous.

The Broadsheet describes the scheme using maps and photographs and presents the viewpoint of the local Purari people. One section describes the fate of tribal people in other parts of the world who have felt the impact of similar development schemes.

Excellent background information, also suitable for secondary schools.

Learning Exchange No. 48. December '76 - 20¢

We have listed this issue as it contains a section on interesting schools in Victoria - a more up-dated version than the one we produced eighteen months ago. This selection includes primary and secondary schools - both state and private, useful for those looking for basic information on innovative schools.

Zimbabwe Quiz 40¢

Produced by International Defence and Aid Fund, London. This 40 page booklet contains brief basic information on Zimbabwe (Rhodesia). The text includes general facts on population, history of settlement etc. along with relations with Britain, Government and political participation, denial of rights and freedom, racial segregation, labour and immigration, liberation struggle, economy, foreign relations and trade. Maps are included, plus a further reading list on specific topics. The Booklet is a useful starting point for both secondary students and

PUBLICATIONS

others who lack information on the present situation in Zimbabwe.

Apartheid Quiz 40¢

This is another 54 page booklet, similar in format to the Zimbabwe Quiz. Again this contains basic facts concerning apartheid legislation and its effect on the black population of South Africa. The laws on segregation are also listed, illustrating the limited freedom blacks and coloureds have. Again suitable for secondary students or those requiring specific information on apartheid.

Work Experience Kit 50¢

This was reviewed in issue 20, but didn't quite make it to the Other Publications section. This is an information kit for teachers involved in school work experience programs, or who would like to be involved. This kit provides a model which is clear and easy to follow, gives guidelines for coping with the bureaucracies, and the Work Experience Act and the Social Welfare Act 1970 etc, etc..

This is the only comprehensive guide to work-outs available and is an extremely useful and practical document.

The Uranium Debate 60¢

A 40 page booklet produced by several of the trade unions presenting the case against uranium mining. It includes an introduction by Tom Uren, a catalogue of nuclear risks - particularly the hazards involved with nuclear reactors and waste disposal, and presents statistics and documented evidence to support its claims. 'Why I oppose nuclear energy' although written by an experienced American nuclear engineer, is not packed with scientific jargon, but is a simple account of this man's experience with nuclear

reactors. The final articles are 'Uranium, what Fox really said', and information on the Uranium Moratorium Campaign.

A well balanced, well presented account.

We Have Bugger All 75¢

The Larrakia people have inhabited the Darwin area for some 30,000 years. This is the story of their fight to regain some of their land - at Kulaluk, the site of a sacred well - now polluted and destroyed by white man's sewage. It is a story of disillusionment with the white authorities including the Labour Government. It is also a story of courage and determination as the people struggle to win back what is rightfully theirs.

Black News Service March '77. 80¢

Another excellent newsletter, 37 pages of detailed information on the rise and fall of government controlled black puppet bureaucracies; recent legislation; personal experiences; land rights; 'The Black and White of Racism' by Kevin Gilbert; the pacific women's resource centre, information from New Zealand and the New Hebrides; the CIA bugging of Micronesian Status negotiations; the American Indian movement; and the North American International Indian Treaty Conference.

A Bibliography of Radical and Progressive Writings in Victorian Education 1964-76 \$1

This is the revised second edition by Denise Jepson. The original version was listed in issue 19 but we ran out early owing to too great a demand. We suggest that those who are really interested in getting a copy of this edition send in their order as soon as possible. Multiple copies are available from the Innovations Centre, School of Education, LaTrobe Uni, Bundoora, Vic. for \$1.

Chain Reaction Vol. 2. No.4 '77 \$1

This is a special issue on Aborigines and Land Rights - how mining has effected Aborigines in the past - how the Northern Territory Land Rights Bill (Dec. '76) fails to protect their rights in claiming land, other articles - the development of nuclear energy and nuclear power; Lucas Heights (the atom-free embassy); socially useful technologies - U.K. and the Third World; and the coming Australian meeting of the International Whaling Commission.

The Willcox Royal Commission \$1

Previously listed in issue 12, 1975. This booklet was produced by a student at Murray Park C.A.E.

It is an outline of the major issues arising from an inquiry into the suspension of a student, Jackie Willcox from Woodville High School in Adelaide. A selection of press-cuttings are reproduced - showing the different reactions this enquiry produced. The outcome of this enquiry was not a victory for free thinking and the democratic way, it confirmed that a student has no right to dissent, and a Headmaster has absolute 'right' in his school. This reflects considerably on the role and structure of the school and the attitudes of the staff. A very valuable document.

The Greg Weir Case free

This is the profile of the case involving the victimization of a homosexual trainee teacher, in Queensland. An extremely comprehensive report documenting relevant background information to assist with the campaign to re-instate Greg Weir, who was refused employment by the Queensland Education Department after he had appeared as a spokesperson for a homosexual and lesbian group which had been formed for social, educational and political reasons. The whole document must be viewed from the point of view of the repercussions for homosexuals and lesbians who are prepared to publically declare and fight for their sexual rights.

Black Ban - Ian Scott for CARE \$1

'When we ask people to refrain from playing with or against South African teams or individual representatives in the field of sport, it is not just a whim of our own, we are responding to an urgent appeal from the black people of South Africa' This recently published booklet details Australian racism in sport and sporting contact with South Africa; conditions for black South African sports persons; Australia's sporting aid to apartheid; international sport and South Africa; plus a set of answers to the most asked questions. A very readable booklet, full of up to date information.

Zimbabwe News - March/April '77 80¢

This is the official organ of the Zimbabwe (called Rhodesia by whites) African National Union ZANU, component of the Zimbabwe Patriotic Front. It comes from Mozambique, and is not otherwise available in Australia. This issue contains articles on; the scramble for Southern Africa; Chitepo, the martyr; tours of Owen and Mugabe in Africa; the Smith regime; and the proposed black puppet government in Zimbabwe. Excellent up to date information, for once produced by blacks instead of whites.

ORDER FORM

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Zimbabwean Refugees in Mozambique - TCLSAC paper No 12.	21/31-6	6¢		
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" Purari - who benefits ?"	free
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Zimbabwe Quiz	40¢
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'QUOTES'



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"Last week we had the Royal Visit.
How magnificent and uplifting to the
community it was. Something we can
rely on and place our trust in."
Age 18/4/69.

"I'd lock the bludgers in a room until they
did pass." Sun 27/5/70.

"Filth is filth whether it is out of the
gutter, in the street, or under the
masquerade of academic freedom."
Age 28/11/69.

"More important than pollution of the
air, soil, and water is pollution of the
mind."
Age 18/4/70.

"Victoria is becoming the Rhodesia of
Australia." Age 7/9/68."

"I think that the quality of life is peace
of mind based on the home and garden."
Age 23/5/70.

"I feel that we did take some risks in that
By-election by leaving the results to the
electors." Herald 1/3/67.

"I don't have a doorstep low enough for
them (teachers) to sit on." Age 1/6/70.

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